



Syllabus

THE NEWSLETTER OF THE AMERICAN ASSOCIATION OF COLLEGES OF NURSING



Lisa Nabors, MEd, PCC, will be the featured speaker at AACN's Summer Seminar. See page 5 for more information.

RWJ Foundation Partners with AACN to Launch New Scholarship Program

The Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing (AACN) announced today the creation of the *RWJF New Careers in Nursing Scholarship Program*, designed to alleviate the nation's nursing shortage by dramatically expanding the pipeline of students in accelerated nursing programs. Scholarships in the amount of \$10,000 each will be awarded to 1500 entry-level nursing students over the next three years. Preference will be given to students from groups underrepresented in nursing or from a disadvantaged background.

"The size and scope of this scholarship program is truly unprecedented in nursing," said AACN President Fay Raines. "We applaud the Robert Wood Johnson Foundation for making this generous commitment to supporting professional nursing education programs and for taking a decisive step toward alleviating this nation's shortage of registered nurses."

Through the *RWJF New Careers in Nursing Scholarship Program*, funding will be available to schools of nursing with entry-level accelerated programs at the baccalaureate and/or master's level(s). Schools must use funding to increase the number of students enrolled in accelerated programs and to enhance efforts to recruit students from groups underrepresented in nursing or disadvantaged backgrounds. Preference will be given to schools which show how funding can be used to help leverage new faculty resources. All applicants must specify the mentoring and leadership development resources that will be available to ensure successful completion of the nursing program by accelerated students.

The program will target many of the issues currently confronting professional nursing education, including providing support for students in accelerated nursing programs. Accelerated programs offer the most efficient route to licensure as a registered nurse for adults who have already completed a baccalaureate or graduate degree in a discipline other than nursing. Although enrollment in these programs has steadily increased over the past few years, many potential students are unable to apply since already having a college degree disqualifies them for most federal financial aid programs for entry-level students.

The *RWJF New Careers in Nursing Scholarship Program* will provide much needed support for this student population while quickly boosting the nation's supply of registered nurses. For more information on accelerated nursing programs, see www.aacn.nche.edu/Media/FactSheets/AcceleratedProg.htm.

By bringing more nurses into the profession at the baccalaureate and master's degree levels, the new scholarship programs also helps to address the nation's nurse faculty shortage. Data from the U.S. Health Resources and Services Administration show that nurses entering the profession at the baccalaureate level are four times more likely than other nurses to pursue a graduate degree in nursing, which is the required credential to teach.

Furthermore the program targets the need to recruit students from groups underrepresented in nursing or disadvantaged backgrounds. According to the National Advisory Council on Nurse Education and Practice, diversifying the nursing profession is essential to meeting the health care needs of the nation and reducing health disparities that exist among many underserved populations.

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New Book for Nurse Educators

AACN Faculty Training: Enhancing Gerontology Content in Baccalaureate Courses

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Opportunities and more!



New Book for Nurse Educators

Dr. Barbara Penn, AACN's Director of Member Education, is the author of a new book titled *Mastering the Teaching Role: A Guide for Nurse Educators*. Featuring insights from 40 leaders in nursing education, including many AACN member deans, this handy reference provides guidance for nurses looking to assume teaching positions and for current faculty looking to enhance their preparation to teach. The book features special sections on teaching adults, evaluating students and learning, classroom and clinical teaching, recurrent themes in nursing education, and flourishing in the faculty role. AACN members are entitled to a 15% discount on the book price. To purchase copies, call the publisher, F.A. Davis, at 800/323-3555. Be sure to mention that you are an AACN member to receive the discount. For more information, go to http://www.fadavis.com/online_store/catalog/catalog_detail.cfm?publication_id=2389.

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AACN will serve as the National Program Office for this RWJF-funded initiative and will oversee the grant application submission and review processes. A National Advisory Committee (NAC) composed of experts from nursing, healthcare, and the academic arenas will conduct the individual proposal reviews. For more information, see <http://www.newcareersinnursing.org>.

Schools of nursing interested in applying for a scholarship are invited to review the Call for Proposals (CFP) found online at <http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20301>. All proposals must be submitted electronically through RWJF's Grantmaking Online system and will be accepted through June 26, 2008. Two Web conferences are scheduled for May 6, 2008 and June 10, 2008 to provide guidance to applicants as well as a forum to ask questions. For more information about the CFP or the applicant Web conferences, contact the National Program Office at ncin@aacn.nche.edu or 202-463-6930, extension 232.

AACN Faculty Training: Enhancing Gerontology Content in Baccalaureate Courses

"We are extremely grateful for the opportunity we had to be pioneer participants in the GNEC Training Institute. The institute was absolutely amazing. The carefully selected speakers were impressive. We are excited to put into action the direction you have given us." —Donna F. Richards, Ph.D., RN and Valerie Flattes, RN, GNP, University of Utah

AACN believes that educating students with significant course content and clinical experiences in gerontology is the key to improving the quality of nursing care for our aging population. Professional nursing students should have access to faculty with geriatric expertise and to clinical experiences in a variety of practice settings that cater to older patients across the wellness-illness continuum. Nursing programs should provide faculty with opportunities to pursue training in geriatrics and support efforts by geriatric faculty to share their expertise with fellow educators.

In recognition for the need for faculty development in geriatrics, AACN would like to invite faculty to attend one of the upcoming Geriatric Nursing Education Consortium (GNEC) faculty training Institutes. GNEC is an innovative national initiative to enhance geriatric content in senior-level baccalaureate courses. GNEC focuses on faculty development as a necessary precursor to successfully implementing and sustaining enhancements in nursing education programs. This Institute provides nursing educators with the skills, knowledge and resources needed to ensure that the "best geriatric practices" are imbedded in baccalaureate curricula and subsequently in the clinical care provided by newly educated nurses. Using a train-the-trainer approach, nursing faculty are prepared to lead their colleagues in "gerontologizing" senior-level curricula as well as teaching and mentoring students in the care of older adults.

GNEC has now held three of the six scheduled training Institutes. AACN is well on its way to achieving its objective to "educate faculty at a majority of the baccalaureate schools of nursing across the country." Four-hundred-fifteen faculty representing 231 schools of nursing from 44 states have been trained. The remaining 3 institutes are scheduled for October 14-16, 2008 in St. Louis; April 1-3, 2009 in San Diego; and June 24-26, 2009 in Philadelphia. **The application deadline for the St. Louis Institute has been extended to June 30, 2008.**

Thanks to the generous funding by the Hartford Foundation, there is no registration fee or tuition. Up to two applicants from a baccalaureate school of nursing are eligible for a stipend to help defer travel expenses.

For more information or to apply, see www.aacn.nche.edu/gnec.htm



10 Questions...with Rear Admiral Carol A. Romano



Rear Admiral Carol A. Romano, PhD, RN, BC, CNAA, FAAN is the chief nurse officer of the U.S. Public Health Service (PHS) and assistant surgeon general. She is charged with the leadership and coordination of PHS nursing professional affairs for the Office of the U.S. Surgeon General and the Department of Health and Human Services (HHS).

Rear Adm. Romano's educational background includes a baccalaureate degree in nursing, a graduate degree in administration/nursing, and a PhD with a focus on operations analysis/informatics, all from the University of Maryland. She is certified in nursing informatics and nursing administration, advanced.

Over her 37 years of service at the National Institutes of Health (NIH), Rear Adm. Romano has worked in a variety of positions including associate investigator, clinical research nurse, nurse educator, nursing information systems specialist, director of marketing and recruitment, and director of clinical informatics and quality assessment. In addition, she has served as a temporary advisor to the World Health Organization, consultant to the NINR Priority Expert Panel, member of the NIH Diversity Congress, and co-developer of the NIH Nurse Scientist Training Program.

Rear Adm. Romano's accomplishments have been recognized with NIH and Clinical Center Directors' awards, the PHS meritorious, outstanding service, commendation, and achievement medals, and several citations.

1. When did you decide to make nursing a career?

When I was in high school in the sixties, guidance counselors were just beginning to discuss opportunities beyond nursing and teaching that were available to women. However, I was interested in a pragmatic career that gave me flexibility as well as the potential for diversity in employment. I also believed nursing would allow me to learn more about taking care of myself and my family and children too. I heard that nursing was beginning to require a college degree, and that you could earn a diploma and license and then work your way through college if you could not afford college tuition. I joined the Future Nurses of America Club in high school and spoke to nurses that I knew to explore this career. I always knew I wanted to contribute to a field of work that would make a difference in people's lives. I have never regretted my decision to become a nurse.

2. You are a pioneer in nursing informatics. Why did you choose that particular field?

I was fortunate to be working at a hospital in the early seventies that was planning to implement an electronic medical record. It was the leadership of the Chief Nurse of the hospital, Vernice Ferguson, who insisted that nursing would play a key role in the development and implementation of this information system so that it would facilitate the work of the nurse. I was selected to serve on the nursing cadre that was charged with this task. At that time we were the fourth or fifth hospital in the country that was pursuing this work. I was fortunate to be chosen for this informatics assignment (although the term informatics was not used then). I have worked in this field to direct the technologies of our time to improve the quality and safety of handling health information for nurses and patients. I don't remember choosing this field, but rather I believe I was in the right place at the right time for this field to choose me.

3. How is informatics critical to the future of nursing?

A large part of health care involves having the right information at the right time and place to support the right clinical and administrative decisions. The field of informatics strives to do that. All nurses work extensively in the collection and accessing of information from many sources, they organize it, manage it, transmit and share it with appropriate entities, and use it in the daily decisions they make. Informatics is critical to nursing because it facilitates the cognitive aspects of our works and also allows us to create efficiencies in information handling so we have more time for patient interactions. But more importantly it allows us to improve safety and quality and reduce errors that are related to misinformation, lack of information, or data that is untimely. With the increasing need to improve health literacy, we need better access to health information not only for nurse but for patients too. Also we need information to facilitate the development of practice based evidence so we can create the evidence on which to base future practice. Informatics helps us in these ways too.

4. How did you become an officer in the U.S. Public Health Service (PHS)?

A career in the PHS offers unlimited opportunities for U.S. nurses to serve their country while improving the quality of people's lives and making a real difference in public health. A nurse can serve as a commissioned officer or as a civilian federal employee in public health. I actually did 15 and 22 years in each capacity respectively. My past 22 years have been as a commissioned officer. I heard about federal positions in public health from a nurse recruiter when I was a student. When I came to the National Institutes of Health to work, I heard about the Commissioned Corps of the PHS from nurses that I worked with.

The Commissioned Corps of the U.S. Public Health Service (PHS) protects, promotes, and advances the health and safety of the Nation. With more than 6,000 officers—over 1,400 are nurses—the PHS is the major health arm of the federal government and the world's foremost public health service. It is one of seven organizations that make up the uniformed services of the U.S. government and is

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10 Questions...with Rear Admiral Carol A. Romano

composed entirely of officers who have been commissioned on the basis of their health-related training.

I encourage nursing students or nurses interested in joining the fight for public health, or those who have questions about what we do and how nurses can make a difference as officers in the Commissioned Corps, to call for information at 800-279-1605 or visit our Web site at www.usphs.gov. The Public Health Service is one of the best-kept secrets in terms of opportunities for nurses and students, and we want to change that. I wish I had known more about the PHS when I was a new nurse.

5. What are your primary responsibilities as Chief Nurse Officer of the U.S. Public Health Service?

The duties of the Chief Professional Officer for Nursing are to provide advice and consultation to the Office of the Surgeon General on policy issues related to nursing. I also work to represent the Office of the Surgeon General and the US Public Health Service (PHS) in contacts with groups at the state, national and international levels and with professional societies concerned with nursing issues. My goals are related to creating the future of public health nursing and the next generation of nurses who work for the public's health.

6. You were recently appointed Acting Chief of Staff for the Office of the Surgeon General. Could this new appointment impact perceptions about nursing?

The priorities for health in the Office of the Surgeon General are prevention, public health preparedness and the elimination of health disparities. There is also a recognized need to increase health literacy so people make informed, healthy choices. In my role as Acting Chief of Staff, I work to manage the operations of the Surgeon General's programs and his army of 6,000 health professionals in the Commissioned Corps of the USPHS. I also serve as Chief Nurse Officer. My perspectives as a nurse certainly influence how I work and give me the opportunity to increase awareness of the role that nurses play in informing health policy and in creating conditions in which people can be healthy. The work of nurses is invisible many times, and whenever nurses serve in leadership roles, it brings clarity to the capacity that nurse have to create a healthier Nation.

7. There is an initiative to create an Office of the National Nurse. How would that role differ from the Office of the Chief Nurse Officer of the U.S. Public Health Service?

The campaign for an Office of the National Nurse is a grass-roots initiative to gain support for the value and recognition of the work that nurses do in prevention and increasing health literacy. Neither the Department of Health and Human Services nor my office has taken a position on the House bill that proposes this.

There are many similarities as well as differences between the Office of the Chief Nurse of the U.S. Public Health Service and the proposed Office of the National Nurse. The proposed activities of recruitment, fostering nurse educator roles and working to increase health literacy

are similar. Both offices, it is suggested, would report to the Surgeon General and partner with professional and regulatory nursing organizations. The evaluation of new government infrastructures needs to be done thoughtfully. There is also a need to consider the role of the public health chief nurses at the state level and how their leadership and roles can be leveraged to increase the impact on health. The proposals I have seen do have some good ideas.

8. Based on your experience, how important is educational background to the roles performed by the professional nurse?

I started my career as a diploma nurse who worked full time while earning my baccalaureate, masters and doctoral degrees. I have always valued personal growth through continued education and certification. In the future, as today, we'll continue to need all different levels of nursing skill for all the different levels of care that we must address. The important thing is that nursing will always be a profession that requires lifelong learning to keep abreast of the changes in science and knowledge. There are more nurses seeking certification and continued education to maintain their competency and to reach out for extended roles and responsibilities. I believe students need to learn that one never really graduates from a life of learning.

9. What do you envision for nursing in the foreseeable future?

I believe that nursing is the future of human health. Nurses touch people's lives in many ways, from cradle to grave, in sickness and in health. It is our powerful advocacy role for those who are entrusted to our care that creates a powerful role for nursing to create a system for health and not only health care. Nursing's story, as Martha Rogers once said, is an epic of service to mankind. We serve by being active in shaping health policy, by integrating the stakeholders and health professionals in our communities, by working to demystify navigation through the health care system, by embracing holistic approaches to our work, and by envisioning and then building the future of health for all populations-- one person, one challenge, one frustration, one victory at a time.

10. What advice would you give to students considering a career in nursing?

Nursing is a demanding and a rewarding career. No other profession offers as much diversity and opportunity or challenge. As a nurse one can "change careers" without ever leaving the profession, moving from clinical care, to administration, to research or to education. But it is the purpose of nursing and our mission to serve others and to make a difference in the health and lives of people, families, communities, the Nation and of the world that is a compelling driver for one to become a nurse.

The profession of nursing has given me much more than I ever could have expected or hoped for. Students need to acknowledge the flawed past in health care and the imperfect present and embrace the current challenges in health that confront us in building the future.

**FOCUS ON:****Faculty Development Conferences & Training Sessions**

End-of-Life Nursing Education Consortium

ELNEC-Critical Care

October 9 - 11, Washington, DC

ELNEC-Geriatrics

May 5-7, Pasadena, CA (registration closed)

ELNEC-Pediatric

July 9-11, Pasadena, CA

ELNEC-SuperCore

June 25-27, Chicago, IL (registration closed)

June 27-28, Chicago, IL

June 28 ELNEC 50 - Chicago, IL (Celebrating the 50th ELNEC course!)

October 9-11, Washington, DC

Geriatric Nursing Education Consortium (GNEC) Faculty Institutes (see page 2 for more information)

AACN Leadership for Academic Nursing Program

2008 Request for Applications

This program is designed to develop and enhance leadership skills in new and emerging administrators in baccalaureate and graduate nursing programs. The year long program provides participants with a focused assessment experience, a range of content and case studies related to successful leadership, and the opportunity to establish networks with mentors and peers.

For more information on all of these courses, visit AACN's Web site (www.aacn.nche.edu).

2008 Summer Seminar Set for San Francisco

AACN's 2008 Summer Seminar, *Building and Leading High-Performing Teams: Essential Skills for Nursing Academic Leaders*, promises to be one of the best Summer Seminars yet. It will be held July 20-23, 2008 at the Hyatt at Fisherman's Wharf in San Francisco.

This year's Summer Seminar will focus on the personal development of academic leaders into skilled team leaders who can garner support from team members to accomplish the important and increasingly complex work of nursing education. Attendees will learn how to increase the ability to build, lead, evaluate, and guide teams; and learn specific strategies and approaches to maximize effectiveness as a leader. Successful strategies and take-away, ready-to-use tools will be shared with colleagues. Each day will be devoted to a different aspect of the topic:

Monday: *Understanding Coaching Leadership: Building and Leading Teams*

Tuesday: *Results Count: Adopting a Performance Management Approach*

Wednesday: *Balancing "Doing" and "Being": Pursuing Personal Growth*

Leading the program sessions will be Lisa K. Nabors, MEd, PCC. Ms. Nabors is a partner with Strategic Performance Group, and is recognized by the International Coach Federation as a Professional Certified Coach (PCC). She began coaching during her 16 years of experience as a successful, senior-level human relations/training and development professional in private industry. Ms. Nabors' expertise includes gathering and feeding back data, cutting to the core issues, helping clients consider choices, and then creating action plans designed to achieve specific, measurable results. Her coaching clients include managers, executives, and teams in organizations such as America Online, the American Association of Retired Persons, American Registry for Internet Numbers, Kaiser Permanente, U.S. Department of Education, and U.S. Environmental Protection Agency. Ms. Nabors is an adjunct faculty member for Marymount University (VA) and The George Washington University, and she is the coauthor of *The Dialogue Deck, Leading From the Inside Out: A Coaching Model* (Sage, 2002), and the upcoming *Organizational Coaching: Building Relationships, Processes, and Programs That Drive Results* (ASTD Press, 2008).



AACN Institutional Data Reports for Sale

Since 1978, AACN's Institutional Data Systems (IDS) and Research Center has been the nucleus of the Association's authoritative national databank. Annually, IDS reports the most current statistics on:

- Student enrollment and graduations for the current academic year by type of program
- Five-year trend analyses for baccalaureate, master's, and doctoral programs
- Faculty salaries according to rank, degree-level, and type of institution by numerous characteristics, including tenure status
- Selected faculty characteristics, including age profiles
- Deans' salaries and characteristics

This essential resource assists the nursing community in addressing changes in health care systems and nursing education, and it is the foremost benchmarking source for baccalaureate and graduate programs in nursing.

These reports are available for sale now:

2007-2008 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing (\$40)

2007-2008 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing (\$50)

2007-2008 Salaries of Deans in Baccalaureate and Graduate Programs in Nursing (\$30)

You can order these reports online by going to <https://www.aacn.nche.edu/Registration/poIndex.asp>



The California Endowment-AACN Nurse Faculty Scholarship winners gathered at the annual conference of the National Coalition of Ethnic Minority Nurse Associations (NCEMNA) held in San Diego in March 2008. Pictured (left to right) are Dr. Carmen Portillo, past president of the National Association of Hispanic Nurses; Marylou Bayog, University of California San Francisco student; Erik Carter, UCSF student; Dr. Polly Bednash, AACN Executive Director; identity unknown; Elena Flowers, UCSF student; Rita Callahan, University of San Diego student; Denise Dawkins, California State University Bakersfield student; and Charlotte Stoudmire, University of San Diego student.



Opportunities

TEXAS A&M INTERNATIONAL UNIVERSITY

Dean of the College of Nursing and Health Sciences

Located strategically at the gateway to Latin America in Laredo, Texas, Texas A&M International University (TAMIU), one of the fastest growing universities in Texas, is seeking a Dean to head up the College of Nursing and Health Sciences. The Conesco School of Nursing opened in January, 1995 and currently has enrollment of over 300 students in the BSN, RN/BSN track, and the MSN Family Nurse Practitioner Program. The Dean works with a highly motivated and creative faculty to pursue the University's mission of improving the quality of life for the border region and the nation through higher education. The successful candidate will provide visionary leadership for the College; will manage budgets, personnel and other resources; and will identify and pursue opportunities for college advancement through philanthropy and grantsmanship.

We are seeking candidates with an earned Doctorate degree in Nursing, or a Master's degree in Nursing plus and earned Doctorate in a health-care-related field; a proven record of successful leadership within a higher education setting, with a record of excellence in teaching, scholarship and service; and a candidate who is licensed or eligible to be licensed as a Registered Nurse in the State of Texas.

For additional information or to submit your credentials, please contact:

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Boyden Global Executive Search
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Opportunities

A Great Place to Work Join the Auburn University Montgomery School of Nursing Team!

Auburn University Montgomery's School of Nursing is seeking qualified applicants for **Psychiatric-Mental Health, Community Health, and Adult Health** positions at the Instructor/Assistant Professor level.

Founded in 1967, Auburn University Montgomery (AUM) is the metropolitan campus of Auburn University, a land-grant institution. Located in the state capital of Alabama, AUM serves a diverse student body of approximately 5,400 students and faculty/staff of 575 in five academic schools: Business, Education, Liberal Arts, Nursing and Sciences. Montgomery supports cultural attractions including the Alabama Shakespeare Festival, Montgomery Museum of Fine Arts, and the Rosa Parks Library and Museum, among others.

The fully accredited School of Nursing offers traditional baccalaureate programs and an RN to BSN program. A joint MSN program with Auburn University (AU) focuses on the preparation of a CNS for Education of Diverse Populations. The passing rate on the licensing exam is consistently in the mid-nineties.

Minimum qualification is a Master's degree in Nursing in the listed clinical area; with significant progress toward the doctorate. Doctorate preferred. Recent clinical experience required in the specialty area with teaching experience at baccalaureate level desirable. Additionally, for the Adult Health position recent experience in leadership and management position also desired.

To apply: Interested candidates should send letter of application, curriculum vitae, and the names, addresses, and phone numbers of at least three references to:

Search Committee, AUM School of Nursing, P.O. Box 244023, Montgomery, AL 36124-4023, (334) 244-3658 <http://www.aum.edu/nursing>

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Indiana University South Bend is a comprehensive, regional institution that offers almost 100 degree and certificate-granting programs to 7,500 students. IUSB serves the urban, suburban, and rural communities of north central Indiana and southwestern Michigan and has a significant international student body. Located in a mid-western area of unique strength in higher education, South Bend has easy access to the cultural and social advantages of Chicago, as well as a vibrant local culture. Cost of living is one of the most reasonable in the country.

MSN Program Director and Nursing Faculty Positions

Indiana University South Bend, School of Nursing, accredited by CCNE, seeks applications for two tenure-track faculty positions. Primary responsibilities will be within the newly approved MSN program.

Qualifications include RN plus a minimum of a doctoral degree and teaching experience at the college level. A doctoral degree in nursing is preferred. Successful applicants for tenure-track positions who do not currently have the doctorate must be enrolled in a doctoral program at the time of initial appointment.

All applicants must hold a current Indiana Nursing License or eligible for Indiana licensure. Rank and salary will be commensurate with qualifications. Please send a letter of application, vitae, and names of three references to: Dr. Teri Dobrzykowski, Chair, Search and Screen Committee, IUSB, 1700 Mishawaka Avenue, P.O. Box 7111, South Bend, IN 46634-7111 or email tdobrzyk@iusb.edu. Review of applicants will begin immediately and continue until the positions are filled.

IUSB is committed to employing quality faculty who will enhance the rich diversity of our academic community.

IUSB is an affirmative action/equal opportunity employer. Minority group members, women and disabled individuals are encouraged to apply.



NURSING FACULTY POSITIONS

The Baptist College of Health Sciences is seeking qualified professor for full-time twelve month appointments.

- Mental Health/Psych FT
- Adult Health FT
- Pediatrics FT

The successful candidate must meet the following minimum qualifications:

- Master's Degree in nursing required and doctorate from required institution in the teaching or professional discipline preferred.
- Appropriate academic credentials and/or licensure for the position sought.
- Willingness to actively support the Christian mission of the College.

Baptist College of Health Sciences, located in Memphis, Tennessee is a private co-educational Christian college with over 900 students. The college offers baccalaureate education with degrees in Nursing (BSN) and six Allied Health majors (BHS). The College is the educational entity of the Baptist Memorial Health Care Corporation, a three-state health care system that includes 15 hospitals, home health agencies, imaging and surgery centers and clinics. This rich diversity of clinical resources provides Baptist College with a critical edge in attracting students and providing outstanding clinical education opportunities.

Applications accompanied by current resume may be addressed to:

Anne Plumb, DNSs, RN

Dean of Nursing

1003 Monroe Ave.

Memphis, TN 38104

Fax: 901-572-2664

E-mail: employment@bmhcc.org

EOE

About Syllabus

Syllabus is published bimonthly by the American Association of Colleges of Nursing [AACN). Address Changes: Send to **Syllabus**, AACN, One Dupont Circle, Suite 530, Washington, DC 20036.

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Space in Opportunities is available for advertising position openings, availabilities, and consultant and other services.

All advertising is subject to the publisher's approval.

Publications of the American Association of Colleges of Nursing [AACN] serve to advance the quality of baccalaureate and graduate nursing education, promote nursing research, and develop academic leaders. AACN therefore reserves the right to unilaterally reject, omit, or cancel any advertisement that is not in the best interest of the objectives and policies of the Association, or that is not in keeping with the generally scholarly and professional nature of AACN publications. The publication of any advertisement by AACN is neither an endorsement of the advertiser nor the product or services advertised.

AACN promotes equal employment opportunity as required by law, and accepts only advertisements that are not discriminatory on the basis of race, color, religion, sex, national origin, age, handicap, sexual orientation, veteran status, or for any other reason not related to individual merit.

Rates: The classified ad rate is \$10 per line for AACN members; \$12 per line for nonmembers (approximately 40 characters and spaces per line).

Deadlines: Opportunities is published bimonthly beginning with the January issue. Deadline for including, changing, or cancelling ads is the 15th of the month preceding publication date. Advertisers are invoiced with proof of publication.

Send Copy To: All copy must be submitted electronically, preferably in PDF format to Laura Guetter (lguetter@aacn.nche.edu).



Opportunities



Experience the Possibilities...

as a **faculty** leader at the
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Available Positions:

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Lead the development, implementation, evaluation, and integrity of the nationally ranked academic programs through innovation at the baccalaureate, master's, and doctoral levels.

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Director, Doctor of Nursing Practice (DNP) Program.

Lead the recently launched Hopkins DNP program in this newly created academic administrative leadership position.

www.son.jhmi.edu/possibilities

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School of Nursing

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Opportunities



UNIVERSITY OF TEXAS AT EL PASO

SCHOOL OF NURSING Assistant/Associate/Professor (Tenure Track or Clinical)

The University of Texas at El Paso, School of Nursing, invites nominations and applications for two new faculty; Assistant/Associate/Professor (Tenure Track or Clinical).

REQUIRED QUALIFICATIONS: Doctorate in nursing or related field, coursework in curriculum development and evaluation, professional references affirming candidate's ability to work well with students, faculty, and the community, including clinical agencies. Teaching experience and active program of research congruent with academic rank is required. Desirable qualification for all positions: Doctorate in nursing; certification or eligibility for certification in advanced practice.

THE UNIVERSITY OF TEXAS AT EL PASO, SCHOOL OF NURSING is a leading Hispanic degree granting institution. The University is located on the US/Mexico border. The Hispanic Health Disparities Research Center affiliated with the School of Nursing has substantial infrastructure to support researchers. The faculty positions will be 9-month instructional appointments teaching undergraduate and graduate courses, mostly in nursing, but potentially also in our collaborative interdisciplinary Ph.D. program and other School of Nursing courses.

UTEP is an institution on the move. It has a national reputation as a leader in research, innovative educational initiatives, and community-based activities of special relevance to the US-Mexico border region and Hispanic population. The international and multicultural characteristics of the Paso del Norte region provide faculty with unique opportunities to address the border region's most challenging health issues. For more information on our university, please visit the UTEP website (www.utep.edu).

SALARY: Competitive and negotiable within specified range depending upon experience and qualifications.

ASSOCIATE DEAN for ACADEMIC AFFAIRS: The two tenure-track position responsibilities may include a position as Associate Dean for Academic Affairs.

DIRECTOR: In addition, the two tenure-track position responsibilities may include 1) Director of the Advanced Practice Program (including Nurse Managed Clinics) and 2) Director of the Far West Texas Sim Lab.

ENDOWED CHAIR: There are currently two endowed positions available, one endowed chair and one endowed professorship, which could potentially be offered to the new faculty members.



APPLICATION PROCEDURE: Submit letter of interest, curriculum vitae, names and contact information (phone numbers & email address) of three professional references. Please specify which rank the application is for inquires to: **Dr. Robert L. Anders, Dean, School of Nursing, University of Texas at El Paso, College of Health Science, 1101 N. Campbell Street, El Paso, TX 79902. Phone (915) 747-8217, E-mail: rlanders@utep.edu.** Review of applications will begin upon receipt and will continue until the positions are filled.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, veteran status or sexual orientation in employment or the provision of services.

Director of Nursing

Pennsylvania College of Technology is located in Williamsport, a family-oriented community, ideally situated along the Susquehanna River at the foot of Bald Eagle Mountain in North Central Pennsylvania, just a four-hour drive from New York City, Philadelphia, Baltimore, and Washington D.C. Penn College is Pennsylvania's premier technical college and an affiliate of The Pennsylvania State University. More than 6,500 students are enrolled in Penn College's bachelor and associate degree and certificate majors, which combine hands-on experience with theory and management education. For more information about Penn College, please visit our Web site at www.pct.edu.

The School of Health Sciences is seeking a self-motivated, enthusiastic Director of Nursing to be responsible for the daily operation, organization, administration, general effectiveness, and supervision of the Nursing Programs, as well as future program planning, development, and accreditation. The Nursing Department is comprised of approximately 609 nursing and pre-nursing students, 19 full-time faculty, and 97 adjunct faculty. The School offers state-of-the-art campus laboratory facilities and equipment, as well as off-campus clinical experiences for students enrolled in the Practical Nursing Certificate, Nursing Associate's Degree, and Nursing Bachelor's Degree (traditional and completion) programs, which are accredited by the National League for Nursing Accrediting Commission, Inc.

Minimum qualifications include a Doctorate in Nursing; current registration as a professional nurse; eligibility for a Pennsylvania Nursing license and issuance within six months of employment; three years of teaching experience at the Associate's and/or Bachelor's Degree Nursing level; and developed supervisory skills. Background check will be required on selected candidate.

Penn College offers a competitive salary and benefits package, excellent educational benefits for employees and dependents at Penn College and Penn State, and an exciting work experience as part of the Penn College family. Applicants should submit a completed College Application for Employment AND a letter of interest and resume to: **Human Resources (366), Pennsylvania College of Technology, One College Avenue, Williamsport, PA 17701.** The closing date for applications and starting date of position will be contingent upon identification of a suitable candidate. A detailed job announcement and an application for employment are available at www.pct.edu/jobs or by calling (570) 327-4770.

***Penn College is committed to affirmative action, equal opportunity, and the diversity of its workforce.
At Penn College, People Make the Difference.***



Opportunities



UNIVERSITY OF MARYLAND
SCHOOL OF NURSING

Assistant Dean for the School of Nursing Shady Grove Center

The University of Maryland, School of Nursing (SON) invites nominations and applications for Assistant Dean of the School of Nursing at the Universities at Shady Grove (USG). The Assistant Dean, who is the Administrative Officer of one of the School's two campus sites, reports directly to the SON Associate Dean of Academic Affairs. He or she, with the support of an able staff, will lead the Shady Grove unit which consists of 10 FTE faculty and approximately 15 part-time faculty.

The University of Maryland School of Nursing is currently ranked 7th among schools offering graduate programs by *U.S. News & World Report*. The University of Maryland School of Nursing enrolls approximately 1,500 students in its baccalaureate, master's, doctoral and continuing education programs and emphasizes the integration of research, teaching and clinical practice. In addition to the School of Nursing, the University of Maryland Baltimore campus encompasses five other professional schools – Dentistry, Law, Medicine, Pharmacy and Social Work and is one of the fastest growing health sciences research centers in the United States. Its location in the Baltimore-Washington-Annapolis triangle maximizes opportunities for collaboration with government agencies, health care institutions and life sciences industries. The Universities at Shady Grove is a University System of Maryland Regional campus that is built on a partnership model of 8 Universities within the state's university system that offer educational programs and courses of study at the USG Rockville campus. There are currently over 2,500 students from each of the partner schools with the University of Maryland Baltimore represented by the School of Nursing, School of Social Work and School of Pharmacy. USG has recently expanded its physical capacity and partner schools are in the process of expanding and include nursing and pharmacy from UMB.

QUALIFICATIONS

Requirements for the position of Assistant Dean for Shady Grove include an earned doctorate in nursing or related field, a master's degree in nursing and a current license or eligibility to practice nursing in Maryland. Prior academic administrative experience is required.

RESPONSIBILITIES

The Assistant Dean for Shady Grove is the administrative officer for the School of Nursing's undergraduate and graduate programs which enrolls approximately 120 FTE students at the Universities at Shady Grove campus. This position has responsibility and authority relative to policies and procedures integral to admission, progression and graduation of students. The Assistant Dean for Shady Grove works collaboratively with the academic deans for curricular program planning, implementation and evaluation consistent with the programs at the SON Baltimore campus as well as with the Chairs of the Department of Organizational Systems and Adult Health and the Department of Family and Community Health to advance the School's strategic initiatives and successfully achieve academic, research, and service/practice goals and desired outcomes. In addition, the Assistant Dean has oversight for faculty development, career planning and scholarship, is responsible for managing the operation and fiscal responsibility of the unit and recruitment and employment of staff and faculty. The Assistant Dean will also be responsible for developing and nurturing relationships with foundations, nursing organizations, and state and federal agencies. This position is also a member of the SON administrative council and collaborates with all council members.

CONTACT INFORMATION

Inquiries, nominations and applications for the position, including a letter summarizing your qualifications and interest in the position and a current CV should be sent to:

Dr. Patricia Morton
Associate Dean for Academic Affairs and
Chair, Search Committee
c/o Lois Reisig
University of Maryland, School of Nursing
655 West Lombard Street, Suite 502,
Baltimore, MD 21201
Telephone: (410) 706-2619

Inquiries, nominations and applications will be kept confidential. For more information, visit the University of Maryland SON website at <http://nursing.umaryland.edu>.

The University of Maryland is an Equal Opportunity/Affirmative Action/ADA Employer



Opportunities



Belmont University is seeking faculty for the BSN program with expertise in community and adult health nursing to begin August 1, 2008. We seek candidates with clinical and teaching experience in a variety of settings possessing exemplary interactive skills, flexibility in teaching across a variety of settings, and experience with e-learning and simulation. For the non-tenure position, an MSN is required with doctoral work preferred. For the tenure track position, an MSN and doctoral degree are required. We are seeking applicants who can demonstrate the interest and ability to work collaboratively in course design and to teach interdisciplinary and topical courses.

Candidates are directed to <http://jobs.belmont.edu> for information. An electronic version of a Cover Letter, CV, and List of References with contact information must be attached to the online application. Review will begin immediately continuing until the position is filled.

The School of Nursing is housed in the Inman College of Health Sciences and Nursing building, a state of the art facility including 4 simulation labs. Belmont is located in Nashville Tennessee, a thriving health care center in the southeastern United States.

The university is dedicated to providing students from diverse backgrounds an academically challenging education in a Christian community of learning and service. Belmont is an EOE/AA employer under all applicable civil rights laws. Women and minorities are encouraged to apply.



Part Time Faculty Positions in Nursing

The Department of Nursing at Saint Anselm College seeks applications for part time clinical positions in Medical Surgical Nursing. Applicants should have demonstrated clinical expertise in related field. Masters degree in Nursing required. Teaching experience preferred but new graduates with clinical experience are encouraged to apply. The clinical assignments will be in Nashua, NH. Review of applications will continue until the positions are filled.

Please submit cover letter, current CV, three letters of reference, and official graduate transcripts to Dr Sharon A George, Chair/Director Department of Nursing, Box 1745, Saint Anselm College, 100 Saint Anselm Drive, Manchester, NH 03102-1310.

Saint Anselm College is a Catholic liberal arts college in the Benedictine tradition dedicated to educating students for a diverse world. Support for the College's mission is expected. Saint Anselm College is an EOE.