



HHS Secretary Sebelius to Speak at AACN Fall Semiannual Meeting

Kathleen Sebelius, Secretary of Health and Human Services (HHS), will speak to AACN members on the state of health care reform during a program session at the upcoming Fall Semiannual Meeting. Prior to her appointment to the Cabinet, Secretary Sebelius served as the governor of Kansas.

This promises to be a very special Fall Meeting, as members will celebrate the 40th anniversary of AACN. The meeting will be held at the JW Marriot Hotel in Washington, D.C., October 31-November 3 (see full article on this page).

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AACN to Celebrate 40th Anniversary at Fall Meeting

AACN will celebrate the past—and continue to shape the future of nursing higher education—at its Fall Semiannual Meeting, to be held at the JW Marriot Hotel in Washington, D.C., October 31-November 3.

“40 Years of Excellence: Celebrating the Past, Shaping the Future of Nursing Education” is the theme of this year’s meeting. The program format remains the same, but a few nontraditional sessions will be enjoyed during the meeting.

Highlighting the Fall Meeting will be an address from Kathleen Sebelius, Secretary of Health and Human Services, on the state of health care reform. Secretary Sebelius’ address will take place on Tuesday, November 3rd, during the Government Affairs program session.

Another highlight will be an hour-long celebration of AACN’s 40 years of excellence, which will take place on Sunday, November 1st. Following the celebration will be a performance by the popular political satire troupe, The Capitol Steps. A reception will immediately follow the Capitol Steps’ show.

Program sessions on Saturday, October 31st will include the “Best of the Best:” concurrent topics that previously were presented at AACN events and evaluated as exceptional. Topics include building a budget, strategic planning, effective communication across and within gender cultures, “preparing the pitch,” and skills for dealing with academic programs in transition.

The opening program session on Sunday, November 1st will be presented by Ken Bain, author of the book *What the Best College Teachers Do*. Dr. Bain will share his findings from a 15-year inquiry in the practices and insights of successful teachers.

The Fall Meeting will wrap up on Tuesday, November 3rd with what promises to be a fun and engaging program session on maximizing creativity in the academic setting. The speaker will be Charles “Chic” Thompson, founding partner of Creative Management Group and author of several books on unlocking creativity. Mr. Thompson has worked in new product development and marketing for, among others, Johnson & Johnson and Disney.

In a departure from previous policy, each dean/director is invited to bring more than one associate/assistant dean to the Fall Meeting as a way to familiarize these senior academic leaders with content and issues they will find useful as they assist their deans and improve education in their settings. A reduced rate is offered for these representatives. All meeting sessions are open to associates/assistants, who are particularly encouraged to attend the orientation session on Saturday late afternoon and to register for the Saturday morning meeting and program of the Organizational Leadership Network (OLN). Deans must be registered in order for their associate/assistant deans to attend.

For more information on the Fall Semiannual Meeting, please contact Erica Turner, AACN Conference Coordinator, at 202/463-6930; eturner@aacn.nche.edu.

CCNE Constituents Elect New Board Members

The Commission on Collegiate Nursing Education (CCNE) has successfully completed its 2009 election process.

CCNE distributed ballots to 526 institutions – all with baccalaureate, master's, and/or DNP degree programs holding accreditation by CCNE – to be cast in the elections for the CCNE Board of Commissioners and the CCNE Nominating Committee. Valid ballots were returned by 263 institutions, resulting in a 50% response rate. Elected to the CCNE Board were Dr. Linda Caldwell, chair at Curry College (MA), as the representative for deans; Dr. Cynthia Flynn Capers (incumbent), professor and coordinator of Academic Leadership Initiatives at The University of Akron (OH) and Dr. Carol Ledbetter (incumbent), professor at the University of North Florida (FL), as the representatives for faculty; Dr. Deborah Schofield, NP clinical program manager and assistant professor at the University of Maryland Medical Center, as representative for practicing nurses; Ms. Ellen Ceppetelli, director of Nursing Education at Dartmouth-Hitchcock Medical Center (NH), as the representative for professional consumers; and Dr. Carl Middleton, vice president at Catholic Health Initiatives (CO), representative of Public Consumers.

CCNE Nominating Committee members for 2010 include Dr. Joanne Singleton (chair), Pace University (NY); Dr. Beverly Foster, The University of North Carolina at Chapel Hill (NC); Barbara Higgins, Husson College (ME); Dr. Judith Karshmer, University of San Francisco (CA); and Dr. Pamela Simmons, Northwestern State University of Louisiana (LA). More information about the election results will be available at www.aacn.nche.edu/accreditation.

CNC Launches CNL Self-Assessment Examination

The Commission on Nurse Certification (CNC) is pleased to announce the new Clinical Nurse Leader (CNL) Self-Assessment Examination (SAE). The 40-question online SAE is a self-paced tool developed by practicing CNLs and academicians in conjunction with Applied Measurement Professionals, Inc. It is designed to familiarize you with the CNL Certification Examination - the SAE parallels the content and difficulty of the CNL Certification Examination and reflects the format of the multiple choice items.

The SAE may be used by students, program directors, faculty, CNL candidates, and CNL certificants:

- Students may use the SAE as an additional assessment tool before completion of a CNL educational program (consultation with the program director is recommended).
- Program directors and faculty of CNL education programs may use the SAE to incorporate into the CNL curriculum and to enhance learning experiences.
- CNL candidates may use the SAE to evaluate their knowledge before taking the CNL Certification Examination.
- CNL certificants may use the SAE to see if they are remaining current with the profession.

The SAE offers a score report by content area and a feedback report which indicates items answered correctly or incorrectly. In addition, the feedback report provides detailed explanations for each test item, describing the rationale behind the correct response and an explanation of why the wrong answers were not the best from among those provided.

Please note that these exams can be taken only once per purchase; however, you do not have to complete the entire exam in one sitting. Options within the exam allow you to exit and return to the exam at a later time. Once you choose to finish and exit the exam, you cannot return. The cost of the SAE is \$50 per individual. To order, go to <http://www.aacn.nche.edu/CNC/selfassess.html>.

For additional information about the CNL Certification Examination and resources, refer to the CNL Certification Examination Handbook (<http://www.aacn.nche.edu/CNC/pdf/ExamHndbk.pdf>). The handbook explains the format of the multiple choice items (recall, application, analysis) and simulation items (information gathering and decision making), includes the exam content outline, provides a worksheet for identifying strengths and weaknesses, and lists recommended study resources and tips on preparing for the exam.

For information about the CNL Certification Program, go to www.aacn.nche.edu/CNC or contact Tracy Lofty, CNC Director, at tlofty@aacn.nche.edu.

Third Call for Proposals Issued for RWJF New Careers in Nursing Scholarship Program

The Robert Wood Johnson Foundation (RWJF) and AACN are pleased to issue the third Call for Proposals for the RWJF New Careers in Nursing Scholarship Program. This groundbreaking program is designed to alleviate the nation's nursing shortage by dramatically expanding the pipeline of students in accelerated baccalaureate and master's nursing programs. Scholarships in the amount of \$10,000 each will be awarded to up to 400 entry-level nursing students through this third round of funding. Preference will be given to students from groups underrepresented in nursing or from a disadvantaged background. Schools of nursing are invited to apply for funding for scholarship monies to be distributed to students that meet the award criteria. The Call for Proposals is posted online at <http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20905>. Proposals must be received by December 15, 2009. Two Web conferences for schools interested in applying for funding are scheduled for October 21, 2009 at 2pm EST and November 6, 2009 at 11am EST.



Make Plans Now to Join Us for AACN's 40th Anniversary Celebration & Fall Meeting

October 31-November 3, 2009
JW Marriott Hotel ~ Washington, DC

AACN member deans and associate deans are invited to join us for a special Fall Semiannual Meeting in celebration of our landmark 40th anniversary! Reunite with colleagues and special guests while honoring the contributions all member schools have made to AACN's success as the nation's leading voice for professional nursing education.

Highlights from this fascinating and fun gala event will include:

- Dynamic Speakers & Provocative Presentations
- Anniversary Reception & Champagne Toast
- Live Entertainment from the Capitol Steps
- Photo History of Member Schools: Then and Now*
- Gift Copies of AACN's Commemorative 40-Year History Book
- Anniversary Festivities and Keepsakes

Attendees will be treated to the following presentations:

- Ken Bain, the award-winning author of *What the Best College Teachers Do*, will explore what makes faculty influential and memorable.
- Photographic artist Chris Jordan will showcase startling images in a multimedia presentation on American consumerism and its impact on the global community.
- Charles "Chic" Thompson, an academician and former Walt Disney employee, will present an engaging and humorous talk on creativity in academe.

Full program details available online at:
<http://www.aacn.nche.edu/Conferences/09Fall.htm>.

UPCOMING AACN CONFERENCES

**October 8-9, 2009
Master's Essentials
Regional Meeting**

Baltimore Marriott Waterfront Hotel
Baltimore, MD

**October 31, 2009
Organizational Leadership
Network (OLN) Meeting**

JW Marriott Hotel
Washington, DC

**October 31-November 3, 2009
Fall Semiannual Meeting**

JW Marriott Hotel
Washington, DC

**November 18-19, 2009
Executive Development Series**

Westin Chicago River North
Chicago, IL

**November 18-19, 2009
Master's Essentials
Regional Meeting**

Westin Chicago River North
Chicago, IL

**November 19, 2009
Instructional Leadership
Network (ILN) Meeting**

Westin Chicago River North
Chicago, IL

**November 19-21, 2009
Baccalaureate Education
Conference**

Westin Chicago River North
Chicago, IL

For information on all conferences,
visit AACN's Web site:
www.aacn.nche.edu.

10 Questions with 10 AACN Presidents

To help commemorate AACN's 40th anniversary, for the "10 Questions" feature of this issue of SYLLABUS, we asked one question of each of AACN's 10 immediate past presidents. Here are their questions and answers.

Geraldene Felton, EdD, RN, FAAN (1988-90)



What was the most memorable event in your tenure as AACN president?

The most memorable event in my tenure as president of AACN was the choosing, appointment, and investment in Geraldine "Polly" Bednash as executive director of AACN. The appointment was based on the Board's assessment of her potential for addressing the challenges facing AACN and the visibility of AACN.

Polly Bednash has given meaning to AACN by her enlightened perspective on corporate creed, complexities, purposes, and management of AACN as an organization and across organizational boundaries. She is the embodiment of what AACN stands for and how an effective leader uses strong associates and subordinates.

Rita Carty, DNSc, RN, FAAN (1990-92)



What was the highlight of your term as AACN president?

There were several significant things but probably most of all was my priority for the Association to become more member-orientated, inclusive, and transparent and to increase the membership. I had been on the Board for multiple years and it was a time when our membership was low and members were dissatisfied. I, along with my exceptional fellow Board members, believed that we had to increase member involvement through participation on committees and task forces and in other ways. Among other things, we started interest groups. We began full reporting of committees and other activities at meetings. User-friendly and accountable budgets were presented. Members were asked to represent the Association at various meetings. I think the increase in membership that dates back to that time will bear this out. We also reinstated the "Deans Executive Development Series."

Of course, there were federal budget worries about funds to support nursing education. Against our own staff advice, I insisted on speaking to the Hill staffer who was most intent on cutting funds for nursing education. The result of that meeting retained 10% funding for doctoral nursing education. Just think how much worse our faculty situation would be today without that funding almost 20 years ago. The Hill staffer was very tall, and I think he thought I was going to bite him on the knee cap!

These are just a few of my memories, which also include serving with a wonderful group of Board colleagues, the best staff in professional organizations, and an exciting membership who were all great colleagues, many who now lead the Association and the profession.

Janet Rodgers, PhD, RN, FAAN (1992-94)



Have the "hot issues" in nursing education changed since your AACN presidency?

It is fun to look back to my AACN presidency. In 1992 Bill Clinton became president, and we all were very much involved with the Clinton Health Care Plan. I can remember being so weary of having nurses simply referred to as physician extenders. We've come a long way since then, yet here we are in 2009 debating the Obama Health Care Plan. We've still have not dealt with this health care crisis.

The hot issues in nursing in 1992 and 2009 are variations on a theme over time. Then, the major issue was that there were not enough nurses. Now the major issue is that there are not enough adequately prepared nursing faculty to teach in schools of nursing. Although the basic level for professional nursing has been accepted, we still have a huge number of associate degree graduates being turned out every year. Thus the pipeline for doctorally prepared faculty is clogged.

The question of physician assistant versus nurse practitioner is no longer a hot issue. But educational content and status still grab our attention. Whereas a major concern used to be the DNSc or DNS and the PhD, the more recent hot issues for nurse educators and nurse clinical administrators are the CNL and the DNP.

But being the optimist that I am, I see not only a profound change in the image of nursing but also a very bright future for our profession.

Rachel Booth, PhD, RN (1994-96)



You were president when AACN celebrated its 25th anniversary. How much has the organization changed since then?

An obvious change in AACN is the continued increase in the number of members. This growth is an indicator that the organization is of great value to schools of nursing. Additionally, the highly knowledgeable, motivated, and professional staff serve as the catalyst for these advances and programs, plus the outcomes reflect the input of visionaries, risk takers and support of the membership. Within this rich scenario, AACN has developed and implemented several new roles for professional nurses during the past few years. These roles are future oriented and have been needed for a long time. Certification and accreditation programs have been established, plus external funding for these new programs have been sought and made available to schools. Strategies for the process and outcomes have been greatly diversified and inclusive of representatives of other health professions, educators, employers, politicians and the public.

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The results tell the story when press releases inform the nation about the critical role of nurses in the country's health care system, plus the positive response by schools of nursing when large numbers of schools and employers implement the new roles and programs.

It is a wonderful feeling to know that our nurse leaders set the example of leading the health professions in preparing for the future. It is also inspiring to observe the continued inter-organizational, inter-professional nature of AACN and the good will it has generated for programs that will benefit those for whom we serve.

Carole Anderson, PhD, RN, FAAN (1996-98)



What was your biggest challenge as AACN president?

The biggest challenge I faced as AACN president was launching CCNE. The notion of a new accrediting body had been discussed as part of our strategic planning under the leadership of Rachel Booth, and it came to life during my term. The membership was, for the most part, supportive but there was a fairly vocal group who did not want to leave the NLN. However, we did get a very strong vote of the membership to support establishing a new accrediting body. Once word went out to the other organizations such as NLN, ANA and the American Academy of Nursing, the negative reactions began. At that time, I was editor of *Nursing Outlook* and when I went to the Academy meeting, there was a movement afoot to ask me to resign because it was alleged that I had made a negative comment about the Academy at the AACN membership meeting. Of course, I had said no such thing. But, the allegation was made. It went from there to the president of another national organization calling me at home on a Sunday to tell me that I was "destroying the profession." Polly Bednash and I had to face several meetings with other organizations and field very negative sentiments, but we survived! Of course, AACN members had made the right decision as evidenced by the success of CCNE...and we didn't destroy the profession in the process.

Andrea Lindell, PhD, RN, ANEF (1998-2000)



Did you achieve all your goals in your two years as AACN president?

During my term of presidency it was an important period of time to continue a national level dialogue and partnership with other associations impacted by AACN's decision to develop our separate professional accrediting body. One of my goals focused on the reparation of positive relationships through increased dialogue between presidents, joint national presentations, forums, and projects. One Tri-Council project resulted in the agreement to support the 5th vital sign: "PAIN". Numerous task force reports and

memorandums of agreement (MOAs) were operationalized and signed during my presidency. Several MOA's became historical agreements and became models for the future. One was a partnership agreement between the Hispanic Association of Colleges and Universities and AACN, which set the stage for other agreements with diverse groups, while another was the "first" MOA signed with the Department of Veterans Affairs for their RNs to access educational mobility.

Goals to increase our leadership were evidenced by successful efforts to obtain increased financial support from membership for an AACN lobbyist to work with Governmental Affairs and increased Federal appropriations for the National Institute for Nursing Research (NINR), a result of meetings with Secretary of Health & Human Services Donna Shalala.

Perhaps the most significant goal achieved was the Board and membership voting to accept the two years of work in the revision of AACN's mission to become "THE" national voice for baccalaureate and higher education nursing programs. It was a major step in AACN's development as a leading organization to declare that we are the leader and the national voice. As I look back on my term as president I believe the strategic moves and decisions made truly helped set a solid foundation for today's successes and hallmark achievements.

Carolyn Williams, PhD, RN, FAAN (2000-02)



What achievement/milestone defined your presidency?

I would define my presidency as a period of successful organizational transitions in two particular areas: 1) increasing the participation of associate/assistant deans and other members of the faculty and staff of institutional members in the activities of the organization and 2) laying the groundwork for a more active role for AACN in influencing the direction of graduate education in nursing while maintaining AACN's commitment to baccalaureate education. The Futures Committee, which I chaired the year I served as president-elect made a number of recommendations that were accepted by the Board and the membership, the most important of which was a shift in the mission of the organization from focusing on the needs of deans and directors, the institutional representatives, to focusing on the needs of the member institution which the deans and directors represent. As part of this shift the Futures Committee recommended that the institutional member be allowed to bring an associate/assistant dean to the Fall Semiannual Meeting and that programming be expanded to reach out to others on the faculty and staff of our institutional members through a variety of mechanisms such as having faculty serve on Task Forces and developing Leadership Networks. As president I was pleased to have the opportunity to begin this transition by inviting several faculty members to serve on key Task Forces and to call and chair the first meeting of one of the Leadership Networks, the Research Leadership Network.

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During the period immediately preceding my presidency and during my time as president there was much discussion and ferment surrounding the need to “rethink” and “reconceptualize” the pattern of preparation for professional nursing. On “my watch” I had the opportunity to appoint two key Task Forces whose work laid the groundwork for significant changes in the direction of graduate education for nursing practice: The Task Force on Education and Regulation I, later followed by TFERA II, which proposed development of the Clinical Nurse Leader, and the Task Force on the Practice Doctorate which made the recommendation that the Doctorate of Nursing Practice (DNP) be the terminal degree for specialization in nursing. Part of the “ferment” at the time were the questions raised about the baccalaureate but AACN’s commitment to the baccalaureate was maintained and, in addition, we were able to initiate a jointly developed and implemented Post-Baccalaureate Residency Program with the University HealthSystem Consortium. This program has thrived and now CCNE has developed an accreditation process for Post-Baccalaureate Residency Programs.

Kathleen Long, PhD, RN, FAAN (2002-04)



Looking ahead, what role do you see AACN playing within the nursing profession?

AACN will lead advocacy efforts for professional nursing at the national and international levels. The organization’s role in developing and mentoring nursing education leaders, both administrators and faculty members, will be expanded. I think AACN will continue to provide the venues and processes for demonstrating how nursing education, particularly at the graduate levels, is linked to improved health care for the nation and the world.

Jean Bartels, PhD, RN (2004-06)



What motivated you to run for the office of AACN president?

I attended my first AACN meeting in the fall of 1990. My very first impression of AACN, formed at that meeting, has stayed with me for 20 years: “Finally—a nursing organization with the will and collective power to move the profession I love forward.” Five years later, actively representing the small colleges of the organization, I was elected to my first term on the AACN Board of Directors. My future path in the organization is, as they say, history. With wonderful mentoring, I grew to believe that I could help move the will and collective power of the AACN membership to profound solutions to challenging issues facing the profession. I sought the AACN presidency with clear goals in mind. I firmly believed that professional nursing had a core responsibility to grasp its rightful place in health care delivery and health policy reform. Further, I believed that achieving that rightful place would require the

courage to propose and implement a reformed and increasingly rigorous outcome focused nursing education system. I look back now with pride at my small contribution to moving professional nursing and AACN to the next levels of educational excellence—CCNE, CNL, DNP. My first impression has become my lasting view. AACN, as an organization and as a model of courage, seeks the best from its members and offers back the best to the profession. I remain hopeful as much today, as I did leaving the position in 2006, that my presidency answered that call.

Jeanette Lancaster, PhD, RN, FAAN (2006-08)



What advice would you like to give to future AACN presidents?

I think the most important skill for an AACN president is that of listening. I say this for a variety of reasons. First, our membership is diverse ranging from small schools with a singular focus and a primary teaching mission to large complex schools that offer many programs and have a focus on both teaching and research. Each member school is valuable and has something unique and of value to contribute to AACN. I would encourage future presidents to listen to the members. Listening to the members can take many forms: it can mean restructuring the way information is shared so that all members believe they have an equal opportunity to contribute; it includes hearing critical comments about your actions and the organization as well as hearing feedback about the positive actions and activities of AACN. Listen also to other organizations and realize that while we may not share the same mission, goals and values, we do aspire to move nursing and nursing education forward. Lastly, listen to the members of board. Deans get elected to the board because the membership believes they have contributions to make to the organization. I have found that belief to be valid. The role of the president is strengthened when the board is actively engaged in the work of the association. The ideas, experience, and wisdom of the group are more than what any one person can hope to bring to a leadership role. Rely on the board to help you stay on course and make the best possible decisions. Remember to support the expression of different points of view both among the board and with the membership. Strong organizations are made up of competent people who bring different ideas, world views, and suggestions to the attention of those responsible for leading the organization.



University of Nebraska Medical Center College of Nursing



Announces the search for a senior nurse leader to hold the

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This Endowed Chair in Nursing recognizes the achievements of a nurse scientist and senior leader in nursing whose work improves health systems and the organization and delivery of nursing care. Named for a passionate advocate of nurses and the care they provide, the Carol M. Wilson Endowed Chair in Nursing is an opportunity for an innovative leader in the broad field of health systems organization and health systems improvement to join an outstanding faculty in an excellent academic environment.

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The Carol M. Wilson Endowed Chair in Nursing is one of six endowed chairs and professorships at the University of Nebraska Medical Center (UNMC) College of Nursing. UNMC is a vibrant academic health sciences university with numerous collaborative research centers and with colleges of nursing, medicine, pharmacy, dentistry, public health, and a school of allied health. The main campus is in Omaha, rated as one of the most livable cities in America and by Forbes Magazine as the 8th best city for jobs in 2008. The city is vibrant, cosmopolitan, affordable, and family-friendly. The holder of the Chair may be located at any of the College of Nursing's campuses (Omaha, Lincoln, Kearney, and Scottsbluff). The College is consistently recognized for excellence in teaching across programs that span the BSN to the PhD in nursing, excellence in research (typically ranking in the top 30 percent of schools of nursing with NIH funding), and excellence in practice with nurse-managed centers that serve over 14,000 patients annually.

Send inquiries, letters of interest, and curriculum vita to:

Marlene Z. Cohen, RN, PhD, FAAN
Kenneth E. Morehead Endowed Chair and
Associate Dean for Research
UNMC College of Nursing
mzcohen@unmc.edu (402) 559- 5358

UNMC is an equal opportunity employer. Must have or be eligible to apply for a Nebraska nursing license or license in a compact state.



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- RN license
- Graduation from CNL program

Certification Process:

- Submit application, fee, and required documents (The next registration deadline is October 20, 2009.)
- Complete a computer-based exam

Testing Periods:

Nov. 30-Dec. 18, 2009
Jan. 11-Jan. 29, 2010
Apr. 19-May 14, 2010

Commission on Nurse Certification
Phone: (202) 463-6930,
ext. 242/ext. 226
E-mail: cnl@aacn.nche.edu
<http://www.aacn.nche.edu/CNC>

AUGUSTA STATE UNIVERSITY

Full Time Nursing Faculty Position: Tenure track faculty position in the Augusta State University Bachelor of Science degree in nursing program; Apply by October 15, 2009. Start date January 4, 2010. Doctorate degree in nursing or related field strongly preferred, master's degree in nursing required. Evidence of scholarship and strong grant history a plus. Applicants must have a current and unrestricted Georgia RN license. All applicants should submit a letter of interest, CV, official transcripts, and three letters of references to: Dr. Charlotte R. Price; Department of Nursing, Augusta State University, 2500 Walton Way, Augusta, Georgia 30904-2200. Email: cprice@aug.edu. Contact ASU Department of Nursing (706-737-1725) for additional information. Augusta State University is an equal opportunity and affirmative action employer.



MORAVIAN COLLEGE



St. Luke's Hospital School of Nursing at Moravian College
Bethlehem, Pennsylvania



MS Program Coordinator

Moravian College, located in historic Bethlehem, Pennsylvania, offers a values-based liberal arts education in a caring environment, through which it nurtures students in the development of leadership, lifelong learning, and positive societal contributions. The College, in partnership with nationally recognized St. Luke's Hospital and Healthcare Network, offers a CCNE accredited BS in Nursing program and a RN-BS in Nursing program. As the health care environment has become more complex, the role of the professional nurse has expanded to meet complex contemporary challenges. In response to this challenge, the Comenius Center at Moravian College launched its newest initiative, the Master of Science in Nursing. This program gives students the opportunity to select from the Nurse Educator, Nurse Administrator and Clinical Nurse Leader tracks. Visit www.comenius@moravian.edu for more information on the graduate program of study.

Responsibilities for this position include working in collaboration with Nursing Faculty, Chairperson, and Comenius Center Dean of Moravian College to facilitate recruitment and advisement of baccalaureate-prepared RN students to the MS in Nursing program. In addition to leading the admission process, the MS Program Coordinator/Instructor will serve as an advisor and mentor to the graduate student. In collaboration with other faculty, the coordinator will participate in course development, teaching, and program assessment. Candidates should be committed to excellence in teaching and scholarship. The individual will report directly to the Chairperson of the Nursing Department and Dean of the Moravian College Comenius Center.

The Faculty Development and Recruitment Team seeks an individual who has a PhD in nursing or related field or has made significant progress in a doctoral program. A minimum of a master's degree in nursing with experience in graduate education is required. The individual must be licensed or eligible for professional licensure in Pennsylvania.

The deadline for applications is November 1, 2009. Qualified candidates should send Curriculum Vitae, Letter of Application and the names of three professional references who can affirm the candidate's leadership and teaching abilities to: Dr. Susan Scholtz, Associate Professor of Nursing, Moravian College, 1200 Main Street, Bethlehem, PA 18018; Phone: 610-861-1607; Fax: 610-625-7861.

Opportunities



DEPARTMENT OF NURSING



Engaging Minds, Preparing Leaders

Associate Director, Undergraduate Programs
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School of Health Professions and Studies
University of Michigan-Flint

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Candidates for this position must have the following minimum qualifications: an earned doctorate in Nursing or a related field; MSN is desirable; teaching scholarship and service accomplishments commensurate with rank of assistant, associate or full professor at hire; leadership experience in an academic setting; evidence of supporting faculty governance and collegial decision-making and problem solving; ability to work effectively in multicultural settings with a commitment to diversity; success in obtaining external funding; strong interpersonal and written communication skills; and possession or eligibility for a Michigan RN license.

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The search will continue until position is filled. Send a letter of application addressing qualifications, curriculum vitae, and the names and contact information of three references to: Chair, Associate Director of Nursing Search Committee, University of Michigan-Flint, Department of Nursing, 303 East Kearsley Street, Flint, MI 48502-1950 or e-mail to Denise Shourd at dshourd@umflint.edu. Further questions should be directed to Denise Shourd via the above e-mail.



University of Michigan-Flint is an affirmative action/non-discriminatory employer committed to diversity within its community.



Georgia Southern University, School of Nursing, invites nominations and applications for four tenure track faculty positions (Assistant/Associate/Professor) in the areas of maternal-child health nursing, pediatric nursing, adult health nursing, critical care nursing, family nurse practitioner and community health nursing.

Successful candidates' responsibilities will include teaching in the classroom and clinical settings in the undergraduate and graduate programs, including the DNP program. In addition, responsibilities include scholarship yielding publications, service on committees, and participation in official activities of the School, College and University. Positions are 9-month appointments; salaries are competitively based on qualifications. For a complete list of required and preferred qualifications, see our website at <http://www.georgiasouthernhealthscience.com/more-on-chhs/Ads/56674.pdf>.

Screening of applications begins December 1, 2009, and continues until the positions are filled. Position start dates are August 1, 2010. A complete application consists of a letter addressing the qualifications cited on the website; a curriculum vita; and the names, addresses, telephone numbers, and e-mail addresses of at least 5 professional references. Applications and nominations should be sent to:

Jean E. Bartels, PhD, RN, CNL, Search Chair, Search #56674
Georgia Southern University School of Nursing
P. O. Box 8158
Statesboro, GA 30460-8158
Electronic mail: jbartels@georgiasouthern.edu
Telephone: 912/478-5455

More information about the institution is at <http://www.georgiasouthern.edu> and <http://www.georgiasouthernhealthscience.com/departments/school-of-nursing/overview>. Names of applicants and nominees, vitae, and other non-evaluative information may be subject to public inspection under the Georgia Open Records Act. Georgia Southern University is an AA/EO institution. ADA accommodations arranged upon request.



University of Massachusetts Amherst School of Nursing

The University of Massachusetts, Amherst School of Nursing invites applications for a full time tenure track ASSISTANT PROFESSOR faculty position (nine month academic year appointment). The earliest appointment date is September 1, 2009. Salary will be commensurate with qualifications and experience. The School of Nursing is seeking an individual with expertise in the following area:

Adult Health (R33898)

Responsibilities include:

- Teaching in the undergraduate and graduate programs
- Academic advising of students
- Scholarship and research activities
- Community and academic service activities
- Participating in school and university committees

Minimum qualifications include:

- An earned PhD in nursing.
- Applicants must be eligible for RN licensure in Massachusetts.

Preferences include:

- National certification in a specialty area.
- Track record of research and publications.
- Experience in teaching and online education.

Review of applications will begin **July 10, 2009** and continue until the position is filled. Please send a letter of intent specific to the Requisition # above, a curriculum vitae and three written professional references to:

Dr. Genevieve Chandler, Chair, Search Committee
University of Massachusetts Amherst School of Nursing
227 Skinner Hall
651 North Pleasant Street
Amherst, MA 01003-9304.

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply. The ideal candidate is committed to fostering a climate that promotes diversity in the School, the University, and the Discipline.

Please visit us at <http://www.umass.edu/nursing>



SACRED HEART UNIVERSITY

Nursing Faculty Positions

In response to an increase in enrollment at the undergraduate and graduate programs and the initiation of a new DNP program applications are invited for full-time tenure track for September, 2010.

For the Undergraduate Program the ideal candidate will have:

- An earned doctorate in nursing or closely related field OR a MSN in a clinical specialty
- A commitment to begin doctoral study if not doctorally prepared
- A commitment to interdisciplinary education and evidence based practice
- Scholarly interests congruent with Sacred Heart University and nursing missions
- Clinical expertise in Medical surgical nursing, licensed nurse or eligible for CT licensure

For the DNP Program and graduate level the ideal candidate will have

- An earned doctorate in nursing or closely related field
- Scholarly interests and accomplishments congruent with Sacred Heart University and nursing missions
- Qualifications for appointment at the Associate or Assistant Professor rank
- Board certified Advanced Nurse Practitioner (Adult or Family)

The Department of Nursing is fully accredited by the CCNE and offers a BSN, RN to BSN completion, and MSN with tracks for administration, family nurse practitioner, and clinical nurse leader. The Sacred Heart Nursing Department is a leader in online education delivery.

In addition applicants will value the University's Catholic identity, tradition and spirit and support its commitment to community service, strategic planning, and the intellectual and ethical development of all students.

Applicants must include a complete curriculum vita, and letter specifically relating the CV to the requirements of the position, and three letters of reference. Applications will be accepted until July 1, 2008 or until the position is filled.

Please submit to: Dr. Patricia Walker, Dean, College of Education and Health Professions, Sacred Heart University, 5151 Park Ave., Fairfield, Connecticut 06825-1000, (203) 396-8024. (pelosom@sacredheart.edu)

*Sacred Heart University is an EEO/AA employer
Men and minorities are encouraged to apply*

About Syllabus

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