

ANNUAL REPORT 2014



# BUILDING A FRAMEWORK

FOR THE **FUTURE**



*Advancing Higher Education in Nursing*



American Association  
of Colleges of Nursing

# HIGHLIGHTS OF THE YEAR

## July 2013

The New Careers in Nursing Program – a joint initiative of AACN and the Robert Wood Johnson Foundation – awards \$4 million in funding to support students underrepresented in nursing at 52 schools nationwide.

## August 2013

AACN announces a new partnership with The Arnold P. Gold Foundation to recognize nurses who exhibit leadership in compassionate care as educators, researchers, mentors, and practitioners.

## September 2013

Five new Minority Nurse Faculty Scholars were selected through a highly competitive program coordinated by AACN and the Johnson and Johnson Campaign for Nursing's Future.

## October 2013

Dr. Polly Bednash announces her retirement as AACN's CEO following 28 years of dedicated service to the association.

## November 2013

AACN commissions the RAND Corporation to conduct a national study on the facilitators and barriers to offering a post-baccalaureate Doctor of Nursing Practice program.

## December 2013

AACN releases preliminary data from the Fall 2013 annual survey, which shows increases in enrollments in baccalaureate, master's, and doctoral nursing programs.

## January 2014

AACN, in partnership with the Centers for Disease Control and Prevention, announces a new fellowship program focused on public health preparedness and medical counter measures for health security.

## February 2014

The Jonas Center for Nursing and Veterans Healthcare, Khan Academy, and AACN announce that 14 individuals were chosen to join a select group of educators working to develop free online content for students preparing for the NCLEX-RN.

## March 2014

AACN applauds new research published in *The Lancet*, which shows that patients experiencing complications after surgery are more likely to live if treated in hospitals with adequate nurse staffing levels and higher numbers of baccalaureate prepared nurses.

## April 2014

AACN releases a free faculty development resource for nurse educators teaching quality and safety content (QSEN) in graduate-level programs.

## May 2014

In honor of National Nurses Week, AACN offers member an opportunity to post free faculty job announcements online via Career Link, which nets 250 faculty vacancy ads in 112 schools of nursing.

## June 2014

Dr. Deborah Trautman begins her appointment as AACN's Chief Executive Officer on June 16, 2014.



## OUR MEMBERS

In 1969, the American Association of Colleges of Nursing (AACN) was established to answer the need for an organization dedicated exclusively to furthering nursing education in America's universities and four-year colleges. Representing schools of nursing at 750 public and private institutions, AACN is the national voice for baccalaureate- and graduate-degree nursing education programs.

## OUR MISSION

AACN, a unique asset for the nation, serves the public interest by setting standards, providing resources, and developing the leadership capacity of member schools to advance nursing education, research, and practice.

## OUR VISION FOR AACN

By 2020, as a driving force for quality health care, AACN will leverage member schools in meeting the demand for innovation and leadership in nursing education, research, and practice.

## OUR VISION FOR THE PROFESSION

In 2020, highly educated and diverse nursing professionals will lead the delivery of quality health care and the generation of new knowledge to improve health and the delivery of care services.

This report highlights the association's FY 2014 initiatives to help member schools meet the nation's demand for innovative and expanded nursing care.

*I'm honored and excited to take the helm of this important and respected organization. My goal is to bolster AACN's longtime mission of finding new ways to improve the quality of nursing care by re-envisioning traditional nursing roles, strengthening nursing education programs, and striving to create a more highly educated nursing workforce. As CEO, I will place a high priority on continuing to increase nursing's visibility, participation, and leadership in national efforts to improve health and health care.*

**Dr. Deborah E. Trautman,  
AACN Chief Executive Officer**



# LETTER FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER

## YOUR LEADERSHIP JOURNEY

**T**he Institute of Medicine, in its landmark report on the *Future of Nursing: Advancing Health, Leading Change*, called for all nurses to pursue leadership development as means to improving health and health care. The authors concluded that:

“Strong leadership is critical if the vision of a transformed healthcare system is to be realized. To play an active role in achieving this vision, the nursing profession must produce leaders throughout the system, from the bedside to the boardroom. These leaders must act as full partners with physicians and other health professionals, and must be accountable for their own contributions to delivering high quality care while collaborating with leaders from the other health professions.”

For nurses to take their rightful seat at the table when decisions are made impacting healthcare redesign and transformation, they must possess the leadership skills needed to move an agenda forward, negotiate for resources, and build consensus. At the same time, academic nurse leaders also must be skilled in creating environments that embrace diversity and inclusion while also serving as leaders adept at shaping health policy at all levels.

As the national voice for baccalaureate and graduate nursing education, AACN plays an important role in assisting deans, faculty, and students in taking the next step in their leadership formation. AACN is attuned to the professional development needs of all members of the academic nursing enterprise and offers programs tailored to seasoned deans and those new to academic leadership, veteran and novice faculty, nursing school administrators and staff, and graduate students. Please take a few minutes to review this annual report and find out more about how AACN can support your professional enrichment and your work to position your school for sustained success.

AACN strives to be a trusted partner on your leadership journey by offering a variety of opportunities and services to enhance your ability to lead with confidence and precision. We are invested in helping you succeed and become a more effective advocate for meaningful change.

Eileen T. Breslin, PhD, RN, FAAN  
President

Deborah E. Trautman, PhD, RN  
Chief Executive Officer

# ANNUAL STATE OF THE SCHOOLS

**F**indings published in the 2014 State of the Schools are based on responses from 776 (90.0%) of the nation's nursing schools with baccalaureate and graduate programs that were surveyed in fall 2013. Data reflect actual counts; projections are not used. For charts and graphics depicting the latest nursing education data, see pages 6 and 7.

## HIGHLIGHTS FROM AACN'S 2013 ANNUAL SURVEY

- ▶ **Applications and Acceptance Rate:** In the 2013-2014 academic year, 271,179 completed applications were received for entry-level baccalaureate nursing programs (a 4.6% increase from 2012) with 170,559 meeting admission criteria and 112,615 applications accepted. These data translate into an acceptance rate of 41.5%.
- ▶ **Total Enrollment:** The AACN survey found that total enrollment in all nursing programs leading to the baccalaureate degree is 299,118, an increase from 276,946 in 2012. Within this population, 180,942 students are enrolled in entry-level baccalaureate nursing programs. In graduate programs, 108,490 students are enrolled in master's programs, 5,145 are enrolled in research-focused doctoral programs, and 14,688 are enrolled in practice-focused doctoral programs in nursing.
- ▶ **Total Graduations:** In terms of graduations, the AACN survey found that 100,406 students graduated from baccalaureate programs last year, including 60,188 students from entry-level programs and 40,218 students from baccalaureate degree-completion programs. In graduate programs, 30,664 students graduated from master's programs, 628 from research-focused doctorates, and 2,443 from practice-focused doctorates.
- ▶ **Student Diversity:** At all levels, professional-level nursing programs reported increases in the number of students from minority backgrounds over the past year. While the percentage of students from underrepresented backgrounds in entry-level baccalaureate nursing programs increased to 29.0%, the proportion of minority students in master's programs increased to 30.0%, in research-focused doctoral programs to 28.4%, and in practice-focused doctoral programs to 26.9%.
- ▶ **Men in Nursing:** Though men represent only 7% of the U.S. nursing workforce, the percentage of men in baccalaureate and master's nursing programs are 11.4% and 10.3%, respectively. In doctoral programs, 8.7% of students in research-focused programs and 11.3% of students in practice-focused programs are men.
- ▶ **Accelerated Programs:** Accelerated nursing programs continue to be an important pathway into nursing for individuals with degrees in other fields who are looking to change careers. Currently, 16,921 students are enrolled in the nation's 251 accelerated baccalaureate programs, up from 15,002 in 2012, and the number of graduates climbed to 10,584. In the 65 accelerated master's degree programs now available, 5,930 students are enrolled, and 2,162 students graduated last year.
- ▶ **Degree-Completion Programs:** Given the call for nurses to continue their education, AACN was pleased to see growth in degree-completion programs for RNs looking to earn a baccalaureate or master's degree. From 2012 to 2013, enrollment in RN-to-Baccalaureate programs increased by 15.2%, which marks the 11th year of enrollment increases. Currently, 668

RN-to-Baccalaureate and 163 RN-to-Master's degree programs are available nationwide, with many programs offered completely online. In addition, 26 new RN-to-Baccalaureate and 19 new RN-to-Master's programs are under development.

- ▶ **Clinical Nurse Leader:** The national movement to advance the Clinical Nurse Leader® (CNL) role continued this year with 95 CNL programs offered at schools nationwide. Currently, 3,155 students are enrolled in these master's programs, and 1,153 CNLs graduated last year.

## SNAPSHOT OF THE NURSE FACULTY POPULATION

- ▶ In fall 2013, the total full-time faculty population in baccalaureate and higher degree programs reached 17,173 (750 schools reporting).
- ▶ As a group, nursing faculty are older than nurses in general. According to the National Council of State Boards of Nursing, the average age of today's RN is 50. For faculty, the average age of doctorally prepared faculty by rank was 61.6 years for professors, 57.6 years for associate professors, and 51.4 years for assistant professors.
- ▶ 13.1% of full-time faculty come from racial/ethnic minority groups; only 5.5% are male.
- ▶ In terms of educational preparation, 51.3% of nursing school faculty are doctorally prepared with 39.9% holding nursing doctorates, and 11.4% holding doctorates in related disciplines.

## AACN DATA COLLECTION

Now in its 33rd year, AACN's annual survey compiles data and information that forms the basis for the nation's premier database on trends in nursing school enrollment and graduations,

student and faculty demographics, and faculty and deans' salaries. With a focus on baccalaureate and higher degree programs, these data are essential for policymaking at the local, state, and federal levels as well as for benchmarking by participating institutions. Complete results from the 2013 were compiled in three separate reports:

- ▶ *2013-2014 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*
- ▶ *2013-2014 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing*
- ▶ *2013-2014 Salaries of Deans in Baccalaureate and Graduate Programs in Nursing*

To order the most current reports, see [www.aacn.nche.edu/IDS/datarep.htm](http://www.aacn.nche.edu/IDS/datarep.htm).

In addition to the annual survey, AACN also leads these annual data collection efforts:

- ▶ **Faculty and Doctoral Student Roster Survey:** This survey collects data on full-time faculty and doctoral students at the individual level regarding demographics, education, and employment. Data on more than 16,000 faculty and 13,000 doctoral students have been compiled through this effort. Participating schools can generate free reports on faculty distribution by rank, tenure, degree, race/ethnicity, or gender.
- ▶ **Annual Faculty Vacancy Survey:** Each July, AACN's Research and Data Center collects data on budgeted but unfilled full-time faculty positions by rank, tenure, and level of teaching. Results are used to inform policymakers and other stakeholders about the faculty shortage.















## **SURVEY ON THE EMPLOYMENT OF NEW GRADUATES AND EMPLOYER PREFERENCES**

In August 2013, AACN conducted its fourth survey of nursing schools offering baccalaureate and graduate programs in the U.S. to better assess the experience of new graduates in finding employment and employer preferences for new hires. In terms of the job prospects, the employment rate at graduation was 59% for BSN students, with the employment rate at 4-6 months after graduation rising to 89%. By comparison, the National Association of Colleges and Employers conducted a national survey of almost 38,000 new college graduates across disciplines and found that only 29.3% of new graduates last year had a job offer at graduation. AACN also collected data on entry-level master's degree programs and found that these graduates were most likely to have secured jobs at graduation (67%) and at 4-6 months post-graduation (90%) than were BSN graduates. In addition, surveyed schools were asked if employers in their area were requiring or strongly preferring new hires with baccalaureate degrees. Findings showed that 43.7% of employers require the BSN for new hires while 78.6% strongly prefer BSN-prepared nurses.

Complete survey results can be found online at [www.aacn.nche.edu/leading\\_initiatives\\_news/news/2014/employment14](http://www.aacn.nche.edu/leading_initiatives_news/news/2014/employment14)

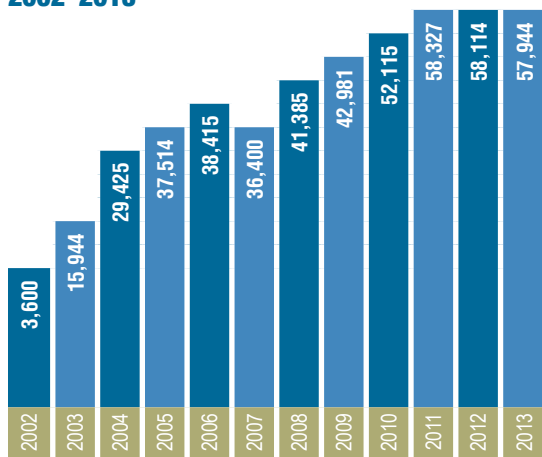
# TABLES AND GRAPHS

## Year at a Glance: Enrollments and Graduations in Nursing Programs — 776 schools reporting

ENROLLMENTS — FALL 2013		GRADUATIONS — AUGUST 2012–JULY 2013	
Baccalaureate	GRADUATE	Baccalaureate	GRADUATE
Generic Baccalaureate Programs  <b>180,942</b>	Master's  <b>108,490</b>	Generic Baccalaureate Programs  <b>60,188</b>	Master's  <b>30,664</b>
RN-to-Baccalaureate Programs  <b>118,176</b>	Doctoral (research-focused)  <b>5,145</b>	RN-to-Baccalaureate Programs  <b>40,218</b>	Doctoral (research-focused)  <b>628</b>
Total Baccalaureate  <b>299,118</b>	Doctoral (practice-focused)  <b>14,688</b>	Total Baccalaureate  <b>100,406</b>	Doctoral (practice-focused)  <b>2,443</b>

Source: American Association of Colleges of Nursing. 2013-2014 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

### Qualified Applications Turned Away from Entry-Level Baccalaureate Nursing Programs: 2002–2013

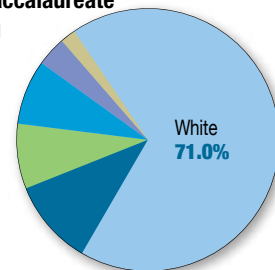


SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2002-2013. AACN is not responsible for reporting errors by respondent institutions.

### Racial/Ethnic Diversity in Nursing Education Programs, Fall 2013

#### Students Enrolled in Entry-Level Baccalaureate Programs — 654 schools reporting

- American Indian/Alaskan Native **0.6%**
- Two or More Races **2.2%**
- Asian/Hawaiian/Pacific Islander **8.3%**
- Hispanic or Latino **8.4%**
- Black or African-American **9.6%**
- White **71.0%**

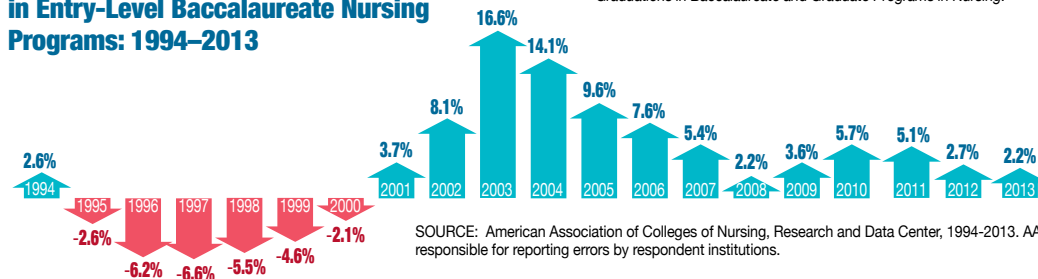


#### Students Enrolled in Master's Programs — 512 schools reporting

- American Indian/Alaskan Native **0.6%**
- Two or More Races **1.7%**
- Hispanic or Latino **5.4%**
- Asian/Hawaiian/Pacific Islander **7.8%**
- Black or African-American **14.4%**
- White **70.0%**

SOURCE: American Association of Colleges of Nursing. 2013-2014 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

### Percentage Change in Enrollments in Entry-Level Baccalaureate Nursing Programs: 1994–2013



SOURCE: American Association of Colleges of Nursing, Research and Data Center, 1994-2013. AACN is not responsible for reporting errors by respondent institutions.



## Employment of New Graduates

### GRADUATES ACROSS ALL MAJORS

At Graduation **29.3%**

4-6 Months After Graduation **N/A**

**43.7%**  
of employers require the baccalaureate degree for new hires while  
**78.6%**  
strongly prefer baccalaureate-prepared nurses.

### ENTRY-LEVEL BACCALAUREATE IN NURSING GRADUATES

At Graduation **59%**

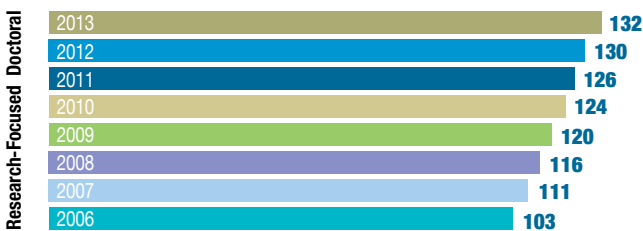
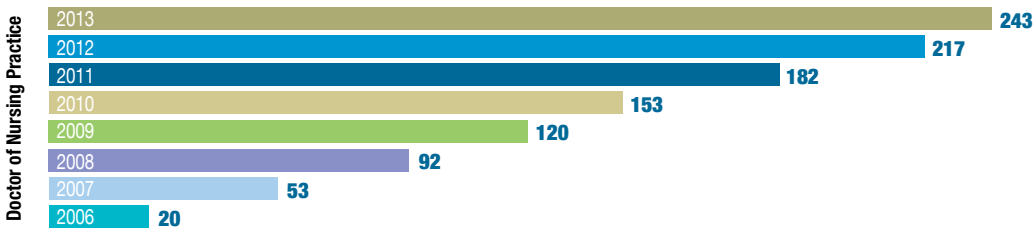
4-6 Months After Graduation **89%**

### ENTRY-LEVEL MASTERS IN NURSING GRADUATES

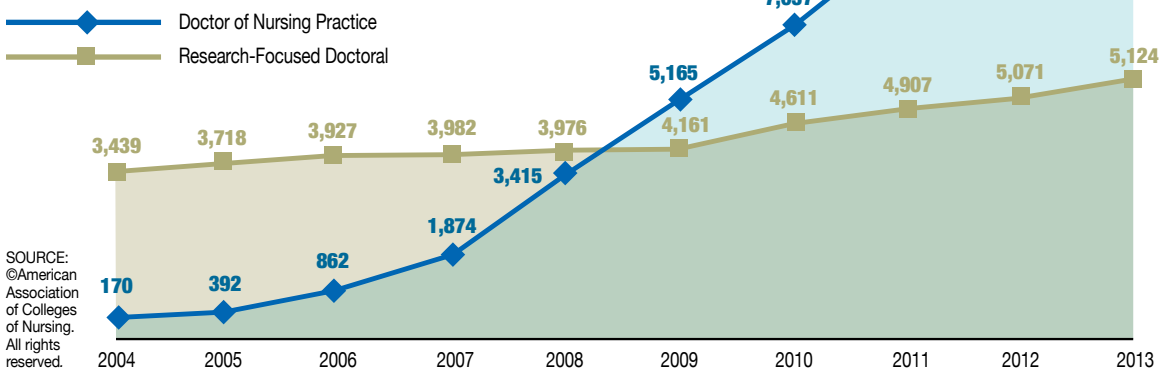
At Graduation **67%**

4-6 Months After Graduation **90%**

## Growth in Doctoral Nursing Programs: 2006–2013



## Enrollments in Both DNP and PhD Programs: 2004–2013



SOURCE:  
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# A FOCUS ON DOCTORAL EDUCATION

**A** ACN survey data showed that enrollment in doctoral nursing programs increased by more than 19% this year, signaling strong interest among students in careers as nursing scientists, faculty, primary care providers, and specialists.

## PROGRESS TOWARD 2015

In October 2004, AACN member schools voted to endorse the *Position Statement on the Practice Doctorate in Nursing*, which called for moving the level of preparation for advanced nursing practice from the master's to the doctoral degree by the goal date of 2015. Nursing schools have made great strides toward realizing this vision:

- ▶ From 2012 to 2013, enrollment in Doctor of Nursing Practice (DNP) programs grew by 27.4%, with 14,688 students currently enrolled.
- ▶ DNP programs are now available in 48 states and the District of Columbia.
- ▶ 26 new DNP programs opened in 2013, bringing the total number of programs to 243.
- ▶ 111 schools now offer the baccalaureate to DNP; 77 additional schools will soon offer this option.
- ▶ Almost 75% of schools with advanced practice programs are either offering or planning a DNP at the post-baccalaureate and/or post-master's level.

## GROWTH IN PhD PROGRAMS

The number of research-focused doctoral programs (PhD, DNS) climbed to 132 programs in 2013. Despite concerns about the growth in DNP program diminishing interest in the PhD, AACN data clearly shows that both the number

of PhD programs and students enrolling in these programs are rising. In 2013, enrollment in research-focused doctorates increased by 1.3% to 5,145 students. Since 2003 when the DNP movement began to take shape, the number of nursing students enrolled in research-focused doctoral programs has increased by 49.6%.

## NURSING FACULTY VACANCIES

In September 2013, AACN released new data confirming that growth in U.S. schools of nursing is being restrained by a shortage of faculty, which is driven by a limited pool of doctorally-prepared nurses and noncompetitive faculty salaries. Based on data received from 680 schools of nursing in the U.S. with baccalaureate and graduate nursing programs (79.7% response rate), the nurse faculty vacancy rate in 2013 was 8.3%. The large majority of reported vacancies (86.9%) are for faculty positions requiring or preferring a doctoral degree.

For more details on other AACN initiatives focused on advancing doctoral nursing education, see:

- ▶ Doctoral Advancement in Nursing Program, page 21.
- ▶ AACN's Collaborative Work with the Jonas Center, page 12.
- ▶ Dissertation and Capstone Awards for Doctoral Students, page 11.



## EVALUATING INNOVATIONS IN NURSING (EIN) GRANT

Since March 2013, AACN moved forward with its study of doctoral student career choice funded through the Evaluating Innovations in Nursing Education (EIN) program administered by the Robert Wood Johnson Foundation (RWJF). This two-year project, titled *Identifying Barriers and Facilitators to Nurse Faculty Careers*, involves a national survey of students in both research-focused and practice-focused doctoral programs to identify the factors that either impede or enhance the pursuit of a long-term career as a faculty member. This year, AACN conducted a comprehensive literature review on selection of an academic nursing career, launched a national survey of doctoral nursing students, and contacted the deans and directors of 129 nursing PhD programs and 212 DNP programs to garner their support for this effort. The study seeks to identify inducements and incentives that can be used by schools to recruit new faculty, negotiate for resources, and retain seasoned nurse faculty in teaching roles. Findings from the survey will be released at the Doctoral Education Conference in January 2015.

# GRADUATE NURSING STUDENT ACADEMY

**A**ACN's Graduate Nursing Student Academy (GNSA) provides high value programs, services, and resources to nursing students enrolled in master's and doctoral programs. Graduate students are encouraged to sign-up for the GNSA to access free Webinars, networking platforms, funding opportunities, a monthly newsletter, and other resources.

This year, enrollment in the GNSA increased to more than 7,300 members from 80% of AACN-affiliated schools with graduate

programs. This represented a 43% growth from the previous year. In 2014, the GNSA Leadership Council, which is composed of 10 students from AACN member schools, worked on setting priorities for the GNSA and provided advice regarding future services and programming. Members include 7 doctoral students – 4 PhD and three DNP students – and three students enrolled in master's programs.

The GNSA worked this year to increase the number of student liaisons at AACN member schools nationwide. To help celebrate Nurses Week in May, the GNSA Liaisons created a video-based initiative titled Great Minds in Nursing: Insights from Nursing's Thought Leaders. This project was developed to help Liaisons engage in leadership development while giving GNSA members advice and insights from leaders in nursing education. This initiative helped to launch the GNSA YouTube channel, which added a new social media networking opportunities for graduate nursing students. Other social media platforms available to GNSA members include LinkedIn and Facebook pages, a Twitter feed, and an online collaboration community.

Membership in the GNSA is free to all graduate nursing students enrolled in AACN member schools. To find out more about the GNSA and to meet the new Council, see [www.aacn.nche.edu/students/gnsa](http://www.aacn.nche.edu/students/gnsa).



U.S. Surgeon General LTG Patricia Horoho addresses AACN's members at the Fall 2013 Semiannual Meeting in Washington, DC.



## RECOGNIZING EXCELLENCE

Now in its second year, AACN presents awards for outstanding dissertations and capstone projects completed by students in research- and practice-focused doctoral programs. With almost 60 applications received for these top honors, awards were presented at AACN's Doctoral Education Conference in January 2014. Awards were given in two categories:

### Excellence in Advancing Nursing Science Award (PhD)

- **Nancy Crego**, University of Virginia; *Influencing Pediatric Sedation Safety*
- Honorable mention: **Erica Schorr**, University of Minnesota; *Characterization of the Peripheral Artery Disease (PAD) Symptom Experience*
- Honorable mention: **Yafen Wang**, Case Western Reserve University; *Associations Among Academic Stress, Dispositional Optimism, and Resourcefulness in Fifth and Sixth Graders in Taiwan*

### Excellence in Advancing Nursing Practice Award (DNP)

- **Jennifer L. Titzer**, University of Southern Indiana; *Nurse Manager Succession Planning: Strengthening Health Systems for the Future*
- Honorable mention: **Joelle Hargraves**, Chatham University; *Glycemic Control in Cardiac Surgery Patients: Revising and Educating Nurses on an Evidence-based Insulin Infusion Protocol*
- Honorable mention: **Rebecca Russo-Hill**, Duke University, *Screening for Depression in Patients with Diabetes: Addressing the Challenge*

Abstracts from each award winner are posted at [www.aacn.nche.edu/membership/awards/excellence-in-advancing-nursing](http://www.aacn.nche.edu/membership/awards/excellence-in-advancing-nursing)

# PARTNERSHIPS & COLLABORATIONS

## PROMOTING COMPASSIONATE CARE

In July 2013, The Arnold P. Gold Foundation and AACN announced a new collaboration to recognize nurses who exhibit leadership in compassionate care as educators, researchers, mentors, and practitioners as well as students who exemplify and demonstrate these qualities. This initiative will mirror what the Foundation has done successfully over the last 25 years within academic medicine. The Gold Foundation and AACN Boards jointly reached the decision to partner in order to promote best practices in compassionate care and to recognize exemplars among nurse educators, practitioners, and students. To guide this work, a joint advisory board has been assembled featuring nationally recognized academic and practice leaders from nursing and medicine.



## JONAS CENTER AND AACN EXPAND SUPPORT FOR DOCTORAL STUDENTS

Since 2012, AACN has been partnering with the Jonas Center for Nursing and Veterans Healthcare (formerly the Jonas Center for Nursing Excellence) to enhance the nation's supply of doctorally prepared nurses available to serve in faculty and clinical roles. In January, the Jonas Center made a determination on the number of scholarships to be awarded for the Nurse Leaders and the Jonas Veterans Healthcare Scholar programs. A total of 329 individual scholars were awarded among 116

institutions. These recipients include 146 PhD Nurse Leader Scholars, 68 DNP Nurse Leader Scholars, 46 PhD Veteran Healthcare Scholars, and 69 DNP Veteran Healthcare Scholars.

## AACN AND CDC PARTNERSHIP

Now in its second year, AACN is engaged in a five-year cooperative agreement with the Centers for Disease Control and Prevention (CDC), which marks the first time that a national nursing organization has been invited to partner with the CDC in a manner consistent with arrangements in place for associations representing physicians and public health professionals. As part of this work, AACN placed two outstanding nurses in one-year fellowship programs hosted on-site at the CDC in Atlanta this year. In December 2013, Robin Wallin, CRNP, a Certified Pediatric Nurse Practitioner and nationally certified school nurse from Virginia, was selected for the Managing Chronic Conditions in Schools fellowship. In June 2014, Tessa Walker Linderman, DNP, was selected as a Medical Countermeasure Program Development Nurse Fellow for the CDC. Also in June, two Academic-Public Health Impact Evaluation Program grants were awarded to the University of North Florida School of Nursing and Texas Christian University School of Nursing. AACN will announce new funding opportunities available through the CDC as they become available.

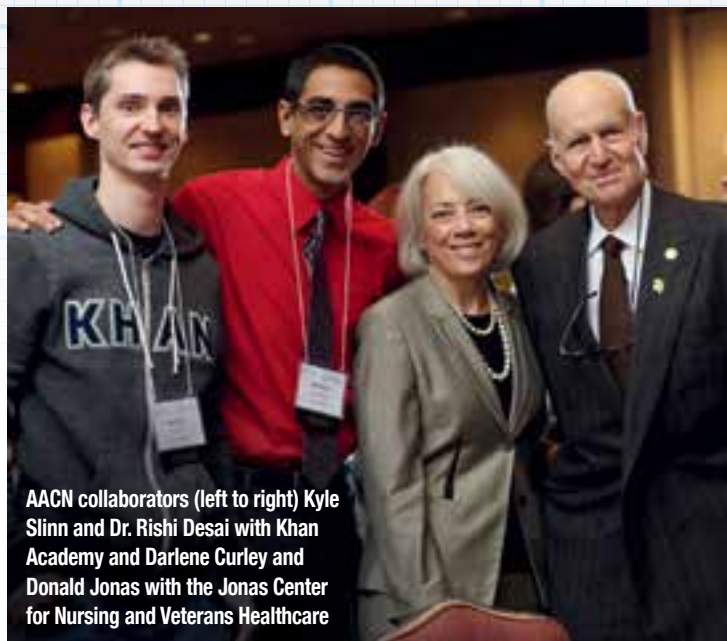
## EXPANDING THE NURSE RESIDENCY PROGRAM

Developed with the University HealthSystem Consortium (UHC), the UHC-AACN Post-baccalaureate Nurse Residency Program is designed to effectively support new nurses as they transition into their first professional roles. The program is built on an evidence-based

curriculum using the AACN *Baccalaureate Essentials* and meets national residency accreditation standards. The latest data from the residency project show that the turnover rate of residency graduates declined for the seventh consecutive year. With 105 residency sites active in 31 states, the nursing turnover rate of first-year baccalaureate graduates was, on average, 5.4% at residency sites, which is significantly lower than the national average (13%). Nurses completing the residency also reported higher levels of confidence, competence, and perceived ability to organize their work and communicate.

### **KHAN ACADEMY – JONAS CENTER – AACN COLLABORATION**

In October 2013, AACN joined with the Jonas Center and Khan Academy to announce a new partnership to create free, peer-developed, and expert-reviewed online resources to help nurses prepare for professional practice and sit for selected portions of the NCLEX-RN®. The collaborating organizations sponsored an international competition for nursing students and other healthcare professionals to create video tutorials and exercises for specific NCLEX content areas, including physiology, pathophysiology, and management of health conditions. The competition received 76 entries from individuals around the world, emerging from over 60 hospitals and academic institutions. Submissions represented the disciplines of nursing, medicine, pharmacy, dentistry, public health, and graduate studies in biological science. In February 2014, the partners announced that 14 winners of the competition were selected to develop learning materials with expert guidance from the Khan Academy. In June, AACN announced that 55 new healthcare lessons in 9 topic areas were available online to supplement the learning of healthcare students, practitioners, and patients worldwide. More content will be posted on the Khan Academy site as it becomes available.



AACN collaborators (left to right) Kyle Slinn and Dr. Rishi Desai with Khan Academy and Darlene Curley and Donald Jonas with the Jonas Center for Nursing and Veterans Healthcare

### **INTERPROFESSIONAL EDUCATION COLLABORATIVE (IPEC)**

IPEC, whose founding organizations include AACN, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools and Programs of Public Health, held faculty development institutes in October 2013 and January 2014.

AACN played a lead role in planning the content for these events and handling all logistics. The overall goal of the institutes is to create faculty champions who can enhance interprofessional curricula, learning experiences, and assessment of competency development. Faculty across the health disciplines joined together in teams to explore how to revitalize curriculum and learning experiences to facilitate widespread adoption of interprofessional education and practice.

# TRANSFORMING NURSING EDUCATION

## IDENTIFYING BARRIERS AND FACILITATORS TO THE DNP

In October 2013, the AACN Board of Directors moved to commission a new study to assess the facilitators and barriers for schools transitioning their master's level APRN programs to the Doctor of Nursing Practice (DNP). The study is titled *The DNP by 2015: A Study of the Institutional, Political, and Professional Issues that Facilitate or Impede Establishing a Post-Baccalaureate Doctor of*

*Nursing Practice Program*. The AACN Board is seeking to identify best practices related to accelerating programmatic change and delineate challenges that may be addressed through focused advocacy and other means. The RAND Corporation was selected to complete this study, which included a survey of all schools offering Advanced Practice Registered Nurse (APRN) programs to assess decision-making around offering the BSN to DNP option. The study results will be released in fall 2014.



## LEADERSHIP DEVELOPMENT

Leadership development has been a cornerstone of AACN's programs and services since the association's inception more than 40 years ago. Designed to provide enrichment experiences to today's top administrators and prepare the next generation of academic leaders, AACN's diverse menu of offerings serves all members of the nursing school enterprise, including deans, associate deans, program directors, faculty at all levels, administrative staff, and students. The AACN-Wharton Executive Leadership Program is the centerpiece of AACN's growing portfolio of leadership development programs, which includes the Leadership for Academic Nursing Program, the Executive Development Series, Leadership Networks, New Dean Mentoring Program, Student Policy Summit, and Summer Seminar among other programs. For more information on opportunities for deans, aspiring deans, faculty, staff, and graduate nursing students, see [www.aacn.nche.edu/leadership](http://www.aacn.nche.edu/leadership).



## TASK FORCE INITIATIVES

AACN's Board of Directors leverages the expertise of member deans on task forces needed to focus on key issues while advancing the mission of the organization. This year, the following task forces moved ahead with their charges:

- ▶ The **APRN Clinical Training Task Force** is developing a white paper that re-envisioned traditional clinical education experiences for advanced practice registered nurses. The Board recognized that actions must be taken to minimize the strain on clinical sites and schools of nursing, decrease barriers to quality clinical training resources, and allow schools to meet enrollment goals to address the country's increasing healthcare needs. As part of its charge, the task force will 1) Describe the current state of APRN clinical training, challenges, and regulatory requirements; 2) Describe the nature of the collaborative relationship that should be established with clinical training sites to facilitate the development of quality opportunities for students; 3) Develop a set of recommendations for restructured or re-envisioned clinical training; and 4) Consider competency assessment as an emerging and potential element of a re-envisioned approach to APRN clinical training. The task force is expected to complete its work in 2015.
- ▶ The **Futures Task Force** is exploring AACN's current programs and services with the goal of seeking new recommendations for the future work of the organization. The task force is charged with 1) Conducting a broad assessment of the major trends shaping nursing practice and the implications for transformation of nursing education and research; 2) Assessing current AACN programs and structures and their capacity to respond to the challenges identified; 3) Providing the AACN Board with a set of recommendations regarding potential new efforts that can be implemented to



support the mission of the organization and assure support for the development of a nursing workforce for the future; and 4) Outlining the potential human and fiscal resources needed to implement these recommendations. The task force is expected to complete its work in 2015.

- ▶ The **Implementation of the DNP Task Force** is developing a white paper that explores the purpose and expectations of the DNP final scholarly product and the clinical learning practice expectations as described in the *DNP Essentials*. As part of its work, the task force will clarify the purpose of the DNP practice requirements in preparing graduates for an area of advanced nursing practice and develop recommendations and exemplars for DNP scholarly products. The task force's final report will be presented to the AACN Board for review in 2015.

# INTEGRATING THE CLINICAL NURSE LEADER ROLE

**A**ACN continued its work this year to advance the Clinical Nurse Leader (CNL®) role. Prepared at the master's level, CNLs oversee the care coordination for patients, assess risks, develop quality improvement strategies, facilitate interprofessional communication, and implement evidence-based solutions at the point of care. A wide variety of practice sites nationwide are moving to restructure their systems to incorporate the CNL as a way to engage skilled clinicians in outcomes-based practice and systems redesign. The Veterans Health Administration, the nation's largest employer of RNs, is moving to introduce CNLs into all VA facilities by 2016.

By the end of the fiscal year, more than 3,300 program graduates completed the certification process developed by the Commission on Nurse Certification (CNC) and are now certified CNLs.

## NEW CNL COMPETENCIES RELEASED

In October 2013, the AACN Board of Directors endorsed a new white paper on the Clinical Nurse Leader (CNL) role that was developed by an expert panel convened by AACN. This update to the original CNL white paper from 2007 is titled *Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice*. This new resources addresses expectations related to CNL clinical practice, the competency development process, CNL curriculum, and competency expectations for program graduates, as well as the importance of academic-practice partnerships and CNL certification. To download this paper, see [www.aacn.nche.edu/cnl/CNL-Competencies-October-2013.pdf](http://www.aacn.nche.edu/cnl/CNL-Competencies-October-2013.pdf).



## CNL SUMMIT AND RESEARCH SYMPOSIUM

The sixth annual CNL Summit was held in January 2014 in Anaheim, CA with sessions reflecting the theme *The CNL: A Strategic Asset for Integrating Quality in the Continuum of Care*. This event provides a forum for healthcare and academic audiences currently implementing or interested in exploring the CNL role. The event's opening keynote speaker was Dr. Jonathan B. Perlin, President, Clinical Services and Chief Medical Officer, Hospital Corporation of America (HCA), who spoke on *The Triple Aim: The Driver Behind Innovation in Health Care and the CNL in the Changing Healthcare Environment*. Conference topics include the impact and value of the CNL role on improving patient outcomes, implementing and sustaining the CNL role across innovative and diverse systems of care, and the CNL role in quality and safety initiatives. Again this year, the CNC hosted a CNL Research Symposium as a preconference to the Summit. Reflecting the theme *Using Today's Data to Improve Tomorrow*, speakers discussed data collection and analysis methods that may be used to evaluate evidence related to CNL care outcomes.

## COMMISSION ON NURSE CERTIFICATION RECEIVES NCCA ACCREDITATION

In February 2014, AACN announced that the National Commission for Certifying Agencies (NCCA) had accredited the CNL certification program administered by the Commission on Nurse Certification, an autonomous arm of AACN. The CNL certification program has been accredited by the NCCA for the maximum five-year period expiring January 31, 2019. "Achieving NCCA accreditation provides clear validation that the CNL

credential is a true mark of distinction that identifies program graduates as uniquely qualified to lead outcomes-based practice and systems redesign," said AACN President Jane Kirschling.

"AACN applauds the outstanding work of our colleagues with the Commission on Nurse Certification for their dedication to serving the public good by recognizing excellence in CNL program graduates."



## CNL VISIONARY AND VANGUARD AWARDS

In January 2014, AACN announced that Dr. James Harris from the University of South Alabama was selected to receive the 2014 CNL Visionary Leader Award. Presented at the annual CNL Summit, this award is the highest honor given by AACN to individuals making significant contributions to advancing the CNL initiative. Dr. Harris was recognized for his leadership in promoting the CNL role within VA medical centers nationwide. AACN CEO Polly Bednash also received this award given her leading role in developing and advocating for the CNL. Also given at the Summit, the CNL Vanguard Award is presented by AACN and the CNC to recognize the innovative work of CNL-certified nurses. A Vanguard Award was presented to Sonja Orff from Maine Medical Center and an honorable mention to Kimberly Kirkpatrick from the Portland VA Medical Center for their efforts to transform patient care through CNL practice.

To find out more about the latest developments related to the Clinical Nurse Leader and CNL certification, see [www.aacn.nche.edu/cnl](http://www.aacn.nche.edu/cnl)

# REINVENTING NURSINGCAS

## NursingCAS

The Centralized Application Service for Nursing Programs

Launched in 2010, NursingCAS is the nation's only centralized application service for students applying to registered nursing programs. Participating schools include a mix of academic health centers, liberal arts-focused schools, public and private institutions, religiously affiliated schools, a community college, and a hospital-based RN program. More than 80,000 applications to nursing schools were initiated through NursingCAS this year.

### STREAMLINING ENTRY IN NURSING

NursingCAS completed its third cycle in July 2013. Since the previous cycle, 35 new schools joined the service with many other programs in the pipeline ready to go live. Many currently participating schools are expanding the numbers of programs posted on the application to include both graduate and undergraduate level program types. During this cycle, several service upgrades have been initiated to NursingCAS in response to feedback from participating schools, including enhanced document uploading capabilities and new mobile device access. In August, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) officially endorsed the use of PDF transcripts provided by NursingCAS as official in admissions decisions.

### NEW STATE-OF-THE-ART SOFTWARE

AACN and its technology partner Liaison International worked closely this year to prepare the latest version of the centralized application service, NursingCAS 3.0, which will be launched in fall 2014. The online



application was completely re-engineered to meet the specific needs of nursing schools and now offers an intuitive, responsive design; a simplified user experience; mobile- and tablet-ready formats; customized program pages for schools; a new notification to market directly to prospective applicants; and more advanced features. NursingCAS provides access to a robust applicant pool, vital data (including comparative national benchmarking reports), and helps direct students to open seats. Through NursingCAS, applicants now have the opportunity to apply to over 800 programs offered by participating schools nationwide. AACN is planning a series of live and online introductions to NursingCAS 3.0 for those interested in learning more about best practices in nursing school admissions.

### JOINING NURSINGCAS

Schools interested in finding out more about using this free service are encouraged to visit AACN's Web site, [www.aacn.nche.edu/cas](http://www.aacn.nche.edu/cas), for more information and/or contact NursingCAS Director Caroline Allen to schedule a school-specific demonstration with Q&A at [callen@aacn.nche.edu](mailto:callen@aacn.nche.edu) or 202-463-6930, ext. 258. To check out the applicant portal, visit [www.nursingcas.org](http://www.nursingcas.org).

# FOCUSING ON FACULTY DEVELOPMENT

**A**ACN is the recognized leader in providing faculty development opportunities and resources for nurse educators teaching in baccalaureate and graduate programs. More than 3,000 nurse educators attend AACN's conferences each year making these offerings the preferred professional development option for faculty in professional nursing programs.

## FREE GRADUATE QSEN MODULES

Based on the content developed through the Quality and Safety Education for Nurses (QSEN) initiative, AACN has created a free faculty development resource for nurse educators teaching in graduate-level programs. To build on AACN's commitment to further disseminate the QSEN teaching strategies, AACN has launched seven web-based learning modules focused on a Call to Action and the six core QSEN competencies: Patient-centered care, teamwork and collaboration, evidence-based practice (EBP), quality improvement (QI), safety, and informatics. These cutting-edge, interactive modules are available to all nurse faculty in graduate-level nursing programs and can be accessed through AACN's collaboration community. Faculty will have the opportunity to earn American Nurses Credentialing Center contact hours for each QSEN learning module. See [www.aacn.nche.edu/qsen/module-series](http://www.aacn.nche.edu/qsen/module-series).

## AACN'S FACULTY WEBINARS IN HIGH DEMAND

As an exclusive member benefit, AACN offers a continuous series of Webinars focused on topics of particular interest to faculty teaching in baccalaureate and graduate nursing programs. To date, more than 200 free Webinars have been presented by noted experts on topics ranging from evidence-based practice, test development, interprofessional education, academic incivility, geriatric nursing care, academic progression, and environmental sustainability. Past Webinars are available to view on-demand in the archive on AACN's Online Collaboration Community. Faculty who access the Webinars, either live or recorded, are eligible to receive ANCC-approved continuing education credits. Since the Webinar series was launched, more than 10,000 registrations have been processed from faculty at more than 650 nursing schools nationwide (90% of AACN member schools).

## ONLINE COLLABORATION COMMUNITY FOR FACULTY

To more closely engage with our constituents, AACN created an Online Collaboration Community exclusively for faculty, deans, and students from member schools. This service provides a social media platform that enables members to share knowledge and best practices, explore topics of shared concerns, and form strategic alliances. This platform, which provides access to archived Webinars, is accessible to member faculty who may register through My AACN (see page 61).

For more details on all of AACN's opportunities and services for nurse educators, visit the online Nurse Faculty Resource Center found at [www.aacn.nche.edu/Faculty](http://www.aacn.nche.edu/Faculty)

## RECOGNIZING TEACHING EXCELLENCE & INNOVATION

The AACN Faculty Teaching Awards recognize excellence and innovation in nursing education by faculty at AACN member schools. Following a competitive nomination process, four awards are presented each year to novice and experienced nurse educators. This year's recipients include:

- ▶ Excellence and Innovation in Teaching Award: Cynthia Rubenstein, James Madison University
- ▶ Teaching and Learning Excellence Award: Pamela Jeffries, Johns Hopkins University
- ▶ Novice Faculty Excellence in Didactic Teaching Award: Larry Slater, New York University
- ▶ Novice Faculty Excellence in Clinical Teaching Award: Jacqueline Riley-Baker, University of Texas Health Science Center, San Antonio

For short bios of each award recipient, see [www.aacn.nche.edu/membership/awards#faculty](http://www.aacn.nche.edu/membership/awards#faculty).

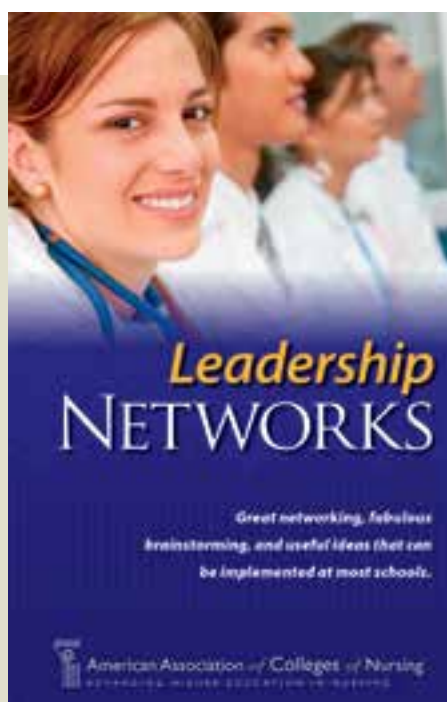
In October 2013, AACN announced the seventh-year winners of the **Innovations in Professional Nursing Education Award**. This program was created by the AACN Board of Directors to recognize the work of AACN member schools to re-envision traditional models for nursing education and lead programmatic change. Awards were presented in like-school categories as follows: Academic Health Center (AHC), Oregon Health & Science University; Small School, Illinois Wesleyan University; Private School without an AHC, D'Youville College; and Public School without an AHC, Texas A&M University-Corpus Christi. Read all about the award-winning innovations online at [www.aacn.nche.edu/membership/awards/innovations](http://www.aacn.nche.edu/membership/awards/innovations)

## AACN LEADERSHIP NETWORKS

To date, more than 1,400 faculty and staff at member institutions have joined AACN's Leadership Networks. These networks provide a forum for peer professionals to share best practices and success stories, sharpen leadership skills, participate in professional development activities, and take full advantage of AACN resources. Networks include Organizational Leadership, Instructional Leadership, Research Leadership, Practice Leadership, Business Officers of Nursing Schools, Nursing Advancement Professionals, and Graduate Nursing Admissions Professionals.

For a listing of Steering Committee officers affiliated with each Leadership Network, see pages 38–39.

For more information on the Networks, see [www.aacn.nche.edu/Networks](http://www.aacn.nche.edu/Networks).



# ENHANCING DIVERSITY IN NURSING

## DOCTORAL ADVANCEMENT IN NURSING (DAN) PROJECT

**F**unded by the Robert Wood Johnson Foundation, the Doctoral Advancement in Nursing (DAN) project is designed to enhance the pipeline of future nurse leaders, faculty, and researchers by using strategies to identify, encourage, and support students interested in pursuing doctoral degrees. This important work focuses on graduates of

accelerated and traditional nursing programs who come from groups underrepresented in nursing or from disadvantaged backgrounds. By establishing mentoring relationships, students will be guided through the application process into doctoral study and receive expert advice on identifying sources of financial support. By the end of the fiscal year, nearly 50 potential doctoral students have been paired with mentors and are working through the application process to either a PhD or DNP



program. Though the program is still in the pilot stage, 4 students participating in the DAN project have applied to doctoral programs and 2 have been admitted. For more information about this initiative and to download a white paper featuring effective student recruitment and retention strategies as well as student and faculty tool kits, see [www.newcareersinnursing.org/dan](http://www.newcareersinnursing.org/dan).



Robert Wood Johnson Foundation

### NCIN PROGRAM AWARDS SCHOLARSHIP FUNDING

In June 2014, the Robert Wood Johnson Foundation (RWJF) announced the award of 400 scholarships to 52 schools of nursing, which will comprise the final cohort of RWJF's prestigious New Careers in Nursing Scholarship Program (NCIN) that is administered by AACN. For the 2014-2015 academic year, schools will receive grants to support traditionally underrepresented students who are making a career switch to nursing through an accelerated baccalaureate or master's degree program. Since 2008, the NCIN program has distributed 3,517 scholarships to students at 130 unique schools of nursing.

### FIVE NEW MINORITY NURSE FACULTY SCHOLARS SELECTED

In August 2013, AACN announced that five new Minority Nurse Faculty Scholars have been selected through a national scholarship program funded by the Johnson & Johnson Campaign for Nursing's Future. Launched to address the faculty shortage and enhance diversity among nurse educators, this AACN-administered program provides generous financial support, mentoring, and leadership development to graduate students from minority backgrounds who aspire to teach in our nation's schools of nursing. Joining the 53 scholars previously selected for this prestigious honor are the following students, all of whom are enrolled in PhD nursing programs:

- ▶ Deidre Bales-Poirot, University of Missouri-Columbia
- ▶ Hershaw Davis, Jr., University of Virginia
- ▶ Paule V. Joseph, University of Pennsylvania
- ▶ Melody Norris Waller, University of Tennessee Health Science Center
- ▶ Yenupini Joyce Tonlaar, Michigan State University

More details and photos of this year's scholarship recipients are posted on the AACN Web site.



Deidre Bales-Poirot

Hershaw Davis, Jr.

Paule V. Joseph

Melody Norris Walker

Yenupini Joyce Tonlaar

For more details on all of AACN's work to enhance diversity and cultural competency, see [www.aacn.nche.edu/Diversity](http://www.aacn.nche.edu/Diversity)



# INFLUENCING PUBLIC POLICY

**A**ACN works closely with Congress, federal agencies, and the larger healthcare community to advocate for nursing education and research funding and shape legislation impacting the profession.

## MAINTAINING FEDERAL FUNDING

In FY 2014, AACN successfully worked with colleague organizations to increase funding for Title VIII Nursing Workforce Development programs. Funding was increased from \$217 million in FY 2013 to \$223 million this year. Also this fiscal year, the National Institute for Nursing Research received a \$4 million funding increase (\$140 million), and the National Health Service Corps also received a funding increase from \$300 million to \$305 million.

## 535 PROJECT: CONGRESSIONAL CONNECTION

In March 2014, AACN launched its *535 Project: Congressional Connection* with the goal of making meaningful connections with all 535 members of Congress. The initiative is aimed at increasing awareness and support for AACN's policy and advocacy priorities, including funding for the Title VIII programs, NINR, and advancing legislation that would remove APRN barriers to practice. By the end of the fiscal year, 100% of Senate offices and 60% of House offices were contacted through this coordinated outreach effort.

## MAKING CONNECTIONS

AACN's Government Affairs department uses multiple strategies to mobilize support for legislative initiatives and amplify nursing's voice on Capitol Hill.



AACN CEO Polly Bednash with Representatives Lois Capps (D-CA) and David Joyce (R-OH)

- ▶ The **Nursing Community** is a coalition of 61 national nursing associations dedicated to building consensus and advocating on a wide spectrum of healthcare and nursing issues. AACN convenes this group whose organizational members represent the interests of nearly one million practicing nurses, students, and faculty.
- ▶ The **University Government Relations Collaborative** strives to ensure that government relations representatives from AACN member schools understand the most current advocacy efforts to help promote a clear, consistent, and unified message to federal and state legislators on national nursing issues.
- ▶ AACN's **Grassroots Network** has expanded to include almost 12,000 nursing deans, faculty, students, and other stakeholders who are instrumental in responding to advocacy alerts and sending messages to Congress, often on short notice.
- ▶ AACN's **State Grassroots Liaisons** serve as key stakeholders by amplifying AACN's advocacy voice and informing staff on state-level issues. SGLs convene quarterly on conference calls to discuss current policy and are valuable resources who help inform staff on issues impacting nursing schools.



## ADVOCATING FOR STUDENTS

On June 9, 2014, AACN President Eileen T. Breslin was invited to the White House to attend a special briefing from President Barack Obama, who announced enhancements to federal programs designed to help alleviate student debt. At this event, the Administration announced its commitment to working with AACN to provide comprehensive information about repayment options and federal student aid resources available to America's graduates including nursing students. During the proceedings, the President signed a memorandum directing the Secretary of Education to propose regulations that would allow nearly five million additional federal direct student loan borrowers the opportunity to cap their student loan payments at 10 percent of their income. The Presidential Memorandum also outlined a series of executive actions aimed to support federal student loan borrowers, especially for vulnerable borrowers who may be at greater risk of defaulting on their loans.

## FIFTH ANNUAL AACN STUDENT POLICY SUMMIT

With registration capacity reached in late fall, the fifth annual Student Policy Summit (SPS) welcomed 135 attendees to Washington, DC in March 2014. The SPS brings together nursing students from around the nation to participate in a three-day conference exploring advocacy and nursing's role in the policy process. The Summit empowers student attendees with the political knowledge and savvy necessary to be successful advocates for their profession and to understand how policy influences their careers. Summit attendees are provided a rich experience that includes discussion sessions with leadership from federal agencies, as well as the opportunity to meet with members of Congress and their staff to discuss issues relating to healthcare policy.

## HEALTH INSURANCE MARKETPLACE FACULTY TOOL KIT

This year, AACN published a new online tool kit for faculty members to enhance their understanding of the Affordable Care Act's (ACA) Health Insurance Marketplace. The tool kit includes messages and presentations from leaders at the U.S. Department of Health and Human Services, activities and assignments for faculty members to utilize with students, information for nursing practices that qualify as small businesses, and other resources. Strategic guidance for this tool kit was provided by AACN's inaugural class of Faculty Policy Intensive Fellows. While AACN did not take an official position on the ACA, the association recognizes the responsibility to educate constituents about the law and what the Marketplace means for clinical practice, faculty, students, and patients. See [www.aacn.nche.edu/government-affairs/market-place-tool-kit](http://www.aacn.nche.edu/government-affairs/market-place-tool-kit).

For the latest details on AACN's advocacy efforts including updated information on the current fiscal year's appropriations process, see [www.aacn.nche.edu/Government](http://www.aacn.nche.edu/Government)

# CHAMPIONING END-OF-LIFE CARE

**A**dministered by AACN and The City of Hope, the End-of-Life Nursing Education Consortium (ELNEC) is an international education initiative to improve end-of-life care across the globe. The project's train-the-trainer program has educated over 19,000 nurse educators in 84 countries since 2001, including a wide array of undergraduate and graduate nursing faculty, staff nurses, and CE providers.

## NATIONAL ELNEC COURSES

In 2013-2014, the ELNEC project team presented eight regional courses at locations across the country. In addition to Core courses, ELNEC offers a variety of specialty programs tailored to the specific needs of nurses working in Critical Care, Geriatrics, and Pediatric Palliative Care. Special sessions were also held for nurses and other providers specializing in the care of Veterans. Nurse educators from all 50 states have attended an ELNEC course and in turn shared their new knowledge with colleagues working in hospitals, clinics, research centers, long-term care facilities, hospices, universities, and other settings. ELNEC is fast gaining an international audience with recent presentations in Nigeria, Russia, Romania, Hungary, Poland, the Czech Republic, Belize, and Austria. ELNEC curriculum has been translated into Spanish, Russian, Japanese, Korean, German, Romanian, Taiwanese, Armenian, and Chinese to further expand the program's reach.



## PREPARING DNP PROGRAM FACULTY

With funding provided by the National Cancer Institute, ELNEC launched a new initiative this year to prepare faculty to integrate palliative care content into DNP curriculum. This groundbreaking work will support the commitment of nursing schools nationwide to teaching future leaders how to orchestrate excellent palliative care for those with life-threatening illnesses. This project, titled *Integrating Palliative Oncology Care into Doctor of Nursing Practice Education and Clinical Practice*, provided DNP faculty with the tools and resources to prepare the next generation of DNP graduates to provide compassionate and evidence-based care to those with cancer. Through this initiative, two free train-the-trainer events were held to prepare 200 DNP faculty in state-of-the-art palliative oncology care content.

For more information on the ELNEC project including details on how to register for upcoming training sessions, see [www.aacn.nche.edu/ELNEC](http://www.aacn.nche.edu/ELNEC)

# ENHANCING MEMBER EDUCATION & OUTREACH

**A**ACN conferences and seminars give attendees personal contact with key decision makers in health care and higher education. AACN meetings offer a stimulating source of continuing education and professional development to build leadership and allow for valuable networking.

## AACN CONFERENCES

Sixteen conferences and network meetings were offered July 2013-June 2014 including the Summer Seminar, PhD Summit, Organizational Leadership Network Meeting, Fall Semiannual Meeting, Executive Development Series, Instructional Leadership Network Meeting, Baccalaureate Education Conference, CNL Summit, Doctoral Education Conference, Research Leadership Network Meeting, Faculty Development Conference, Master's Education Conference, Nursing Advancement Professionals Conference, Spring Annual Meeting, Graduate Nursing Admissions Professionals Meeting, and Business Officers of Nursing Schools Meeting.

## NATIONAL PhD SUMMIT

On September 19-20, AACN convened academic nursing leaders and other stakeholders for a national PhD Summit in Chicago. Representatives from more than 85% of the nation's nursing schools with or planning a research-focused doctoral program attended this event, which focused on the changing nature of research and the future of academic programs that prepare the next generation of nurse scientists. Individual sessions included *The Transformation of Healthcare Science: Where It Is and Where It Needs To Go*; *The Implications for PhD Education in Nursing Now and in the Future*; *Is Transformation of PhD Nursing Education Needed?*, and *AACN's 2010 PhD Position*

*Statement: Guide to the Future or a Testament to the Past?* Findings from the summit have been shared with the Doctoral Education Conference Planning Subcommittee for further discussion and programming.

## ONLINE MEMBER SERVICE SYSTEM

AACN has launched a new online member services system, called **My AACN**. This new system streamlines each part of the membership experience and provides an array of online services that can be accessed on demand by deans, faculty, staff, and students from affiliated schools. By logging into the AACN Web site, members can now personalize their profiles and communication preferences; register for multiple conferences and Webinars; gain instant access to AACN's online Collaboration Community and enhanced networking options; search member and committee directories; manage leadership network renewals; and much more. Instructions on how to access the new system are available online at [www.aacn.nche.edu/my-aacn](http://www.aacn.nche.edu/my-aacn) or see page 61.

## PUBLICATIONS

AACN is committed to being the national voice for baccalaureate and higher degree programs in nursing. The organization strives to bring the association's mission and message before the larger nursing community through a variety of publications and outreach efforts. The association's primary publications are the *Journal of Professional Nursing*, the bimonthly *Syllabus* newsletter, and the electronic publications *AACN News Watch*, *AACN Faculty Link*, and *AACN Policy Beat*. New publications released this year, include:



Dr. Uwe Reinhardt is recognized by AACN President Jane Kirschling (2012–2014) and CEO Polly Bednash at the 2014 Annual Meeting.

- ▶ Charged with updating the 2007 white paper, the Clinical Nurse Leader (CNL) Expert Panel has revised the guidelines used to shape the development of CNL programs in the document titled *Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice*. This new resource addresses expectations related to CNL clinical practice, the competency development process, CNL curriculum, and competency expectations for program graduates, as well as the importance of academic-practice partnerships and CNL certification. See [www.aacn.nche.edu/cnl/CNL-Competencies-October-2013.pdf](http://www.aacn.nche.edu/cnl/CNL-Competencies-October-2013.pdf).
- ▶ The *Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing* was prepared by an expert panel convened as part of AACN's CDC Academic Partnerships to Improve Health Cooperative agreement. This guide highlights population health as critical to improving the nation's health, emphasizes nursing's role in addressing this priority, and provides strategies for faculty to integrate related content and experiences into curriculum. This document should be used in tandem with AACN's *Essentials of Baccalaureate Education for Professional Nursing Practice* (2011) and features suggested content and teaching strategies for each Essential. See [www.aacn.nche.edu/education-resources/BSN-Curriculum-Guide.pdf](http://www.aacn.nche.edu/education-resources/BSN-Curriculum-Guide.pdf).

For more information on AACN publications, see [www.aacn.nche.edu/Publications](http://www.aacn.nche.edu/Publications)

# ACHIEVING EXCELLENCE IN ACCREDITATION

**A**n autonomous arm of AACN, the Commission on Collegiate Nursing Education (CCNE) ensures the quality and integrity of baccalaureate and graduate degree programs that prepare nurses. Now in its 17th year of accreditation review activities, CCNE has accredited 624 baccalaureate and 419 master's degree programs in nursing, as well as 158 Doctor of Nursing Practice programs. CCNE accredits nursing programs in 651

colleges and universities nationwide and in Puerto Rico. Overall, 86.3% of institutions with nursing baccalaureate, master's and/or DNP programs are now affiliated with CCNE. This year, CCNE continued its work to accredit post-baccalaureate residency programs, bringing the total number of accredited residencies to 13 with 7 new applicants in the pipeline.

For more information on CCNE and nursing program accreditation, see [www.aacn.nche.edu/Accreditation](http://www.aacn.nche.edu/Accreditation)



## **CNL Research Symposium**

January 22, 2015  
*Orlando, Florida*

## **CNL Summit**

January 22-24, 2015  
*Orlando, Florida*

## **Faculty Practice Pre-Conference Workshop**

January 28, 2015  
*San Diego, California*

## **Nursing Science and the Research-Focused Doctorate Pre- Conference Workshop**

January 28, 2015  
*San Diego, California*

## **Research Leadership Network Meeting**

January 29, 2015  
*San Diego, California*



**Doctoral Education Conference**

January 29-31, 2015  
*San Diego, California*

**Faculty Development Conference**

February 12-14, 2015  
*Nashville, Tennessee*

**Master's Education Conference**

February 26-28, 2015  
*St. Petersburg, Florida*

**Spring Executive Development Series**

March 20-21, 2015  
*Washington, DC*

**Spring Annual Meeting**

March 21-24, 2015  
*Washington, DC*

**Student Policy Summit**

March 22-24, 2015  
*Washington, DC*

**Graduate Nursing Admissions Professional Conference**

April 7-8, 2015  
*Phoenix, Arizona*

**Hot Issues Conference**

April 16-18, 2015  
*Las Vegas, Nevada*

**Nursing Advancement Professionals Conference**

April 16-18, 2015  
*San Antonio, Texas*

**Business Officers of Nursing Schools Conference**

April 22-24, 2015  
*San Diego, California*

**Summer Seminar**

July 19-22, 2015  
*Stowe, Vermont*

# 2014 STATEMENT OF FINANCIAL POSITION June 30, 2014

(with summarized financial information for June 30, 2013)

	AACN	CCNE	2014 Total	2013 Total
<b>ASSETS</b>				
<b>CURRENT ASSETS</b>				
Cash and cash equivalents	\$ 3,179,520	\$ 1,656,269	\$ 4,835,789	\$ 4,510,103
Contributions and grants receivable	2,611,840		2,611,840	1,898,737
Accounts receivable (net of allowance for doubtful accounts of approximately \$1,200 for 2013)	305,535	11,398	316,933	227,435
Accrued interest receivable	673		673	409
Due from/to CCNE	129,358	(129,358)	-0-	-0-
Prepaid expenses	421,546	79,934	501,480	278,379
Restricted investment account	94,921		94,921	-0-
<b>TOTAL CURRENT ASSETS</b>	<b>6,743,393</b>	<b>1,618,243</b>	<b>8,361,636</b>	<b>6,915,063</b>
<b>FIXED ASSETS</b>				
Furniture and equipment	474,473	95,702	570,175	578,666
Equipment held under capital lease	44,411	14,611	59,022	59,022
Software	384,368	14,578	398,946	286,604
Website	69,710	7,741	77,451	77,451
Leasehold improvements	502,087	151,135	653,222	650,930
	1,475,049	283,767	1,758,816	1,652,673
Less accumulated depreciation and amortization	(869,643)	(201,464)	(1,071,107)	(871,455)
<b>NET FIXED ASSETS</b>	<b>605,406</b>	<b>82,303</b>	<b>687,709</b>	<b>781,218</b>
<b>INVESTMENTS</b>	<b>11,022,827</b>	<b>4,439,589</b>	<b>15,462,416</b>	<b>12,640,943</b>
<b>CONTRIBUTIONS AND GRANTS RECEIVABLE, less current portion</b>	<b>1,190,840</b>		<b>1,190,840</b>	<b>2,259,557</b>
<b>RESTRICTED INVESTMENT ACCOUNT</b>			<b>-0-</b>	<b>60,541</b>
<b>TOTAL ASSETS</b>	<b>\$19,562,466</b>	<b>\$ 6,140,135</b>	<b>\$ 25,702,601</b>	<b>\$ 22,657,322</b>
<b>LIABILITIES AND NET ASSETS</b>				
<b>CURRENT LIABILITIES</b>				
Accounts payable	\$ 1,019,540	\$ 14,027	\$ 1,033,567	\$ 504,422
Accrued vacation	205,799	39,488	245,287	230,247
Deferred rent	25,014		25,014	8,338
Obligation under capital lease	1,851	2,887	4,738	13,090
Deferred compensation payable	94,921		94,921	-0-
Deferred revenue:				
Dues	2,031,014		2,031,014	1,848,213
Meetings	602,563		602,563	414,479
Accreditation		1,059,210	1,059,210	976,675
<b>TOTAL CURRENT LIABILITIES</b>	<b>3,980,702</b>	<b>1,115,612</b>	<b>5,096,314</b>	<b>3,995,464</b>
<b>OBLIGATION UNDER CAPITAL LEASE, less current portion</b>		<b>6,821</b>	<b>6,821</b>	<b>11,560</b>
<b>DEFERRED COMPENSATION PAYABLE</b>			<b>-0-</b>	<b>60,541</b>
<b>DEFERRED RENT, less current portion</b>	<b>125,070</b>		<b>125,070</b>	<b>150,084</b>
<b>TOTAL LIABILITIES</b>	<b>4,105,772</b>	<b>1,122,433</b>	<b>5,228,205</b>	<b>4,217,649</b>
<b>NET ASSETS</b>				
Unrestricted	10,657,328	5,017,702	15,675,030	12,996,996
Temporarily restricted	4,711,163		4,711,163	5,354,474
Permanently restricted	88,203		88,203	88,203
<b>TOTAL NET ASSETS</b>	<b>15,456,694</b>	<b>5,017,702</b>	<b>20,474,396</b>	<b>18,439,673</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 19,562,466</b>	<b>\$ 6,140,135</b>	<b>\$ 25,702,601</b>	<b>\$ 22,657,322</b>



# 2014 STATEMENT OF ACTIVITIES Year Ended June 30, 2014

(with summarized financial information for the year ended June 30, 2013)

	Unrestricted			Temporarily Restricted AACN	Permanently Restricted AACN	2014 Total	2013 Total
	AACN	CCNE	Total				
<b>REVENUES</b>							
Contributions and grants	\$ 373,698		\$ 373,698	\$ 2,607,039		\$ 2,980,737	\$ 4,998,965
Membership dues	3,426,900		3,426,900			3,426,900	3,172,779
Registration fees	1,918,864	25,443	1,944,307			1,944,307	2,553,653
Publication sales	276,333		276,333			276,333	210,835
Investment income	1,094,701	473,215	1,567,916	3,579		1,571,495	744,048
Annual fees		1,882,458	1,882,458			1,882,458	1,752,469
Application fees		245,000	245,000			245,000	179,000
Site evaluation fees		901,250	901,250			901,250	726,939
New program fees		130,000	130,000			130,000	52,000
CNL certification exam fees	337,313		337,313			337,313	372,429
Royalties	1,008,600		1,008,600			1,008,600	641,017
Miscellaneous income	105,064	17,854	122,918			122,918	40,764
Net assets released from restrictions	3,253,929		3,253,929	(3,253,929)		-0-	-0-
<b>TOTAL REVENUES</b>	<b>11,795,402</b>	<b>3,675,220</b>	<b>15,470,622</b>	<b>(643,311)</b>	<b>-0-</b>	<b>14,827,311</b>	<b>15,444,998</b>
<b>EXPENSES</b>							
<b>Program services:</b>							
New Careers in Nursing	1,234,532		1,234,532			1,234,532	1,129,048
Quality & Safety in Nursing Education	433,454		433,454			433,454	676,568
Other Grants & Contracts	1,691,971		1,691,971			1,691,971	927,666
Research	236,960		236,960			236,960	244,612
Education Policy	650,716		650,716			650,716	424,839
Government Affairs	689,230		689,230			689,230	640,451
Publications	234,778		234,778			234,778	225,269
Communications	387,719		387,719			387,719	342,583
Conferences	1,601,173		1,601,173			1,601,173	2,078,515
Faculty Initiatives	216,195		216,195			216,195	170,590
Student Initiatives	97,434		97,434			97,434	-0-
NursingCAS	205,911		205,911			205,911	178,387
Commission on Nurse Certification	315,562		315,562			315,562	278,513
Special Projects & Task Forces	204,134		204,134			204,134	109,487
Accreditation		2,521,040	2,521,040			2,521,040	2,204,592
Total program services	8,199,769	2,521,040	10,720,809	-0-	-0-	10,720,809	9,631,120
<b>Supporting services:</b>							
General and administrative	2,017,817		2,017,817			2,017,817	1,473,009
Fundraising	53,962		53,962			53,962	48,612
Total supporting services	2,071,779		2,071,779	-0-	-0-	2,071,779	1,521,621
<b>TOTAL EXPENSES</b>	<b>10,271,548</b>	<b>2,521,040</b>	<b>12,792,588</b>	<b>-0-</b>	<b>-0-</b>	<b>12,792,588</b>	<b>11,152,741</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,523,854</b>	<b>1,154,180</b>	<b>2,678,034</b>	<b>(643,311)</b>	<b>-0-</b>	<b>2,034,723</b>	<b>4,292,157</b>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<b>9,133,474</b>	<b>3,863,522</b>	<b>12,996,996</b>	<b>5,354,474</b>	<b>88,203</b>	<b>18,439,673</b>	<b>14,147,516</b>
<b>NET ASSETS, END OF YEAR</b>	<b>\$ 10,657,328</b>	<b>\$ 5,017,702</b>	<b>\$ 15,675,030</b>	<b>\$ 4,711,163</b>	<b>\$ 88,203</b>	<b>\$ 20,474,396</b>	<b>\$ 18,439,673</b>

# HONORING DR. POLLY BEDNASH



**O**n October 28, 2013, Dr. Geraldine Polly Bednash, AACN's Chief Executive Officer, announced her plans to retire effective June 15, 2014. As one of the nation's most respected advocates for higher education in nursing and interprofessional engagement, Dr. Bednash worked tirelessly during her 28 years at AACN to promote standards in nursing education programs with the overarching goal of improving health care. During her tenure, she is credited with establishing AACN as the national voice for baccalaureate and graduate nursing education. Membership in the organization expanded under her leadership from 411 member schools in 1989 to 742 schools in 2014. Over the years, AACN has transformed into a premiere organization that serves all members of the academic nursing enterprise, including deans, faculty, administrative staff, and students.

To pay tribute to Dr. Bednash and the lasting impact she has had on nursing education, research, and practice, AACN hosted a gala reception in conjunction with the Spring Annual Meeting in March 2014 at the Fairmont Washington Hotel.



# WELCOME TO NEW CEO DR. DEBORAH TRAUTMAN

**F**ollowing a national search led by the Board of Directors, Dr. Deborah “Deb” Trautman began her appointment as AACN’s new Chief Executive Officer on June 16, 2014.

Prior to her appointment at AACN, Dr. Trautman served as the Executive Director of the Center for Health Policy and Healthcare Transformation at Johns Hopkins Hospital. In addition, she has held clinical and administrative leadership positions at the University of Pittsburgh Medical Center and the Johns Hopkins Medical Institutions.

As an educator and interdisciplinary collaborator, Dr. Trautman has held a joint appointment at the Johns Hopkins University School of Nursing for the past 10 years and recently served on the faculty of the Armstrong Institute for Patient Safety and Quality organized by Johns Hopkins Medicine. Early in her career, she held a variety of teaching roles at the University of Pittsburgh and Carlow University in Pennsylvania. She also has served on the Interprofessional Practice and Education Collaborative formed by Johns Hopkins University and Johns Hopkins Medicine.

Dr. Trautman received a Bachelor of Science in Nursing from West Virginia Wesleyan College, a Master of Science in Nursing with emphasis on education and administration from the University of Pittsburgh, and a PhD in health policy from the University of Maryland, Baltimore County.

Dr. Trautman has authored and coauthored publications on health policy, intimate partner violence, pain management, clinical competency, change management, cardiopulmonary bypass, the use of music in the emergency department, and consolidating emergency services. As a member of the senior leadership at the Johns



Hopkins Hospital, she represented the hospital on the Baltimore City Domestic Violence Fatality Review Team. Her research investigations have focused on reducing health disparities among minority populations, the impact of workplace violence on nurses, emergency department outcomes, and intimate partner violence.

Dr. Trautman served as an advisory board member and chair for Academy Health’s Interdisciplinary Research Interest Group on Nursing Issues (IRGNI). In addition, she is a 2007/2008 Robert Wood Johnson Health Policy Fellow who worked for the Honorable Nancy Pelosi, then Speaker of the House, U.S. House of Representatives. In this role, she served as the senior health policy staff member responsible for advising the Speaker and House leadership on healthcare issues, current and pending legislation, and strategic policy considerations to advance the health and health care of the nation.

# GOVERNANCE AND ORGANIZATION

**A** ACN is governed by an eleven-member Board of Directors, each of whom represents a member institution. The Board consists of 4 officers and 7 members-at-large, all elected by the membership for a two-year term.

Some members-at-large are designated by the president to serve two-year terms as chairs of standing committees, which include Finance, Government Affairs, Membership, and Program. The elected treasurer chairs the Finance Committee. The Nominating Committee is elected for a one-year term. The Board appoints task forces as issues arise that require study and action.

## COMMITTEES

### Finance Committee

Margaret Callahan, Marquette University (Chair); Marion Broome, Duke University; Elias Provencio-Vasquez, University of Texas–El Paso; Sharon Radzynski, Georgia Southern University; Lepaine Sharp-McHenry, Oklahoma Baptist University

### Government Affairs Committee

Anita Hufft, Texas Woman's University (Chair); Susan Bakewell-Sachs, Oregon Health and Science University; Azita Emami, University of Washington; Faye Grund, Ashland University; Andrea Hollingsworth, Gwynedd-Mercy College; Barbara Ihrke, Indiana Wesleyan University; Jeannine Muldoon, Molloy College; Wendy Nehring, East Tennessee State University; Kathryn Tart, University of Houston-Victoria; Peggy Wilmoth, Georgia State University

### Membership Committee

Ann Cary, University of Missouri-Kansas City (Chair); Judith Kimchi-Woods, Chamberlain

College of Nursing-Columbus; Judith Lewis, D'Youville College; Marlaine Smith, Florida Atlantic University; Rosemary Smith, University of Wisconsin-Oshkosh; Jan Strom, Northern Illinois University

### Nominating Committee

Terri Weaver, University of Illinois at Chicago (Chair); Philip Greiner, San Diego State University; Jane Kirschling, University of Maryland; Dianne Morrison-Beedy, University of South Florida; Lin Zhan, University of Memphis

### Program Committee

Cynthia McCurren, Grand Valley State University (Chair); Lorraine Frazier, University of Arkansas for Medical Sciences; Catherin Alicia Georges, Leham College; Jean Giddens, Virginia Commonwealth University; Cindy Greenberg, California State University-Fullerton; William Holzemer, Rutgers, The State University of New Jersey; Lin Zhan, University of Memphis

### Baccalaureate Education Conference Subcommittee

Cindy Greenberg, California State University-Fullerton (Chair); Larry Goins, Methodist University; Nancy Haugen, Samuel Merritt University; Terran Mathers, Spring Hill College; Maureen Murphy, Curry College; Joanne Noone, Oregon Health and Science University; Julie Sanford, James Madison University; Monica Scheibmeir, Washburn University

### Doctoral Conference Subcommittee

William Holzemer, Rutgers, The State University of New Jersey (Chair); Susan Bulfin, Florida Atlantic University; Lynda Davidson, Robert Morris University; Patricia Howard, University of Kentucky; Nalini Jairath, The Catholic University of America; Katherine Kenny, Arizona State University; Marsha Lewis, University of Buffalo;



AACN President Jane Kirschling (2012-2014) presents an Innovation in Professional Nursing Education Award to Dr. Susan Bakewell-Sachs from Oregon Health & Science University.

Maridee D. Shogren, University of North Dakota; Carole Leone White, University of Texas Health Science Center at San Antonio

**Executive Development Series Subcommittee**

Catherine Alicia Georges, Lehmann College (Chair); Shelley Conroy, Baylor University; Anne Hirsch, Seattle University; Janice Hoffman, University of Maryland; Jean Lange, Quinnipiac University; Linda Scott, University of Illinois at Chicago; Sandie Soldwisch, Resurrection University; Jill Winters, Columbia College of Nursing

**Faculty Development Conference Subcommittee**

Lin Zhan, University of Memphis (Chair); Francesca Armmer, Bradley University; Julie

Beck, York College of Pennsylvania; Sandra C. Garmon, Bibb, Wichita State University; Robin E. Remsburg, University of North Carolina-Greensboro; Christie Shelton, Jacksonville State University; Lynette Leeseberg Stamler, University of Nebraska Medical Center; Adele A. Webb, Chamberlain College of Nursing-Cleveland

**Hot Issues Conference Subcommittee**

Lorraine Frazier, University of Arkansas for Medical Sciences (Chair); Mary Ellen Glasgow, Duquesne University; Joyce Griffin-Sobel, SUNY Upstate Medical Center; Rosalie Mainous, Wright State University; Gloria J. McNeal, National University; Victoria Niederhauser, University of Tennessee Knoxville; Ora Strickland, Florida International University; Linda Young, University of Wisconsin-Eau Claire

### **Master's Education Conference Subcommittee**

Jean Giddens, Virginia Commonwealth University (Chair); Betty Adams, Prairie View A&M University; Lenora R. Campbell, Winston-Salem State University; Lillia Loriz, University of North Florida; Cynthia Mailloux, Misericordia University; Helen Melland, Montana State University; Mary Wickman, Vanguard University

### **PhD Summit Planning Committee**

Margaret Grey, Yale University (Chair); Azita Emami, University of Washington; Mary Kerr, Case Western Reserve University; Terry Lennie, University of Kentucky; Alexa Stuijbergen, The University of Texas at Austin; Connie Ulrich, University of Pennsylvania; David Vlahov, University of California, San Francisco

## **TASK FORCES AND ADVISORY GROUPS**

### **AACN-AONE Task Force on Academic-Practice Partnerships**

Judith Erickson, Long Island University (Co-Chair); Sharon Gale, Organization of Nurse Leaders, MA-RI (Co-Chair); Judy Beal, Simmons College; Anna Alt-White, Department of Veterans Affairs; Irene Fleshner, Genesis Healthcare; Judith Karshmer, University of San Francisco; Susan Swider, Rush University

### **AACN-DVA Joining Forces Tool Kit Task Force**

Joseph Burkard, University of San Diego; Patricia Ten Haaf, Department of Veterans Affairs; Bonnie Harmer, VA Nursing Academy; Cynthia Selleck, University of Alabama at Birmingham; Amy Smith, South Central VA Health Care Network; Karen Spada, Department of Veterans Affairs; Gail Stuart, Medical University of South Carolina; Suzanne Thorne-Odem, Department of Veterans Affairs

Working Group: Kent Blad, Brigham Young University; Patricia Conard, Texas

A&M University, Corpus Christi; Mary B. Dougherty, Department of Veterans Affairs; Christine Engstrom, Department of Veterans Affairs; Penny Kaye Jensen, Department of Veterans Affairs; Mary Alice Johnson, Department of Veterans Affairs; Marthe Moseley, Department of Veterans Affairs; Beverly Priefer, Department of Veterans Affairs; Richard Reusch, Department of Veterans Affairs; Jean Rush, Department of Veterans Affairs; Ron Ulberg, Brigham Young University; Pamela Wall, Uniformed Services University of the Health Sciences

### **AACN-DVA Liaison Group**

Anna Alt-White, Department of Veterans Affairs; Donna Beiter, VA Greater Los Angeles Healthcare System; Lazelle Benefield, University of Oklahoma; Susan Bowers, Health Care Network; Eileen Breslin, University of Texas Health Science Center at San Antonio; Cynthia Caroselli, VA NY Harbor Health Care System; Mary B. Dougherty, Department of Veterans Affairs; Gregory Eagerton, Birmingham VA Medical Center; Jane Kirschling, University of Maryland; William P. Patterson, VISN 15 Network Business Office; Judith Ruland, Saginaw Valley State University; Margaret Veazey, VA Connecticut Healthcare System; David Vlahov, University of California-San Francisco

### **APRN Clinical Training Task Force**

Laurie M. Lauzon Clabo, MGH Institute of Health Professions (Chair), Roy Addington, University of New Mexico; Babara Berner, University of Alaska; Patricia Clinton, University of Iowa; Chris Esperat, Texas Tech University; Sharon J. Hawks, Duke University; Robin Lawson, University of South Alabama; Susan E. Stone, Frontier Nursing University; Patti R. Zuzelo, Drexel University

### **Futures Task Force**

C. Fay Raines, University of Alabama in Huntsville (Chair); Greer Glazer, University of Cincinnati; Carol Aschenbrener, Association



of American Medical Colleges; Judy Didion, Lourdes University; Susan Fetsch, Avila University; Kathleen Gallo, North Shore-Long Island Jewish Health System; Philip Greiner, San Diego State University; Eleanor Howell, Samford University; Teri Murray, Saint Louis University; Teri Britt Pipe, Arizona State University; Joie Whitney, University of Washington

### **Gold Foundation/AACN Advisory Group**

Richard Levin, The Arnold P. Gold Foundation (Co-Chair); Deborah Trautman, AACN (Co-Chair); Eileen Breslin, University of Texas Health Science Center at San Antonio; Kathleen Burke, Ramapo College of New Jersey; Ann Cary, University of Missouri-Kansas City; Jordan Cohen, Association of American Medical Colleges; Deborah Edmonds Jones, Hampton University; Arthur Rubenstein, University of Pennsylvania; Sarah Thompson,

University of Colorado; Reed Tuckson, University Health Group

### **Implementation of the DNP Task Force**

Sarah Thompson, University of Colorado (Chair); Catherine Hill, Texas Health Physicians Group; Shannon Reedy Idzik, University of Maryland; Marie Napolitano, University of Portland; Mary Rodts, Rush University; William Michael Scott, Texas Tech University Health Science Center; Karen Stefaniak, University of Kentucky; Kimberly Udalis, Bellin College; Teresa Wehrwein, Michigan State University

### **Nursing Centralized Application Service (NursingCAS) Advisory Group**

Nancy DeBasio, Research College of Nursing (Chair); Laura Adams, Georgetown University; Sharon Cannon, Texas Tech University Health Science Center; Kathryn Cochran, Texas

A&M Health Science Center; Joanne Davis, University of Kentucky; Anita Hufft, Texas Woman's University; Leslie McKeon, University of Memphis; Chad Oppelt, The College of St. Scholastica; Elena Panaitescu, University of Pittsburgh; Lisa Rosenberg, Rush University Medical Center; Angela Serpetti, University of Michigan; Robert Strachan, San Francisco State University

### Journal of Professional Nursing

Patricia Gonce Morton, University of Utah (Editor); Laurie M. Lauzon Clabo, MGH Institute of Health Professions; Jean Giddens, Virginia Commonwealth University; Cynthia Greenberg, California State University-Fullerton; Pamela Jeffries, Johns Hopkins University; Deborah Schofield, University of Maryland Medical Center; Maria Shirey, University of Alabama at Birmingham

## LEADERSHIP NETWORK STEERING COMMITTEES

### Business Officers of Nursing Schools (BONUS)

**Chair:** Susan Perez, University of Texas

**Chair-Elect:** Delores Armstrong, Virginia Commonwealth University

**Membership Committee Chair:** Allen Edmunds, Georgia Regents University

**Nominating Committee Chair:** Vanessa Johnson, Alcorn State University

**Planning Committee Chair:** Cyndi Cusick, University of Missouri-Kansas City

**Communications Committee Chair:** Christina Kilduff, West Virginia University

**Secretary:** Sylvia Mason, Indiana University-Kokomo

**Special Projects Committee Chair:** Mary Androne, University of South Carolina-Columbia

**Past Chair:** Katharine Bonneson, University of Minnesota

## GRADUATE NURSING ADMISSIONS PROFESSIONALS (GNAP)

**Chair:** Stephanie Boyd, Frontier Nursing University

**Secretary:** Cathleen Mumper, University of San Diego

**Conference Planning Chair:** Dorothy Crider, Otterbein University

**Hospitality Chair:** Cheryl Feldner, Vanderbilt University

**Sponsorship Co-Chair:** Elaine Andolina, University of Rochester

**Sponsorship Co-Chair:** Cathleen Mumper, University of San Diego

**Communication Co-Chair:** Kim Ferguson, University of Mississippi Medical Center

**Communication Co-Chair:** Jane Dolan, Pace University

**Awards Chair:** Jackie Min, The Ohio State University

**Past Chair:** Carol Aspinwall, University of Wisconsin-Madison

### Instructional Leadership Network (ILN)

**Chair:** Kerry Kosmoski-Goepfert, Marquette University

**Secretary:** Kelly Betts, University of Arkansas for Medical Sciences

**Communication Chair:** Sharon Dormire, Florida Atlantic University

**Conference Planning Co-Chair:** Linda Eastman, University of Virginia

**Conference Planning Co-Chair:** Katherine Leigh, Troy University

**Past Chair:** Nancy Haugen, Samuel Merritt University



### **Nursing Advancement Professionals (NAP)**

**Chair:** Anne Webb, University of North Carolina-Chapel Hill

**Chair-Elect:** Peggy Person, University of Kansas

**Secretary:** Debby Powell, University of Tennessee-Knoxville

**Membership Chair:** Kim English, Florida International University

**Membership Co-Chair:** Shelley Grider, Auburn University

**Hospitality Chair:** Gwen Notestine, University of Texas Health Science at San Antonio

**Conference Planning Chair:** Mark Alexander, East Carolina University

**Conference Planning Co-Chair:** Jenny Carrick, University of California Davis

**Communications Chair:** Robin Hutchinson-Bell, Mount Carmel College of Nursing

**Marketing and Communications Chair:** Kathryn Kelly, The Ohio State University

**Past Chair:** Shelley Jordan, University of Alabama

### **Organizational Leadership Network (OLN)**

**Chair:** Judy Didion, Lourdes University

**Chair-Elect:** Mary Kunes-Connell, Creighton University

**Secretary:** Teresa Wehrwein, Michigan State University

**Conference Planning Co-Chair:** Rita D'Aoust, University of Florida

**Conference Planning Co-Chair:** Angela Phillips-Lowe, Mount Carmel College of Nursing

**Communications Chair:** Mayola Rowser, University of Southern Indiana

### **Practice Leadership Network (PLN)**

**Chair:** Sandra Bellini, University of Connecticut

**Chair-Elect & Conference Planning Chair:** Susann Farberman, University of Missouri-St. Louis

**Secretary:** Kathleen Miller, University of Massachusetts Worcester

**Communications Chair:** Paula McCauley, University of Connecticut

**Past Chair:** Marilyn Wideman, Rush University

### **Research Leadership Network (RLN)**

**Chair:** Margaret Barton-Burke, University of Missouri-St. Louis

**Secretary:** Julie Zadinsky, Georgia Health Sciences University

**Communications Co-Chair:** Alyce S. Ashcraft, Texas Tech University Health Sciences Center

**Communications Co-Chair:** Barbara Fowler, Wright State University

**Conference Planning Co-Chair:** Cindy Corbett, Washington State University

**Conference Planning Co-Chair:** Ernest Lapierre, Norwich University

**Past Chair:** Nalini Jairath, The Catholic University of America

# AFFILIATIONS

**D**eans of member schools, AACN Board members, and staff represent the association on a number of advisory councils, panels, agencies, committees, and other high profile initiatives within the nursing and higher education communities.

## **Ad Hoc Group for Medical Research** –

Over 300 research, biomedical, patient advocacy, and healthcare provider groups engage in activities, including sending letters to Capitol Hill supporting research, hosting briefings for congressional staff, and meeting with key NIH directors.

## **Academic Progression in Nursing (APIN)** –

Administered by the Tri-Council for Nursing which includes AACN, APIN collaborates with state Action Coalitions and their partners to support efforts that promote seamless academic progression en route to increasing the number of nurses with a baccalaureate degree to 80% by 2020.

**AfterCollege** – In collaboration with AACN, AfterCollege funds a scholarship program and develops free online career centers for member schools.

**Alliance for Aging Research** – This organization consults AACN staff on a regular basis in its work to improve the human experience in aging and health.

**American Nurses Association (ANA)** – AACN serves as an Organizational Affiliate (OA) member of the ANA. The ANA convenes two meetings of its affiliates each year, which are attended by AACN's President and CEO. Work this year has focused on the nursing community's role in promoting quality outcomes, public policy shaping nursing practice, and advancing the APRN Consensus Model.

## **American Nurses Credentialing Center (ANCC)** –

In September 2012, AACN was approved as a CE provider and awarded Accreditation with Distinction by the ANCC Commission on Accreditation. This is the highest recognition awarded by ANCC's Accreditation Program.

## **American Organization of Nurse Executives (AONE)** –

Representatives from AONE have served on many AACN task forces and advisory groups, including the AACN-AONE Academic-Practice Partnerships Task Force and the CNL Steering Committee.

**APRN LACE Network** – AACN works closely with an array of Licensure, Accreditation, Certification, and Education (LACE) organizations to advance the recommendations in the Consensus Model for APRN Regulation.

**Arnold P. Gold Foundation** – AACN partners with the foundation to recognize excellence among nursing faculty, researchers, and students who are committed to providing humanistic, compassionate care.

## **Association of American Medical Colleges (AAMC)** –

AACN engages regularly with our counterpart organization for schools of medicine on policy initiatives, in our joint work on interprofessional professionalism, and in the development of a joint lifelong learning report.

**Campaign for Public Health** – As the only nursing organization on the advisory council, AACN works with other business and healthcare leaders who are dedicated to advocating for legislation that will accelerate the growth of federal appropriations for the Centers for Disease Control and Prevention.

## **Centers for Disease Control and Prevention (CDC)** –

AACN has established a formal cooperative agreement with the CDC to help build capacity in the public health nursing workforce. This work includes supporting faculty development in the area of population health and connecting nursing students with hands-on



American Nurses Association President Karen Daley, Dean Catherine Gilliss, and HRSA Division of Nursing and Public Health Director Mary Beth Bigley mingle at AACN's 2104 Annual Meeting.

experiences at the community level to enhance their preparation for professional practice.

**CertifiedBackground.com** – Through this partnership, AACN has negotiated discounted criminal background check and student immunization services for students and faculty at member institutions.

### **Clinical Nurse Leader Association (CNLA)**

– The Commission on Nurse Certification (CNC) collaborates with the CNLA to advance the CNL role by providing administrative services to support CNLA's daily operations and through representation on CNLA's Board of Directors and joint marketing efforts.

### **Coalition for Health Funding** –

Government Affairs staff work collectively to host briefings with key congressional and administration officials to offer insight on strengthening public health investments.

**Coalition for Patients' Rights** – Consists of more than 35 organizations representing a variety of licensed healthcare professionals who provide a diverse array of safe, effective, and affordable healthcare services to millions of patients each year.

### **Consultant Group on Interprofessional Professionalism Measurement** –

This group has developed Web resources and a defined set of behaviors that serve as the foundation for interprofessional professionalism among all members of the healthcare team.

**The Daisy Foundation** – To recognize excellence among nurse educators, AACN joined with this philanthropy in May 2010 to establish The DAISY Award for Extraordinary Nursing Faculty.

### **Department of Veterans Affairs (DVA)** –

In January 2009, the AACN-DVA Liaison Committee was formed to bring CNOs from VA sites together with AACN representatives to collaborate on shared goals related to the nursing workforce, evolving clinical practice, and state-of-the-art nursing education.

### **Educational Benchmarking, Inc.** –

AACN formed a partnership with EBI in 2000 to develop student satisfaction surveys to assist college and universities in assessing their nursing programs in support of continuous quality improvement objectives.

**Elsevier Science** – The publisher of the *Journal of Professional Nursing*, Elsevier is one of the leading publishers in the world with more than 20,000 products and services.

### **End-of-Life Nursing Education Projects (ELNEC)** –

AACN collaborates with the City of Hope in California to provide training sessions for nursing faculty in teaching

end-of-life nursing care. Other program and funding collaborators include the Archstone Foundation, National Cancer Institute, Oncology Nursing Society, California Healthcare Foundation, Aetna, Open Society Institute, Milbank Foundation for Rehabilitation and the Department of Veterans Affairs.

### **Evaluating Innovations in Nursing Education (EIN)** –

The Robert Wood Johnson Foundation awarded a grant to AACN to study facilitators and barriers to careers as nurse faculty. Through this new initiative, AACN is conducting a national survey of doctoral students in research- and practice-focused programs to identify the factors that either impede or enhance the pursuit of a long-term career as a faculty member.

### **Federation of Association of Schools of the Health Professions (FASHP)** –

AACN is a member of FASHP and participates in monthly CEO meetings and twice yearly retreats. Other groups that meet include the FASHP CFOs, government affairs, and information technology representatives. The groups meet to discuss common financial issues, governmental affairs, and collaborative efforts.

**Friends of AHRQ** – The coalition sends support letters, coordinates meetings with key congressional and administration staff, and hosts briefings to support AHRQ funding.

**Friends of HRSA** – The coalition sends support letters, coordinates meetings with key congressional and administration staff, and hosts briefings regarding HRSA funding.

**Friends of Indian Health** – The coalition sends support letters, coordinates meetings with key Hill staff, and hosts briefings and receptions regarding funding of the Indian Health Service.

**Friends of NCHS** – The Friends of NCHS is a coalition of more than 150 organizations that support the National Center for Health Statistics. Members of this diverse group-including think tanks, professional associations, and universities-

rely on the data collected and maintained by NCHS to conduct research, support advocacy efforts, and influence and inform health policy.

**Friends of the National Institute of Nursing Research (FNINR)** – This organization supports the work of the National Institute of Nursing Research and hosts the annual Nightingala.

**Friends of VA Medical Care and Health Research (FOVA)** – FOVA is a coalition representing more than 80 national academic, medical, and scientific societies, voluntary health and patient advocacy associations, and industry. The coalition advocates for the funding needs of health care and research at the Department of Veterans (VA), raises awareness of VA medical care and research programs, and hosts special events that highlight VA research successes.

**Genetics and Genomics Steering Committee** – AACN staff assist with implementing essential nursing competencies and curricula guidelines for genetics and genomics. Further, AACN assisted with the development of a tool kit for faculty related to the genetics/genomics competencies.

**Gerontology Projects** – To advance geriatric nursing education, AACN collaborates with many organizations, including the John A. Hartford Foundation; Hartford Institute for Geriatric Nursing at New York University College of Nursing and American Academy of Nursing; American Geriatrics Society; Gerontological Society of America; and National Hartford Centers of Gerontological Nursing Excellence.

**Global Alliance for Leadership in Nursing Education and Science (GANES)** – GANES is the only international body providing strategic level expertise in the education and professional development of nurses worldwide. Members are national associations of nursing deans and schools of nursing. AACN was a founding member.

**Gordon and Betty Moore Foundation** – Dedicated to improving nursing-related outcomes, the foundation joined with AACN in 2010 to offer a QSEN Faculty Development Institute and follow-up meetings in the San Francisco Bay Area. In addition, the foundation provided funding to enhance the competencies of undergraduate RN program graduates, specifically in the area of health informatics.

**Government Affairs Collaborating Organizations** – Staff work closely with a variety of nursing organizations on common issues related to nursing research, education, and practice legislation and regulation. Collaborators include American Association of Nurse Anesthetists, American Nurses Association, American Organization of Nurse Executives, NONPF, and the Oncology Nurses Society.

**Health Professions and Nursing Education Coalition (HPNEC)** – HPNEC holds monthly meetings, sends support letters, develops talking points and brochures, holds Hill briefings, and coordinates meetings with appropriations staff in support of health professions workplace development.

**Health Volunteers Overseas (HVO)** – AACN supports the nursing division of Health Volunteers Overseas, a private, nonprofit voluntary organization founded in 1986 and headquartered in Washington, DC.

**Healthy People Task Force** – This interprofessional task force addresses Healthy People 2020 implementation within health professions curricula. In addition to AACN, participants include the American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, Association of Physician Assistant Programs, Association for Prevention Teaching and Research, Association of Schools and Programs of Public Health, and the National Organization of Nurse Practitioner Faculties.

### **Higher Education Friday Group** –

Led by the American Council on Education, this group meets weekly to discuss Higher Education Reauthorization and organizational advocacy efforts.

**Hurst Review Services** – AACN joined with this leading NCLEX review provider to offer a new scholarship program to recognize outstanding nursing students in baccalaureate programs.

### **Institute of Medicine (IOM) Global Forum on the Health Professions Workforce:**

AACN is a founding sponsor of the IOM Global Forum and has committed to supporting this multi-organization, international effort. The forum's current focus is on US and international efforts to enhance interprofessional education.

### **Interagency Collaboration on Nursing Statistics (ICONS)**

– ICONS promotes the generation and utilization of data, information, and research to facilitate and influence decision making about nurses, nursing education, and nursing workforce. AACN has been a member since 1984.

### **International Academy of Nurse Editors (INANE)**

– INANE is an informal network of approximately 200 editors of nursing publications worldwide that meets once a year to exchange information about editing and publishing strategies for professional nursing publications. The group also maintains a Web site for the exchange of relevant information.

### **Interprofessional Education Collaborative (IPEC)**

– Focused on advancing interprofessional education and practice at the national level, IPEC's founding organizations include AACN, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools

and Programs of Public Health. The six IPEC organizations also serve as founding members of the Institute of Medicine's Global Forum on Innovation in Health Professional Education.

### **Johnson & Johnson's Campaign for Nursing's Future**

– AACN consults with campaign coordinators on the national public awareness campaign launched by J&J to generate interest in nursing careers. Since 2007, AACN has teamed up with the campaign to offer a Minority Faculty Scholars program.

**Joint Commission** – AACN participates actively on two Joint Commission councils, the Nursing Advisory Council and the Health Professions Council, and on the planning committee for conferences on health professions education.

### **Jonas Center for Nursing and Veterans Healthcare**

– Dedicated to advancing professional nursing in New York City and beyond, the Jonas Center generously sponsors AACN's Student Policy Summit and partners with AACN on a national faculty development initiative. The Jonas Center also provided sponsorship for three years for the Wharton Executive Leadership Program.

**Josiah Macy Foundation** – The Macy Foundation provided funding for the collaborative work between AACN and AAMC on the publication of *Lifelong Learning in Medicine and Nursing*.

**Liaison International** – AACN operates the nation's first centralized application for nursing programs with Liaison International, the leading provider of application services for health professions associations.

### **National Association of Advisors for the Health Professions (NAAHP)**

– Staff attend annual meetings and work with the NAAHP to highlight nursing as a career choice to college program advisors.

**National Association of Clinical Nurse Specialists (NACNS)** – Initiated in 2003, the AACN/NACNS Data Collaboration was established to jointly collect data on CNS educational programs.

**National Center for Higher Education (NCHE)** – Representing associations in the One Dupont Circle building, AACN participates on several NCHE working committees, including Technology, Meeting Planning, Human Resources, and Building Services.

**National Health Service Corps (NHSC) Stakeholder Group** – This coalition represents the multiple health professionals, institutions, and underserved areas/populations that benefit from the NHSC scholarship and loan repayment program.

**National Nursing Research Roundtable (NNRR)** – NNRR is an informal association of nursing organizations with a mission to serve the public's health through a strong research-based nursing practice. AACN has been a member since 1989.

**National Organization for Associate Degree Nursing** – To facilitate academic progression in nursing, AACN and NOADN are working collaboratively by developing joint statements, issuing a new brochure on advancing your nursing education, and co-hosting webinars to showcase best practices.

**National Organization of Nurse Practitioner Faculties (NONPF)** – The AACN/NONPF Data Collaboration and Data Advisory Committee was initiated in 1997 and has resulted in the creation of the most complete repository of data on NP education in the US and a single data source to support health workforce planning and policy analysis.

**National Quality Forum (NQF)** – AACN staff assist with reviewing NQF's National Voluntary Consensus Standards and participate in their Quality, Measurement, Research and Improvement Council.

**National Student Nurses Association (NSNA)** – AACN exhibits at NSNA's annual conference to strengthen ties between both organizations.

**Nursing Alliance for Quality Care (NAQC)** – This Alliance was formed with funding from the Robert Wood Johnson Foundation to serve as nursing's unified policy voice on issues related to healthcare quality and safety. AACN's CEO serves as chair of the Alliance Board of Directors.

**The Nursing Community** – This coalition of professional nursing organization collaborates on a wide spectrum of healthcare and nursing policy issues. AACN is among over 60 organizations that participate with this group on federal legislative initiatives.

**Nursing Organizations Alliance (NOA)** – Since 2001, AACN has been a member of this alliance that provides a forum for specialty nursing organizations to come together and collaborate on issues of common interest to advance the nursing profession.

**Patient Safety and Clinical Pharmacy Services Collaborative** – AACN provided promotional support for this HRSA initiative aimed at advancing best practices in patient safety and clinical pharmacy services to improve health outcomes and reduce adverse events.

**Peterson's Guide** – AACN has collaborated with Peterson's in publishing the Guide to Nursing Programs Guide since 1994. Peterson's is part of the Thomson Corporation.

**Quality Alliance Steering Committee (QASC)** – As the chair of NAQC, AACN's CEO serves on this high profile committee, which is located at the Brookings Institution and co-chaired by Carolyn Clancy, past director of AHRQ, and Mark McClellan, past director of CMS.

### **Quality and Safety Education for Nurses (QSEN)**

– QSEN develops educational strategies that promote quality and safety competencies in nursing. In 2009, AACN was awarded funding by the Robert Wood Johnson Foundation (RWJF) to launch a national pre-licensure faculty development initiative. In 2012, AACN was awarded new funding to launch a graduate faculty development initiative.

### **Robert Wood Johnson Foundation (RWJF)**

– AACN joined with RWJF to launch the New Careers in Nursing Scholarship program in 2008, which provides funding, mentorship, and leadership development to students enrolled in accelerated baccalaureate and master's programs. RWJF also funds the new Doctoral Advancement in Nursing program which is focused on supporting nurses from under-represented groups in applying for, enrolling in, and completing nursing doctorates.

### **Sullivan Alliance to Transform America's Health Professions**

– AACN's CEO represents nursing on this interprofessional working group focused on enhancing diversity across the health professions.

**Tri-Council for Nursing** – Composed of AACN, AONE, NLN and ANA, the Tri-Council meets up to four times yearly to discuss government affairs initiatives and common issues of concern.

### **University HealthSystem Consortium (UHC)**

– AACN's ongoing collaboration with the UHC centers on enhancing new nurse retention through the adoption of a jointly-developed post-baccalaureate nurse residency program at clinical sites nationwide.

**Wharton School** – AACN initiated a new collaboration with the Wharton School of the University of Pennsylvania in Philadelphia, PA to offer an Executive Leadership program for nursing deans.

### **Washington Higher Education Secretariat**

– WHES is composed of 50 national, higher education associations including AACN. The American Council on Education is the coordinating body that provides a forum for discussion on education.



# MEMBERSHIP

Institutional membership is open to any institution offering a baccalaureate or higher-degree nursing program that meets the following criteria:

- ▶ is legally authorized to grant the credential to which the program leads,
- ▶ holds institutional accreditation by an accrediting agency recognized by the U.S. Secretary of Education, and
- ▶ is approved by the state agency that has legal authority for educational programs in nursing (not applicable to nursing programs over which the state board of nursing has no jurisdiction).

Provisional memberships may be held for a total of 3 years and are open to any institution that is in the process of developing a baccalaureate or higher degree program that meets the following criteria:

- ▶ is legally authorized to grant the credential to which the program leads; and
- ▶ holds institutional accreditation by an accrediting agency recognized by the U.S. Secretary of Education.

The dean or other chief administrative nurse in the nursing program serves as institutional representative to AACN. Membership dues are \$4,653 annually; the fiscal year runs from July 1- June 30. Other categories of membership are Emeritus, Honorary, and Honorary Associate, and are conferred to individuals at the discretion of the Board of Directors.

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Georgia Regents University  
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College  
Our Lady of the Lake College  
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University  
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### **Michigan**

Baker College  
Calvin College  
Davenport University  
Eastern Michigan University  
Ferris State University  
Finlandia University  
Grand Valley State University  
Hope College  
Madonna University  
Michigan State University  
Northern Michigan University  
Oakland University  
Rochester College  
Saginaw Valley State University  
Siena Heights University  
University of Detroit Mercy  
University of Michigan  
University of Michigan-Flint  
Wayne State University  
Western Michigan University

### **Minnesota**

Augsburg College  
Bemidji State University  
Bethel University of Minnesota  
Capella University  
College of Saint Benedict/Saint  
John's University  
College of St. Scholastica, The  
Concordia College - Minnesota  
Crown College  
Metropolitan State University  
Minnesota School of Business  
Minnesota State University  
Mankato  
Minnesota State University  
Moorhead  
Rasmussen College  
Saint Catherine University  
Saint Cloud State University  
Saint Mary's University of  
Minnesota  
Saint Olaf College

Southwest Minnesota State  
University  
University of Minnesota  
University of Northwestern -  
Saint Paul  
Walden University  
Winona State University

### **Mississippi**

Alcorn State University  
Belhaven University  
Delta State University  
Mississippi College  
Mississippi University for  
Women  
University of Mississippi  
Medical Center  
University of Southern  
Mississippi  
William Carey University

### **Missouri**

Avila University  
Central Methodist University  
Chamberlain College of  
Nursing - St. Louis  
College of the Ozarks  
Cox College  
Goldfarb School of Nursing at  
Barnes - Jewish College  
Graceland University  
Grantham University  
Lindenwood University  
Maryville University -  
Saint Louis  
Missouri State University  
Missouri Western State  
University  
Research College of Nursing  
Saint Louis University  
Saint Luke's College of Health  
Sciences  
Southeast Missouri State  
University  
Truman State University

University of Central Missouri  
University of Missouri -  
Columbia  
University of Missouri -  
Kansas City  
University of Missouri -  
St. Louis  
Webster University  
William Jewell College

### **Montana**

Carroll College - Montana  
Montana State University -  
Bozeman  
University of Great Falls

### **Nebraska**

Creighton University  
Nebraska Methodist College  
Nebraska Wesleyan University  
Union College - Nebraska  
University of Nebraska Medical  
Center

### **Nevada**

Nevada State College  
Roseman University of Health  
Sciences - Nevada  
Touro University  
University of Nevada -  
Las Vegas  
University of Nevada - Reno

### **New Hampshire**

Colby-Sawyer College  
Franklin Pierce University  
Granite State College  
Keene State College  
Plymouth State University  
Rivier University  
Saint Anselm College  
Southern New Hampshire  
University  
University of New Hampshire

### **New Jersey**

Bloomfield College  
Caldwell University  
College of New Jersey, The  
Fairleigh Dickinson University  
Felician College  
Georgian Court University  
Kean University  
Monmouth University  
Ramapo College of New Jersey  
Richard Stockton College of  
New Jersey, The  
Rider University  
Rutgers, The State University of  
New Jersey  
Rutgers, The State University of  
New Jersey - Camden  
Rutgers, The State University of  
New Jersey-SON  
Saint Peter's University  
Seton Hall University  
Thomas Edison State College  
William Paterson University

### **New Mexico**

New Mexico Highlands  
University  
New Mexico State University  
Northern New Mexico College  
University of New Mexico  
Western New Mexico  
University

### **New York**

Adelphi University  
Alfred State College  
American University of Beirut  
Binghamton University  
Briarcliffe College  
College at Brockport, The  
College of Mount Saint Vincent  
College of New Rochelle  
College of Staten Island  
Columbia University  
Concordia College New York

Daemen College  
Dominican College of Blauvelt  
D'Youville College  
Elmira College  
Excelsior College  
Graduate Center of the City of  
New York, The  
Hartwick College  
Hunter College of CU  
Keuka College  
Le Moyne College  
Lehman College  
Long Island University  
Long Island University  
LIU Post  
Medgar Evers College of  
CUNY  
Mercy College  
Molloy College  
Mount Saint Mary College -  
New York  
Nazareth College  
New York Institute of  
Technology  
New York University  
Niagara University  
Nyack College  
Pace University  
Plattsburgh State University of  
New York  
Roberts Wesleyan College  
Sage Colleges, The  
Saint Francis College  
Saint John Fisher College  
Stony Brook University  
SU Downstate Medical Center  
SU Empire State College  
SU Institute of Technology at  
Utica/Rome  
SU Upstate Medical University  
Teachers College  
University at Buffalo - SU  
University of Rochester

Utica College

Wagner College

### **North Carolina**

Appalachian State University

Barton College

Cabarrus College of Health Sciences

Campbell University

Duke University

East Carolina University

Fayetteville State University

Lenoir-Rhyne University

Methodist University

North Carolina A&T State University

North Carolina Central University

Pfeiffer University

Queens University of Charlotte

University of Mount Olive

University of North Carolina - Chapel Hill, The

University of North Carolina - Charlotte

University of North Carolina - Greensboro

University of North Carolina - Pembroke

University of North Carolina - Wilmington

Western Carolina University

Winston-Salem State University

### **North Dakota**

North Dakota State University

University of Mary

University of North Dakota

### **Ohio**

Ashland University

Aultman College of Nursing and Health Sciences

Baldwin Wallace University

Capital University

Case Western Reserve University

Cedarville University

Chamberlain College of Nursing - Cleveland

Chamberlain College of Nursing - Columbus

Christ College of Nursing and Health Sciences, The

Cleveland State University

Defiance College

Franklin University

Hiram College

Hondros College

Kent State University

Kettering College

Lourdes University

Malone University

Mercy College of Ohio

Miami University

Mount Carmel College of Nursing

Mount Saint Joseph University

Mount Vernon Nazarene University

Muskingum University

Notre Dame College

Ohio Northern University

Ohio State University, The

Ohio University

Otterbein University

University of Akron, The

University of Cincinnati

University of Mount Union

University of Toledo

Urbana University

Ursuline College

Walsh University

Wright State University

Xavier University

Youngstown State University

### **Oklahoma**

Langston University

Northwestern Oklahoma State University

Oklahoma Baptist University

Oklahoma Christian University

Oklahoma Wesleyan University

Oral Roberts University

Saint Gregory's University

Southern Nazarene University

Southwestern Oklahoma State University

University of Central Oklahoma

University of Oklahoma

University of Tulsa, The

University of Oklahoma

University of Tulsa, The

### **Oregon**

Concordia University - Portland

George Fox University

Linfield College

Oregon Health and Science University

University of Portland

University of Portland

### **Pennsylvania**

Alvernia University

Bloomsburg University

California University of Pennsylvania

Carlow University

Cedar Crest College

Chatham University

DeSales University

Drexel University

Duquesne University

Eastern University

Edinboro University of Pennsylvania

Gannon University

Gwynedd Mercy University

Holy Family University

Immaculata University

Indiana University of  
Pennsylvania  
La Salle University  
Marywood University  
Messiah College  
Misericordia University  
Moravian College  
Neumann University  
Pennsylvania State University  
Robert Morris University  
Saint Francis University  
Temple University  
Thomas Jefferson University  
University of Pennsylvania  
School of Nursing  
University of Pittsburgh  
University of Scranton  
Villanova University  
Waynesburg University  
West Chester University  
Widener University  
Wilkes University  
York College of Pennsylvania

### **Puerto Rico**

Universidad Central de  
Bayamon  
Universidad de Puerto Rico  
Universidad del Turabo

### **Rhode Island**

Rhode Island College  
Salve Regina University  
University of Rhode Island

### **South Carolina**

Anderson University -  
South Carolina  
Charleston Southern  
University  
Clemson University  
Francis Marion University  
Lander University  
Medical University of South  
Carolina  
University of South Carolina

University of South Carolina  
Aiken  
University of South Carolina  
Beaufort  
University of South Carolina  
Upstate

### **South Dakota**

Augustana College  
Dakota Wesleyan University  
Mount Marty College  
National American University  
South Dakota State University  
University of Sioux Falls  
University of South Dakota, The

### **Tennessee**

Aquinas College  
Austin Peay State University  
Baptist College of Health  
Sciences  
Belmont University  
Bethel University of Tennessee  
Carson-Newman University  
Christian Brothers University  
Cumberland University  
East Tennessee State University  
Freed-Hardeman University  
King University  
Lee University  
Lincoln Memorial University  
Lipscomb University  
Martin Methodist College  
Middle Tennessee State  
University  
South College  
Tennessee State University  
Tennessee Technological  
University  
Tennessee Wesleyan College  
Tusculum College  
Union University - Tennessee  
University of Memphis  
University of Tennessee Health  
Science Center

University of Tennessee -  
Chattanooga  
University of Tennessee -  
Knoxville  
Vanderbilt University

### **Texas**

Abilene Christian University  
Angelo State University  
Baylor University  
Chamberlain College of  
Nursing - Houston  
Concordia University Texas  
East Texas Baptist University  
Lamar University  
Midwestern State University  
Patty Hanks Shelton School  
of Nursing  
Prairie View A & M University  
Sam Houston State University  
Schreiner University  
Southwestern Adventist  
University  
Tarleton State University  
Texas A&M Health Science  
Center  
Texas A&M University -  
Commerce  
Texas A&M University -  
Central Texas  
Texas A&M University -  
Corpus Christi  
Texas A&M University -  
Texarkana  
Texas Christian University  
Texas Lutheran University  
Texas State University  
Texas Tech University Health  
Sciences Center  
Texas Tech University Health  
Sciences Center - El Paso  
Texas Woman's University  
University of Houston -  
Victoria

University of Mary Hardin -  
Baylor  
University of Saint Thomas  
University of Texas at  
Brownsville  
University of Texas Health  
Science Center - Houston  
University of Texas Health  
Science Center - San Antonio  
University of Texas Medical  
Branch  
University of Texas of the  
Permian Basin, The  
University of Texas - Arlington  
University of Texas - Austin  
University of Texas - El Paso  
University of Texas -  
Pan American  
University of Texas - Tyler  
University of the Incarnate  
Word  
Wayland Baptist University -  
San Antonio  
West Texas A&M University

### **Utah**

Brigham Young University  
Everest College  
Rocky Mountain University of  
Health Professions  
Roseman University of Health  
Sciences - Utah  
Southern Utah University  
University of Utah  
Weber State University  
Western Governors University  
Westminster College

### **Vermont**

Castleton State College  
Norwich University  
Southern Vermont College  
University of Vermont

### **Virginia**

Averett University  
Bluefield College  
Bon Secours Memorial  
Eastern Mennonite University  
George Mason University  
Hampton University  
James Madison University  
Jefferson College of Health  
Sciences  
Liberty University  
Longwood University  
Lynchburg College  
Marymount University  
Norfolk State University  
Old Dominion University  
Radford University  
Sentara College of Health  
Sciences  
Shenandoah University  
University of Virginia  
University of Virginia's College  
at Wise  
Virginia Commonwealth  
University

### **Washington**

Bellevue College  
Gonzaga University  
Northwest University  
Olympic College  
Pacific Lutheran University  
Saint Martin's University  
Seattle Pacific University  
Seattle University  
University of Washington  
Washington State University

### **West Virginia**

American Public University  
System  
Bluefield State College  
Marshall University  
Shepherd University

West Liberty University  
West Virginia University  
Wheeling Jesuit University

### **Wisconsin**

Alverno College  
Bellin College  
Cardinal Stritch University  
Carroll University  
Columbia College of Nursing  
Concordia University  
Wisconsin  
Edgewood College  
Herzing University  
Maranatha Baptist University  
Marian University  
Marquette University  
Milwaukee School of  
Engineering  
Silver Lake College of the  
Holy Family  
University of Wisconsin -  
Eau Claire  
University of Wisconsin -  
Green Bay  
University of Wisconsin -  
Madison  
University of Wisconsin -  
Milwaukee  
University of Wisconsin -  
Oshkosh  
Viterbo University  
Wisconsin Lutheran College

### **Wyoming**

University of Wyoming



# INTRODUCING AACN'S NEW ONLINE MEMBER SERVICE SYSTEM: MY AACN

**A**ACN has launched an online member services system, called My AACN, to streamline each part of the membership experience and provide an array of services that can be accessed on demand by deans, faculty, staff, and students from affiliated schools.

Visit AACN's main website ([www.aacn.nche.edu](http://www.aacn.nche.edu)) and log in to access My AACN (see upper right corner of AACN's homepage). My AACN features the following:

- ▶ Personalize your member profile and communication preference
- ▶ Register for multiple conferences and Webinars
- ▶ Gain access to AACN's online Collaboration Community and enhanced networking options
- ▶ Quickly retrieve and act on all types of member and organizational information
- ▶ View and search member and committee directories
- ▶ Manage leadership network renewals

## Not sure if you have a My AACN account?

Visit [www.aacn.nche.edu/forgot-password](http://www.aacn.nche.edu/forgot-password) and type in your school email address. If you do have an account we will send you an email on how to reset your password. If you do not have an account with My AACN visit [www.aacn.nche.edu/verify-my-aacn](http://www.aacn.nche.edu/verify-my-aacn) to create an account.

## Three Steps to Using My AACN

### 1. Log in to My AACN

To log in, visit [www.aacn.nche.edu](http://www.aacn.nche.edu). At the top right hand corner enter your school email address. If you forgot your password, you can retrieve it at: [www.aacn.nche.edu/forgot-password](http://www.aacn.nche.edu/forgot-password).

### 2. Update Your Account

- ▶ Upload Your Profile Picture
- ▶ Update Newsletter Subscriptions
- ▶ Select Opportunities for Engagement & Involvement
- ▶ Share AACN Member Expertise
- ▶ Become a Mentor or Mentee

### 3. Update Your Institution Profile

- ▶ Contact Information
- ▶ Review Alternate Contact
- ▶ Review & Edit Institution Contact List
- ▶ View students who belong to the Graduate Nursing Student Academy (GNSA)

## Technical Support

If you experience any technical difficulty, email [amssupport@aacn.nche.edu](mailto:amssupport@aacn.nche.edu) for technical support.





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