Highlights of the Year

JULY 2014
Five new Minority Nurse Faculty Scholars were selected through a highly competitive program coordinated by AACN with funding from the Johnson and Johnson Campaign for Nursing’s Future.

AUGUST 2014
Long-time AACN partner CertifiedBackground.com creates a new scholarship program exclusively for members of the Graduate Nursing Student Academy.

SEPTEMBER 2014
The U.S. Department of Education renewed its formal recognition of the Commission on Collegiate Nursing Education as a national nursing accrediting agency.

OCTOBER 2014
AACN releases new data showing the national faculty vacancy rate in baccalaureate and graduate nursing programs is 6.9%. Most open positions either require or strongly prefer faculty with doctoral preparation.

NOVEMBER 2014
AACN announces that 12 higher education institutions received grants to share and build upon the lessons learned through the New Careers in Nursing program for enhancing diversity in the nursing student population.

DECEMBER 2014
AACN issues a set of talking points that address the federal government’s projections regarding the nursing workforce, which stress the need to continue to expand the pipeline into baccalaureate and higher degree nursing programs.

JANUARY 2015
At a Capitol Hill forum hosted by the Alliance for Health Reform, AACN President and CEO Deborah Trautman presents on Preparing the Nursing Workforce for a Changing Health System: The Role of Graduate Nursing Education.

FEBRUARY 2015
The Graduate Nursing Student Academy (GNSA) reaches a significant milestone with more than 12,000 students from 508 schools across the country now enrolled as members.

MARCH 2015
The APRN Clinical Training Task Force issues its final recommendations for re-envisioning clinical education with a focus on advancing new strategies and models to prepare the growing number of APRNs needed to address current and evolving healthcare needs.

APRIL 2015
The End-of-Life Nursing Education Consortium (ELNEC) holds its first train-the-trainer program in Beijing, China, bringing the total of number of international countries that have hosted an ELNEC training to 85.

MAY 2015

JUNE 2015
AACN’s top leaders join with colleagues from the Global Alliance for Leadership in Nursing Education and Science to present a workshop on Enhancing the Quality of Nursing Education Globally in conjunction with the International Council of Nurses conference in Seoul, Korea.
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 767 public and private institutions, AACN is the national voice for baccalaureate- and graduate-degree nursing education programs.

This report highlights the association’s FY 2015 initiatives to help member schools meet the nation’s demand for innovative and expanded nursing care.
The national dialogue on the need to re-envision both health care and education is accelerating change for those working within the healthcare delivery system and those educating the future workforce. To remain relevant and forward-leaning, AACN has taken decisive action this year to further its mission in all areas of academic nursing, which includes education, research, and practice within baccalaureate and higher degree nursing programs.

AACN’s Board of Directors has engaged in a rigorous strategic planning process that will impact AACN’s scope and programming over the next decade. Pivotal to this effort has been the work of the Futures Task Force to assess member priorities as well as emerging opportunities and challenges.

Following 18 months of information gathering, data analysis, and dialogue, the task force has developed a bold new set of recommendations to better position the association to impact nursing education and research, healthcare redesign, interprofessional engagement, health policy formation, leadership development, diversity and inclusivity, strategic collaboration, and information curation among other key areas.

The four recommendations are:

◆ AACN should be the driving force for innovation and excellence in nursing education.

◆ AACN should position nursing as a leading partner in advancing systemic improvements in health and health care.

◆ AACN should expand its reach and influence through the development of an organizational structure that is representative of and responsive to key stakeholders.

◆ AACN should be a leader in information curation and synthesis related to nursing education, research, and practice.

As members of AACN, your role in advancing these recommendations will be critical to the organization’s long-term success and sustainability. We look forward to partnering with you and other stakeholders to enhance AACN’s reach and impact on shaping the future of academic nursing.

Eileen T. Breslin, PhD, RN, FAAN
Chair, AACN Board of Directors

Deborah E. Trautman, PhD, RN, FAAN
President and Chief Executive Officer
Annual State of the Schools

Findings published in the 2015 State of the Schools are based on responses from 816 (88.6%) of the nation's nursing schools with baccalaureate and graduate programs that were surveyed in fall 2014. 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 2014 ANNUAL SURVEY

◆ Applications and Acceptance Rate: In the 2014-2015 academic year, 265,954 completed applications were received for entry-level baccalaureate nursing programs (a 1.9% decrease from 2013) with 170,109 meeting admission criteria and 119,428 applications accepted. This translates into an acceptance rate of 44.9%.

◆ Total Enrollment: The AACN survey found that total enrollment in all nursing programs leading to the baccalaureate degree is 320,074, an increase from 299,118 in 2013. Within this population, 189,729 students are enrolled in entry-level baccalaureate nursing programs. In graduate programs, 113,788 students are enrolled in master's programs, 5,290 are enrolled in research-focused doctoral programs, and 18,352 are enrolled in practice-focused doctoral programs in nursing.

◆ Total Graduations: In terms of graduations, the AACN survey found that 111,634 students graduated from baccalaureate programs last year, including 63,857 students from entry-level programs and 47,777 students from baccalaureate degree completion programs. In graduate programs, 33,250 students graduated from master’s programs, 743 from research-focused doctorates, and 3,065 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 30.1%, the proportion of minority students in master’s programs increased to 31.9%, in research-focused doctoral programs to 29.7%, and in practice-focused doctoral programs to 28.7%.

◆ Men in Nursing: Though men represent only 7.0% of the U.S. nursing workforce, the percentage of men in baccalaureate and master's nursing programs is 11.7% and 10.8%, respectively. In doctoral programs, 9.6% of students in research-focused programs and 11.7% 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, 16,935 students are enrolled in the nation's 293 accelerated baccalaureate programs, which graduated 11,080 students in 2014. In the 62 accelerated (or entry-level) master's degree programs in nursing now available, 6,219 students are enrolled, and 2,325 students graduated last year.

12.5%
The percentage of men in entry-level baccalaureate nursing programs. By comparison, the National Council of State Boards of Nursing reports that men currently comprise only 7% of the RN workforce.
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 2013 to 2014, enrollment in RN-to-Baccalaureate programs increased by 10.4%, which marks the 12th year of enrollment increases. Currently, 679 RN-to-Baccalaureate and 209 RN-to-Master’s degree programs are available nationwide, with many offered completely online. In addition, 28 new RN-to-Baccalaureate and 31 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 102 CNL programs offered at schools nationwide. Currently, 3,115 students are enrolled in these master’s programs, and 1,190 CNLs graduated last year.

SNAPSHOT OF THE NURSE FACULTY POPULATION

In fall 2014, the total full-time faculty population in baccalaureate and higher degree programs reached 17,900 (784 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 61.8 years for professors, 57.7 years for associate professors, and 51.1 years for assistant professors.

Only 14.1% of full-time faculty come from racial/ethnic minority groups; only 5.7% are male.

In terms of educational preparation, 50.2% of nursing school faculty are doctorally prepared with 39.5% holding nursing doctorates, and 10.7% holding doctorates in related disciplines.

AACN DATA COLLECTION

Now in its 34th 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 for the 2014-2015 academic year were compiled in three separate reports:

- 2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing
- 2014-2015 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing
- 2014-2015 Salaries of Deans in Baccalaureate and Graduate Programs in Nursing

To order the most current reports, see www.aacn.nche.edu/IDS/datarep.htm.

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

Doctoral Student Roster Survey: This survey collects data on full-time doctoral students at the individual level regarding demographics, education, and employment. Data on more than 18,000 active doctoral students and 16,000 inactive students have been compiled through this effort.

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 BSN Graduates & Employer Preferences

In August 2014, AACN conducted its third 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 56% for BSN students, with the employment rate at 4-6 months after graduation rising to 87%. By comparison, the National Association of Colleges and Employers conducted a national survey of almost 44,000 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 45.1% of employers require the BSN for new hires while 79.6% strongly prefer BSN-prepared nurses.

Complete survey results can be found online at www.aacn.nche.edu/leading_initiatives_news/news/2014/employment14.
Academic Nursing: A Year at a Glance

Enrollments and Graduations in Nursing Programs (816 schools reporting)

ENROLLMENTS — FALL 2014

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>ENROLLMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN-to-Baccalaureate Programs</td>
<td>130,345</td>
</tr>
<tr>
<td>Generic Baccalaureate Programs</td>
<td>189,279</td>
</tr>
<tr>
<td>Total Baccalaureate Programs</td>
<td>320,074</td>
</tr>
</tbody>
</table>

GRADUATE

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral (research-focused)</td>
<td>5,290</td>
</tr>
<tr>
<td>Doctoral (practice-focused)</td>
<td>18,352</td>
</tr>
<tr>
<td>Master’s</td>
<td>113,788</td>
</tr>
</tbody>
</table>

GRADUATIONS — AUGUST 2013–JULY 2014

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN-to-Baccalaureate Programs</td>
<td>47,777</td>
</tr>
<tr>
<td>Generic Baccalaureate Programs</td>
<td>63,857</td>
</tr>
<tr>
<td>Total Baccalaureate Programs</td>
<td>111,634</td>
</tr>
</tbody>
</table>

Qualified Applications Turned Away from Entry-Level Baccalaureate Nursing Programs: 2003–2014

SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2003-2014. AACN is not responsible for reporting errors by respondent institutions.

Racial/Ethnic Diversity in Nursing Education Programs, Fall 2014

ENROLLMENT IN ENTRY-LEVEL BACCALAUREATE PROGRAMS

- American Indian/Alaskan Native: 10.0%
- Asian/Hawaiian/Pacific Islander: 9.2%
- Black or African-American: 2.3%
- Hispanic or Latino: 0.5%
- Two or More Races: 8.1%
- White: 69.9%

ENROLLMENT IN MASTER’S PROGRAMS

- American Indian/Alaskan Native: 14.7%
- Asian/Hawaiian/Pacific Islander: 6.5%
- Black or African-American: 0.6%
- Hispanic or Latino: 8.3%
- Two or More Races: 1.8%
- White: 68.1%

Percentage Change in Enrollments in Entry-Level Baccalaureate Nursing Programs: 1994–2014

SOURCE: American Association of Colleges of Nursing, Research and Data Center, 1994-2014. AACN is not responsible for reporting errors by respondent institutions.
Employment of New Graduates

<table>
<thead>
<tr>
<th>Graduates Across All Majors</th>
<th>At Graduation</th>
<th>4-6 Months After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.3%</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry-Level Baccalaureate in Nursing Graduates</th>
<th>At Graduation</th>
<th>4-6 Months After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>87%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry-Level Masters in Nursing Graduates</th>
<th>At Graduation</th>
<th>4-6 Months After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

45.1% of employers require the baccalaureate degree for new hires while 79.6% strongly prefer baccalaureate-prepared nurses.

Growth in Doctoral Nursing Programs: 2005–2014

Enrollments in Both DNP and PhD Programs: 2005–2014

SOURCE: ©American Association of Colleges of Nursing. All Rights Reserved.
A Focus on Doctoral Education

ACN survey data showed that enrollment in doctoral nursing programs increased by more than 20.2% 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 2013 to 2014, enrollment in Doctor of Nursing Practice (DNP) programs grew by 26.2%, with 18,352 students currently enrolled.

◆ DNP programs are now available in 48 states and the District of Columbia.

◆ 22 new DNP programs opened in 2014, bringing the total number of programs to 269.

◆ 144 schools now offer the baccalaureate to DNP; 60 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 134 programs in 2014 with an additional 12 post-master’s and 9 post-baccalaureate programs in development. 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 2014, enrollment in research-focused doctorates increased by 3.2% to 5,290 students. Since 2004 when the DNP position statement was endorsed by AACN members, the number of nursing students enrolled in research-focused doctoral programs has increased by 53.8%.

NURSING FACULTY VACANCIES

In October 2014, AACN released new data confirming that growth in U.S. schools of nursing is being constrained 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 714 schools of nursing in the U.S. with baccalaureate and graduate nursing programs (80.0% response rate), the nurse faculty vacancy rate in 2014 was 6.9%. The large majority of reported vacancies (89.6%) 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 15

◆ AACN’s Collaborative Work with the Jonas Center, page 20

◆ Dissertation and Capstone Awards for Doctoral Students, page 26

49%

The increase in enrollments in research-focused doctoral programs since AACN members endorsed the DNP for advance nursing practice in 2004.
In October 2014, AACN released findings from a national study conducted by the RAND Corporation, which examined the progress made by nursing schools in transitioning to the practice doctorate — a solution advanced 10 years ago to better meet the healthcare needs of the nation. To better understand the issues facing schools moving to the DNP, the AACN Board of Directors commissioned a national survey of nursing schools with APRN programs to identify the barriers and facilitators to offering a post-baccalaureate DNP.

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*, key findings include:

- DNP programs — either at the post-baccalaureate (BSN-DNP) or post-master’s (MSN-DNP) level — are now offered at more than 250 schools nationwide.

- Near “universal agreement” exists among nursing’s academic leaders regarding the value of DNP education in preparing nurses to serve in one of the four APRN roles, specifically Nurse Practitioners, Clinical Nurse Specialists, Certified Registered Nurse Anesthetists, and Certified Nurse-Midwives.

- Though the master’s degree remains the dominant route into APRN practice at this point in time, the educational landscape is changing. Approximately 30% of nursing schools with APRN programs now offer the BSN-DNP, and this proportion will climb to greater than 50% within the next few years.

- The national movement toward offering the BSN-DNP and transitioning master’s level APRN programs to the DNP is expected to accelerate. Currently, up to 14% of schools with APRNs programs only offer the BSN-DNP as their entry-level option into advanced practice. An additional 27% of schools with or planning a BSN-DNP intend to close their master’s level APRN programs within the next few years.

- Student demand is strong for all types of programs — BSN-DNP, MSN-DNP, and the MSN — that prepare APRNs.

- Many employers are unclear about the differences between master’s-prepared and DNP-prepared APRNs and could benefit from information on outcomes connected to DNP practice as well as exemplars from practice settings that capitalize on the capabilities of DNPs.

- Barriers identified by schools transitioning to the BSN-DNP include a lack of faculty, costs and budgetary concerns, insufficient clinical sites, and resource challenges associated with overseeing DNP final projects. The requirement of the DNP for certification and accreditation is an important factor in a school’s decision to transition fully to the BSN-DNP.

The RAND study on the DNP and an accompanying set of talking points is posted on the AACN Web site at [www.aacn.nche.edu/dnp-home](http://www.aacn.nche.edu/dnp-home).
ACN’s Board of Directors provides strategic direction for the association, which extends to creating task forces and advisory groups to critically assess emerging issues and advance organizational priorities.

**TASK FORCE INITIATIVES**

This year, the following task forces made great strides in meeting their respective charges:

◆ Chaired by former AACN President Fay Raines, the **Futures Task Force** competed an 18-month assessment of trends and emerging issues in nursing education, research, and practice to help chart the future work of the organization. The task force was charged with 1) identifying major trends shaping nursing practice and the implications for transforming 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 recommendations for potential new efforts that support the mission of the organization and assure support for the development of a nursing workforce for the future. The final report of the task force, which was used to inform AACN’s strategic planning work, was presented to the AACN Board in July 2015. See www.aacn.nche.edu/FTF-Report.pdf.

◆ The **Task Force on APRN Clinical Training**, chaired by Dr. Laurie Lauzon Clabo from Wayne State University, was charged with developing a white paper that re-envisions clinical training for advanced practice registered nurses (APRNs). 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 work, the task force developed a set of recommendations for restructured clinical training and considered competency assessment as an emerging and potential approach to APRN clinical training. The task force’s final report was issued in March 2015. See www.aacn.nche.edu/aacn-publications/white-papers/APRN-Clinical-Education.pdf.

◆ Chaired by Dr. Sarah Thompson from the University of Colorado, the **Implementation of the DNP Task Force** has worked to develop a white paper that clarifies 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 charge, the task force has worked to clarify the purpose of the DNP practice requirements in preparing graduates for an area of advanced nursing practice and developing recommendations and exemplars for DNP scholarly products. The task force’s final report was presented to the AACN Board in July 2015. See www.aacn.nche.edu/aacn-publications/white-papers/DNP-Implementation-TF-Report-8-15.pdf.
NEW ADVISORY GROUPS FORMED

This year, AACN Board Chair Eileen Breslin appointed members to participate in two new advisory groups, which will focus on AACN programming and services in key interest areas:

◆ Chaired by Dr. Carolina Huerta from the University of Texas Rio Grande Valley, the Diversity and Inclusion Advisory Group will play an important role in developing a conceptual approach to diversity and inclusion that is consistent with AACN’s mission and vision. This work will include a review and revision of the association’s 1997 position statement on Diversity and Equality of Opportunity.

◆ Chaired by Dr. Ann Cary from the University of Missouri Kansas City, the Leadership Development Advisory Group was convened to explore the development of a new leadership product line for AACN, which will have the capacity to reach nursing academic leaders at various stages of their career.

NEW HEALTH POLICY ADVISORY COUNCIL

In January 2015, AACN’s Board of Directors approved the creation of a Health Policy Advisory Council (HPAC), which will provide significant insights into current issues in the policy arena. Chaired by Dr. Julie Sochalski from the University of Pennsylvania School of Nursing, HPAC will provide strategic guidance on federal level rules and regulations, notices, and other requests requiring comment; identify policy issue areas that impact academic nursing; and review statements, analyses, and member communications regarding AACN’s position on national policy issues. Members will also assist in identifying individuals to represent academic nursing as nominees for federal appointments.

ELEVATING NURSING’S ROLE IN HEALTHCARE TRANSFORMATION

In January 2015, the AACN Board of Directors commissioned a comprehensive study on how to elevate nursing’s role in academic health centers (AHCs) and enhance the role all nursing schools can play in accelerating healthcare transformation. Though 105 schools of nursing are affiliated with AHCs, organizational structures vary widely, and nursing’s contribution to the overall health enterprise is uneven. In May 2015, AACN announced that Manatt Health Solutions had been selected to conduct a national survey and assessment on how to best position nursing schools to thrive within an AHC. To advance this work, a national survey, stakeholder interviews, and a leadership summit are planned to better understand the opportunities and challenges facing academic nursing. The lessons learned and models generated through this work may be used by all nursing schools to achieve long-term success and sustainability. The final report is due from Manatt in Spring 2016.

AACN Board Chair Eileen Breslin and Chair-Elect Juliann Sebastian at the International Council of Nurses conference in Seoul, Korea.
AACN LEADERS APPOINTED TO VA COMMITTEES

This year, both AACN Board Chair Eileen Breslin and President/CEO Deborah Trautman were appointed to high profile advisory groups at the U.S. Department of Veterans Affairs (VA). Dr. Breslin was appointed by VA Secretary Robert McDonald to the National Academic Affiliations Council (NAAC). The council was created to advise the Secretary on matters affecting partnerships between the VA and its academic affiliates. NAAC is charged with developing and recommending ways to enhance this historic partnership. Dr. Trautman was appointed to a new 11-member Special Medical Advisory Group (SMAG) at the VA. Composed of leading healthcare experts, SMAG is a reconstituted federally chartered committee that advises the VA Secretary on matters related to healthcare delivery, research, education, training of healthcare staff and planning on shared care issues facing the VA and the Department of Defense.

IOM REPORT EVALUATION COMMITTEE FORUM

At a public forum held in Washington, DC in May 2015, Chair Eileen Breslin presented remarks before the Committee for the Evaluation of the Impact of the Institute of Medicine (IOM) Report on The Future of Nursing: Leading Change, Advancing Health. She presented on a panel of Health Profession Education and Training Stakeholders, which included representatives from the federal Division of Nursing and other national nursing organizations. Dr. Breslin’s comments focused on the progress made by member schools and the association to address the IOM report’s core recommendations related to nursing education and the transformation of health care. In her remarks, Dr. Breslin stated:

“AACN remains committed to working with all stakeholders to better prepare nurses to lead and transform care across roles and practice settings by advancing their education to the baccalaureate and graduate degree level. We strongly believe that encouraging all nurses to continue their education is in the best interest of patients and the communities we serve. This will also serve to elevate nursing’s contribution to interprofessional practice.”

CEO LISTENING TOUR

As part of her work to network with AACN members and stakeholders, President/CEO Deborah Trautman embarked on a national listening tour this year, which began with the Fall Semiannual Meeting in October. The tour consisted of town hall meetings, webinars, and individual meetings with foundation leaders, federal agency heads, and other stakeholders to learn more about member priorities and the latest developments in nursing education.
During the tour, Dr. Trautman hosted two national webinars; presented town hall meetings and/or gave remarks at several AACN conferences; met individually with federal agency and foundation heads; and made dozens of new connections with national organization leaders.

**LEADERSHIP DEVELOPMENT**

Leadership development has been a cornerstone of AACN’s programs and services since the association's inception more than 45 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, graduate students, and administrative staff. 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).

NEW GRADUATES FROM AACN’S LEADERSHIP PROGRAMS ANNOUNCED

In August 2014, AACN announced the third class of nursing deans who have successfully completed the AACN-Wharton Executive Leadership Program. Launched in collaboration with the Wharton School of the University of Pennsylvania, this world-class enrichment experience is designed exclusively for top academic leaders in schools of nursing. This groundbreaking program, which now includes 87 graduates from schools nationwide, is generously sponsored in part by the Jonas Center for Nursing and Veterans Healthcare.

Now in its 13th year, AACN’s prestigious Leadership for Academic Nursing Program (LANP) was created to prepare future deans and other top academic administrators. This structured professional development experience includes assessment and evaluation of leadership skills, identification of success strategies, and consultation to achieve long-term goals. In July, the 2014-2015 Fellows attended a five-day workshop in Annapolis, MD, where they participated in intensive classes and exercises related to effective academic leadership. To find out more about AACN’s leadership programs, see www.aacn.nche.edu/leadership.

AACN LEADERSHIP NETWORKS

To date, more than 1,400 nursing school 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. See www.aacn.nche.edu/networks.

69%

The increase in enrollment in RN to BSN programs since the Institute of Medicine issued the Future of Nursing report in 2010, which called for baccalaureate-level preparation for a large majority of the nation’s registered nursing workforce.
Fostering Diversity and Inclusivity

AACN is committed to promoting academic and practice environments that foster diversity and inclusivity. In addition to creating a new Diversity and Inclusion Advisory Group (see page 37), the following projects, resources, and opportunities were advanced this year.

REWARDING DIVERSITY, INCLUSION, AND SUSTAINABILITY

At its October 2014 meeting, the AACN Board of Directors created a new honor titled the Diversity, Inclusion, and Sustainability in Nursing Education Lectureship Award, which is funded by Nurse.com and the Gannett Foundation. The purpose of this award is to recognize outstanding contributions made by an individual or a group that champion diversity, inclusion, and/or sustainability in the academic nursing environment. Nominees must demonstrate that they have made an impact in one or more of the following ways: influencing others, role modeling, continual learning, cultivating diverse teams, risk taking, accountability for diversity and inclusion, and/or external leadership engagement. The first award was presented at AACN’s Spring 2015 Annual Meeting to Dr. Marilyn (Marty) Douglas from the University of California-San Francisco (pictured below center) for her work on elevating cultural competency.

For more information about award criteria, see www.aacn.nche.edu/membership/awards/gannett.

NCIN GRANTS HELP SCHOOLS SUSTAIN SCHOLARSHIP PROGRAM

In November 2014, AACN announced that 12 higher education institutions received grants to share and build upon the lessons learned through the New Careers in Nursing (NCIN). NCIN was created 8 years ago by the Robert Wood Johnson Foundation and AACN to increase the diversity of the nursing workforce by providing scholarships to people from groups underrepresented in nursing to complete accelerated baccalaureate or master’s degrees. With an eye toward sustaining NCIN program successes, two grant programs—Innovations in Accelerated Nursing Education and the Legacy Program—were created to fund teams from nursing schools that have received NCIN grants. For a list of funded schools and their projects, see www.newcareersinnursing.org.

DOCTORAL ADVANCEMENT IN NURSING (DAN) PROJECT

In an effort to enhance the pipeline of nurses in PhD and DNP programs, AACN and the Robert Wood Johnson Foundation (RWJF) have initiated the Doctoral Advancement in Nursing (DAN) Project. DAN’s expert committee is developing strategies to identify, encourage, and support students interested in pursuing doctoral degrees, with a focus on reaching students from disadvantaged backgrounds and groups underrepresented in nursing. The planning committee has reviewed models of existing programs and innovative strategies in nursing education, which are summarized in a white paper outlining best practices related to student success in doctoral studies.
A key outcome of the DAN project, the Doctoral Readiness Self-Assessment Survey, (https://www.surveymonkey.com/r/DoctoralReadinessAssessmentDANStudentAssessment) was developed to assist prospective nursing students who are considering advanced studies. This self-reflective survey features practical (finances, time, geographical restriction) and personal factors (motivation, attitudes, perceived ability to navigate the application process) to assist students in identifying their readiness for doctoral nursing education. To date, this open-access survey has been completed by more than 1,400 individuals contemplating doctoral study.

FIVE NEW MINORITY NURSE FACULTY SCHOLARS SELECTED

In August 2014, AACN announced that five new Minority Nurse Faculty Scholars were selected through a national scholarship program funded by the Johnson & Johnson Campaign for Nursing’s Future. Launched in 2007 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 58 scholars previously selected for this prestigious honor are the following students, all of whom are enrolled in doctoral nursing programs:

- Doris Addo-Glover, George Mason University
- Eboni Harris, University of South Carolina
- LaKeetra Josey, University of Pennsylvania
- Marie McBee, University of Alabama Birmingham
- Patrick Muturi, Washington State University

For more details on all of AACN’s work to enhance diversity and cultural competency, see www.aacn.nche.edu/Diversity.
Health Policy Engagement

EXPANDING AACN’S HEALTH POLICY FOOTPRINT

In January 2015, the AACN Board of Directors approved a plan to position AACN as a more formidable voice in the health policy arena. Prior to this strategic move, AACN’s Board and staff engaged in a process to evaluate the association’s capacity to direct policy leadership for the profession, specifically focused on AACN’s lens of academic nursing. This effort included reviewing the association’s current work related to policy initiatives as well as envisioning the desired state for the association. Health policy engagement was defined as advocacy, analysis, and policy leadership development. The Board concluded that the health of the nation could be radically improved by amplifying nursing’s voice in national dialogues about health policy. Working from this framework, the Board approved expanding staff resources and creating opportunities for maximizing policy expertise among the membership.

MAINTAINING FEDERAL FUNDING

Despite a challenging federal fiscal climate in FY 2015, AACN successfully worked with colleague organizations to increase funding for Title VIII Nursing Workforce Development programs. Funding was increased from $223 million in FY 2014 to $231 million for FY 2015, which is a significant gain. Also this fiscal year, level funding was approved for the National Institute for Nursing Research ($141 million), and the National Health Service Corps ($287 million). For more details on AACN’s appropriations advocacy, see www.aacn.nche.edu/government-affairs/appropriations.

MAKING CONNECTIONS

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

◆ The Nursing Community is a coalition of 62 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 12,500 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 (SGLs) 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.
In January 2015, AACN announced that eight nurse educators have been selected from a pool of highly competitive applicants to participate in the 2015 Faculty Policy Intensive (FPI). Offered in conjunction with the Spring Meeting, the FPI is a four-day faculty immersion experience designed to expand on existing knowledge and create leaders in healthcare policy. AACN is bringing these leaders to Washington, D.C. to hone their advocacy skills so they can further advance the contributions of the profession at the local, state, and national levels. This year’s FPI participants include:

- Jane Campbell, Northern Michigan University
- Patsy Cornelius, University of Arkansas Fort Smith
- Amanda Fallin, University of Kentucky
- Eileen Fry-Bowers, Loma Linda University
- Mai Kung, Florida State University
- David LaFevers, University of Missouri-Kansas City
- Janice Miller, Thomas Jefferson University
- Suzanne Staebler, Emory University

Dr. Mary Burman (right) receives the AACN Advocate of the Year Award from Government Affairs Committee Chair Dr. Anita Hufft.
In response to the high level of interest in AACN’s annual Student Policy Summit (SPS), registration capacity was expanded by more than 40% to accommodate 195 undergraduate and graduate students at this year’s event held in March 2015. 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 attendees with the political knowledge and savvy necessary to be successful advocates for nursing and to understand how policy influences their careers. Summit attendees are provided a rich experience that includes discussions with leadership from federal departments and agencies, as well as the opportunity to meet with members of Congress and their staff to discuss issues relating to health policy.

On January 21, 2015, AACN President/CEO Deborah Trautman participated in a Capitol Hill forum hosted by the Alliance for Health Reform on Preparing the Nursing Workforce for a Changing Health System: The Role of Graduate Nursing Education. Panelists, including Dr. Linda Aiken from the University of Pennsylvania, provided insights on current and projected demands for nursing and how federally-financed nursing education programs work to support students seeking advanced degrees, most specifically the Graduate Nursing Education demonstration. In her remarks, Dr. Trautman discussed existing mechanisms for supporting the education of nursing professionals, with a focus on preparing an adequate supply of APRNs, faculty, and researchers.

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-Affairs.
Partnerships & Collaborations

To advance the mission of academic nursing, AACN actively pursues strategic partnerships and collaborations on behalf of our community of stakeholders.

PROMOTING COMPASSIONATE CARE

As part of AACN’s partnership with the Arnold P. Gold Foundation (APGF) to promote compassionate care, 100 member schools received funding support during the 2014-2015 academic year to host White Coat Ceremonies. Though these ceremonies have been an important rite of passage at medical schools for more than 20 years, this new collaboration between APGF and AACN marks the first time a coordinated effort has been developed to offer similar events at schools of nursing. In this pilot year, nursing schools in 43 states plus the District of Columbia were provided financial support and guidance to offer a White Coat Ceremony, which consists of the recitation of an oath, cloaking of students in a white coat (or similar activity), an address by an eminent role model, and a reception for students and invited guests. Students also received a specially designed pin that will serve as a visual reminder of their oath and commitment to providing high quality care.

SUPPORTING DOCTORAL STUDENTS

Since 2012, AACN has been partnering with the Jonas Center for Nursing and Veterans Healthcare to enhance the nation’s supply of doctorally prepared nurses available to serve in faculty roles and the number of advanced practice nurses providing direct patient care. Funding for the fourth cohort of Jonas Doctoral Nurse Scholars will support 338 Jonas Scholars over a two-year period from 2014-2016. Representing 120 schools nationwide, the total cohort of new Scholars includes 224 Jonas Nurse Leaders and 114 Jonas Veteran Healthcare Scholars. Of the Jonas Nurse Leader Scholars, 152 are PhD students and 72 are DNP students. Of the Veteran Healthcare Scholars, 47 are PhD students and 67 are DNP students. A second Jonas Scholar Leadership Conference was planned for October 2015.

CREATING ONLINE LEARNING RESOURCES

Since September 2013, AACN has been collaborating with the Jonas Center for Nursing and Veterans Healthcare and Khan Academy to create free, peer-developed, and expert-faculty reviewed online resources to help nurses prepare for professional practice and to sit for the NCLEX-RN®. To date, content creators have produced a collection of 570 videos that are accessible to students in nursing or related fields worldwide. The videos collectively have received more than 23 million website views, and 780 NCLEX practice questions have been completed more than 500,000 times. Viewers of the NCLEX-RN® videos gave these segments a 96% quality rating, which is the highest rating of any Khan Academy video. To review these materials, see www.khanacademy.org/test-prep/nclex-rn.
STRENGTHENING PUBLIC HEALTH AND POPULATION HEALTH NURSING

Since its formation in 2012, AACN’s partnership with the Centers for Disease Control and Prevention (CDC) has yielded a number of resources that are available for faculty and students interested in population health and public health nursing. The third year of the AACN-CDC cooperative agreement continues to drive improvement of health outcomes by strengthening academia’s connection to public health practice through:

◆ improved integration of public health and population health concepts into nursing education programs

◆ increased hands-on experience for students working with communities and public health partners

◆ an expanded fellowship model that opens the door for placements within the CDC and in health agencies and communities

◆ fostering interprofessional collaboration and learning in health professional education

◆ providing options for Workforce Improvement Projects (WIP) proposed by CDC program offices (WIPs were awarded this year to Johns Hopkins University and the University of Pittsburgh)

◆ providing funding opportunities for small impact evaluation grants

Faculty resources, funding opportunities, and additional information related to population health and public health nursing may be accessed at www.aacn.nche.edu/public-health-nursing.

ADVANCING THE VIZIENT-AACN RESIDENCY PROJECT

Developed with the University HealthSystem Consortium, which is now called Vizient, the Vizient-AACN Post-Baccalaureate Nurse Residency Program is designed to 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% 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.

LEADING VIA THE INTERPROFESSIONAL EDUCATION COLLABORATION (IPEC)

IPEC, whose founding members 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 of Public Health, continues to provide strategic direction to health profession leaders and faculty seeking to advance interprofessional education and practice. With AACN’s President and CEO Deborah Trautman serving as IPEC’s Secretary/Treasurer, the collaborative offered two faculty development institutes this year, which attracted more than 60 teams of faculty from across health disciplines. The overall goal of the institutes is to create faculty champions who can enhance interprofessional curricula, learning experiences, and assessment of competency development.
ENGAGING AN INTERNATIONAL AUDIENCE

In June 2015, member organizations with the Global Alliance for Leadership in Nursing Education and Science (GANES) presented a preconference workshop on Enhancing the Quality of Nursing Education Globally in conjunction with the International Council of Nurses (ICN) conference in Seoul, Korea. Board Chair Eileen Breslin, Chair-Elect Juliann Sebastian (who also serves as GANES President), and President/CEO Deborah Trautman represented AACN at the workshop, which explored the various models of baccalaureate and graduate-level nursing education around the world, the nursing education quality metrics that are used in various countries, and accreditation models.

AACN’s representatives at the GANES event also attended the ICN conference, which attracted thousands of nurses from around the world to explore the importance of cross-cultural understanding and global cooperation in nursing. To maximize the association’s visibility, AACN’s leaders hosted an informal reception for representatives from US nursing organizations during the conference. While in Korea, Dr. Breslin was interviewed by a reporter with the nation’s leading newspaper (Korea JoongAng Daily) about the unfolding MERS crisis and the U.S. response to outbreaks and infection control.
Launched in 2010, almost 200 nursing schools nationwide are now participating in NursingCAS, 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. AACN is collaborating with our partner Liaison International to strategically plan for and execute technological and operational improvements to increase applicant and school user satisfaction with NursingCAS.

**NEW STATE-OF-THE-ART SOFTWARE**

On October 15, 2014, AACN and Liaison International launched the latest version of the centralized application service: NursingCAS 3.0. 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 opens seats. Through NursingCAS, applicants now have the opportunity to apply to over 1200 programs offered by participating schools nationwide.

**JOINING NURSINGCAS**

Schools interested in finding out more about using this free service are encouraged to visit AACN’s Web site, [www.mynursingcas.org](http://www.mynursingcas.org), 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).
Graduate Nursing Student Academy

The Graduate Nursing Student Academy (GNSA) is offered exclusively for master’s and doctoral students enrolled in AACN member schools. Graduate students are encouraged to sign-up for the GNSA to access free webinars, networking platforms, funding opportunities, and other resources.

GNSA MEMBERSHIP SURPASSES 12,000 STUDENTS

In February 2015, the GNSA reached an important milestone with more than 12,000 students from 508 schools across the country enrolled as members. Launched in August 2012, the GNSA provides high-value programs, resources, and services to meet the professional development needs of graduate nursing students. Membership in the GNSA is free to all graduate nursing students enrolled in AACN member schools. To find out more, see www.aacn.nche.edu/students/gnsa.

GNSA POLICY COMMITTEE

This year, the GNSA launched a new Policy Committee to help sharpen the advocacy skills of student leaders and encourage a deeper engagement in health policy issues. Seven students were selected to participate on the inaugural committee, including:

- Teresa Hagan, University of Pittsburgh
- Marlena Fisher, Saint Xavier University
- Sheba Kuriakose, University of Texas Medical Branch
- Daniel Ochylski, University of Michigan
- Onome Henry Osokpo, University of Pennsylvania
- Anne Rendeiro, University of California, Irvine
- Shelly Tran, Georgetown University
Recognizing Student Excellence

Now in its third year, AACN presents awards for outstanding dissertations and DNP final projects completed by students in research- and practice-focused doctoral programs. With 45 applications received for these top honors, awards were presented at AACN’s Doctoral Education Conference in January 2015. Awards were given in two categories:

**Excellence in Advancing Nursing Science Award (PhD)**
- Dr. Kathryn (Kim) Friddle, University of Utah, *Retinopathy of Prematurity: The Effects of Oxygen Saturation Targets in At-Risk Neonates*
- Honorable Mentions: Qiaohong Guo, University of Massachusetts Amherst, *A Preliminary Model of Dignity Management in Hospice*; and Angela Smith Lillehei, University of Minnesota, *Effects of Lavender Aromatherapy via Inhalation and Sleep Hygiene on Sleep in College Students with Self-reported Sleep Issues*

**Excellence in Advancing Nursing Practice Award (DNP)**
- Jessica Kozlowski, Brandman University, *Pediatric Nurse Practitioner Management of Child Anxiety in the Rural Primary Care Clinic*
- Honorable Mention: Kathryn Evans Kreider, Duke University, *Implementation and Evaluation of an Evidence-Based Protocol to Treat Diabetic Ketoacidosis*


**SCHOLARSHIPS FOR GNSA MEMBERS**

In response to student requests, AACN has joined with two corporate partners to offer new scholarship programs exclusively for GNSA members. The AACN-Uniform Advantage Scholarship is available to GNSA members who commit to making a positive impact on the nation’s health and health care. The AACN-CertifiedBackground.com Scholarship supports master’s and doctoral nursing students who are working to advance the profession through a commitment to innovation, leadership, and/or mentoring. For more details on both programs, see the GNSA homepage on the AACN website.
ACN continued its work this year to advance the Clinical Nurse Leader (CNL®) role as the key to repairing an often fragmented healthcare system. 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 accommodate the CNL as a way to engage skilled clinicians in outcomes-based practice and systems redesign. In fact, the Veterans Health Administration, the nation’s largest employer of RNs, is moving to introduce CNLs into all VA facilities. Many large health systems are also integrating CNLs into healthcare delivery, including HCA, Texas Health Resources, Catholic Health Initiative, MD Anderson, Carolinas Health System, Wellstar, and others.

By the end of the fiscal year, almost 4,000 program graduates completed the certification process developed by the Commission on Nurse Certification (CNC) and are now certified CNLs.

Nancy Hilton from St. Lucie Medical Center receives the 2015 CNL Visionary Leader Award from AACN’s Deborah Trautman (left) and Joan Stanley (right).
CNL VISIONARY AND VANGUARD AWARDS

At the CNL Summit in January, AACN announced that Nancy Hilton, Chief Nursing Officer from St. Lucie Medical Center in Florida (part of the HCA health system), was the recipient of the 2015 CNL Visionary Leader Award. This recognition is the highest honor presented by AACN to practice leaders making significant contributions to advancing the CNL initiative. Also at the Summit, AACN and the Commission on Nurse Certification jointly presented the CNL Vanguard Awards, which recognize the innovative work of CNL-certified nurses and CNL nurse educators. These awards were presented to Lauran Hardin from Mercy Health Saint Mary’s in Grand Rapids, MI and Dr. Linda Roussel from the University of Alabama-Birmingham. For more information, see www.aacn.nche.edu/news/articles/2015/cnl-awards.

CNL SUMMIT AND RESEARCH SYMPOSIUM

The seventh annual CNL Summit was held in January 2015 in Orlando, FL. This event provides a forum for healthcare and academic audiences currently implementing or interested in exploring the CNL role. 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, 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 Translating CNL Practice to Evidence: Concepts to Strengthen the Evaluation of CNL Initiatives, speakers discussed data collection and analysis methods that may be used to evaluate evidence related to CNL care outcomes.

To find out more about the latest developments related to the Clinical Nurse Leader www.aacn.nche.edu/cnl and www.aacn.nche.edu/cnl-certification.
Focusing on Faculty Development

AACN 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.

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 taped, are eligible to receive ANCC-approved CNE credits. Since the webinar series was launched, more than 12,000 registrations have been processed from faculty at more than 664 nursing schools nationwide (85% 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 new 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 for free and create a unique profile. Only registered faculty have free, full access to AACN’s popular webinar series. Following a trial launch period earlier this summer, the Collaboration Community is now fully functioning and provides access to a member directory, discussion forums, and other professional development programs and initiatives.

EVALUATING INNOVATIONS IN NURSING EDUCATION

This year, AACN completed a study of doctoral student career choice funded through the Evaluating Innovations in Nursing Education (EIN) program offered by the Robert Wood Johnson Foundation (RWJF). This two-year project, titled Identifying Barriers and Facilitators to Nurse Faculty Careers, involved 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. The final report has been completed and submitted to RWJF. A special issue of the Journal of Professional Nursing is planned for 2016 to showcase a number of EIN-funded grants addressing the doctoral education and the nurse faculty shortage.

6.9%

The national faculty vacancy rate according to AACN’s annual survey of unfilled, full-time faculty positions in baccalaureate and higher degree program.
RECOGNIZING FACULTY EXCELLENCE

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:

AACN Novice Faculty Teaching Awards Recipients
◆ Clinical Teaching Award
  Kathleen Griffith, MSN, RN, California State University, Fullerton

◆ Didactic Teaching Award
  Amber McCall, PhD, RN, Georgia Regents University

AACN Excellence and Innovation in Teaching Award Recipient
◆ Karen Yehle, PhD, RN, Purdue University

AACN Scholarship of Teaching and Learning Excellence Award Recipient
◆ Susan Stillwell, DNP, RN, University of Portland

Read more about each award recipient at www.aacn.nche.edu/membership/awards#faculty.

In addition to the teaching awards, the Innovations in Professional Nursing Education Award was created by the AACN Board of Directors to recognize the work of 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), Case Western Reserve University; Small School, St. John’s College; and Private School without an AHC, Fairfield University. Read about the award-winning innovations online at www.aacn.nche.edu/Faculty/innovations.htm.

For more details on all of AACN’s opportunities and services for nurse educators, visit the online Faculty Resource Center found at www.aacn.nche.edu/Faculty.
Championing End-of-Life Care

Administered 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 19,500 nurse educators in 85 countries since 2001, including a wide array of undergraduate and graduate nursing faculty, staff nurses, and CE providers.

ELNEC celebrates 15th anniversary in 2015

This year, ELNEC celebrated its 15th year as a purveyor of excellence in palliative care education. Since its inception, the project has provided state-of-the-art education on end-of-life care to health profession faculty, continuing education providers, staff development educators, and nurses specializing in pediatrics, oncology, critical care, and geriatrics. The project was initially funded by the Robert Wood Johnson Foundation (RWJF) from 2000–2004, which supported the participation of more than 900 baccalaureate and associate degree nurse faculty in ELNEC training in the U.S. Since 2004, the ELNEC Project has been able to continue its work with funding provided by a broad array of supporters, including AACN, Aetna Foundation, Archstone Foundation, Cambia Health Foundation, California HealthCare Foundation, Milbank Foundation for Rehabilitation, National Cancer Institute, Oncology Nursing Foundation, Open Society, and the U.S. Department of Veteran Affairs.

ELNEC project milestones include the following:

◆ With over 160 courses held to date, project leaders estimate that since its inception, ELNEC trainers have returned to their institutions and communities and trained over 500,000 nurses and other healthcare providers.

◆ ELNEC has been translated into eight languages, including Spanish, Russian, German, Romanian, Albanian, Japanese, Korean, and Chinese.

◆ In addition to the ELNEC-Core training program, ELNEC curriculum has been adapted to provide training to nurses in a variety of specialty areas (Critical Care, Geriatrics, Oncology, Pediatric Palliative Care, Veterans), nursing roles (Advanced Practice Registered Nurses, Doctor of Nursing Practice [DNP] program faculty and clinicians, graduate program faculty) and practice settings (public hospitals).

◆ In 2015, multiple train-the-trainer courses were held across the U.S., including programs offered in Scottsdale, Arizona; Kona, Hawaii; Atlanta, Georgia; Houston, Texas; St. Louis, Missouri; and Washington, DC. International courses were held in China, Kenya, Romania, Austria, and Albania.

For more information on the ELNEC project including details on how to register for upcoming training sessions, see www.aacn.nche.edu/ELNEC.
Enhancing Member Education & Outreach

AACN conferences and programs 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 programs were offered July 2014-June 2015 including the Summer Seminar, Organizational Leadership Network Program, Fall Semiannual Meeting, Executive Development Series, Instructional Leadership Network Program, Baccalaureate Education Conference, CNL Summit, Doctoral Education Conference, Research Leadership Network Program, Faculty Development Conference, Master’s Education Conference, Spring Annual Meeting, Graduate Nursing Admissions Professionals Conference, Hot Issues Conference, and Business Officers of Nursing Schools Annual Meeting.

ONLINE MEMBER SERVICE SYSTEM
AACN’s online member services system — called My AACN — 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 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 system are available online at www.aacn.nche.edu/my-aacn.

PUBLICATIONS
As the national voice for academic nursing, AACN 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:

◆ Re-envisioning the Clinical Education of Advanced Practice Registered Nurses: Released in March 2015, the final report of APRN Clinical Training Task Force offers recommendations on re-envisioning APRN clinical education with a focus on advancing new strategies and models to prepare the growing number of APRNs needed to address current and evolving healthcare needs. Chief recommendations and action steps in the white paper relate to the use of simulation, competency-based education, academic-practice partnerships, and other innovations to prepare future APRNs. See www.aacn.nche.edu/news/articles/2015/aprn-white-paper.

◆ Talking Points on Nursing Workforce Projections: In December 2014, the Health Resources and Services Administration (HRSA) released a report titled The Future of the Nursing Workforce: National- and State-Level Projections,
2012-2025, which stated that the U.S. will more than meet the projected demand for registered nurses over the next 10 years. In February, AACN released a set of talking points that address the HRSA report’s principal findings, study limitations, and the need to continue to expand the pipeline into baccalaureate and higher degree nursing programs. To access this resource, see www.aacn.nche.edu/media-relations/HRSA-Nursing-Workforce-Projections.pdf.

For more information on AACN publications, see www.aacn.nche.edu/Publications.

Upcoming Conferences

Master’s Education Conference
Houston, Texas

Nursing Advancement Professionals (NAP) Conference
March 16-19, 2016
Washington, DC

Spring Executive Development Series
March 18-19, 2016
Washington, DC

Spring Annual Meeting
March 19-22, 2016
Washington, DC

Student Policy Summit
March 20-22, 2016
Washington, DC

Graduate Nursing Admissions Professional (GNAP) Conference
March 28-30, 2016
Orlando, Florida

Business Officers of Nursing Schools Annual Meeting
April 20-22, 2016
Scottsdale, Arizona

Summer Seminar
July 17-20, 2016
San Francisco, California

Organizational Leadership Network (OLN) Program
October 28-29, 2016
Washington, DC

Fall Semiannual Meeting
October 29-November 1, 2016
Washington, DC
Achieving Excellence in Accreditation

An autonomous arm of AACN, the Commission on Collegiate Nursing Education (CCNE) ensures the quality and integrity of baccalaureate and graduate programs that prepare nurses. Now in its 18th year of accreditation review activities, CCNE has accredited 660 baccalaureate and 427 master’s programs in nursing (MSN), as well as 187 Doctor of Nursing Practice (DNP) programs. CCNE accredits nursing programs in 688 colleges and universities nationwide and in Puerto Rico. Overall, 87% of the nation's baccalaureate nursing programs are affiliated with CCNE as well as 82% of MSN and 78% of DNP programs.

This year, CCNE continued its work to accredit residency programs, bringing the total number of accredited residencies to 17. In addition, there are 10 residency programs that currently hold new applicant status. CCNE has also accredited 45 post-graduate APRN certificate programs.

U.S. DEPARTMENT OF EDUCATION RENEWS CCNE RECOGNITION

In September 2014, the U.S. Department of Education renewed its formal recognition of the Commission on Collegiate Nursing Education (CCNE) as a national nursing accrediting agency, finding that CCNE is a reliable authority to determine the quality of nursing education programs at the baccalaureate, master’s, and doctoral levels, including programs offering distance education. CCNE received this renewal of its recognition for the maximum term possible. This announcement, made by Acting Assistant Secretary Lynn B. Mahaffie, followed a multi-step review process. The National Advisory Committee on Institutional Quality and Integrity, which advises the Secretary of Education on matters related to higher education accreditation, voted unanimously to recommend that the Department renew CCNE’s recognition. The Department staff also had recommended such a finding.

For more information on CCNE and nursing program accreditation, see www.aacn.nche.edu/Accreditation.
# Statement of Financial Position  
June 30, 2015  
(With Comparative Totals for 2014)

<table>
<thead>
<tr>
<th></th>
<th>AACN</th>
<th>CCNE</th>
<th>Total</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$3,143,177</td>
<td>$1,213,429</td>
<td>$4,356,606</td>
<td>$4,835,789</td>
</tr>
<tr>
<td>Accounts Receivable, Net</td>
<td>363,964</td>
<td>39,102</td>
<td>403,066</td>
<td>317,606</td>
</tr>
<tr>
<td>Contributions and Grants Receivable, Net</td>
<td>2,402,223</td>
<td>-</td>
<td>2,402,223</td>
<td>3,802,680</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>524,953</td>
<td>63,796</td>
<td>588,749</td>
<td>501,480</td>
</tr>
<tr>
<td>Investments</td>
<td>11,634,264</td>
<td>5,576,819</td>
<td>17,211,083</td>
<td>15,557,337</td>
</tr>
<tr>
<td>Property and Equipment, Net</td>
<td>444,460</td>
<td>68,927</td>
<td>513,387</td>
<td>687,709</td>
</tr>
<tr>
<td>Due from/to CCNE</td>
<td>146,435</td>
<td>(146,435)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$18,659,476</td>
<td>$6,815,638</td>
<td>$25,475,114</td>
<td>$25,702,601</td>
</tr>
</tbody>
</table>

|                     |            |            |            |            |
| **LIABILITIES AND NET ASSETS** |            |            |            |            |
| **LIABILITIES**      |            |            |            |            |
| Accounts payable and accrued expenses | $1,978,522 | $452,971   | $2,431,493 | $1,373,775 |
| Obligation under capital leases | 42,303     | 6,821      | 49,124     | 11,559     |
| Deferred revenue     | 3,198,532  | 1,142,868  | 4,341,400  | 3,692,787  |
| Deferred rent        | 125,070    | -          | 125,070    | 150,084    |
| **TOTAL LIABILITIES** | 5,344,427  | 1,602,660  | 6,947,087  | 5,228,205  |

| **NET ASSETS**       |            |            |            |            |
| Unrestricted         | 11,309,259 | 5,212,978  | 16,522,237 | 15,675,030 |
| Temporarily restricted| 1,917,587  | -          | 1,917,587  | 4,711,163  |
| Permanently restricted| 88,203     | -          | 88,203     | 88,203     |
| **TOTAL NET ASSETS** | 13,315,049 | 5,212,978  | 18,528,027 | 20,474,396 |

| **TOTAL LIABILITIES AND NET ASSETS** |            |            |            |            |
| TOTAL LIABILITIES AND NET ASSETS | $18,659,476| $6,815,638 | $25,475,114| $25,702,601|
## Statement of Activities

Year Ended June 30, 2015

(With Comparative Totals for 2014)

### SUPPORT AND REVENUE

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AACN</td>
<td>CCNE</td>
<td>Total</td>
<td>AACN</td>
<td>Total</td>
</tr>
<tr>
<td>Membership dues</td>
<td>$3,652,427</td>
<td>-</td>
<td>$3,652,427</td>
<td>-</td>
<td>$3,652,427</td>
</tr>
<tr>
<td>Accreditation fees</td>
<td>-</td>
<td>3,447,997</td>
<td>3,447,997</td>
<td>-</td>
<td>3,447,997</td>
</tr>
<tr>
<td>Registration fees</td>
<td>2,193,400</td>
<td>27,324</td>
<td>2,220,724</td>
<td>-</td>
<td>2,220,724</td>
</tr>
<tr>
<td>Contributions and grants</td>
<td>811,406</td>
<td>-</td>
<td>811,406</td>
<td>1,398,142</td>
<td>2,209,548</td>
</tr>
<tr>
<td>Royalties</td>
<td>1,203,321</td>
<td>-</td>
<td>1,203,321</td>
<td>-</td>
<td>1,203,321</td>
</tr>
<tr>
<td>Certification fees</td>
<td>459,542</td>
<td>-</td>
<td>459,542</td>
<td>-</td>
<td>459,542</td>
</tr>
<tr>
<td>Investment income</td>
<td>241,665</td>
<td>107,613</td>
<td>349,278</td>
<td>957</td>
<td>350,235</td>
</tr>
<tr>
<td>Advertising</td>
<td>168,268</td>
<td>-</td>
<td>168,268</td>
<td>-</td>
<td>168,268</td>
</tr>
<tr>
<td>IDS reports</td>
<td>72,905</td>
<td>-</td>
<td>72,905</td>
<td>-</td>
<td>72,905</td>
</tr>
<tr>
<td>Publications</td>
<td>34,283</td>
<td>-</td>
<td>34,283</td>
<td>-</td>
<td>34,283</td>
</tr>
<tr>
<td>Other</td>
<td>168,350</td>
<td>650</td>
<td>169,000</td>
<td>-</td>
<td>169,000</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>4,192,675</td>
<td>-</td>
<td>4,192,675</td>
<td>(4,192,675)</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL SUPPORT AND REVENUES</strong></td>
<td><strong>13,198,242</strong></td>
<td><strong>3,583,584</strong></td>
<td><strong>16,781,826</strong></td>
<td><strong>(2,793,576)</strong></td>
<td><strong>13,988,250</strong></td>
</tr>
</tbody>
</table>

### EXPENSES

**Program services:**

- New Careers in Nursing: 1,283,790
- Nurse Leaders Scholars: 2,579,736
- Other Grants and Contracts: 1,100,798
- Research: 373,589
- Education Policy: 572,251
- Government Affairs: 839,228
- Publications: 240,100
- Communications: 464,657
- Conferences: 1,907,481
- Faculty Initiatives: 254,221
- Student Initiatives: 111,479
- NursingCAS: 218,836
- Certification: 397,260
- Special Projects and Task Forces: 310,623
- Accreditation: 4,192,675

**Total program services:** 10,654,049

**Supporting services:**

- General and administrative: 1,849,164
- Fundraising: 43,098

**Total supporting services:** 1,892,262

**TOTAL EXPENSES:** 12,546,311

**CHANGE IN NET ASSETS:** 651,931

### NET ASSETS

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AACN</td>
<td>CCNE</td>
<td>Total</td>
<td>AACN</td>
<td>Total</td>
</tr>
<tr>
<td>Beginning</td>
<td>10,657,328</td>
<td>5,017,702</td>
<td>15,675,030</td>
<td>4,711,163</td>
<td>20,474,396</td>
</tr>
<tr>
<td>Ending</td>
<td>$11,309,259</td>
<td>$5,212,978</td>
<td>$16,522,237</td>
<td>$1,917,587</td>
<td>$18,528,027</td>
</tr>
</tbody>
</table>

2015 ANNUAL REPORT • WWW.AACN.NCHE.EDU
Governance and Organization

ACN is governed by an 11-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 board chair 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
Teri Murray, Saint Louis University (Chair); Marion Broome, Duke University; Elias Provencio-Vasquez, University of Texas–El Paso; Sharon Radzyminski, Georgia Southern University; Lepaine Sharp-McHenry, Oklahoma Baptist University

Government Affairs Committee
Anita Hufft, Texas Woman’s University (Chair); Faye Grund, Ashland University; Andrea Hollingsworth, Gwynedd-Mercy University; Barbara Ihrke, Indiana Wesleyan University; Lillia Loriz, University of North Florida; Jeanine Muldoon, Molloy College; Wendy Nehring, East Tennessee State University; Teri Pipe, Arizona State University; Anthony Ramsey, Radford University; Kathryn Tart, University of Houston-Victoria

Membership Committee
Ann Cary, University of Missouri-Kansas City (Chair); Marquis D. Foreman, Rush University; Judith Lewis, D’Youville College; Marlaine Smith, Florida Atlantic University; Jan Strom, Northern Illinois University; Rita Trofino, Saint Francis University

Nominating Committee
Terri Weaver, University of Illinois at Chicago (Chair); Jean Giddens, Virginia Commonwealth University; Philip Greiner, San Diego State University; Jane Kirschling, University of Maryland; Sarah Thompson, University of Colorado

Program Committee
Susan Bakewell-Sachs, Oregon Health and Science University (Chair); Lorraine Frazier, University of Texas Health Science Center-Houston; Catherine Alicia Georges, Lehman College; Jean Giddens, Virginia Commonwealth University; William Holzemer, Rutgers, The State University of New Jersey; Julie Sanford, James Madison University; Lin Zhan, University of Memphis

Baccalaureate Education Conference Subcommittee
Julie Sanford, James Madison University (Chair); Larry Goins, Methodist University; Nancy Haugen, Samuel Merritt University; Terran Matbers, Spring Hill College; Maureen Murphy, Curry College; Joanne Noone, Oregon Health and Science 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 at Buffalo-SUNY; 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); Jill Winters Berg, Columbia College of Nursing; Shelley Conroy, Baylor University; Anne Hirsch, Seattle University; Janice Hoffman, University of Missouri-Columbia; Jean Lange, Quinnipiac University; Linda Scott, University of Illinois at Chicago

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 Texas Health Science Center-Houston (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

Task Forces and Advisory Groups

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

Diversity and Inclusion Advisory Group
Carolina Huerta, University of Texas Rio Grande Valley (Chair); Azita Emami, University of Washington; Greer Glazer, University of Cincinnati; Judith Lewis, D’Youville College; Judith Martin-Holland, University of California-San Francisco; Michael Relf, Duke University; Edilma L. Yearwood, Georgetown University, Lin Zhan, University of Memphis

Faculty Policy Think Tank
Darlene Curley, Jonas Center for Nursing and Veterans Healthcare (Co-Chair); Nancy Short, Duke University (Co-Chair); Amy Anderson, Indiana Wesleyan University; Christine Anderson, University of Michigan; Patricia Brennan, Samuel Merritt University; Camille Burnett, University of Virginia; David LaFevers, University of Missouri-Kansas City; Lillia Loriz, University of North Florida; Norma Martinez Rogers, University of Texas Health Science Center-San Antonio; Julie Sochalski, University of Pennsylvania; Ashley Waddell, University of Massachusetts, Boston

Futures Task Force
C. Fay Raines, AACN Past President and Emeritus Member (Chair); Carol Aschenbrener, Association of American Medical Colleges; Judy Didion, Lourdes University; Susan Fetsch, Avila University; Kathleen Gallo, North Shore-Long Island Jewish Health System; Greer Glazer,
University of Cincinnati; Philip Greiner, San Diego State University; Eleanor Howell, Samford University; Teri Murray, Saint Louis University; Teri Pipe, Arizona State University; Joie Whitney, University of Washington

Health Policy Advisory Council
Julie Sochalski, University of Pennsylvania (Chair); Sharron Crowder, Indiana University; Eileen Fry-Bowers, University of San Diego; Kristy Kiel Martyn, Emory University; Jacqueline Merrill, Columbia University; Ken Miller, University of Texas Health Science Center at San Antonio; Nancy Ridenour, University of New Mexico; Casey Shillam, University of Portland; Olga Yakusheva, University of Michigan

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 Udlis, Bellin College; Teresa Wehrwein, Michigan State University

Leadership Development Advisory Group
Ann Cary, University of Missouri-Kansas City (Chair); Harriet Feldman, Pace University; Jane Kirschling, University of Maryland; Janet Krejci, Illinois State University; Judith Lewis, D’Youville College; Cynthia McCurren, Grand Valley State University

Nursing Centralized Application Service (NursingCAS) Advisory Group
Nancy DeBasio, Research College of Nursing (Chair); Sharon Cannon, Texas Tech University Health Science Center; Joanne Davis, University of Kentucky; Anita Huff, 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; Robert Strachan, San Francisco State University

JOURNAL OF PROFESSIONAL NURSING
Patricia Gonce Morton, University of Utah (Editor); Laurie M. Lauzon Clabo, Wayne State University; Jean Giddens, Virginia Commonwealth University; Cynthia Greenberg, California State University-Fullerton; Pamela Jeffries, The George Washington University; Deborah Schofield, University of Maryland Medical Center; Maria Shirey, University of Alabama at Birmingham

Members of the NursingCAS Advisory Group including (left to right): Lisa Rosenberg, Rush University; Chad Oppelt, The College of St. Scholastica; Leslie McKeon, University of Memphis; Joanne Davis, University of Kentucky; Anita Huff, Texas Woman’s University; Nancy DeBasio, Research College of Nursing; and Caroline Allen, NursingCAS Director with AACN.
LEADERSHIP NETWORK STEERING COMMITTEES

Business Officers of Nursing Schools (BONUS)
Chair: Delores Armstrong, Virginia Commonwealth University
Chair-Elect: Tim Mildren, Seattle 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: Anne Phillips, University of South Florida
Secretary: Sylvia Mason, Indiana University–Kokomo
Special Projects Committee Chair: Tracy Brate, Northern Kentucky University
Past Chair: Susan Perez, University of Texas

Graduate Nursing Admissions Professionals (GNAP)
Chair: Jerryl Morris, Kennesaw State 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: Stephanie Boyd, Frontier Nursing University
**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:** Peggy Person, University of Kansas

**Chair-elect:** Mark Alexander, East Carolina University

**Secretary:** Andria Brannon, The University of Texas at Austin

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

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

**Conference Planning Co-Chair:** Colleen Zimmerman, University of Michigan

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

**Marketing & Communications Co-Chair:** Lynne McFarlane, Rutgers University

**Hospitality Chair:** Debby Powell, University of Tennessee-Knoxville

**Hospitality Co-Chair:** Anna Suggs, University of Florida

**Committee Member At-Large:** Susan Kukic, Pennsylvania State University

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

**Organizational Leadership Network (OLN)**

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

**Chair-elect:** Rita D’Aoust, University of Florida

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

**Programming Committee Chair:** Angela Phillips, Mount Carmel College of Nursing

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

**Past Chair:** Judy Didion, Lourdes University

**Practice Leadership Network (PLN)**

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

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

**Secretary:** Lauren Vacek, University of Illinois at Chicago

**Communications Chair:** Mary DiGiulio, Rutgers, The State University of New Jersey

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

**Research Leadership Network (RLN)**

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

**Chair-elect:** Julie Zadinsky, Georgia Health Sciences University

**Conference Chair:** Alyce S. Ashcraft, Texas Tech University Health Sciences Center

**Secretary:** Ruth Palan Lopez, MGH Institute of Health Professions
Affiliations

Deans 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 meet monthly and engage in activities, including sending letters to Capitol Hill in support of 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.

Alliance for APRN Credentialing – Created by AACN in 1997 in conjunction with the Commission on Collegiate Nursing Education (CCNE), this group of specialty nursing organizations meets twice each year to discuss issues related to nursing education, practice, and credentialing.

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 Board Chair. 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 CNE 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, which are now inactive.

APRN Consensus Work Group – Convened by the Alliance for APRN Credentialing and facilitated by AACN, this group of APRN stakeholder groups is engaged in the advancement of the consensus statement regarding APRN licensure, accreditation, certification, and education completed in July 2008. Participants include AANA, AANP-CP, ANA, ANCC, NACNS, NCSBN, NLNAC, NONPF, ONCC, and PCNB among other groups.

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 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 attend monthly meetings and briefings with key congressional and administration officials to offer insight on strengthening public health investments.

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 (VA) – AACN collaborates closely with VA leaders in many forums impacting nursing education, research, and practice. AACN’s President and CEO serves on the Special Medical Advisor Group, which was convened by the VA Secretary.

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 retreat. 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 voluntary 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 of the New York University College of Nursing and American Academy of Nursing (Hartford Geriatric Nursing Initiative); American Geriatrics Society; Gerontological Society of America; and the Hartford Centers of Geriatric 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. AACN Board Chair-Elect Juliann Sebastian serves as the president of GANES.

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 Academic Health Centers, Association of American Medical Colleges, Association of Physician Assistant Programs, Association for Prevention Teaching and Research, 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 is committed to supporting this multi-organization, international effort. The forum’s current focus is on U.S. 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.

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. In 2007, AACN teamed up with the campaign to launch the 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, the Jonas Center partners with AACN on a national initiative to increase the number of doctorally prepared nurse faculty and clinicians. The Center also sponsors AACN’s Student Policy Summit has provided funding to the launch of the AACN-Wharton Executive Leadership Program, and partnered with AACN and the Khan Academy to produce free video tutorials for nurses preparing to sit for the NCLEX-RN.

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*.

LACE – 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.

Learning Collaborative for Adolescent SBIRT – AACN is partnering with the National Opinion Research Center at the University of Chicago, the Council on Social Work Education, and the Center for Clinical Social Work to engage nursing and social work schools in a learning collaborative funded by the Conrad N. Hilton Foundation. The focus of the initiative is to develop and evaluate interactive, competency-based substance use screening, brief intervention, and referral to treatment (SBIRT) learning materials and curriculum.

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

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, which has resulted in the creation of the most complete repository of data on CNS education in the U.S. and a single data source to support health workforce planning and policy analysis.

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 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 coordinates educational sessions at NSNA’s annual and mid-year conferences 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.

Organization for Associate Degree Nursing – To facilitate academic progression in nursing, AACN and OADN working collaboratively to develop joint statements, issue brochures on advancing your nursing education, and co-host webinars to showcase best practices.

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

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 who are members of groups underrepresented in nursing and 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 President and CEO represents nursing on this interprofessional working group focused on enhancing diversity across 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.

Vizient – Formerly known as the University HealthSystem Consortium. AACN’s ongoing collaboration with Vizient centers on enhancing new nurse retention through the adoption of a jointly-developed post-baccalaureate nurse residency programs at clinical sites nationwide.

Wharton School – AACN collaborates 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.
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 three years and is 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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AANC’s Board of Directors pictured with Victor Dzau, President of the National Academy of Medicine (center). Board members include (standing): Teri Murray (Treasurer), Judy Beal (Secretary), Kristen Swanson, Anita Hufft, Deborah Trautman (AACN President and CEO), David Vlahov, Susan Bakewell-Sachs, Greer Glazer, Ann Cary, and Harriet Feldman. Members seated include Juliann Sebastian (Chair-Elect), Dr. Dzau, and Eileen Breslin (Chair).

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<td>Yan Li</td>
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<td>ELNEC Project Director</td>
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<td>Ike Pappas</td>
<td>Staff Accountant</td>
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<td>Kate Priddy</td>
<td>Faculty Programs Assistant</td>
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<td>Karann Shaw</td>
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<td>Lori Schroeder</td>
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<tr>
<td>Anika Torruella</td>
<td>CCNE Editor</td>
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<tr>
<td>Lina Trullinger</td>
<td>CCNE Assistant Director</td>
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Auburn University at Montgomery
Jacksonville State University
Samford University
Spring Hill College
University of Alabama at Birmingham
University of Alabama in Huntsville, The
University of Alabama, The University of Mobile
University of North Alabama
University of South Alabama

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Arizona State University
Chamberlain College of Nursing - Phoenix
Grand Canyon University
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Pima Medical Institute
University of Arizona
University of Phoenix

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Arkansas Tech University
Harding University
Henderson State University
John Brown University
University of Arkansas for Medical Sciences
University of Arkansas-Fort Smith
University of Arkansas-Fayetteville
University of Central Arkansas

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Azusa Pacific University
Biola University
Brandman University
California Baptist University
California State University-Bakersfield
California State University-Channel Islands
California State University-Chico
California State University-Dominguez Hills
California State University-East Bay
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California State University-Fullerton
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California State University-Los Angeles
California State University-Monterey Bay
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California State University-Sacramento
California State University-San Bernardino
California State University-San Marcos
California State University-Stanislaus
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Dominican University of California
Fresno Pacific University
Holy Names University
Loma Linda University
Mount Saint Mary’s University
National University
Point Loma Nazarene University
Samuel Merritt University
San Diego State University
San Francisco State University
San Jose State University
Stanbridge College
Touro University California
United States University
Unitek College
University of California-Davis
University of California-Irvine
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University of San Diego
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Florida Atlantic University
Florida Gulf Coast University
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Florida Southern College
Florida Southwestern State College
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Georgia State University
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University of Hawaii at Manoa

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Idaho State University
Lewis-Clark State College
Northwest Nazarene University

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Bradley University
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Chamberlain College of Nursing-Tinley Park
DePaul University
Dominican University of Illinois
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Elmhurst College
Governors State University
Illinois State University
Illinois Wesleyan University
Kaplan University
Lakeview College of Nursing
Lewis University
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North Park University
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Rush University
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Saint Francis Medical Center College of Nursing
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Trinity College of Nursing and Health Sciences
University of Illinois at Chicago
University of Saint Francis-Illinois
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Indiana University Kokomo
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Indiana University Southeast
Indiana University-Purdue University (Fort Wayne)
Indiana University-Purdue University (Indianapolis)
Indiana Wesleyan University
Marian University-Indiana
Purdue University
Purdue University Calumet
Saint Joseph's College
Saint Mary's College-Indiana
Saint Mary-of-the-Woods College
University of Evansville
University of Indianapolis
University of Saint Francis-Indiana
University of Southern Indiana
Valparaiso University

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Clarke University
Coe College
Dordt College
Grand View University
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Morningside College
Mount Mercy University
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Pittsburg State University
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Tabor College
University of Kansas
University of Saint Mary
Washburn University
Wichita State University

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Eastern Kentucky University
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Galen College of Nursing
Kentucky Christian University
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University of Southern Maine

**Maryland**
Bowie State University
Coppin State University
Hood College
Johns Hopkins University
Morgan State University
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<td>Notre Dame of Maryland University</td>
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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

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
Chamberlain School of
Nursing- North Brunswick
College of New Jersey, The
Fairleigh Dickinson University
Felician University
Georgian Court University
Kean University
Monmouth University
Ramp College of New Jersey
Rider University
Rutgers, The State University of
New Jersey
Rutgers, The State University of
New Jersey-Camden
Saint Peter's University
Seton Hall University
Stockton University
Thomas Edison State
University
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
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 CUNY
Columbia University
Concordia College New York
D'Youville College
Daemen College
Dominican College of Blauvelt
Elmira College
Excelsior College
Graduate Center of the City of
New York, The
Hartwick College
Hofstra North Shore - LIJ
Hunter College of CUNY
Keuka College
Le Moyne College
Lebanese American University
Lehman College
Long Island University
Long Island University LIU
Post
Mercy College
Molloy College
Monroe 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
SUNY Downstate Medical Center
SUNY Empire State College
SUNY Polytechnic Institute
SUNY Upstate Medical University
Teachers College
University at Buffalo-SUNY
University of Rochester
Utica College
Wagner College
York College of CUNY

North Carolina
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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
Mayville State University
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
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
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

**Oregon**
Concordia University-Portland
George Fox University
Linfield College
Oregon Health and Science University
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
Gannon University
Gwynedd Mercy University
Holy Family University
Immaculata University
Indiana University of Pennsylvania
La Salle University
Lincoln University-Pennsylvania
Marywood University
Messiah College
Misericordia University
Moravian College
Neumann University
Pennsylvania State University
Pennsylvania State University-Harrisburg
Robert Morris University
Saint Francis University
Slippery Rock University
Temple University
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University of Pittsburgh
University of Scranton
Villanova University
Waynesburg University
West Chester University
Widener University
Wilkes University
York College of Pennsylvania

**Puerto Rico**
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Universidad de Puerto Rico

**Rhode Island**
Rhode Island College
Salve Regina University
University of Rhode Island

**South Carolina**
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Charleston Southern University
Clemson University
Francis Marion University
Lander University
Medical University of South Carolina
University of South Carolina Aiken
University of South Carolina Beaufort
University of South Carolina Upstate

**South Dakota**
Augustana University
Dakota Wesleyan University
Mount Marty College
National American University
South Dakota State University
University of Sioux Falls
University of South Dakota, The
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
University of Mary Hardin-Baylor
University of Saint Thomas
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 Rio Grande Valley
University of Texas-Arlington
University of Texas-Austin
University of Texas-El Paso
University of Texas-Tyler
University of the Incarnate Word
Wayland Baptist University-San Antonio
West Texas A&M University

**Utah**
Brigham Young University
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 University
Norwich University
Southern Vermont College
University of Vermont

**Virginia**
Averett University
Bluefield College
Bon Secours Memorial
Eastern Mennonite University
ECPI University
George Mason University
Hampton University
James Madison University
Jefferson College of Health Sciences
Liberty University
Longwood University
Lynchburg College
Mary Baldwin 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

**Wisconsin**
Alverno College
Bellin College
Cardinal Stritch University
Carroll University
Carthage College
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
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   - 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 (Faculty & Graduate Students)
   - View students who belong to the Graduate Nursing Student Academy (GNSA)

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