

A D V A N C I N G H I G H E R E D U C A T I O N I N N U R S I N G



THE
VOICE
OF **ACADEMIC NURSING**

HIGHLIGHTS OF THE YEAR



- July 2016** AACN announces the release of an updated version of the *Core Competencies for Interprofessional Collaborative Practice* developed by the Interprofessional Education Collaborative (IPEC).
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- August 2016** AACN and the Arnold P. Gold Foundation announce that 50 schools of nursing across the nation will receive funding to initiate White Coat Ceremonies for incoming nursing students.
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- September 2016** AACN applauds the House Energy and Commerce Committee for approving the Title VIII Nursing Workforce Reauthorization Act, which garnered bipartisan support for investing in our nation's nursing schools, faculty, students, and the health of the public.
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- October 2016** AACN releases new data showing the national faculty vacancy rate in baccalaureate and graduate nursing programs is 7.9%. Most open positions either require or strongly prefer faculty with doctoral preparation.
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- November 2016** AACN welcomes more than 500 faculty leaders to the Baccalaureate Education Conference held in Anaheim, California.
-
- December 2016** AACN commends the U.S. Department of Veterans Affairs for granting full practice authority to Nurse Practitioners, Clinical Nurse Specialists, and Certified Nurse Midwives working in VA facilities nationwide.
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- January 2017** AACN Board Chair Juliann Sebastian and Chair-Elect Ann Cary meet with 44 legislators from both parties on Capitol Hill during the commencement of the 115th Congress.
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- February 2017** AACN announces that it will move its headquarters to 655 K Street, NW in Washington, DC in August 2017. At its new home base, AACN will be co-located with peer associations representing medicine, dentistry, physician assistant education, and veterinary medicine.
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- March 2017** At the Spring Annual Meeting, AACN members vote to endorse a new position statement on Diversity, Inclusion, and Equity in Academic Nursing.
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- April 2017** AACN joins with the Global Alliance for Leadership in Nursing Education and Scholarship (GANES) to host the third international conference sponsored by this collaborative in Miami, FL.
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- May 2017** The American Organization of Nurse Executives joins with AACN to convene a new advisory group to further strengthen ties between academic and practice leaders.
-
- June 2017** AACN releases a new report highlighting recommended practice experiences for students enrolled in Clinical Nurse Leader programs.

▶ OUR MEMBERS

In 1969, the American Association of Colleges of Nursing 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 810 public and private institutions, AACN is the national voice for baccalaureate- and graduate-degree nursing education programs.

▶ OUR MISSION

As the collective voice for academic nursing, the American Association of Colleges of Nursing (AACN) serves as the catalyst for excellence and innovation in nursing education, research, and practice.

▶ OUR VISION

Nurses are leading efforts to transform health care and improve health.

▶ OUR VALUES

Leadership, innovation, collaboration, integrity, and agility

This report highlights the association's FY 2017 initiatives (July 2016 - June 2017) to help member schools meet the nation's demand for innovative and expanded nursing care.

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FY 2017-2019 STRATEGIC PLAN GOALS AND OBJECTIVES

STRATEGIC GOAL #1

AACN is the driving force for innovation and excellence in academic nursing.

- Objective 1:** Lead innovation in academic nursing that promotes team-based, interprofessional health care.
- Objective 2:** Enhance the influence of academic nursing in the healthcare and higher education arenas.
- Objective 3:** Build strategic partnerships to advance academic nursing.
- Objective 4:** Advance nursing as a scholarly discipline.

STRATEGIC GOAL #2

AACN is a leading partner in advancing improvements in health, health care, and higher education.

- Objective 1:** Develop leaders at all levels in academic nursing to better position the profession to transform higher education and health.
- Objective 2:** Expand collaborative opportunities with healthcare, higher education, and other stakeholders to improve health and enhance quality outcomes.
- Objective 3:** Develop a shared vision and national policies with interprofessional partner organizations to advance healthcare redesign and delivery.
- Objective 4:** Expand opportunities for all stakeholders to play a prominent role in achieving AACN's mission and vision.

STRATEGIC GOAL #3

AACN is a primary advocate for advancing diversity and inclusivity within academic nursing.

- Objective 1:** Advance initiatives that facilitate diversity and inclusivity.
- Objective 2:** Promote policies that advance nursing's role in achieving health equity.
- Objective 3:** Create opportunities that bring together all stakeholders to improve equity in health and health care.
- Objective 4:** Increase engagement in AACN by constituency groups underrepresented in the profession.

STRATEGIC GOAL #4

AACN is the authoritative source of knowledge to advance academic nursing through information curation and synthesis.

- Objective 1:** Serve as the leading information resource on issues and trends impacting academic nursing.
- Objective 2:** Develop resources to support the development, evaluation, and assessment of nursing education and the needs of the nursing workforce.
- Objective 3:** Generate knowledge and produce data-informed communications for strategic decision-making.
- Objective 4:** Synthesize data from internal and external sources to advance public policy priorities.

LETTER FROM THE BOARD CHAIR AND PRESIDENT/CEO

CULTIVATING AN ENVIRONMENT OF INCLUSION

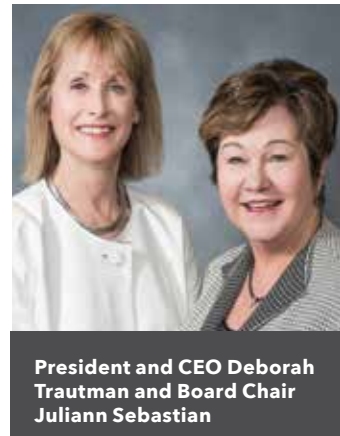
AACN's commitment to creating a diverse community of students and scholars was underscored this year in our new position statement on *Diversity, Inclusion, and Equity in Academic Nursing*. Endorsed at the Spring Meeting in March 2017, AACN's members reaffirmed their support for addressing inequities in health care by preparing nurses able to meet the needs of all individuals in an increasingly diverse American society.

AACN has long recognized that diversity, inclusion, and equity are critical to nursing education and fundamental to developing a nursing workforce able to provide culturally appropriate and congruent health care. In addition to focusing our public policy work on addressing this important need, AACN is committed to working with all member schools and stakeholders to prepare future clinicians, educators, and leaders who fully value the importance of diversity, inclusion, and equity in promoting health and wellness.

Developing the new position statement was only the first step on AACN's agenda related to this strategic plan priority (see pages 13-14 for more details on our work to meet Goal 3). The Board of Directors also endorsed an ambitious set of action steps, which include:

- Establishing a new regular AACN Committee for Diversity, Inclusion and Equity.
- Conducting trainings in Holistic Admissions Review and Unconscious Bias.
- Enhancing organizational capacity for member schools seeking to advance diversity and inclusion by developing resources and tool kits.
- Collaborating with practice partners to identify opportunities where nursing practice and education can interface to address issues of disparities in healthcare delivery.

Please take a moment to review this annual report and discover what AACN is doing to promote diversity and address other key issues impacting academic nursing. Explore the latest data related to nursing enrollment, graduations, and the faculty population; read more about the work underway to advance the association's four strategic goals; see updates on AACN's many partnerships and collaborations; and find out how you can engage more deeply with AACN to advance our mission and vision to transform health care and improve the nation's health.



President and CEO Deborah Trautman and Board Chair Juliann Sebastian

Juliann G. Sebastian
 Juliann G. Sebastian, PhD, RN, FAAN
 Chair, AACN Board of Directors

Deborah E. Trautman
 Deborah E. Trautman, PhD, RN, FAAN
 President and Chief Executive Officer

ANNUAL STATE OF THE SCHOOLS

Findings published in the 2016 State of the Schools are based on responses from 874 (89.2%) of the nation's nursing schools with baccalaureate and graduate programs that were surveyed in fall 2016. Data reflect actual counts; projections are not used. For charts and graphics depicting the latest nursing education data, see pages 22 and 23.

HIGHLIGHTS FROM AACN'S 2016 ANNUAL SURVEY

- **Applications and Acceptance Rate:** In the 2016-2017 academic year, 303,914 completed applications were received for entry-level baccalaureate nursing programs with 185,393 meeting admission criteria and 134,795 applications accepted. This translates into an acceptance rate of 44.4%.
- **Total Enrollment:** The AACN survey found that total enrollment in all nursing programs leading to the baccalaureate degree is 338,802, an increase from 331,703 in 2015. Within this population, 201,517 students are enrolled in entry-level baccalaureate nursing programs. In graduate programs, 128,644 students are enrolled in master's programs, 4,912 are enrolled in research-focused doctoral programs, and 25,289 are enrolled in practice-focused doctoral programs in nursing.
- **Total Graduations:** In terms of graduations, the AACN survey found that 128,852 students graduated from baccalaureate programs last year, including 68,015 students from entry-level programs and 60,837 students from baccalaureate degree completion programs. In graduate programs, 40,305 students graduated from master's programs, 755 from research-focused doctorates, and 4,855 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 32.3%, the proportion of minority students in master's programs increased to 33.6%, in research-focused doctoral programs to 32.8%, and in practice-focused doctoral programs to 31.2%.
- **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 are 12.5% and 11.7%, respectively. In doctoral programs, 10.5% of students in research-focused programs and 12.7% 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, 17,725 students are enrolled in the nation's 272 accelerated baccalaureate programs, which graduated 11,823 students in 2016. In the 69 accelerated (or entry-level) master's degree programs in nursing now available, 6,991 students are enrolled, and 2,375 students graduated last year.
- **Degree-Completion Programs:** Given the call for nurses to continue their education, AACN was pleased to see growth in degree-completion programs for RNs looking to earn a baccalaureate or master's degree. From 2015 to 2016, enrollment in RN-to-Baccalaureate programs increased by 1,316 students, which marks the 14th year of enrollment increases. Currently, 747 RN-to-Baccalaureate and 230 RN-to-Master's degree programs are available nationwide, with many offered completely online. In addition, 21 new RN-to-Baccalaureate and 36 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 99 CNL programs offered at schools nationwide. Currently, 3,574 students are enrolled in these master’s programs, and 1,194 CNLs graduated last year.

SNAPSHOT OF THE NURSE FACULTY POPULATION

- In fall 2016, the total full-time faculty population in baccalaureate and higher degree programs reached 19,587 (859 schools reporting). The number of part-time faculty totaled 24,367.
- 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 62.4 years for professors, 57.2 years for associate professors, and 51.2 years for assistant professors.
- Only 15.8% of full-time faculty come from racial/ethnic minority groups; only 6.0% are male.
- In terms of educational preparation, 52.9% of nursing school faculty are doctorally prepared with 43.8% holding nursing doctorates, and 9.1% holding doctorates in related disciplines.

AACN DATA COLLECTION

Now in its 36th year, AACN’s annual survey compiles data and information that forms the basis for the nation’s premier database on trends in nursing school enrollment and graduations, student and faculty demographics, and faculty and deans’ salaries. With a focus on baccalaureate and higher degree programs, these data are essential for policymaking at the local, state, and federal levels as well as for benchmarking by participating institutions. Complete results from the 2016-2017 academic year survey were compiled in three separate reports:

- *2016-2017 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*
- *2016-2017 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing*
- *2016-2017 Salaries of Deans in Baccalaureate and Graduate Programs in Nursing*

To order the most current reports, see www.aacnnursing.org/News-Information/Publications.



★ **7.9%**

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



SURVEY ON THE EMPLOYMENT OF BSN GRADUATES & EMPLOYER PREFERENCES

In August 2016, 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 70% for BSN students, with the employment rate at 4-6 months after graduation rising to 92%. By comparison, the National Association of Colleges and Employers conducted a national survey of almost 40,000 new college graduates across disciplines and found that only 50.6% 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 able to secure jobs at graduation (74%) and at 4-6 months post-graduation (92%) in similar rate to 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 54.0% of employers require the BSN for new hires while 87.7% strongly prefer BSN-prepared nurses.

Complete survey results can be found online at www.aacnnursing.org/News-Information/Research-Data-Center/Employment/2016.

A FOCUS ON DOCTORAL EDUCATION

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

INTEREST HIGH IN THE PRACTICE DOCTORATE

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. Nursing schools have made great strides toward realizing this vision:

- From 2015 to 2016, enrollment in Doctor of Nursing Practice (DNP) programs grew by 15.1%, with 25,289 students currently enrolled.
- DNP programs are now available in all 50 states and the District of Columbia.
- 15 new DNP programs opened in 2016, bringing the total number of programs to 303.
- 124 new DNP programs are in the planning stages, including 58 post-baccalaureate and 66 post-master's programs.

ENROLLMENT DIPS IN PHD PROGRAMS

For the second consecutive year, enrollment in research-focused doctoral programs declined slightly, which hampers efforts to prepare a robust supply of nurse researchers and faculty. In 2016, enrollment in PhD and DNS programs decreased by 2.0% (or 100 students) with 4,912 students now enrolled in these programs. The number of schools offering the research-focused doctorate climbed to 134 programs this year with an additional 8 post-master's and 7 post-baccalaureate programs in development.

NURSING FACULTY VACANCIES

In October 2016, AACN released new data confirming that that growth in U.S. schools of nursing is being restrained by a shortage of faculty, which, in turn, is driven by a limited pool of doctorally prepared nurses and noncompetitive faculty salaries. Based on data received from 821 schools of nursing in the U.S. with baccalaureate and graduate nursing programs (85.7% response rate), the nurse faculty vacancy rate in 2016 was 7.9%. The large majority of reported vacancies (90.8%) are for faculty positions requiring or preferring a doctoral degree.

 **78%**

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.

INNOVATION AND EXCELLENCE IN ACADEMIC NURSING

Strategic Goal #1

AACN'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.

FIVE NEW AACN TASK FORCES TAKE SHAPE

At its July meeting, the AACN Board of Directors created five new task forces to focus on key issues impacting the association and academic nursing at large. Last year, the AACN Board and staff completed a strategic planning process, which helped outline the organization's priorities for the next three years. As a result of this work, the Board recognized the need for task forces to study emerging issues, update and expand key position statements, and clarify AACN's role as the voice of academic nursing. A total of 54 member deans, faculty, staff, and other stakeholders are now advancing the work of the task forces, which are focused on:

- AACN's Vision for Nursing Education
- Defining Scholarship for Academic Nursing
- Academic Progression in Nursing
- AACN Governance
- Preferred Vision of the Professoriate

For more details, including task force charges and members, see www.aacnnursing.org/About-AACN/AACN-Governance/Committees-and-Task-Forces.

ADVANCING THE NEW ERA REPORT RECOMMENDATIONS

Since AACN released the report on *Advancing Healthcare Transformation: A New Era for Academic Nursing* in March 2016, AACN's leaders and staff have taken several significant steps in advancing the report's recommendations, including:

- Hosting a Special Joint Dean-CNO Dialogue during the Fall Meeting to promote synergy among academic and health systems leaders to create authentic partnerships to enhance health, health care, and higher education.
- Presenting findings from the *New Era* report to key audiences, including the Association of Academic Health Centers, Vizient's network of Chief Nursing Officers, and attendees of the annual QSEN Summit.
- Contracted with The Design Channel to create a communication campaign to generate greater awareness and engagement around the *New Era* report.
- Creating the *New Era for Academic Nursing* Award to recognize member institutions that have successfully implemented recommended strategies contained in the report.

ADVOCATING FOR THE CLINICAL NURSE LEADER

AACN 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, has integrated the CNL role into many of its facilities nationwide. By the end of the fiscal year, almost 4,500 program graduates completed the certification process developed by the Commission on Nurse Certification (CNC) and are now certified CNLs.

In June, AACN released a list of 24 experiences deemed critical for preparing Clinical Nurse Leader (CNL) graduates to effectively perform in diverse practice settings upon graduation. The list of clinical experiences was developed by an expert panel comprised of CNL faculty, representatives from practice, and practicing CNLs. In addition to the experiences identified, the expert panel strongly recommends that CNL students have the opportunity to conduct an evidence-based quality improvement project. This document is available at www.aacnnursing.org/CNL-Experiences.pdf.

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 care of those with serious, complex illness/injury. Since ELNEC was introduced in 2001, more than 22,300 nurses and other healthcare professionals have attended a train-the-trainer course. ELNEC has been presented in 96 countries around the world, and its curriculum has been translated into nine languages—Spanish, Russian, Japanese, Korean, Chinese, German, Romanian, Czech, and Albanian. Using the palliative care competencies endorsed by the

AACN Board of Directors in January 2016, a new ELNEC online curriculum was developed for undergraduate nursing students, thanks to a generous grant received from the Cambia Health Foundation. The document, titled *Palliative Competencies And Recommendations for Educating Nursing Students* (CARES), provides the foundation for the new online program and will be a vital resource to prepare undergraduate nursing students to provide care to those in the nation with serious, complex illness. ELNEC-For-Undergraduates debuted in January 2017 through Relias Learning, and today over 200 nursing schools nationwide are using the curriculum. Stay tuned for more information about this new resource. For more details, see www.aacnnursing.org/ELNEC.

ENRICHING THE EDUCATOR

AACN is the preferred provider of professional development opportunities for deans and faculty from baccalaureate and higher degree programs. Each year, hundreds of nurse educators participate in AACN events to engage with thought leaders and industry experts, share challenges and winning solutions, and establish a resource network of peers. In addition to several dozen free webinars offered throughout the year, AACN presented 18 conferences and network programs from July 2016-June 2017, including the Summer Seminar, Organizational Leadership Network Program, Fall Semiannual Meeting, Executive Development Series, Faculty Resource Network Program, Baccalaureate Education Conference, CNL Summit, Doctoral Education Conference, Research Leadership Network Program, Faculty Development Conference, Master's Education Conference, Nursing Advancement Professionals Conference, Spring Annual Meeting, Graduate Nursing Admissions Professionals Conference, and Business Officers of Nursing Schools Annual Meeting. For a list of upcoming conferences and webinars, see www.aacnnursing.org/Professional-Development.

ADVANCING IMPROVEMENTS IN HEALTH, HEALTH CARE AND HIGHER EDUCATION

Strategic Goal #2

AACN LEADERS MEET THE NEW CONGRESS

On January 3, 2017, AACN Board Chair Juliann Sebastian and Chair-Elect Ann Cary attended multiple swearing-in ceremonies on Capitol Hill and met with 44 federal legislators on the opening day of the 115th Congress. AACN's leaders leveraged this opportunity to welcome new and returning members of Congress and underscore the importance of including academic nursing's perspective in policy discussions as the incoming Trump Administration took shape. These visits were arranged to amplify AACN's visibility with the new Congress and advance our advocacy strategy, which also included sending a letter to all 535 members of the House and Senate detailing how the association is a significant and trusted resource on issues surrounding workforce, higher education, research, and care delivery models. The message sent to Congress highlights our interest in helping to advance policies that improve health and health care. In addition, AACN sent letters to the committees of jurisdiction to remind their leaders that AACN can provide expertise and testimony on topics of significance in health care.

VA REMOVES BARRIERS TO APRN PRACTICE

On December 13, the U.S. Department of Veterans Affairs (VA) issued a final rule that granted nurse practitioners, certified nurse-midwives, and clinical nurse specialists the ability to practice to the full extent of their education and training in all VA facilities nationwide. AACN played a key role

in mobilizing the academic nursing community to register their support for this monumental change in policy at the VA. AACN was disappointed that this rule did not extend to care provided by certified registered nurse anesthetists. AACN has been collaborating with the American Association of Nurse Anesthetists, the American Association of Nurse Practitioners, and the American Nurses Association, among many others in the veteran, nursing, and healthcare community over the past three years to urge the VA to finalize this rule for all four APRN roles.

NATIONAL OPIOID PRESCRIBING EDUCATIONAL CAMPAIGN

AACN has joined with the Administration to enhance the education that APRN students receive related to opioid prescribing and drug abuse treatment. The White House requested that AACN approach its member schools with APRN programs to pledge to educate their students on the Centers for Disease Control and Prevention's (CDC) Guideline for Prescribing Opioids for Chronic Pain. More than 200 schools of nursing have pledged to teach students the CDC guideline, which complements the education that APRN students currently receive on such topics as pain management and substance abuse. In September and October, AACN joined with 29 national nursing organization to present webinars designed to teach the new CDC Guideline, which were attended by more than 1,500 individuals.



Sister Carol Keehan (center), President and CEO of the Catholic Health Association of the United States, receives the John P. McGovern Award from AACN's President/CEO Deborah Trautman and Board Chair Juliann Sebastian.

PREPARING ACADEMIC NURSING LEADERS

In August, AACN announced the fifth 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 for top academic leaders in schools of nursing. This groundbreaking program has now graduated 167 Fellows from 41 states. Using a competitive process, 40 academic nursing leaders were selected this year to participate in the AACN-Wharton program, which convened in Philadelphia, PA on August 8-11, 2016.

Now in its 15th year, AACN's prestigious **Leadership for Academic Nursing Program** (LANP) was created to prepare future deans and other high level academic administrators. This structured experience includes an assessment and evaluation of leadership skills, identification of success strategies, and consultation to achieve long-term goals. In July, this year's 45 Fellows, who were selected via a competitive process, 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.aacnnursing.org/Professional-Development/Leadership-Development.

GNSA DEVELOPS NURSE LEADERS



The Graduate Nursing Student Academy (GNSA) provides high-value programs, resources, and services to meet the professional development needs of students in master's and doctoral programs at AACN member schools. Currently, more than 10,000 students are enrolled in the GNSA and actively pursuing the many leadership opportunities open to them. For example, the Leadership Council, which is composed of 10 students, is helping to set priorities for the GNSA and provide advice regarding future services and programming. Other leadership opportunities with the academy include the role of GNSA Liaison, a student volunteer who serves as the lead information contact at each school of nursing, and the GNSA Policy Committee, an



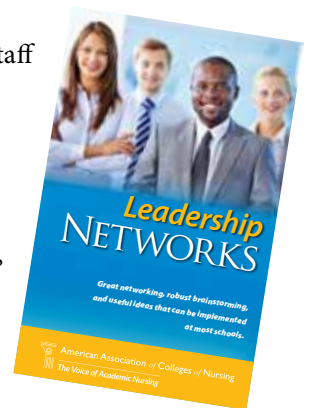
elected body of students with an interest in sharpening health policy skills. Membership in the GNSA is free. To find out more about the GNSA, see www.aacnnursing.org/GNSA.

EIGHTH ANNUAL AACN STUDENT POLICY SUMMIT

Interest in health policy by nursing students remains strong as evidenced by the full registration for the Student Policy Summit (SPS) in March 2017. Two hundred undergraduate and graduate nursing students from around the nation came together to explore 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 were provided a rich experience that included discussions with leadership from federal agencies, as well as the opportunity to meet with members of Congress and their staff to discuss health policy issues.

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, Faculty Resource, Research Leadership, Practice Leadership, Business Officers of Nursing Schools, Nursing Advancement Professionals, and Graduate Nursing Admissions Professionals. See www.aacnnursing.org/Leadership-Networks.



ADVANCING DIVERSITY AND INCLUSION

Strategic Goal #3

AACN is committed to promoting academic and practice environments that foster diversity and inclusivity. In addition to creating a new Diversity and Inclusion Committee (see page 27), the following projects, resources, and opportunities were initiated this year.

NEW POSITION STATEMENT ON DIVERSITY, INCLUSION, AND EQUITY

At AACN's Spring Annual Meeting in March 2017, AACN's members voted to adopt the *Position Statement on Diversity, Inclusion, and Equity in Academic Nursing*. In this statement:

AACN recognizes diversity, inclusion, and equity as critical to nursing education and fundamental to developing a nursing workforce able to provide high quality, culturally appropriate, and congruent health care in partnership with individuals, families, communities, and populations. AACN is committed to preparing a community of scholars, clinicians, educators, and leaders who fully value the importance of diversity, inclusion, and equity to promote the health of the nation and the world. AACN will advocate for advancing diversity, inclusion, and equity in nursing through its public policy initiatives and in its regulatory advocacy, in collaboration with the Tri-Council for Nursing and other health professions

The statement is available online at www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Diversity.

ADVANCING HOLISTIC ADMISSION REVIEWS

In September 2016, AACN announced that it would provide letters of support and a technical assistance program for member schools seeking funding through the Nursing Workforce Diversity (NWD) program offered by the Health Resources and Services Administration (HRSA). For this round of funding, applicants must establish a formal agreement with a health professions organization to provide technical assistance and staff training related to Holistic Admissions Review, an effective strategy for bringing students from underrepresented groups into nursing. AACN has developed a structured NWD Technical Assistance Program that features an assessment of admissions practices, an on-site Holistic Admissions Review workshop, student recruitment and retention strategies, and models for building a successful mentoring program. This program builds on the successful Holistic Review workshop conducted by AACN last fall and the lessons learned from the Robert Wood Johnson News Careers in Nursing program, which was administered by AACN. Training is expected to commence in FY 2018.

NURSE RESEARCHERS FUNDED TO STUDY IMPACT OF NCIN PROGRAM



In December 2016, the Robert Wood Johnson Foundation (RWJF) and AACN announced that 16 nurse researchers from four schools of nursing will receive funding to assess the impact of the New Careers in Nursing (NCIN) Program. NCIN was

launched in 2008 to address the national nursing shortage, develop a demographically representative nursing workforce, and fuel the pipeline of nurse faculty and leaders. Over its eight years of operation, NCIN amassed a large data set related to accelerated nursing programs and students underrepresented in the profession, which will be used by research teams from Augusta University, Fairfield University, Widener University, and Washington State University to advance our understanding of students in accelerated nursing programs and the challenges they face. Each grant recipient will be awarded \$3,000 for research project support. As a part of their grants, winners also must seek publication of their studies in a peer-reviewed journal, with a target publication date of Spring 2017.

FIVE NEW MINORITY NURSE FACULTY SCHOLARS SELECTED

Since 2007, AACN and the Johnson & Johnson Campaign for Nursing's Future have provided scholarship funding to underrepresented minority

nursing students who plan to work as nursing faculty after graduation. Applicants must be enrolled full-time in a doctoral nursing program or a clinically focused master's degree. This program is designed to address the shortage of nurse educators while diversifying the nurse faculty population in the U.S. Joining the 45 scholars previously selected for this prestigious honor are the following students, all of whom are enrolled in doctoral nursing programs:

- **Dorothy E. Forde**, *PhD student*, University of San Diego
- **Tamryn Fowler Gray**, *PhD student*, Johns Hopkins University
- **Seung Eun Lee**, *PhD student*, University of Illinois at Chicago
- **Mimi Niles**, *PhD student*, New York University
- **Rose A. Saldivar**, *DNP student*, University of Wisconsin-Milwaukee

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



INFORMATION CURATION AND SYNTHESIS

Strategic Goal #4

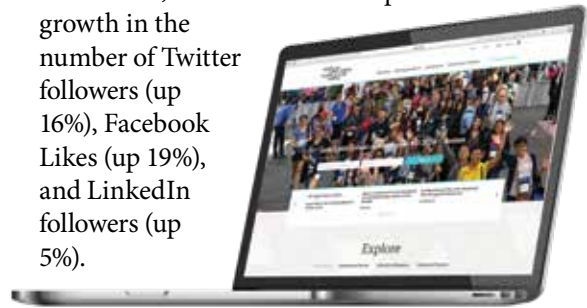
Information curation is defined as “the process of discovering, collecting, organizing, and presenting information related to a particular topic or issue.” Though AACN always has provided resources requiring curation – including data briefs, fact sheets, talking points, newsletters, and policy papers – the association is taking steps to enhance its portfolio of services in this area. Driving this work is AACN’s current strategic plan, which calls for AACN to serve as “**the authoritative source of knowledge to advance academic nursing through information curation and synthesis.**”

AACN EFFORTS TO ENHANCING INFORMATION CURATION THIS YEAR INCLUDED:

- Redesigning *AACN News Watch* as a weekly newsletter is a key component of AACN’s content curation strategy. Introduced in August 2016, new features include the Weekly Digest, which focuses on topical reports and journal articles from nursing, healthcare, and higher education; the Social Pulse, which showcases what’s trending in social media, including blog posts, popular tweets, and collaboration

community discussions; and Rounds with Leadership, a monthly column by AACN’s Board Chair and President/CEO.

- AACN’s communication team has been actively engaged in **redesigning the association’s web site**, which now features enhanced functionality in the area of information curation, including advanced search features and smart grouping of content (e.g. on-demand webinars, publications, journal articles, and presentations). The new website went live in August 2017.
- AACN is maximizing its **social media** presence through enhanced content and focused outreach initiatives using a variety of platforms, including Twitter, LinkedIn, Facebook, YouTube and, most recently, Instagram. Over the last six months, AACN has seen impressive growth in the number of Twitter followers (up 16%), Facebook Likes (up 19%), and LinkedIn followers (up 5%).



Member Engagement

AACN’s effectiveness is driven by our highly engaged membership. This year, a total of **528** individuals actively joined with us to help achieve AACN’s vision and mission.



A CENTRAL RESOURCE FOR ACADEMIC NURSING

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:

- A special supplement to the *Journal of Professional Nursing* was published in September-October 2016 issue titled "Accelerated Nursing Education: The New Careers in Nursing Scholarship Program—Innovations and Legacy." This collection of 12 articles highlights the collaboration between the Robert Wood Johnson Foundation and AACN to create the New Careers in Nursing scholarship program.

- In May 2017, AACN published a paper on *Recommended Clinical Nurse Leader Practice Experiences* to provide guidance to schools looking to offer high quality CNL education.

NURSINGCAS CONTINUES TO EXPAND NATIONWIDE

Launched in 2010, NursingCAS is the nation's only centralized application service for students applying to nursing programs. Participating schools include a mix of academic health centers, liberal arts-focused schools, public and private institutions, religiously affiliated schools, and a few community colleges. During the 2016–2017 NursingCAS Cycle, over 105,641 applications were generated. There were 203 schools participating with more than 1,900 programs seeking applicants for doctoral, master's, baccalaureate, and associate degree level nursing programs. Several new enhancements are planned for the 2017 – 2018 NursingCAS cycle, including an applicant fee waiver program, full access to in-progress applicant data, and new searchable help center for applicants and school users with improved instructions. Interest continues to grow as a result of the improved functionality, processing, and ability to customize school listings on a per program basis. Schools interested in finding out more about using this free service are encouraged to visit www.mynursingcas.org/join and/or contact NursingCAS Director Caroline Kane to schedule a school-specific demonstration with Q&A at ckane@aacnnursing.org or **202-463-6930, ext. 258**. Visit www.nursingcas.org to learn more about the applicant experience.



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

In August 2016, the Arnold P. Gold Foundation (APGF) and AACN announced that 50 schools of nursing were selected to receive funding support to host White Coat Ceremonies. This collaboration between APGF and AACN promotes humanistic, patient-centered care among future generations of registered nurses. Participating schools receive \$1,000 in financial support to host a ceremony, which typically features the recitation of an oath, receipt of a commemorative pin, an address by an eminent role model, and a reception for students and invited guests. To date, the partnering organizations have provided funding and technical support to introduce White Coat Ceremonies at 160 nursing schools nationwide.

EXPANDING SUPPORT FOR DOCTORAL STUDENTS



Since 2012, AACN has partnered with the Jonas Center for Nursing and Veterans Healthcare to enhance the nation's supply of doctorally prepared nurses available to serve in faculty and clinical roles. In June 2016, the Jonas Center identified the number and type of Scholars to be awarded this year, including: 238 Jonas Nurse Leader PhD Scholars, 78 Jonas Nurse Leader DNP Scholars, 53 Jonas Veterans Healthcare PhD Scholars, 60 Jonas Veterans Healthcare DNP Scholars, 4 Donald Jonas PhD Legacy Scholars, and 4 Donald Jonas DNP Legacy Scholars for a total of 437 Scholars. This is the

largest cohort to date with Scholars representing 143 institutions. AACN is grateful for the generous support for doctoral nursing education provided by the Jonas Center.

NEW DATA ON THE VIZIENT-AACN RESIDENCY PROJECT

The Vizient-AACN Nurse Residency Program is designed to effectively support new nurses as they transition into their first professional roles. The program is built on an evidence-based curriculum using the AACN *Baccalaureate Essentials* and meets national residency accreditation standards. This year, 72 new hospital systems initiated the residency program, which has been rated highly by graduates and employers. With 403



residency sites active in 42 states (including statewide collaboratives in Hawaii, Maryland, and Pennsylvania), 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.

ENCOURAGING INTERPROFESSIONAL ENGAGEMENT

The Interprofessional Education Collaborative (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 and 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.

In July 2016, IPEC released an updated version of the *Core Competencies for Interprofessional Collaborative Practice*, which will have a far-reaching impact on how health and partner professionals are educated and how they practice. First published in 2011, the IPEC core competency document has framed the national dialogue on the need for interprofessional education and practice as a catalyst for improving team-based patient care and enhancing population-health outcomes. Since the original document's release, the IPEC

core competencies have been disseminated widely throughout the health professions and embedded into both curriculum and accreditation standards. To access the new competencies, see www.ipecollaborative.org.

GANES HOST INTERNATIONAL CONFERENCE

The Global Alliance for Leadership in Nursing Education and Science (GANES) serves as the international voice on the contributions made by professional nursing education and scholarship toward improving global health and health care. AACN Board Chair Julie Sebastian led the alliance as GANES Chair until January 2017. Pauline Paul, president of the Canadian Association of Schools of Nursing, now serves in that capacity. Leaders with GANES hosted the third international conference in Miami, FL on April 2-4 with sessions reflecting the theme *Catalyzing Nursing Education and Scholarship for Global Health*. Plenary speakers included ICN President Frances Hughes and ELNEC Principal Investigator Betty Ferrell. Almost 150 academic leaders, nursing faculty, clinical researchers, representatives from health and education ministries, and professional nursing association staff attended this meeting, which provided opportunities to exchange ideas, knowledge, and research related to the conference theme. The conference was rated highly by attendees.

NEW CONNECTIONS

This year, AACN expanded existing relationships and made a number of new connections to further advance AACN's mission and strategic goals, including:

- Establishing a joint committee with the **American Organization of Nurse Executives (AONE)** to explore issues and opportunities for collaboration among AACN member educators in baccalaureate and graduate degree granting nursing programs and Chief Nursing Officers (CNOs) affiliated with AONE.

- Working with colleagues at the Association of American Medical Colleges (AAMC) to explore establishing a new connection with **AAMC's Council of Teaching Hospitals (COTH)** as part of our work to implement the recommendations from the *New Era in Academic Nursing* report.
- Partnering with the **Schwartz Center for Compassionate Healthcare** to develop a Compassion Scholars Program with funding provided by the Josiah Macy Jr. Foundation. The Scholars program is designed to give select nursing and medical students exposure to the strategies, skills, and programs that support compassionate care.
- Joining with the **American Nurses Association (ANA)** and the **Centers for Disease Control and Prevention (CDC)** to train U.S. nurses in infection prevention and control. The goal of this partnership is to provide real-time, tailored infection control training to nurses and improve infection prevention and control practices known to be effective in preventing exposure to Ebola virus disease and other emerging infectious diseases.
- Leveraging a **National Institute of Drug Abuse (NIDA)** training award to support an evidence-based project focusing on treatment of Substance Use Disorders (SUD). AACN and NIDA are partnering to advance research, dissemination, and adoption of evidence-based SUD treatment practices while igniting interest in a career focused on this specialty area.
- Partnering with New Media News TV to launch **AACN-TV**, which highlights schools of nursing, promotes pathways into the profession, and explores future directions in nursing education. Discounted video productions services are available through this collaboration
- Joining with **HealthyHispanicLiving.com** to encourage more individuals from Hispanic backgrounds to pursue nursing careers. AACN will help stimulate interest in the nursing profession within the Hispanic community by providing career information and professional development opportunities to graduate nursing students and future leaders.



EXCELLENCE AND ACCOLADES

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 educators. This year's recipients include:

AACN Novice Faculty Teaching Awards Recipients

Clinical Teaching Award

Colleen Walters, Clayton State University

Didactic Teaching Award

Kathrene Brendell, University of South Carolina

AACN Excellence and Innovation in Teaching Award Recipients

Susan Bindon, University of Maryland

AACN Scholarship of Teaching and Learning Excellence Award Recipient

Marilyn Oermann, Duke University

Read more about each award recipient at www.aacnnursing.org/Membership/Awards.

RECOGNIZING STUDENT EXCELLENCE

Each year, AACN presents awards for outstanding dissertations and DNP final projects completed by students in research- and practice-focused doctoral programs. With almost 50 applications received for these top honors, awards were presented at AACN's Doctoral Education Conference in January 2017. Awards were given in two categories:

Excellence in Advancing Nursing Science Award (PhD)

- **Sarah Farabi, PhD, RN**, University of Illinois at Chicago, *Sleep, Glucose Variability and Cardiovascular Disease Risk in Young Adults with Type 1 Diabetes*
- Honorable Mention: **Julie Valentine, PhD, RN, CNE, SANE-A**, Duquesne University, *Justice Denied: Low Submission Rates of Sexual Assault Kits and the Predicting Variables*

Excellence in Advancing Nursing Practice Award (DNP)

- **Erin Downey, DNP, RN**, Duke University, *Implementation of a Patient Agreement for Opioids and Stimulants in a Primary Care Practice*
- Honorable Mentions: **Kirsten Johanson, DNP, APN, FNP-BC**, Otterbein University, *Increasing Colorectal Cancer Screening Rates in a Rural Health Clinic Through Practice Change*; and **Linda Przybysz, DNP, RN**, Rush University, *Initial Results of a Safe Patient Handling and Mobility Program to Decrease Hospital Worker Injuries*

RECOGNIZING INNOVATION

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:

- Small/Liberal Arts Schools: **Saint Mary's College**
- Public Schools without an AHC: **Menonite College of Nursing at Illinois State University**

■ Academic Health Centers: **Medical University of South Carolina**

Read all about the award-winning innovations online at www.aacnnursing.org/Membership/AACN-Awards/Innovations.

FACULTY POLICY INTENSIVE AWARD WINNERS ANNOUNCED

In January 2017, AACN announced that four nurse educators were selected from a pool of highly competitive applicants to participate in the 2017 Faculty Policy Intensive (FPI). Offered in conjunction with the March 2017 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: Wendy Hansbrough, California State University San Marcos; Mallie

Kozy, University of Portland; Elizabeth Kuzma, University of Michigan; and Carole Myers, University of Tennessee Knoxville.

CLINICAL NURSE LEADER (CNL) VISIONARY AND VANGUARD AWARDS

At the CNL Summit in January, AACN recognized Elizabeth Murphy, Vice President and Chief Nursing Officer at Mercy Health Saint Mary's, with the 2017 CNL Visionary Leader Award. This award is the highest honor presented by AACN to practice leaders making significant contributions to advancing the CNL initiative. In addition, the CNL Vanguard Awards, which recognizes the innovative work of CNL-certified nurses and CNL nurse educators, were also presented at the Summit to Dr. Bonnie Haupt from South Texas VA Healthcare System and Dr. Tricia Thomas from Grand Valley State University.

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 degree programs that prepare nurses. Now in its 19th year of accreditation review activities, CCNE accredits 748 baccalaureate and 461 master's degree programs in nursing (MSN), as well as 258 Doctor of Nursing Practice (DNP) programs. CCNE accredits nursing programs in 715 colleges and universities nationwide and in Puerto Rico.

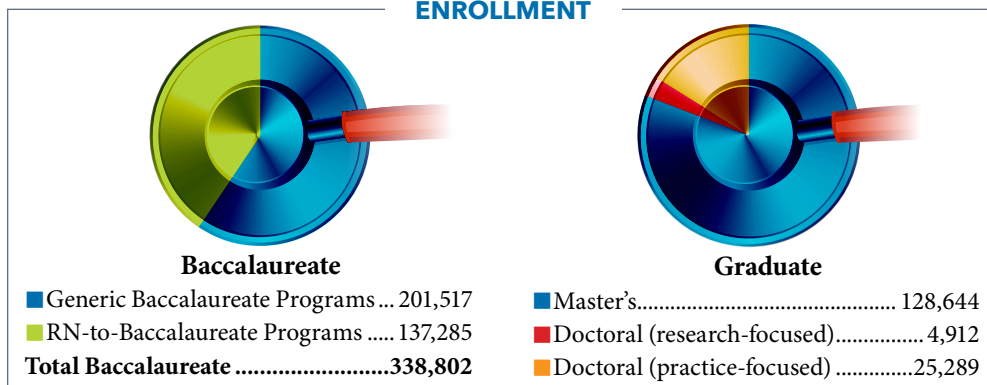
Overall, 84% of the nation's baccalaureate nursing programs are affiliated with CCNE as well as 86% of MSN and 86% of DNP programs.

This year, CCNE continued its work to accredit entry-to-practice nurse residency programs, including 24 employee-based programs and 10 federally funded traineeships. CCNE also accredited 144 post-graduate APRN certificate programs.

ACADEMIC NURSING: A YEAR AT-A-GLANCE

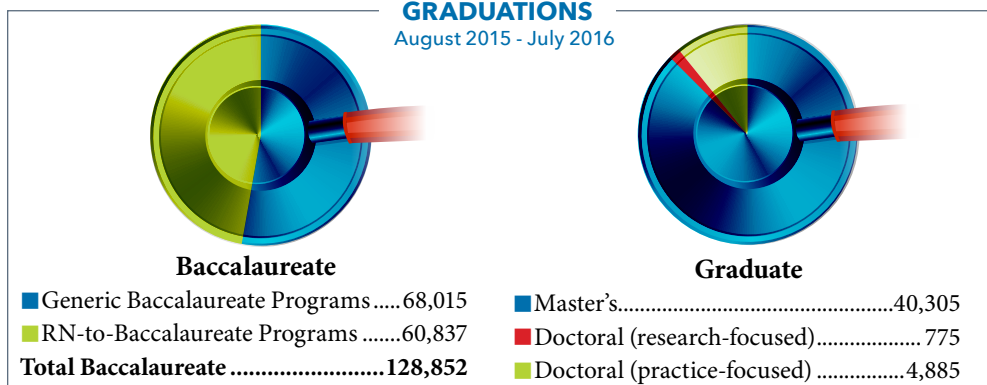
Enrollment and Graduations in Nursing Programs (874 schools reporting)

ENROLLMENT



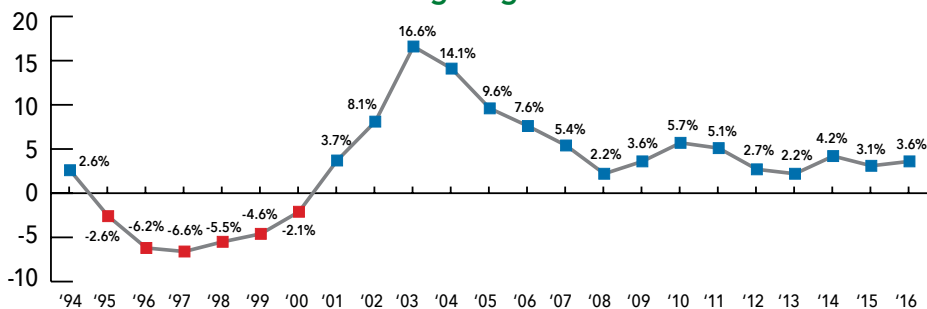
GRADUATIONS

August 2015 - July 2016



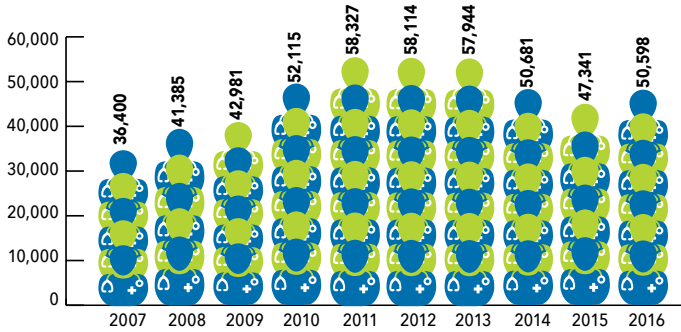
Source: American Association of Colleges of Nursing. 2016-2017 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

Percentage Change in Enrollments in Entry-Level Baccalaureate Nursing Programs: 1994-2016



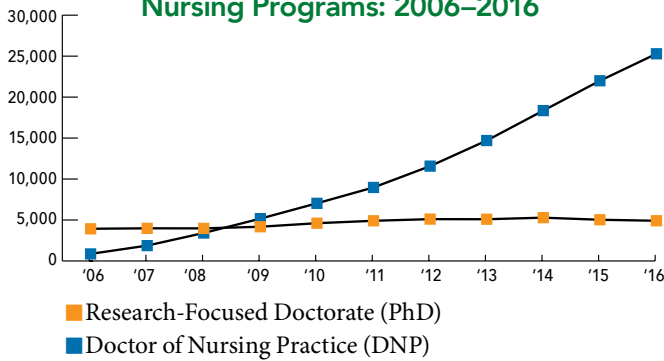
SOURCE: American Association of Colleges of Nursing, Research and Data Center, 1994-2016.
AACN is not responsible for reporting errors by respondent institutions.

Qualified Applications Turned Away from Entry-Level Baccalaureate Nursing Programs: 2007–2016



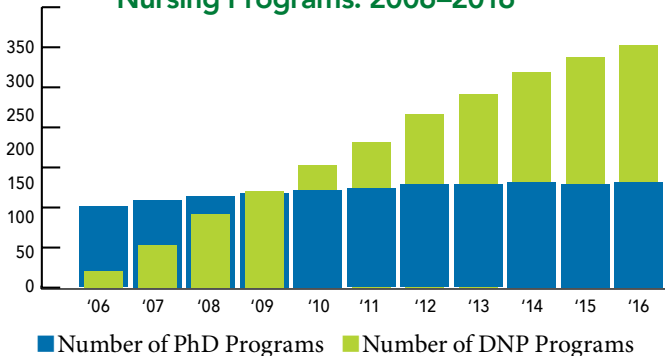
SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2007-2016. AACN is not responsible for reporting errors by respondent institutions.

Enrollments in Doctoral Nursing Programs: 2006–2016



SOURCE: ©American Association of Colleges of Nursing. All Rights Reserved.

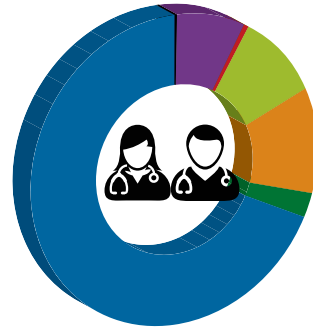
Growth in Doctoral Nursing Programs: 2006–2016



SOURCE: ©American Association of Colleges of Nursing. All Rights Reserved.

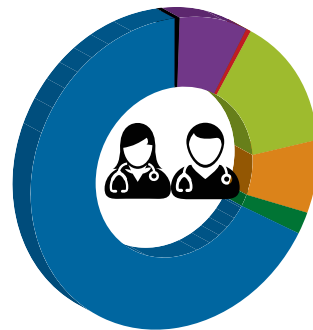
Racial/Ethnic Diversity in Nursing Education Programs, Fall 2016

ENTRY-LEVEL BACCALAUREATE PROGRAMS (715 schools reporting)



- American Indian/Alaskan Native... 0.5%
- Asian.....7.8%
- Hawaiian/Pacific Islander..... 0.4%
- Black or African-American 9.7%
- Hispanic or Latino..... 11.0%
- Two or More Races 2.7%
- White..... 67.7%

MASTER'S PROGRAMS (518 schools reporting)



- American Indian/Alaskan Native... 0.6%
- Asian.....7.9%
- Hawaiian/Pacific Islander..... 0.5%
- Black or African-American 14.7%
- Hispanic or Latino.....7.6%
- Two or More Races 2.2%
- White..... 66.4%

SOURCE: American Association of Colleges of Nursing 2016-2017 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

STATEMENT OF FINANCIAL POSITION June 30, 2017

(With Comparative Totals for 2016)

	AACN	CCNE	Total	2016
ASSETS				
Cash and cash equivalents	\$4,778,840	\$1,160,355	\$5,939,195	\$4,757,175
Accounts receivable, net	819,317	97,717	917,034	447,215
Contributions and grants receivable, net	378,689	–	378,689	5,777,678
Prepaid expenses	609,964	72,865	682,829	565,917
Investments	13,023,438	6,855,208	19,878,646	17,323,598
Property and equipment, net	1,260,625	408,127	1,668,752	320,955
Due from/to CCNE	89,307	(89,307)	–	–
TOTAL ASSETS	\$20,960,180	\$8,504,965	\$29,465,145	\$29,192,538
LIABILITIES AND NET ASSETS				
Liabilities				
Accounts payable and accrued expenses	\$1,806,846	\$131,708	\$1,938,554	\$2,475,822
Obligation under capital lease	24,383	–	24,383	37,430
Deferred revenue	3,128,513	1,348,400	4,476,913	4,476,928
Deferred rent	1,038,322	–	1,038,322	83,380
TOTAL LIABILITIES	5,998,064	1,480,108	7,478,172	7,073,560
Net Assets				
Unrestricted	13,369,901	7,024,857	20,394,758	18,079,090
Temporarily restricted	1,504,012	–	1,504,012	3,951,685
Permanently restricted	88,203	–	88,203	88,203
TOTAL NET ASSETS	14,962,116	7,024,857	21,986,973	22,118,978
TOTAL LIABILITIES AND NET ASSETS	\$20,960,180	\$8,504,965	\$29,465,145	\$29,192,538

STATEMENT OF ACTIVITIES

Year Ended June 30, 2017

(With Comparative Totals for 2016)

	Unrestricted			Temporarily Restricted AACN	Permanently Restricted AACN	Total	2016
	AACN	CCNE	Total				
SUPPORT AND REVENUE							
Membership dues	\$4,120,905	\$-	\$4,120,905	\$-	\$-	\$4,120,905	\$3,893,050
Accreditation fees	-	3,824,085	3,824,085	-	-	3,824,085	3,771,146
Registration fees	2,452,418	21,087	2,473,505	-	-	2,473,505	2,488,468
Royalties	1,647,401	-	1,647,401	-	-	1,647,401	1,568,169
Investment income (loss)	794,082	420,538	1,214,620	1,345	-	1,215,965	(2,192)
Grants	656,631	-	656,631	325,092	-	981,723	6,430,190
Certification fees	539,610	-	539,610	-	-	539,610	494,187
Advertising	226,415	-	226,415	-	-	226,415	211,538
IDS reports	111,983	-	111,983	-	-	111,983	84,482
Publications	36,310	-	36,310	-	-	36,310	34,229
Other	214,445	1,241	215,686	-	-	215,686	201,019
Net assets released from restrictions	2,774,110	-	2,774,110	(2,774,110)	-	-	-
TOTAL SUPPORT AND REVENUE	13,574,310	4,266,951	17,841,261	(2,447,673)	-	15,393,588	19,174,286
EXPENSES							
Program services:							
New Careers in Nursing	591,904	-	591,904	-	-	591,904	1,066,494
Jonas Nurse Leaders	1,803,283	-	1,803,283	-	-	1,803,283	2,306,142
Other Grants and Contracts	891,522	-	891,522	-	-	891,522	1,020,594
Research	379,208	-	379,208	-	-	379,208	371,837
Education Policy	645,635	-	645,635	-	-	645,635	485,909
Government Affairs	1,072,722	-	1,072,722	-	-	1,072,722	1,054,368
Publications	218,605	-	218,605	-	-	218,605	238,482
Communications	599,643	-	599,643	-	-	599,643	503,165
Conferences	2,313,409	-	2,313,409	-	-	2,313,409	2,058,352
Faculty Initiatives	231,644	-	231,644	-	-	231,644	213,488
Student Initiatives	118,449	-	118,449	-	-	118,449	82,663
Diversity	60,222	-	60,222	-	-	60,222	-
NursingCAS	304,823	-	304,823	-	-	304,823	265,110
Certification	503,130	-	503,130	-	-	503,130	466,246
Special Projects and Task Forces	389,780	-	389,780	-	-	389,780	275,974
Accreditation	-	3,093,900	3,093,900	-	-	3,093,900	3,156,397
Total program services	10,123,979	3,093,900	13,217,879	-	-	13,217,879	13,565,221
Supporting services:							
General and administrative	2,248,165	-	2,248,165	-	-	2,248,165	1,973,814
Fundraising	59,549	-	59,549	-	-	59,549	44,300
TOTAL SUPPORTING SERVICES	2,307,714	-	2,307,714	-	-	2,307,714	2,018,114
TOTAL EXPENSES	12,431,693	3,093,900	15,525,593	-	-	15,525,593	15,583,335
CHANGE IN NET ASSETS	1,142,617	1,173,051	2,315,668	(2,447,673)	-	(132,005)	3,590,951
NET ASSETS							
BEGINNING	12,227,284	5,851,806	18,079,090	3,951,685	88,203	22,118,978	18,528,027
ENDING	\$13,369,901	\$7,024,857	\$20,394,758	\$1,504,012	\$88,203	\$21,986,973	\$22,118,978

GOVERNANCE AND ORGANIZATION

AACN is governed by an eleven-member Board of Directors, each of whom represents a member institution. The Board consists of 4 officers and 7 members-at-large, all elected by the membership for two-year terms. Some members-at-large are designated by the Board Chair to serve as the chair of a committee, which include the Diversity and Inclusion, Government Affairs, Membership,

and Program Committees. The elected Board Treasurer chairs the Finance Committee. The immediate past Board Chair serves on the Nominating Committee along with other members who were elected to serve two-year terms. In addition, the Board Chair appoints individuals to serve on task forces and advisory groups as issues arise that require study and action.



AACN TO MOVE ITS HEADQUARTERS OFFICE

In February 2017, AACN announced that it would be moving its headquarters office to 655 K Street, NW in Washington, DC in late summer 2017. At its new home base, AACN will be co-located with peer associations representing medicine, dentistry, physician assistant education, and veterinary medicine. In a press statement, Board Chair Juliann Sebastian said: "The new office space is particularly appealing, as this address has become the nation's most visible hub for interprofessional health profession education and collaborative practice. Relocating to this building will better position AACN to meet the needs of our 810 member schools of nursing and accommodate our expanding programming, services, and professional staff."

COMMITTEES

AACN-AONE ADVISORY COMMITTEE

Linda Burnes Bolton, Cedars Sinai Medical Center (*Co-Chair*); **Judy Beal**, Simmons College (*Co-Chair*); **Robyn Begley**, AtlantiCare Health System; **Jill Berg**, Columbia College of Nursing; **Mary Ann Fuchs**, Duke University Health System; **Kathleen Gallo**, Hofstra Northwell; **Greer Glazer**, University of Cincinnati; **Julie Holt**, The Christ Hospital Network; **Sharon H. Pappas**, Emory Healthcare; **Cynthia L. McCarthy**, Texas Health Harris Methodist Hospital Stephenville; **Randolph Rasch**, Michigan State University; **Kristen Swanson**, Seattle University

DIVERSITY AND INCLUSION COMMITTEE

Edilma L. Yearwood, Georgetown University (*Chair*); **Linda Burnes-Bolton**, Cedars-Sinai Medical Center; **Mary Hoke**, University of the Incarnate Word; **Judith Lewis**, D'Youville College; **Nena Peragallo-Montano**, The University of North Carolina at Chapel Hill; **Demetrius Porche**, Louisiana State University Health Science Center; **Lisa Rosenberg**, Rush University Medical Center; **Lin Zhan**, University of Memphis

FINANCE COMMITTEE

Teri Murray, Saint Louis University (*Chair*); **Marion Broome**, Duke University; **Stephen Cavanagh**, University of Massachusetts, Amherst; **Judy Didion**, Oakland University; **Sharon Radzaminski**, Georgia Southern University

GOVERNMENT AFFAIRS COMMITTEE

Anita Hufft, Texas Woman's University (*Chair*); **Pier Broadnax**, University of the District of

Columbia; **Sharon Chappy**, Concordia University Wisconsin; **Nancy Fahrenwald**, South Dakota State University; **Timothy M. Gaspar**, Cleveland State University; **Jan Jones-Schenk**, Western Governors University; **Lillia Loriz**, University of North Florida; **Kathy Rideout**, University of Rochester Medical Center; **Jan Strom**, Aurora University; **Kathryn Tart**, University of Houston

MEMBERSHIP COMMITTEE

Cynthia McCurren, Grand Valley State University (*Chair*); **Maija Anderson**, Morgan State University; **Kathleen B. Scoble**, Elms College; **Joyce P. Griffin-Sobel**, Washington State University; **Marlaine Smith**, Florida Atlantic University; **Rita Trofino**, Saint Francis University



NOMINATING COMMITTEE

Julie Sanford, James Madison University (*Chair*); **Eileen Breslin**, University of Texas Health Science Center-San Antonio; **Barbara Ihrke**, Indiana Wesleyan University; **Vicki Keough**, Loyola University Chicago; **Victoria Niederhauser**, University of Tennessee-Knoxville

PROGRAM COMMITTEE

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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.

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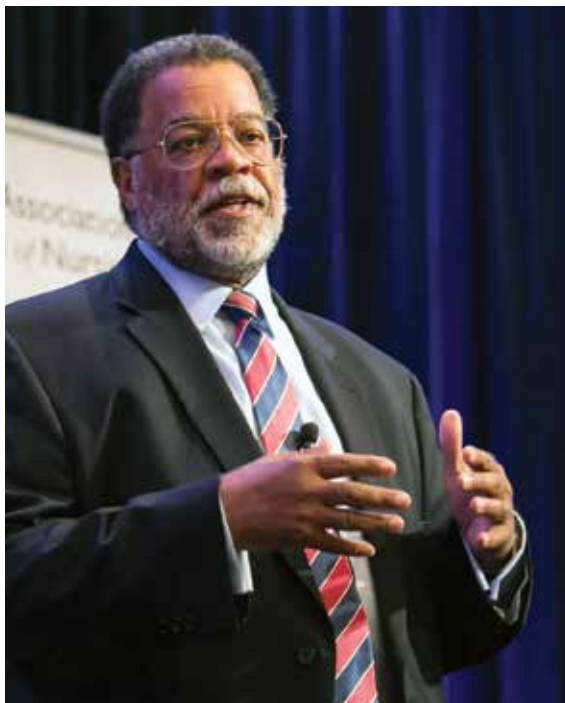


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 **15.8%**

The percentage of full-time faculty members in baccalaureate and graduate nursing programs from racial/ethnic backgrounds.

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Avila University
Central Methodist University
Chamberlain University -
St. Louis
College of the Ozarks
Columbia College
Cox College
Goldfarb School of Nursing at
Barnes-Jewish College
Graceland University
Lindenwood University
Maryville University-
Saint Louis
Missouri State University
Missouri Western State
University
Park 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 Providence

NEBRASKA

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

NEVADA

Chamberlain University -
Las Vegas
Nevada State College
Roseman University of Health
Sciences-Nevada
Touro University
University of Nevada-
Las Vegas
University of Nevada-Reno
Orvis School of Nursing

NEW HAMSHIRE

Colby-Sawyer College
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 University -
North Brunswick

Fairleigh Dickinson University
Felician University
Georgian Court University
Kean University
Monmouth University
Montclair State University
New Jersey City University
Ramapo College of New Jersey
Rider University
Rutgers University - Camden
Rutgers University - Newark
Saint Peter's University
Seton Hall University
Stockton University
The College of New Jersey
Thomas Edison State
University
William Paterson University

NEW MEXICO

New Mexico Highlands
University
New Mexico State University
University of New Mexico
Western New Mexico
University

NEW YORK

Adelphi University
American University of Beirut
Binghamton University
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
Hartwick College
Hofstra Northwell
Hunter College of CUNY
Keuka College
Le Moyne College
Lebanese American University
Lehman College
Long Island University
LIU Post
Long Island University,
Brooklyn
Mercy College
Molloy College
Monroe College
Mount Saint Mary College-
New York
Nazareth College
New York Institute of
Technology
New York University Rory
Meyers College of Nursing
Niagara University
Nyack College
Pace University
Phillips School of Nursing at
Mount Sinai Beth Israel
Plattsburgh State University
of New York
Roberts Wesleyan College
Saint Francis College
Saint John Fisher College
Siena College
Stony Brook University
SUNY Downstate
Medical Center
SUNY Empire State College
SUNY Polytechnic Institute

SUNY Upstate
Medical University
Teachers College
The College at Brockport
The Graduate Center of the
City of New York
The Sage Colleges
University at Buffalo-SUNY
University of Rochester
Utica College
Wagner College

NORTH CAROLINA

Appalachian State University
Barton College
Cabarrus College of
Health Sciences
Campbell University
Duke University
East Carolina University

Fayetteville State University
Lenoir-Rhyne University
Mars Hill University
Methodist University
North Carolina A&T
State University
North Carolina
Central University
Pfeiffer University
Queens University of Charlotte
The University of North
Carolina-Chapel Hill
University of Mount Olive
University of North
Carolina-Charlotte
University of North
Carolina-Greensboro
University of North
Carolina-Pembroke

University of North
Carolina-Wilmington
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 University - Cleveland
 Chamberlain University - Columbus
 Cleveland State University
 Defiance College
 Hiram College
 Hondros College of Nursing
 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 University
 Otterbein University
 The Christ College of Nursing and Health Sciences
 The Ohio State University
 The University of Akron
 The University of Findlay
 University of Cincinnati
 University of Mount Union
 University of Toledo
 Ursuline College
 Walsh University
 Wittenberg University
 Wright State University
 Xavier University
 Youngstown State University

OKLAHOMA

Langston University
 Northwestern Oklahoma State University
 Oklahoma Baptist University
 Oklahoma Christian University
 Oklahoma Wesleyan University
 Oral Roberts University
 Southwestern Oklahoma State University
 University of Central Oklahoma
 University of Oklahoma
 University of Tulsa

OREGON

Concordia University-Portland
 George Fox University
 Linfield College
 Northwest Christian University
 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
 King's College
 La Salle University
 Lincoln University - Pennsylvania
 Marywood University
 Messiah College
 Misericordia University
 Moravian College
 Mount Aloysius College
 Neumann University
 Pennsylvania State University
 Robert Morris University
 Saint Francis University
 Slippery Rock University
 Temple University
 Thomas Jefferson University
 University of Pennsylvania School of Nursing
 University of Pittsburgh
 University of Scranton
 Villanova University
 Waynesburg University
 West Chester University
 Westminster College--Pennsylvania
 Widener University
 Wilkes University
 York College of Pennsylvania

PUERTO RICO

Bayamon Central University
 Universidad de Puerto Rico

RHODE ISLAND

Rhode Island College
 Salve Regina University
 University of Rhode Island

SOUTH CAROLINA

Anderson University-
 South Carolina
 Charleston Southern
 University
 Claflin University
 Clemson University
 Francis Marion University
 Lander University
 Medical University of
 South Carolina
 The Citadel
 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
 The University of South Dakota
 University of Sioux Falls

TENNESSEE

Austin Peay State University
 Baptist College of
 Health Sciences
 Belmont University
 Bethel University of Tennessee
 Carson-Newman University

Christian Brothers University
 Cumberland University
 East Tennessee State University
 Freed-Hardeman University
 King University
 Lee University
 Lincoln Memorial University
 Martin Methodist College
 Middle Tennessee
 State University
 Milligan College
 South College
 Tennessee State University
 Tennessee Technological
 University
 Tennessee Wesleyan University
 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 College of Medicine
 Baylor University
 Chamberlain University -
 Houston
 Concordia University Texas
 East Texas Baptist University
 Lamar University
 LeTourneau 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 University -
 Commerce
 Texas A&M University
 College of Nursing
 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
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 Texas Wesleyan University
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 the Permian Basin
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 Victoria
 University of Mary
 Hardin-Baylor
 University of Saint Thomas
 University of Texas Health
 Science Center-Houston
 University of Texas Health
 Science Center-San Anto
 University of Texas
 Medical Branch

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
West Texas A&M University

UTAH

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

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 University
Marymount University
Old Dominion University
Radford University
Sentara College of Health Sciences
Shenandoah University
University of Mary Washington
University of Virginia
University of Virginia's College at Wise
Virginia Commonwealth University

WASHINGTON

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

WEST VIRGINIA

American Public University System
Bluefield State College
Marshall University
Shepherd University
West Liberty University
West Virginia University

West Virginia Wesleyan College
Wheeling Jesuit 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
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Silver Lake College of the Holy Family
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WYOMING

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