

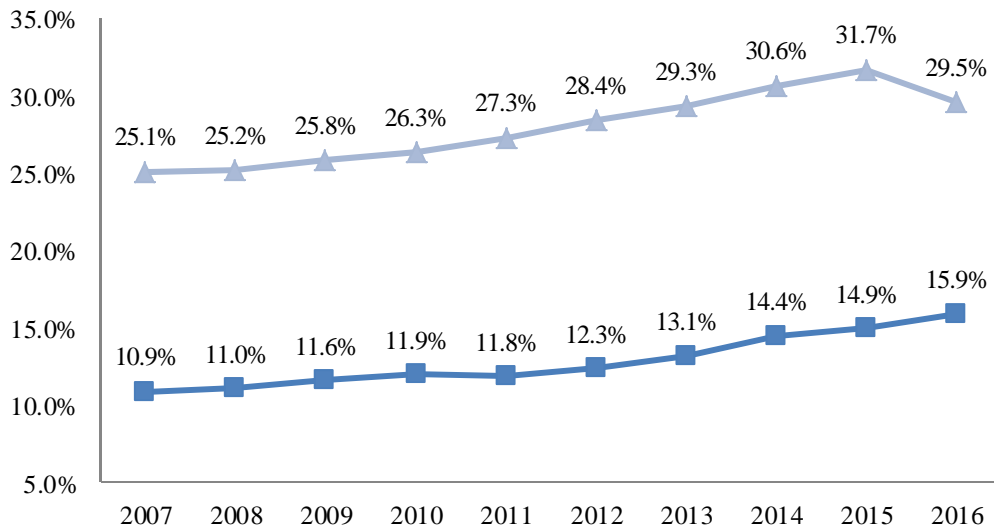


Nursing Faculty: A Spotlight on Diversity

As part of the [2017-2018 Federal Policy Agenda](#), AACN is committed to supporting diversity in both academic settings and the workplace. A lack of diverse nursing faculty has tremendous implications for the student body and academic nursing's infrastructure. While significant strides have been made to increase diversity within the profession, current national demographics and projected changes clearly indicate that more efforts must be placed on attracting faculty from all backgrounds.

Ten-Year Trend Data

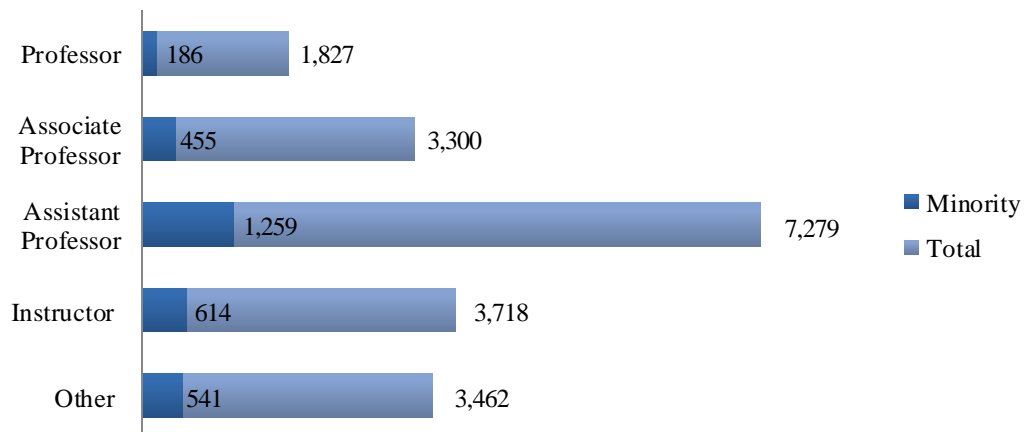
The number of diverse faculty in the nursing field continues to increase. The graph below shows the upward trend in full-time diverse faculty over the past decade in comparison to the trend in diverse students. As the population diversifies, student diversity is making steady gains, while faculty diversity is showing only incremental growth.



Percent of Diverse Nursing Faculty vs. Percent Diverse Students, 2007-2016^{1,2}

■ Percent Diverse Faculty
▲ Percent Diverse Students

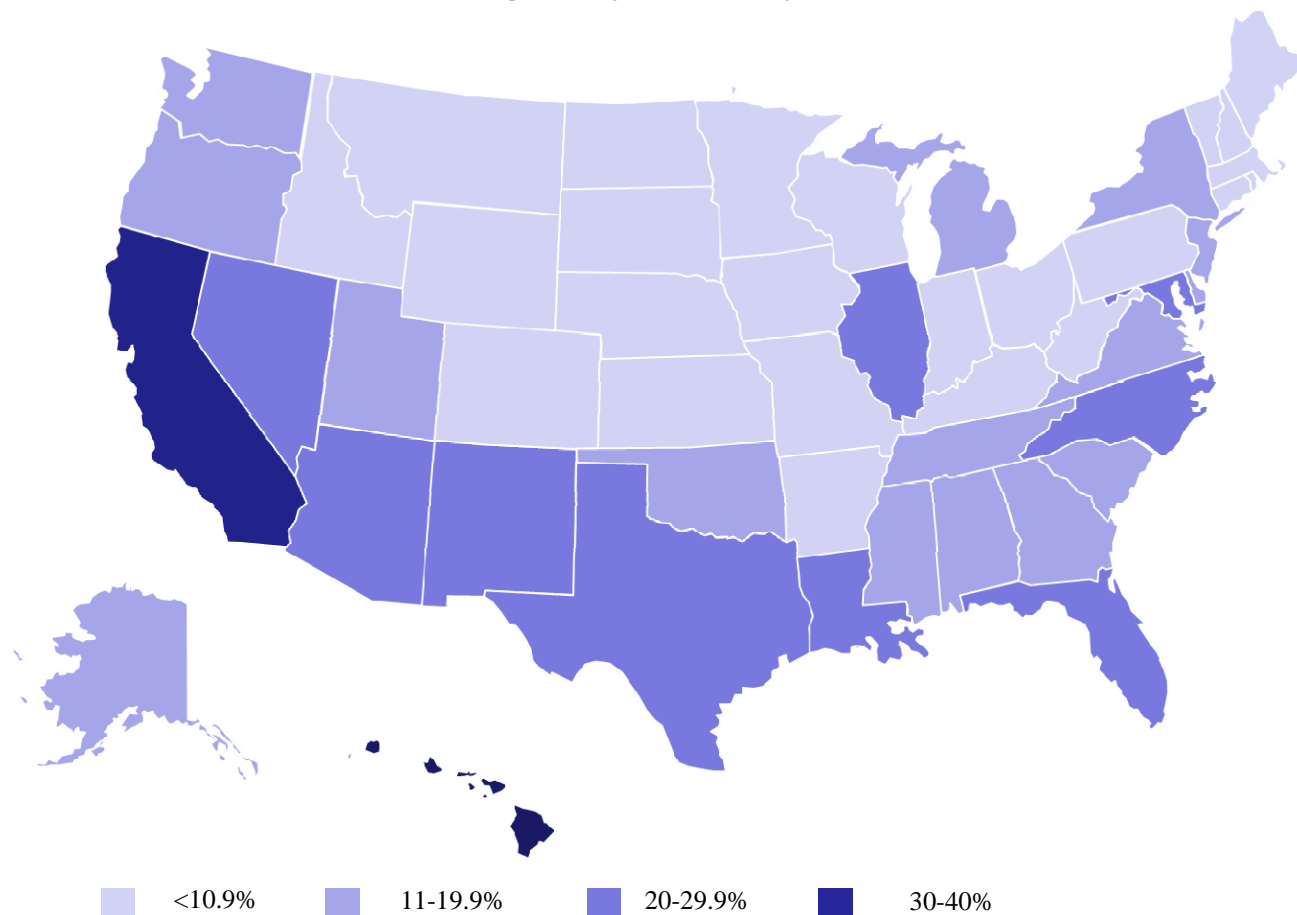
Number of Diverse Faculty and Total Faculty by Rank, 2016¹



Diversity Across the Nation

The need to attract diverse nursing students is paralleled by the need to recruit more faculty from underrepresented populations. Few nurses from diverse ethnic groups with advanced degrees pursue faculty careers. Based on 2016 data, only 15.9% of full-time nursing faculty come from diverse backgrounds.¹ Although progress has been made, the map below shows there is still a need to improve diverse representation within the nursing faculty population.

Diverse Nursing Faculty Members by State, 2016¹



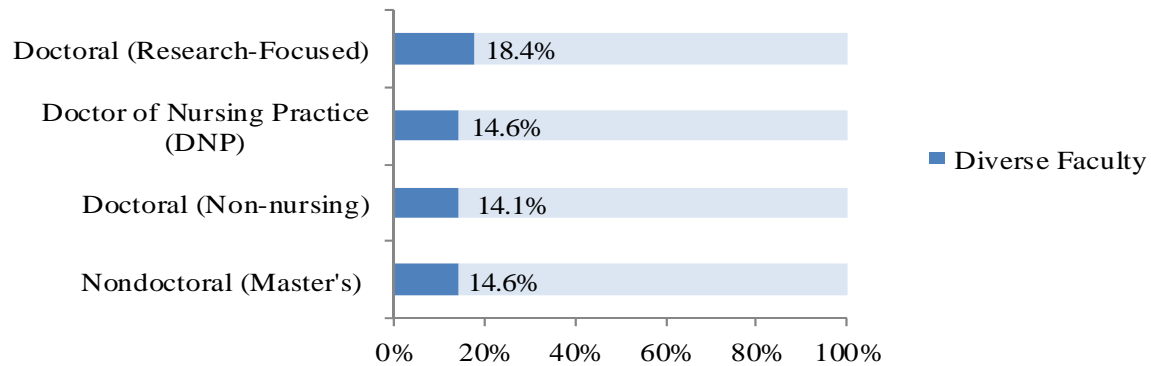
Percent Diverse Nursing Faculty Compared to Diverse Nursing Student Enrollments by State, 2016¹

State	Percent Diverse Faculty	Percent Diverse Students	State	Percent Diverse Faculty	Percent Diverse Students	State	Percent Diverse Faculty	Percent Diverse Students	State	Percent Diverse Faculty	Percent Diverse Students
AL	15.6%	24.0%	IL	20.1%	31.3%	MT	4.6%	10.6%	RI	6.6%	17.7%
AK	14.3%	30.5%	IN	6.2%	16.0%	NE	2.8%	13.7%	SC	14.7%	19.3%
AZ	20.2%	41.2%	IA	2.9%	10.7%	NV	20.2%	48.6%	SD	6.2%	10.9%
AR	10.9%	16.7%	KS	6.7%	14.0%	NH	1.4%	11.0%	TN	11.4%	18.2%
CA	30.6%	59.9%	KY	9.4%	12.5%	NJ	16.7%	41.6%	TX	23.2%	47.3%
CO	6.7%	20.1%	LA	22.8%	32.9%	NM	21.4%	53.6%	UT	13.4%	25.5%
CT	7.0%	20.8%	ME	3.1%	6.1%	NY	16.9%	34.5%	VT	3.9%	9.6%
DE	12.5%	17.6%	MD	24.7%	39.4%	NC	21.3%	24.1%	VA	13.1%	23.3%
DC	21.9%	32.3%	MA	10.3%	33.1%	ND	1.1%	11.8%	WA	14.8%	28.4%
FL	30.4%	45.2%	MI	12.9%	15.8%	OH	9.7%	12.9%	WV	3.3%	8.2%
GA	20.0%	39.8%	MN	11.4%	26.8%	OK	11.3%	26.1%	WI	9.2%	16.6%
HI	34.8%	77.7%	MS	17.1%	27.2%	OR	15.3%	25.6%	WY	8.0%	6.3%
ID	5.9%	13.5%	MO	8.4%	15.2%	PA	8.3%	18.0%			

Diversity Across Faculty Educational Preparation

As a reflection of the ever changing educational infrastructure in nursing over the last 40 years, nursing faculty come from a range of academic backgrounds. The table below shows full-time nursing faculty degree levels from the 2016-2017 academic year.

Full-Time Diverse Faculty by Degree Level¹



Male Faculty

Along with ethnic and racial diversity, it is important to recognize that men are underrepresented in the nursing faculty population. Men made up 7% of full-time nurse faculty members in 2016. In the last decade, this proportion has increased from 4.7% in 2006.³

Nursing Faculty Members by Gender, 2016¹



¹American Association of Colleges of Nursing. (2017). *2016-2017 Salaries of Instructional and Administrative Nursing Faculty*. Washington, DC. Percent Diverse is calculated using the percent of faculty that are American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, Black or African American, Hispanic or Latino, and two or more races.

²American Association of Colleges of Nursing. (2017). *2016-2017 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*. Washington, DC. Percentages will not add up to 100% due to the exclusion of students that had unknown race/ethnicity. Percent diverse is calculated using the percent of students that are American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, Black or African American, Hispanic or Latino, and/or two or more races. Totals are derived from generic baccalaureate, MSN, PhD, and DNP.