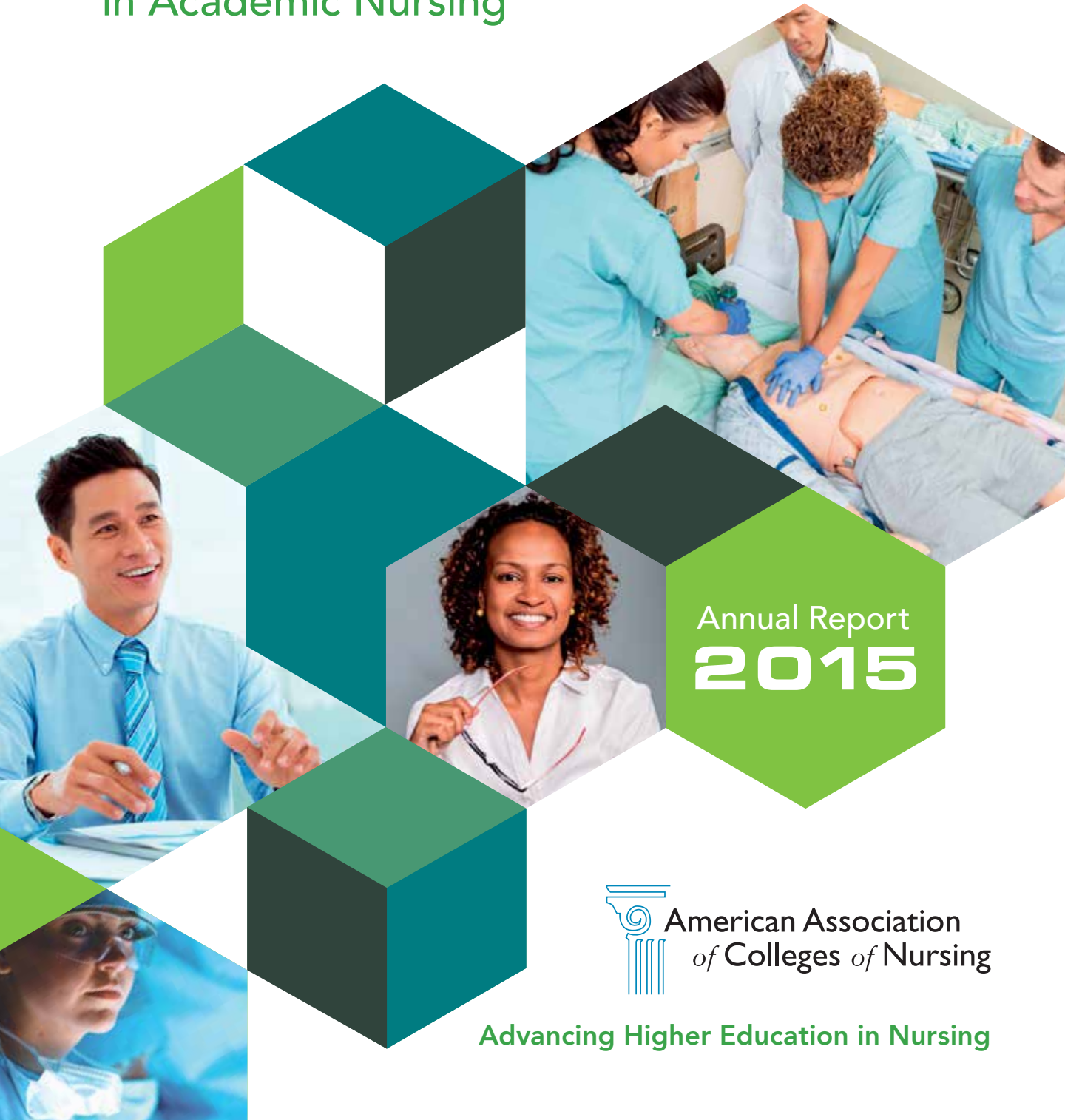Leading
EXCELLENCE
and **INNOVATION**
in Academic Nursing

Annual Report
2015

American Association
of **Colleges** *of* Nursing

Advancing Higher Education in Nursing

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 Bejing, China, bringing the total of number of international countries that have hosted an ELNEC training to 85.

MAY 2015

Board 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*.

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.

Letter from the Board Chair and President/CEO

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.

AACN is the catalyst for innovation in nursing education that will improve health & health care.

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.

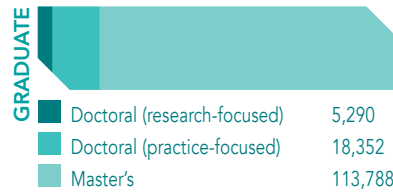## Survey on the Employment of BSN Graduates & Employer Preferences

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.
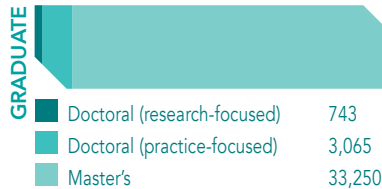
Academic Nursing: A Year at a Glance

Enrollments and Graduations in Nursing Programs
(816 schools reporting)

ENROLLMENTS — FALL 2014

BACCALAUREATE

- RN-to-Baccalaureate Programs — 130,345
- Generic Baccalaureate Programs — 189,279
- **Total Baccalaureate Programs — 320,074**

GRADUATE

- Doctoral (research-focused) — 5,290
- Doctoral (practice-focused) — 18,352
- Master's — 113,788

GRADUATIONS — AUGUST 2013–JULY 2014

BACCALAUREATE

- RN-to-Baccalaureate Programs — 47,777
- Generic Baccalaureate Programs — 63,857
- **Total Baccalaureate Programs — 111,634**

GRADUATE

- Doctoral (research-focused) — 743
- Doctoral (practice-focused) — 3,065
- Master's — 33,250
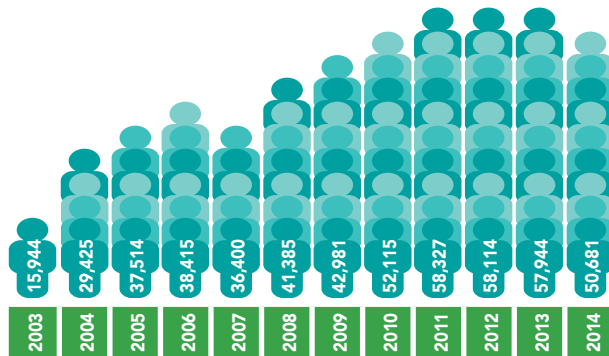
SOURCE: American Association of Colleges of Nursing 2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

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

Year	Applications
2003	15,944
2004	29,425
2005	37,514
2006	38,415
2007	36,400
2008	41,385
2009	42,981
2010	52,115
2011	58,327
2012	58,114
2013	57,944
2014	50,681

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
679 schools reporting

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

ENROLLMENT IN MASTER'S PROGRAMS
518 schools reporting

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

Legend:
- American Indian/Alaskan Native
- Asian/Hawaiian/Pacific Islander
- Black or African-American
- Hispanic or Latino
- Two or More Races
- White

SOURCE: American Association of Colleges of Nursing 2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

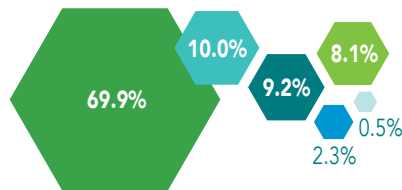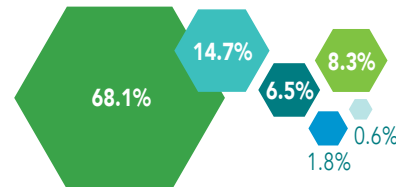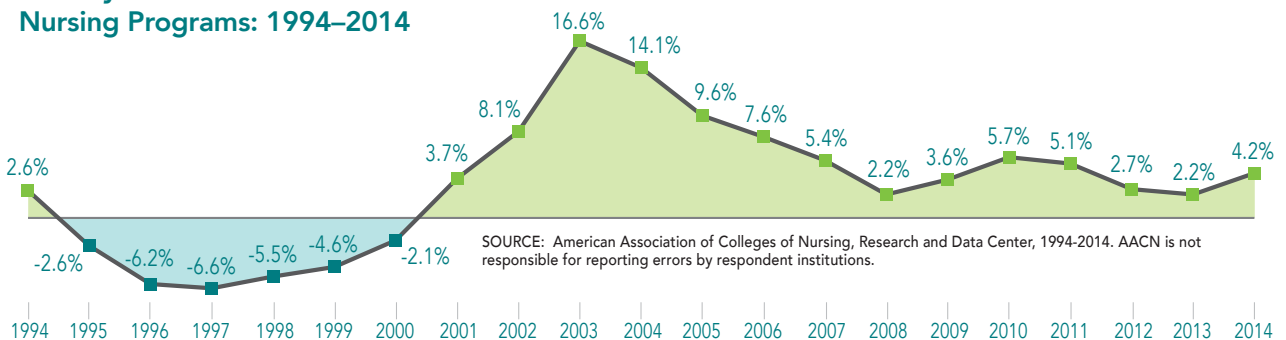## Percentage Change in Enrollments in Entry-Level Baccalaureate Nursing Programs: 1994–2014

Year	Change
1994	2.6%
1995	-2.6%
1996	-6.2%
1997	-6.6%
1998	-5.5%
1999	-4.6%
2000	-2.1%
2001	3.7%
2002	8.1%
2003	16.6%
2004	14.1%
2005	9.6%
2006	7.6%
2007	5.4%
2008	2.2%
2009	3.6%
2010	5.7%
2011	5.1%
2012	2.7%
2013	2.2%
2014	4.2%

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

| GRADUATES ACROSS ALL MAJORS | At Graduation | 29.3% |
| | 4-6 Months After Graduation | N/A |

| ENTRY-LEVEL BACCALAUREATE IN NURSING GRADUATES | At Graduation | 56% |
| | 4-6 Months After Graduation | 87% |

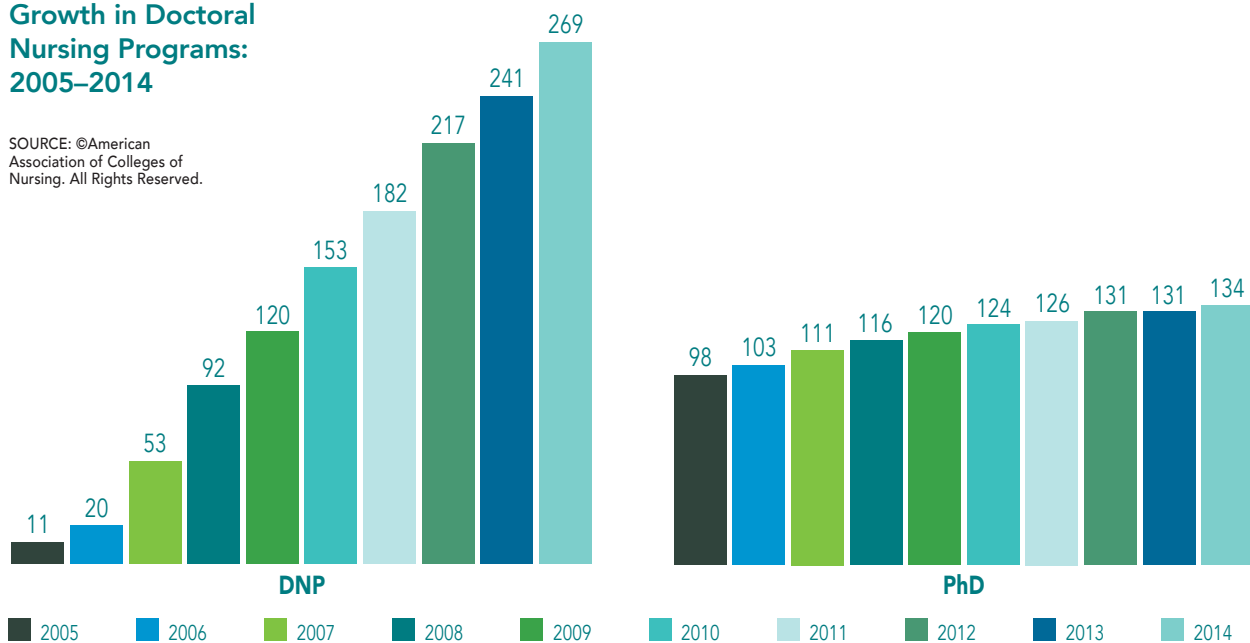| ENTRY-LEVEL MASTERS IN NURSING GRADUATES | At Graduation | 67% |
| | 4-6 Months After Graduation | 90% |

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

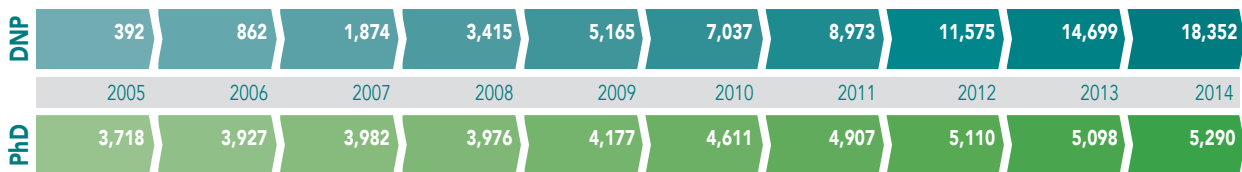## Growth in Doctoral Nursing Programs: 2005–2014

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

DNP

Year	Value
2005	11
2006	20
2007	53
2008	92
2009	120
2010	153
2011	182
2012	217
2013	241
2014	269

PhD

Year	Value
2005	98
2006	103
2007	111
2008	116
2009	120
2010	124
2011	126
2012	131
2013	131
2014	134

Legend: 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014

Enrollments in Both DNP and PhD Programs: 2005–2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
DNP	392	862	1,874	3,415	5,165	7,037	8,973	11,575	14,699	18,352
PhD	3,718	3,927	3,982	3,976	4,177	4,611	4,907	5,110	5,098	5,290

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 ROGRAMS

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.

RAND Report on the Transition to the DNP

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**.

Transforming Academic Nursing

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.

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.

Leadership & Influence

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,

President and CEO Deborah Trautman (left) with Deputy Surgeon General, US Army Margaret Wilmoth, and AACN's Suzanne Miyamoto

research, practice, and policy. 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**.

Introducing the third cohort of graduates from the AACN-Wharton Executive Leadership Program. For a directory of AACN-Wharton Fellows, see **www.aacn.nche.edu/news/articles/2014/wharton-fellows.**

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/ DoctoralReadinessAssessmentDAN StudentAssessment**) 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.

FACULTY POLICY INTENSIVE AWARD WINNERS ANNOUNCED

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.

AACN Board Chair Eileen Breslin surrounded by Student Policy Summit attendees from the University of Texas Health Science Center at San Antonio.

SIXTH ANNUAL AACN STUDENT POLICY SUMMIT

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.

ALLIANCE FOR HEALTH REFORM BRIEFING ON GNE

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.

Nursing's Centralized Application Service

L aunched 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.

Nursing CAS
The Centralized Application Service for Nursing Programs

Number of Schools Enrolled in Nursing CAS

Year	Number
2010	47
2011	80
2012	101
2013	117
2014	151
2015	188

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**, for more information and/or contact NursingCAS Director Caroline Allen to schedule a school-specific demonstration with Q&A at **callen@aacn.nche.edu** or 202-463-6930, ext. 258. To check out the applicant portal, visit **www.nursingcas.org**.

Graduate Nursing Student Academy

T he 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*

Abstracts from the winners are posted at **www.aacn.nche.edu/membership/ awards/winners-dissertation-and-capstone-project-awards**.

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.

Advancing the Clinical Nurse Leader Role

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, 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.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING

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**.
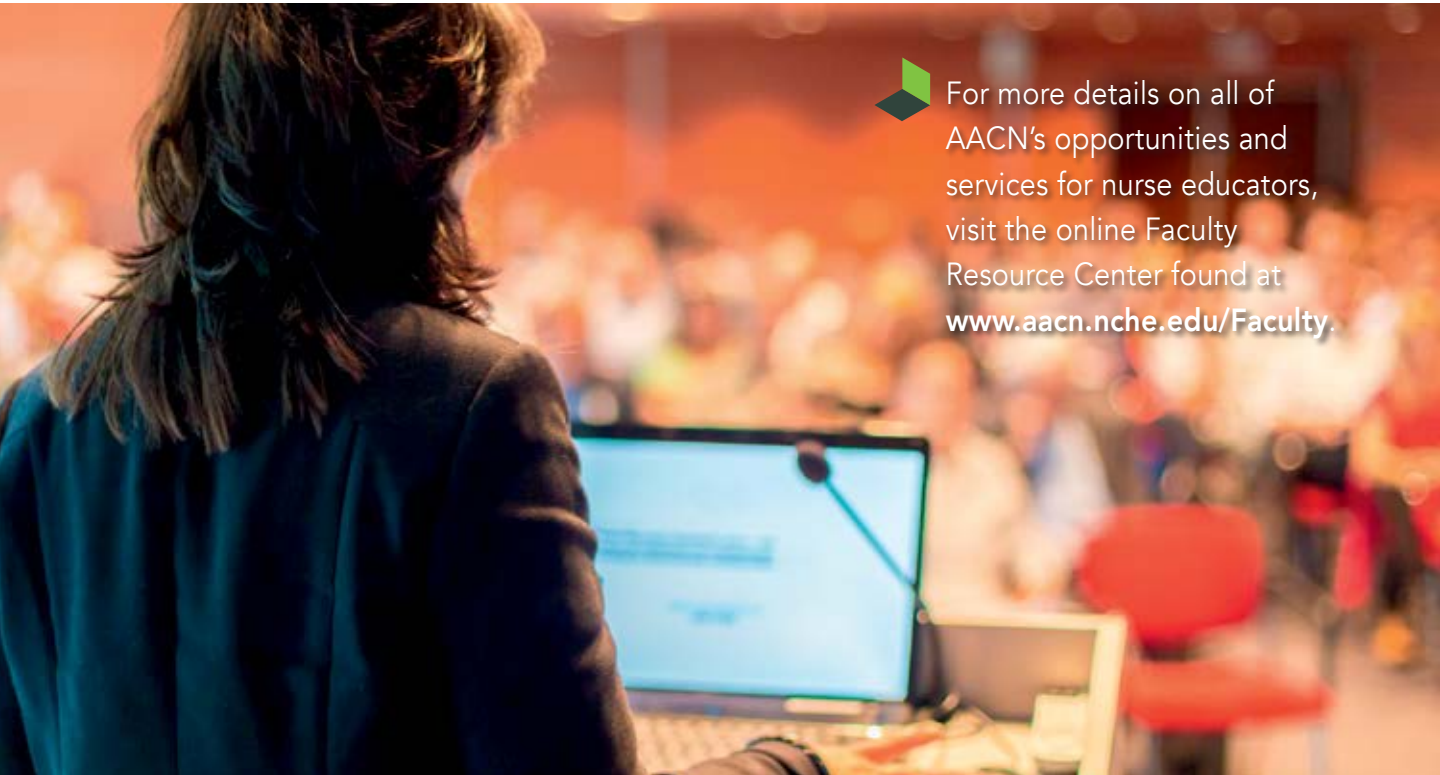
For more details on all of AACN's opportunities and services for nurse educators, visit the online Faculty Resource Center found at **www.aacn.nche.edu/Faculty**.

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**.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING

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, Nursing Advancement Professionals 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,*

Upcoming Conferences

Master's Education Conference
February 25-27, 2016
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

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**.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING

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)

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

	AACN	CCNE	Total	2014
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	**$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)

	Unrestricted			Temporarily Restricted AACN	Permanently Restricted AACN	Total	2014
	AACN	CCNE	Total				
SUPPORT AND REVENUE							
Membership dues	$3,652,427	$-	$3,652,427	$-	$-	$3,652,427	$3,418,628
Accreditation fees	-	3,447,997	3,447,997	-	-	3,447,997	3,158,708
Registration fees	2,193,400	27,324	2,220,724	-	-	2,220,724	1,944,307
Contributions and grants	811,406	-	811,406	1,398,142	-	2,209,548	2,974,579
Royalties	1,203,321	-	1,203,321	-	-	1,203,321	1,008,600
Certification fees	459,542	-	459,542	-	-	459,542	337,313
Investment income	241,665	107,613	349,278	957	-	350,235	1,571,495
Advertising	168,268	-	168,268	-	-	168,268	121,260
IDS reports	72,905	-	72,905	-	-	72,905	101,235
Publications	34,283	-	34,283	-	-	34,283	38,038
Other	168,350	650	169,000	-	-	169,000	153,148
Net assets released from restrictions	4,192,675	-	4,192,675	(4,192,675)	-	-	-
TOTAL SUPPORT AND REVENUES	**13,198,242**	**3,583,584**	**16,781,826**	**(2,793,576)**	**-**	**13,988,250**	**14,827,311**
EXPENSES							
Program services:							
New Careers in Nursing	1,283,790	-	1,283,790	-	-	1,283,790	1,384,710
Nurse Leaders Scholars	2,579,736	-	2,579,736	-	-	2,579,736	1,019,077
Other Grants and Contracts	1,100,798	-	1,100,798	-	-	1,100,798	1,219,034
Research	373,589	-	373,589	-	-	373,589	236,960
Education Policy	572,251	-	572,251	-	-	572,251	650,716
Government Affairs	839,228	-	839,228	-	-	839,228	689,230
Publications	240,100	-	240,100	-	-	240,100	234,778
Communications	464,657	-	464,657	-	-	464,657	387,719
Conferences	1,907,481	-	1,907,481	-	-	1,907,481	1,601,173
Faculty Initiatives	254,221	-	254,221	-	-	254,221	216,195
Student Initiatives	111,479	-	111,479	-	-	111,479	97,434
NursingCAS	218,836	-	218,836	-	-	218,836	205,911
Certification	397,260	-	397,260	-	-	397,260	315,562
Special Projects and Task Forces	310,623	-	310,623	-	-	310,623	204,134
Accreditation	-	3,388,308	3,388,308	-	-	3,388,308	2,521,040
Total program services	**10,654,049**	**3,388,308**	**14,042,357**	**-**	**-**	**14,042,357**	**10,983,673**
Supporting services:							
General and administrative	1,849,164	-	1,849,164	-	-	1,849,164	1,754,953
Fundraising	43,098	-	43,098	-	-	43,098	53,962
Total supporting services	**1,892,262**	**-**	**1,892,262**	**-**	**-**	**1,892,262**	**1,808,915**
TOTAL EXPENSES	**12,546,311**	**3,388,308**	**15,934,619**	**-**	**-**	**15,934,619**	**12,792,588**
CHANGE IN NET ASSETS	**651,931**	**195,276**	**847,207**	**(2,793,576)**	**-**	**(1,946,369)**	**2,034,723**
NET ASSETS							
Beginning	**10,657,328**	**5,017,702**	**15,675,030**	**4,711,163**	**88,203**	**20,474,396**	**18,439,673**
Ending	**$11,309,259**	**$5,212,978**	**$16,522,237**	**$1,917,587**	**$88,203**	**$18,528,027**	**$20,474,396**

Governance and Organization

AACN 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; Jeannine 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, Lehmann 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 Mathers, 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 Stat 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 Hufft, Texas Woman's University; Leslie McKeon, University of Memphis; Chad Oppelt, The College of St. Scholastica; Elena Panaitescu, University of Pittsburgh; Lisa Rosenberg, Rush University Medical Center; 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 Hufft, Texas Woman's University; Nancy DeBasio, Research College of Nursing; and Caroline Allen, NursingCAS Director with AACN.

BONUS CLASS of 2015 — San Diego California

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 Advisors for the Health Professions (NAAHP) – Staff attend annual meetings and work with the NAAHP to highlight nursing as a career choice to college program advisors.

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

Membership

I nstitutional 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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AACN'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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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

Ramapo 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

Appalachian State University

Barton College

Cabarrus College of Health Sciences

Campbell University

Duke University

East Carolina University

Fayetteville State University

Lenoir-Rhyne University

Methodist University

North Carolina A&T State University

North Carolina Central University

Pfeiffer University

Queens University of Charlotte

University of Mount Olive

University of North Carolina-Chapel Hill, The

University of North Carolina-Charlotte

University of North Carolina-Greensboro

University of North Carolina-Pembroke

University of North Carolina-Wilmington

Western Carolina University

Winston-Salem State University

North Dakota

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

Thomas Jefferson University

University of Pennsylvania School of Nursing

University of Pittsburgh

University of Scranton

Villanova University

Waynesburg University

West Chester University

Widener University

Wilkes University

York College of Pennsylvania

Puerto Rico

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

Clemson University

Francis Marion University

Lander University

Medical University of South Carolina

University of South Carolina

University of South Carolina Aiken

University of South Carolina Beaufort

University of South Carolina Upstate

South Dakota

Augustana University

Dakota Wesleyan University

Mount Marty College

National American University

South Dakota State University

University of Sioux Falls

University of South Dakota, The

Tennessee

Aquinas College

Austin Peay State University

Baptist College of Health Sciences

Belmont University

Bethel University of Tennessee

Carson-Newman University

Christian Brothers University

Cumberland University

East Tennessee State University

Freed-Hardeman University

King University

Lee University

Lincoln Memorial University

Lipscomb University

Martin Methodist College

Middle Tennessee State University

Milligan College

South College

Tennessee State University

Tennessee Technological University

Tennessee Wesleyan College

Tusculum College

Union University-Tennessee

University of Memphis

University of Tennessee Health
Science Center

University of Tennessee-
Chattanooga

University of Tennessee-
Knoxville

Vanderbilt University

Texas

Abilene Christian University

Angelo State University

Baylor University

Chamberlain College of
Nursing - Houston

Concordia University Texas

East Texas Baptist University

Lamar University

Midwestern State University

Patty Hanks Shelton School
of Nursing

Prairie View A & M University

Sam Houston State University

Schreiner University

Southwestern Adventist
University

Tarleton State University

Texas A&M Health Science
Center

Texas A&M University -
Commerce

Texas A&M University-Central
Texas

Texas A&M University-Corpus
Christi

Texas A&M University-
Texarkana

Texas Christian University

Texas Lutheran University

Texas State University

Texas Tech University Health
Sciences Center

Texas Tech University Health
Sciences Center-El Paso

Texas Woman's University

University of Houston

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 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

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

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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◆ Share AACN Member Expertise

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