

2011 ANNUAL REPORT

SHAPING THE FUTURE OF NURSING EDUCATION



2010

HIGHLIGHTS OF THE YEAR

2011

■ JULY

The Tri-Council for Nursing releases a joint statement on *Recent Registered Nurse Supply and Demand Projections*, which cautioned against diminishing the pipeline of future nurses.

■ AUGUST

AACN selects five new Minority Nurse Faculty Scholars through a joint program offered with the Johnson & Johnson Campaign for Nursing's Future.

■ SEPTEMBER

Nursing's centralized application service – NursingCAS – expands to accommodate applications to graduate programs in addition to entry-level RN programs.

■ OCTOBER

AACN applauds the release of the Institute of Medicine report on *The Future of Nursing*, which calls for removing regulatory barriers to nursing practice, raising the education level of the RN workforce, and enhancing nursing's leadership role in healthcare redesign.

■ NOVEMBER

New AACN data show that graduates of entry-level BSN programs are much more likely to secure jobs at the completion of their studies than are graduates from other fields.

■ DECEMBER

Preliminary results from AACN's annual survey confirm that enrollment in entry-level baccalaureate nursing programs increased for the 10th consecutive year.

■ JANUARY

The End-of-Life Nursing Education Consortium (ELNEC) celebrates its 10th anniversary by hosting its first multi-curriculum summit in San Diego, CA.

■ FEBRUARY

AACN's Webinar on *Integrating Evidence-based Practice in Your Curriculum* attracts more than 960 registrations, an all-time high for the popular Faculty Link series.

■ MARCH

U.S. nursing schools move to transform graduate nursing education by endorsing *The Essentials of Master's Education in Nursing* at AACN's Spring Annual Meeting.

■ APRIL

The Gordon and Betty Moore Foundation awards \$386,000 to AACN to engage San Francisco-area hospital leaders in the QSEN work to enhance healthcare quality and patient safety.

■ MAY

AACN and its colleague organizations with the Interprofessional Education Collaborative release the *Core Competencies for Interprofessional Collaborative Practice* at the National Press Club in Washington, DC.

■ JUNE

AACN announces a new collaboration with the Jonas Center for Nursing Excellence to increase the number of doctorally prepared faculty available to teach in nursing schools nationwide.



OUR MEMBERS

In 1969, the American Association of Colleges of Nursing was established to answer the need for an organization dedicated exclusively to furthering nursing education in America's universities and four-year colleges. Representing schools of nursing at 670 public and private institutions, AACN is the national voice for baccalaureate- and graduate-degree nursing education programs.

OUR MISSION

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

OUR VISION FOR AACN

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

OUR VISION FOR THE PROFESSION

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

This report highlights the association's FY 2011 initiatives to help member schools meet the nation's demand for innovative and expanded nursing care.

LETTER FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER

SHAPING THE FUTURE OF NURSING EDUCATION AND PRACTICE



Nursing's academic leaders have long advocated for a more highly educated nursing workforce, the removal of scope of practice restrictions, and an audible voice in the national conversation about healthcare redesign. Circular, and often insular, conversations on these topics have persisted for years with little forward momentum. This year, however, the nursing profession gained a strong ally on these reforms that could lead us closer to our preferred vision.

On October 5, 2010, the Institute of Medicine released its report, *The Future of Nursing: Leading Change, Advancing Health*, to nearly universal applause from academic and practice leaders. Funded by the Robert Wood Johnson Foundation (RWJF), widespread support for this work is helping to unite the nursing

profession, rally stakeholders around shared priorities, and better position nurses to become full partners in repairing the healthcare delivery system. RWJF is moving quickly to gather support for the report's recommendations, and AACN is committed to advancing this work by leveraging its network, data resources, and expertise. As nurse educators, we were particularly pleased to see the recommendations for doubling the number of nurses with doctorates and increasing the baccalaureate-prepared RN population to 80% by 2020.

Among its many recommendations, the IOM report calls for a redesign of nursing education, which includes transforming graduate nursing education by developing a "unified, competency-based approach with the highest possible standards." AACN members took a decisive step toward meeting this goal by endorsing an updated version of *The Essentials of Master's Education in Nursing* this year. Healthcare delivery has changed dramatically in the last 15 years, signaling the need for a new conceptualization of master's nursing education to better serve patient care needs. Nurse educators have met this challenge by revising the core competency expectations used to develop master's program graduates with the skills to assume increasing accountabilities and responsibilities across healthcare settings. The updated *Master's Essentials*, together with the newly endorsed position on the research-focused doctorate and the *DNP Essentials*, creates a solid foundation for graduate nursing education needed to prepare tomorrow's advanced practitioner, researcher, and nursing leader.

Moving to adopt a new vision for master's education requires foresight, courage, and resolve, along with a clear understanding of how practice expectations are evolving. On the endorsement of the *Master's Essentials*, the American Organization of Nurse Executives remarked: "Today more than ever, nursing education must embrace the foundational core of the practice environment which is based on interprofessional collaboration, quality improvement, and assuring patient safety. The consensus-based process that produced *The Essentials of Master's Education in Nursing* will help assure that our next generation of nursing leadership is prepared to address the patient care challenges of our dynamic healthcare system."

True reform cannot occur unless the nursing profession takes deliberate and collaborative action. As an academic leader, you have great influence over how nursing education and the healthcare system will look over the next decade and beyond. As we work together toward a preferred future, AACN will be there as your partner in leading change.

Kathleen Potempa, PhD, RN, FAAN
President

Geraldine "Polly" Bednash, PhD, RN, FAAN
Chief Executive Officer

ANNUAL STATE OF THE SCHOOLS

Findings published in the 2010 State of the Schools are based on responses from 706 (88.1%) of the nation's nursing schools with baccalaureate and graduate programs that were surveyed in fall 2010. Data reflect actual counts; projections are not used.

HIGHLIGHTS FROM AACN'S 2010 ANNUAL SURVEY

- Applications & Acceptance Rate:** For the 2010-2011 academic year, 242,013 completed applications were received for entry-level baccalaureate nursing programs with 151,662 meeting admission criteria and 96,976 applications accepted. These data translate into an acceptance rate of 40.1%.
- Total Enrollment:** The AACN survey found that total enrollment in all nursing programs leading to the baccalaureate degree was 238,799, an increase from 214,533 in 2009. Within this student population, 161,540 students were enrolled in entry-level baccalaureate programs, and 77,259 were enrolled in RN to baccalaureate programs. In graduate programs, 86,746 students were enrolled in master's programs, and 11,645 were pursuing doctorates (Figure 1).
- Students Turned Away:** Though interest in baccalaureate and graduate nursing programs is strong, thousands of qualified applicants are being turned away from four-year colleges and universities. In 2010, 67,563 qualified applications were not accepted at schools of nursing due primarily to a shortage of faculty and resource constraints. Within this total, applications turned away include 54,686 from entry-level baccalaureate, 1,452 from RN-to-Baccalaureate, 10,223 from master's, and 1,202 from doctoral programs (Figure 2).

FIGURE 1. Year at a Glance: Enrollments and Graduations in Nursing Programs, 706 schools reporting

ENROLLMENTS – Fall 2010

Baccalaureate

Generic Baccalaureate Programs	161,540
RN-to-Baccalaureate Programs	77,259
Total Baccalaureate.	238,799

Graduate

Master's.	86,746
Doctoral (research-focused)	4,611
Doctoral (practice-focused)	7,034

GRADUATIONS – August 2009-July 2010

Baccalaureate

Generic Baccalaureate Programs	51,039
RN-to-Baccalaureate Programs	22,531
Total Baccalaureate.	73,570

Graduate

Master's.	21,730
Doctoral (research-focused)	533
Doctoral (practice-focused)	1,282

SOURCE: American Association of Colleges of Nursing. 2009-2010 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

FIGURE 2. Qualified Applications Turned Away

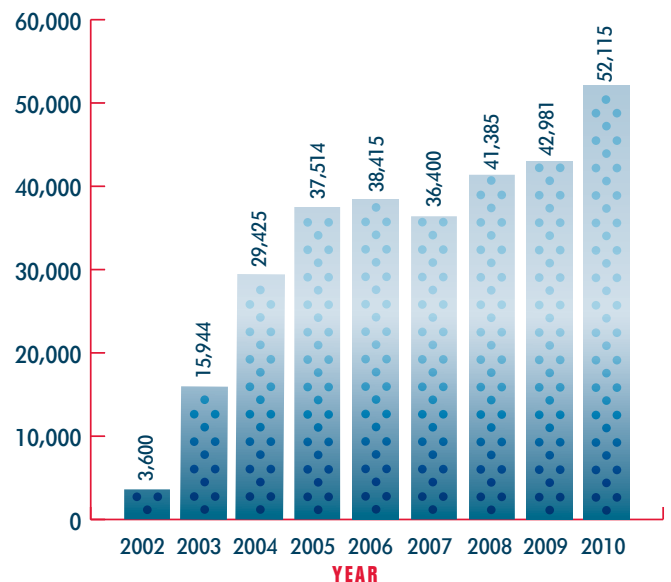
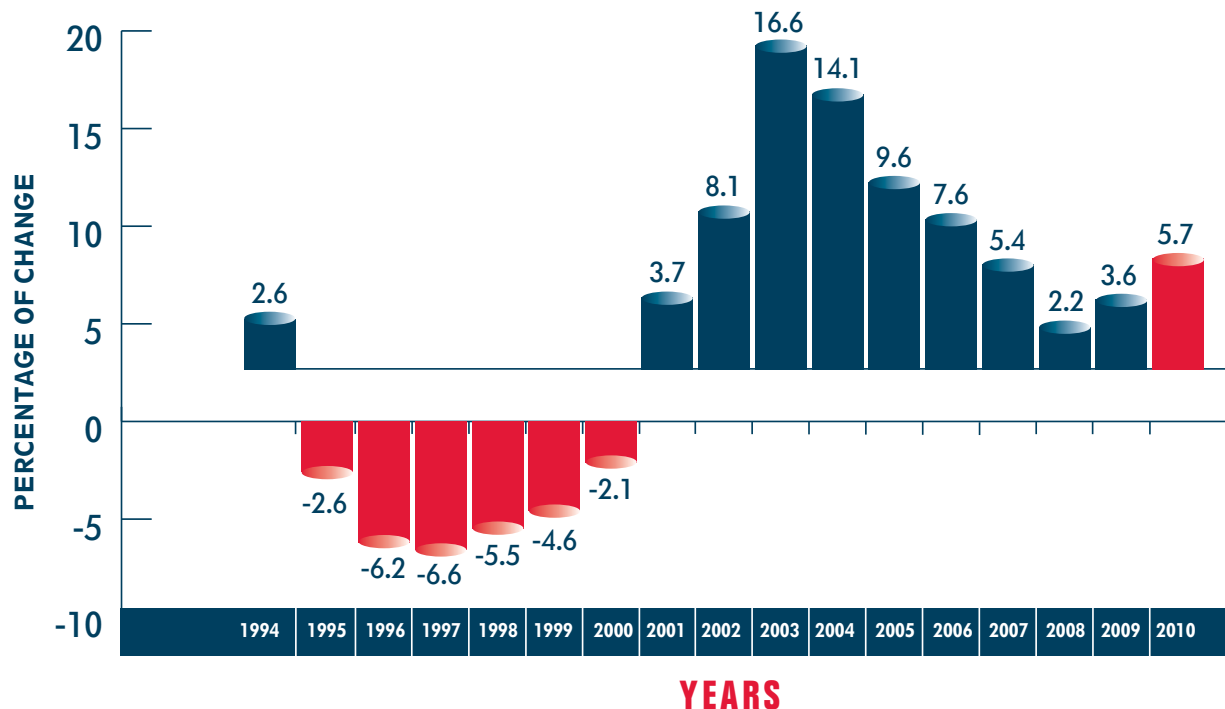


FIGURE 3.



SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2002-2010
AACN is not responsible for reporting errors by respondent institutions.

- **Entry-Level Baccalaureate Programs:** For the tenth consecutive year, enrollment increased in entry-level baccalaureate nursing programs with the total student population growing 5.7% over the previous year. Graduations from these programs also increased by 6.7% this year (Figure 3).
- **Master's Programs:** Increases were also realized in master's level nursing programs with enrollments up 10.8%, and graduations up by 12.7% from 2009 to 2010.
- **Student Diversity:** Representation of students from minority backgrounds climbed in all types of nursing programs last year, growing to 26.8% in entry-level baccalaureate programs, 26.1% in master's programs, and 23.3% in research-focused doctoral programs (Figure 4).

FIGURE 4. Racial/Ethnic Diversity in Nursing Education Programs, Fall 2010

Enrollment in Entry-Level Baccalaureate Programs

608 schools reporting

American Indian/Alaskan Native	0.6%
Asian/Hawaiian/Pacific Islander	8.4%
Black or African-American	10.9%
Hispanic or Latino	6.8%
White	73.2%

Enrollment in Master's Programs

485 schools reporting

American Indian/Alaskan Native	0.8%
Asian/Hawaiian/Pacific Islander	7.2%
Black or African-American	12.9%
Hispanic or Latino	5.2%
White	73.9%

SOURCE: American Association of Colleges of Nursing, 2010-2011 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

- **Men in Nursing:** Though men represent only 6.6% of the U.S. nursing workforce, the percentage of men in baccalaureate and master's nursing programs are 11.4% and 9.5%, respectively. In doctoral programs, 7.5% of students in research-focused programs and 9.0% 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. Last year, 3 new accelerated baccalaureate programs were launched, bringing the total to 233 programs. In fall 2010, 13,605 students were enrolled in these programs, and 8,405 students graduated (231 programs reporting). In the 63 accelerated master's degree programs now available, 5,600 students were enrolled, and 1,528 students graduated in 2010.
- **Degree Completion Programs:** From 2009 to 2010, enrollment in RN-to-Baccalaureate programs increased by 21.6%, which marks the eighth year of enrollment increases. Currently, 633 RN-to-Baccalaureate and 173 RN-to-Master's degree programs were available nationwide with many programs offered completely or partially online.
- **Clinical Nurse Leader:** The national movement to advance the Clinical Nurse Leader (CNL) role gained momentum last year with the total number of programs increasing to 88. In 2010, 2,465 students were enrolled in these master's level programs, and 654 new CNLs graduated.
- **Baccalaureate to Doctoral Programs:** Designed to provide an efficient pathway into doctoral education for new graduates, 73 Baccalaureate to Research-Focused Doctoral programs and 51 Baccalaureate to DNP programs are now available. An additional 13 research-focused and 66 practice-focused Baccalaureate to Doctoral programs are under development.

SNAPSHOT OF THE NURSE FACULTY POPULATION

- In fall 2010, the total full-time faculty population in baccalaureate and higher degree programs reached 15,726 (694 schools reporting).
- As a group, nursing faculty are rapidly aging. Specifically, the average age of doctorally-prepared faculty by rank was 60.5 years for professors, 57.1 years for associate professors, and 51.5 years for assistant professors.
- Only 11.9% of full-time faculty come from racial/ethnic minority groups; only 6.1% are male.
- In terms of educational preparation, 46.5% of nursing school faculty are doctorally prepared with 32.1% holding nursing doctorates, and 14.4% holding doctorates in related disciplines.

AACN DATA COLLECTION

Now in its 30th year, AACN's annual survey compiles data and information that forms the basis for the nation's premier database on trends in nursing school enrollment and graduations, student and faculty demographics, and faculty and deans' salaries. With a focus on baccalaureate and higher degree programs, these data are essential for policymaking at the local, state, and federal levels as well as for benchmarking by participating institutions. Complete results from the 2010 were compiled in three separate reports:

- *2010-2011 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*
- *2010-2011 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing*
- *2010-2011 Salaries of Deans in Baccalaureate and Graduate Programs in Nursing*

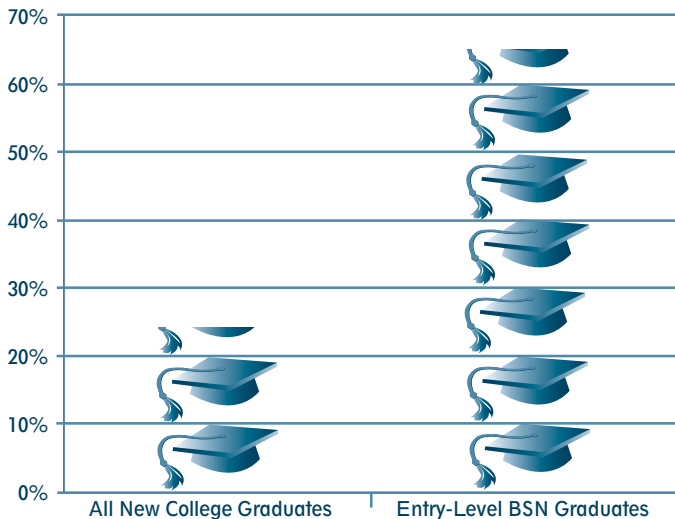
To order the most current reports, see www.aacn.nche.edu/IDS/datarep.htm.

NEW SURVEY ON THE EMPLOYMENT OF BSN GRADUATES

In November 2010, AACN released new data confirming that nurses with bachelor's degrees are more likely to secure jobs sooner after graduation than other professionals. A national survey of deans and directors from U.S. nursing schools found that 65% of new BSN graduates had job offers at the time of graduation, which is substantially higher than the national average across all professions (24.4%). At four to six months after graduation, the survey found that 89% of new BSN graduates had secured job offers (Figure 5).

"Despite concerns about new college graduates finding employment in today's tight job market, graduates of baccalaureate nursing programs are securing positions at a significantly higher rate than average," said AACN President Kathleen Potempa. "As more practice settings move to require higher levels of education for their RNs, we expect the demand for BSN-prepared nurses to remain strong as nurse employers seek to raise quality standards and meet consumer expectations for safe patient care." Download this research brief including state-by-state data at www.aacn.nche.edu/IDS/pdf/ResBriefEmpl.pdf.

FIGURE 5. Average Job Placement Rate of All New College Graduates and Nursing Graduates



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

- **Faculty and Doctoral Student Roster Survey:** This survey collects data on full-time faculty and doctoral students at the individual level regarding demographics, education, and employment. Data on more than 12,000 faculty and 7,100 doctoral students have been compiled through this effort. Participating schools can generate free reports on faculty distribution by rank, tenure, degree, race/ethnicity, or gender.
- **Annual Faculty Vacancy Survey:** Each July, AACN's Research and Data Center collects data on budgeted but unfilled full-time faculty positions by rank, tenure, and level of teaching. Results are used to inform policymakers and other stakeholders about the faculty shortage.



A FOCUS ON DOCTORAL EDUCATION

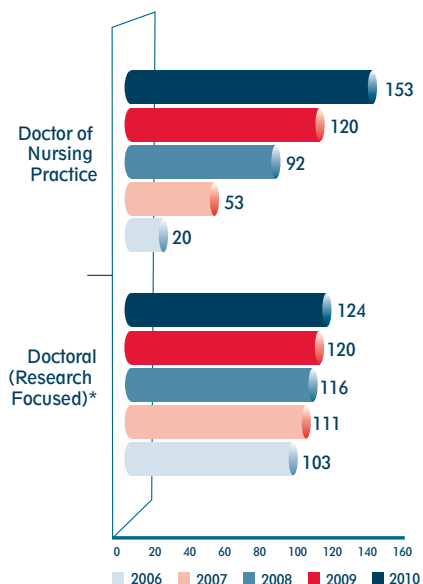
AACN survey data showed that enrollment in doctoral nursing programs increased by more than 24% this year, signaling strong interest among students in careers as nursing scientists, faculty, primary care providers, and specialists.

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. At the midway point to this goal, nursing schools have made great strides toward realizing this vision:

- Doctor of Nursing Practice (DNP) programs are now available in 37 states
- 33 new DNP programs opened in 2010, bringing the total number of programs to 153 (Figure 6)
- An additional 106 DNP programs are in the planning stages
- 72% of schools with advanced practice programs are either offering or planning a DNP

FIGURE 6. Growth in Doctoral Nursing Programs



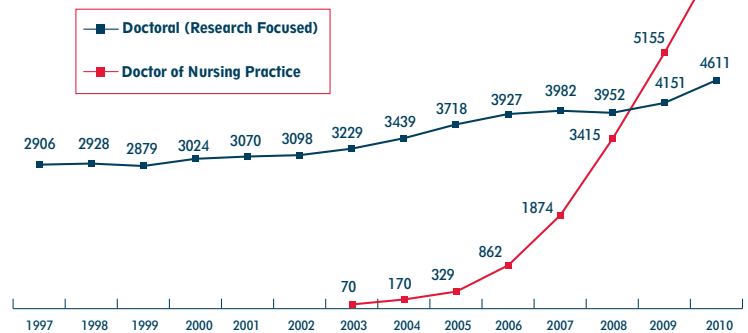
GROWTH IN PHD PROGRAMS

The number of research-focused doctoral programs (PhD, DNS) climbed to 124 programs in 2010 with an additional 10 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 2010, enrollment in research-focused doctorates increased by 10.4% or 434 students, the largest increase in 5 years (Figure 7). Since the DNP position statement was endorsed in 2004, the number of nursing students enrolled in research-focused doctoral programs has increased by more than 34%.

NURSING FACULTY SHORTAGE INTENSIFIED

In September 2010, AACN released new data which confirmed that growth in U.S. schools of nursing is being restrained by a shortage of faculty, which is driven by a limited pool of doctorally-prepared nurses and noncompetitive faculty salaries. Based on data received from 556 schools of nursing in the U.S. with baccalaureate and graduate nursing programs (70.3% response rate), the nurse faculty vacancy rate in 2010 was 6.9%, up slightly from 6.6% in 2009. Almost all reported vacancies (92.6%) are for faculty positions requiring or preferring a doctoral degree in nursing or a related field.

FIGURE 7. Enrollments Increasing in Both DNP & PhD Programs: 1997-2010



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

ANSWERING THE CALL OF THE IOM

"The IOM's focus on the future of nursing comes at a time when healthcare reform presents new challenges and opportunities for the nursing workforce. AACN stands ready to work with the Robert Wood Johnson Foundation and other stakeholders to ensure the report's recommendations are implemented to enhance patient safety and the quality of care available to our nation's diverse patient populations."

AACN President Kathleen Potempa

On October 5, 2010, the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) released its report on *The Future of Nursing: Leading Change, Advancing Health*, which included among its recommendations removing regulatory barriers to nursing practice, raising the education level of the nursing workforce, enhancing nursing's leadership role in healthcare redesign, and strengthening data collection efforts. On its release, AACN issued a strong statement of support for this landmark report and pledged to work collaboratively with stakeholders to advance the IOM recommendations to better meet the nation's health needs.

DEFINING PRIORITIES

In January 2011, the AACN Board of Directors held a planning retreat to consider the IOM report's key messages and identify four priorities to guide the organization's work in this area:

1. Developing leaders for the future of nursing education
2. Advancing the educational preparation of the nursing workforce at the baccalaureate, master's, and doctoral levels
3. Leveraging the academic-practice interface to drive change
4. Providing leadership to facilitate interprofessional education

At the Spring Meeting in March, AACN President Kathleen Potempa shared details about the Board's strategic



Michael Bleich receives the McGovern Award at the Fall Meeting in October 2010 from President Kathleen Potempa

conversation with members and outlined the organization's proposed priority areas related to the IOM report. To stimulate conversation about this work and gather member input, an IOM discussion board was created and the Board held two Webinars. Deans and directors were overwhelmingly supportive of AACN's priorities, which were used to develop the organization's FY 2012-2014 tactical plan.

TAKING ACTION

Since the IOM report was released, AACN's Board and staff have worked closely with RWJF and the Center to Champion Nursing in America to encourage stakeholders to take action on moving the recommendations forward. AACN President-Elect Jane Kirschling participated in several regional Webinars to show how nursing schools can leverage AACN resources at the local level to advance the IOM priorities. Many of AACN's current priorities show strong synergy with the IOM recommendations, including a joint initiative with the Jonas Center for Nursing Excellence to increase the number of nurse faculty with doctoral degrees, the new competencies for interprofessional collaboration developed by AACN and colleague organizations, and the ongoing work to advance nurse residencies with University HealthSystem Consortium.

TRANSFORMING NURSING EDUCATION

REDEFINING MASTER'S NURSING EDUCATION

In a bold move to transform nursing education, AACN member schools voted to endorse *The Essentials of Master's Education in Nursing* at the Spring Annual Meeting in March 2011. This document, an update to an earlier version adopted in 1996, reflects current and future nursing practice at the master's level, which demands expert application of evidence-based practices, quality improvement methods, outcomes measurement, systems knowledge, and leadership skills.

The development of the new *Master's Essentials* began in September 2008 when the AACN Board of Directors convened a task force comprised of expert nurses in master's education academia and practice. Chaired by Dr. Joanne Warner from the University of Portland School of Nursing, the task force used a national consensus-building process to derive the new standards, which included holding Webinars and regional forums to collect stakeholder feedback. Several drafts of the *Essentials* were published on the Web for review, with each iteration reflecting new comments contributed by a broad constituency. The AACN Board endorsed the *Master's Essentials* in January 2011, before the document was officially adopted by AACN members in March.

To access the *Essentials* documents developed for baccalaureate, master's, and DNP programs as well as related resources, see www.aacn.nche.edu/Education/essentials.htm. To facilitate integration of the new *Master's Essentials* into nursing curricula, AACN is preparing an online tool kit for faculty to be posted at www.aacn.nche.edu/MSNessentials.htm.

ENSURING EXCELLENCE IN PHD PROGRAMS

At the Business Meeting on November 1, 2010, AACN members voted to endorse a new position statement titled *The Research-Focused Doctoral Program in Nursing: Pathways to Excellence*. Chaired by Dr. Jackie Dunbar-Jacob from the University of Pittsburgh, the AACN task force that prepared this document used an 18-month process to collect feedback on a variety of critical issues related to the research doctorate, including what constitutes excellence in PhD programs, what resources are needed to sustain a research-focused doctorate,



and how best to retain bright new nursing graduates in doctoral programs and encourage careers in nursing research. This

new AACN position outlines expected outcomes and curricular elements in both PhD and post-doctoral nursing programs with special attention given to articulating educational pathways for future nurse scientists. See www.aacn.nche.edu/Education/pdf/PhDposition.pdf.

TRANSITIONING BACCALAUREATE GRADUATES INTO PRACTICE

Developed with the University HealthSystem Consortium (UHC), the **UHC-AACN Post-Baccalaureate Nurse Residency Program** is designed to effectively support new nurses as they transition into their first professional roles. The program is built on an evidence-based curriculum using the AACN *Baccalaureate Essentials* and meets national residency accreditation standards. The latest evaluation data from this program show that the turnover rate of residency graduates declined for the seventh consecutive year. With 81 residency sites active in 29 states, the retention rate of first-year baccalaureate graduates was on average 96.1% at residency sites, which is significantly higher than the national average, which ranges from 73% to 87%. With more than 25,000 residents having participated in this program, residency graduate report higher levels of confidence, competence, and perceived ability to organize their work and communicate. In August 2011, the American Academy of Nursing identified the UHC-AACN residency as an "Edge Runner," a distinction given to individuals and projects demonstrating innovative approaches to addressing a wide range of healthcare challenges.

ADVANCING THE CLINICAL NURSE LEADER ROLE

AACN continued its work this year to advance the Clinical Nurse Leader (CNL®), the first new nursing role in 35 years. 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 by 2016.



The VA's Cathy Rick receives the 2011 CNL Visionary Award from AACN Treasurer Janet Allen

The CNL role is being implemented through education and practice partnerships involving more than 210 practice settings and 110 nursing schools in 39 states plus Puerto Rico. Almost 90 master's-level CNL programs are enrolling students with several new programs under

development. By June 2011, more than 1,500 program graduates completed the certification process developed by the Commission on Nurse Certification (CNC) and are now certified CNLs.

Among the many CNL initiative highlights this year are the following:

- The third CNL Summit was held in Miami in January 2011 with more than 400 attending. Sponsored by AACN in partnership with the Veteran's Health Administration

Office of Nursing Services and Employee Education System, the Summit provided a forum for participants to explore topics ranging from the impact of the CNL role on improving patient outcomes, to using CNLs to advance quality and safety initiatives, to healthcare reform's implications for CNL practice.

- Four Webinars (sponsored by CNC and AACN) and five national teleconferences (sponsored by CNC) were held this year to share practical advice on implementing the CNL role, evaluating outcomes, and developing curriculum.
- Linda Rusch, retired Chief Nurse Officer at Hunterdon Medical Center, NJ and early adopter of the CNL role, joined the AACN staff as a CNL Resource Coach this year and is available to assist both practice sites and schools interested in setting up a CNL partnership or implementing the CNL in the care delivery model.
- Launch of an online discussion board (sponsored by CNC) for CNL faculty and education partners. More than 100 individuals have registered for this online discussion board, which is monitored by AACN and CNC staff.
- Launch of the CNL Job Analysis Study conducted by CNC and Schroeder Measurement Technologies, Inc.
- CNC continued to provide administrative services to the Clinical Nurse Leader Association (CNLA), which allows for greater collaboration of CNL activities.
- The CNC led the development of a number of new resources to spotlight CNLs and provide services to CNL students and graduates, including CNL career services, CNL Ambassadors Program, and CNL Certification Exam preparatory materials.

To find out more about the latest developments related to the Clinical Nurse Leader including a bibliography detailing the latest research on the impact of this role and innovations related to CNL certification, see www.aacn.nche.edu/cnl.

STRATEGIC COLLABORATIONS

FOSTERING INTERPROFESSIONAL COLLABORATION

In May 2011, AACN joined with five other national health professions associations to announce the release of competencies and action strategies to advance interprofessional collaboration in education and practice. Since 2009, AACN has been working with the Interprofessional Education Collaborative (IPEC) – which features representatives from medicine, pharmacy, dentistry, public health, and nursing – to develop individual-level core competencies that all health professionals need in order to provide high quality, team-based patient care. The resulting document, titled **Core Competencies for Interprofessional Collaborative Practice**, was released at a press conference in Washington, DC that featured remarks from HRSA Administrator Mary Wakefield and AACN CEO Polly Bednash. At that event, a companion document, titled **Team-Based Competencies, Building a Shared Foundation for Education and Clinical Practice**, also was released and provides action strategies for supporting interprofessional collaboration. This document resulted from a conference held in February 2011 that was sponsored by HRSA, the Josiah Macy Jr. Foundation, the Robert Wood Johnson Foundation, and the ABIM Foundation in partnership with IPEC. For more details and to download these documents, see www.aacn.nche.edu/Media/NewsReleases/2011/ipec.html.

TRI-COUNCIL STATEMENT ON RN SUPPLY AND DEMAND

In response to press reports about the easing of the nursing shortage, the Tri-Council for Nursing — a long-standing collaboration between the AACN, American Nurses Association, American Organization of Nurse Executives, and National League for Nursing — issued a **Joint Statement on Recent Registered Nurse Supply and Demand Projections** in July 2010. This statement discusses limitations in new data suggesting that too many entry-level nurses are being produced by our nation's nursing schools. The Tri-Council recognizes the danger of reducing the RN pipeline in light of the projected demand for essential nursing services, given the aging population and the movement toward healthcare reform. The statement concludes with comments by Dr. Peter Buerhaus from Vanderbilt University School of Nursing on the short- and long-term outlook for the nursing workforce. Read

the full statement online at www.aacn.nche.edu/Education/pdf/Tricouncilrnsupply.pdf.

ADVANCING THE APRN CONSENSUS MODEL

This year, AACN worked closely with the network of Licensure, Accreditation, Certification, and Education (LACE) organizations to advance the recommendations in the Consensus Model for APRN Regulation. Endorsed by AACN and 47 other national nursing organizations, this model defines Advanced Practice Registered Nurse (APRN) roles and population-foci, describes the APRN regulatory model, identifies the titles to be used, defines specialty, and presents expectations for APRN licensure, program accreditation, certification, and education. This content is discussed in the context of the four APRN roles: certified registered nurse anesthetist, certified nurse-midwife, clinical nurse specialist, and certified nurse practitioner. The LACE network, an electronic platform, was formed by stakeholders to enhance communication about APRN regulatory issues and facilitate implementation of the model. See www.aacn.nche.edu/Education/pdf/LACE_FAQ.pdf.

LINKING NURSE EDUCATORS WORLDWIDE

More than 200 nurse educators from more than a dozen countries on six continents convened in Washington, DC for the second international conference presented by the Global Alliance for Leadership in Nursing Education and Science (GANES). Held December 9-11, 2010, over 100 abstracts were presented on topics ranging from developing academic leadership, building international collaborations, fostering innovation and excellence, leveraging the politics of nursing education and research, and creating a thriving academic environment. Keynote speakers included Pauline Nugent, Dean of Health Sciences at Australian Catholic University; Silvina Malvarez from the Pan American Health Organization; and HRSA Administrator Mary Wakefield. Conference presentations and updates on the latest work of this international collaborative are posted on the GANES Web site at www.ganes.info.



PARTNERING AROUND STUDENT SCHOLARSHIPS

In October 2010, **CertifiedBackground.com**, a leading provider of background checks to health professions students, joined with AACN to launch a new scholarship program for nursing students in baccalaureate, master's, and doctoral programs. CertifiedBackground.com is committing \$200,000 over five years to this new program, which will distribute eight scholarships in the amount of \$5,000 each year from 2011 through 2015. The scholarship program will provide \$5,000 in support to outstanding nursing students that have been admitted or enrolled in a nursing school affiliated with CertifiedBackground.com or have submitted an application through nursing's centralized application service, NursingCAS. More details about this scholarship program and similar joint scholarships between AACN and its partners AfterCollege and Hurst Reviews, see www.aacn.nche.edu/Education/scholarships.htm.

For an extensive list of organizations affiliated with AACN in a variety of capacities, see pages 30-34.

AACN LEADERSHIP NETWORKS

To date, more than 1,200 faculty and staff at member institutions have joined AACN's Leadership Networks. These networks provide a forum for peer professionals to share best practices and success stories, sharpen leadership skills, participate in professional development activities, and take full advantage of AACN resources. Networks include Organizational Leadership, Instructional Leadership, Research Leadership, Practice Leadership, Business Officers of Nursing Schools, Nursing Advancement Professionals, and Graduate Nursing Admissions Professionals.

For a listing of Steering Committee officers affiliated with each Leadership Network, see pages 28-29.

For more information on the Networks, see www.aacn.nche.edu/Networks.

EXPANDING NURSINGCAS

In September 2010, AACN announced the expansion of NursingCAS, the nation's only centralized service for students applying to nursing programs, to accommodate students applying to any level of RN program – from the diploma to the doctorate. When the service initially launched in March 2010, only students applying to entry-level nursing programs could apply to nursing schools using this Web-based system.

"Moving to accommodate applications to graduate nursing programs is the natural next step for NursingCAS and a great leap forward in helping schools to expand enrollment in their graduate programs," said AACN President Kathleen Potempa. "Schools with master's and doctoral nursing programs are encouraged to take advantage of this free service that provides access to a more diverse student applicant pool as well as a national platform to promote their programs."

During its first year of operation (March 2010-March 2011), NursingCAS processed 7,277 applications to undergraduate nursing programs and 476 applications to graduate programs. Within this pool, fully 36% of the applications were submitted by students from minority backgrounds, and 14.8% were submitted by men. By comparison, minority RNs account for only 16.8% of the workforce, and only 6.6% of RNs are men. NursingCAS may be the key to bringing much needed diversity into the nursing student population.

Additionally, NursingCAS serves as an important mechanism for addressing the national shortage of nurses and faculty by helping to fill all vacant seats in nursing schools. In 2010, AACN found that more than 14,000 vacant seats were available in baccalaureate and graduate nursing programs. Institutions participating in NursingCAS will gain direct access to a larger pool of nursing school applicants and be able to announce when program space is available at any point during their regular application cycle. NursingCAS is a truly collaborative initiative between AACN and participating

schools. Based on feedback from users during the first year, new features were added to the application in order to improve it for both the schools and applicants using the service.

Similar to systems in place for medicine, pharmacy, dentistry and the other health professions, NursingCAS offers students a convenient way to apply to multiple nursing schools with a single online application. Through this service, students may apply to master's and doctoral nursing programs as well as the full spectrum of entry-level options, which includes diploma, associate degree, and baccalaureate programs. Currently, participating schools include a diverse mix of top-ranked academic health centers, liberal arts-focused schools, public and private institutions, religiously affiliated schools, a community college, and a hospital-based diploma program. NursingCAS reduces the burden on students by eliminating the need for duplicate application data, letters of reference, transcripts, and other admissions materials required when applying to multiple schools. Students can check the status of their application in real time from any computer with Internet access. Applicants have one point of contact for customer service and technical support needs.

NursingCAS

The Centralized Application Service for Nursing Programs

JOINING NURSINGCAS

Schools interested in finding out more about using this free service are encouraged to visit AACN's Web site, www.aacn.nche.edu/nursingcas, for more information and/or contact NursingCAS Manager Caroline Allen to schedule a school-specific Webinar at callen@aacn.nche.edu or 202-463-6930, ext. 258. To check out the applicant portal, visit www.nursingcas.org.

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.



DEMAND SOARS FOR AACN'S FACULTY WEBINARS

Since November 2009, AACN has offered a continuous series of Webinars focused on topics of particular interest to faculty teaching in baccalaureate and graduate nursing programs. To date, more than 40 Webinars have been presented by noted experts on topics ranging from evidence-based practice, test development, cultivating clinical preceptors, integrating the new *Master's Essentials* in the curriculum, geriatric nursing care, and implementing a DNP program. Since the Webinar series was launched, more than 13,000 registrations have been processed from faculty at more than 550 nursing schools nationwide. Currently, more than 11,000 nurse educators are listed in AACN's faculty roster and are able to access these free faculty development programs. To find out more about this exclusive member benefit and upcoming topics, see www.aacn.nche.edu/Faculty/FacultyLink/facultylink.htm.

ADDRESSING THE NURSE FACULTY SHORTAGE

In June 2011, AACN announced a new collaboration with the Jonas Center for Nursing Excellence to increase the number of doctorally prepared faculty available to teach in U.S. nursing schools. This groundbreaking \$2.5 million initiative will be managed by AACN as part of the Jonas Center's larger effort to support 150 new doctoral students across all 50 states. Supported by the Jonas Family Fund at the Jewish Communal Fund, the program provides financial assistance, leadership development, and mentoring support to expand the pipeline of future nurse faculty into research-focused and practice-focused doctoral nursing programs.

"The partnership represents a watershed moment in stemming the nursing faculty shortage, elevating this critical initiative to the national level," said Donald Jonas, co-founder of the Jonas Center for Nursing Excellence. "We are thrilled to partner with AACN, the preeminent leader in nursing education, and we hope this collaboration spurs others to join our endeavor."

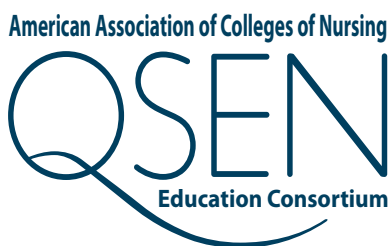
For the latest news on this program, see www.aacn.nche.edu/Faculty/jonas.html.

DEVELOPING FACULTY EXPERTISE IN QUALITY AND SAFETY

This year, AACN presented four faculty development institutes as part of Phase III of the Quality and Safety Education for Nurses (QSEN) initiative funded by the Robert Wood Johnson Foundation (RWJF). Administered by AACN, these enrichment opportunities are designed to better prepare faculty to teach quality and safety in entry-level RN programs. The course content focuses on six core competencies: patient-centered care; teamwork and collaboration; evidence-based practice; quality improvement; patient safety; and informatics. Thanks to the generous funding by RWJF, there is no registration fee, and stipends are paid to cover travel expenses. With the last institute planned for November 2011, AACN staff are working with expert consultants to evaluate the lasting impact these trainings have had on faculty development and patient care.

EXPANDING QSEN'S REACH

In May 2011, the Gordon and Betty Moore Foundation awarded \$386,000 in new funding to AACN to engage hospital leaders in the San Francisco Bay Area (SFBA) in the national work underway to improve healthcare quality and patient safety. This project entails bringing together the nurse faculty who attended the June 2010 QSEN institute along with 100 practice colleagues from 67 area hospitals for continued training. With meetings planned each year through 2013, the first academic-practice QSEN meeting was held June 16, 2011 in Palo Alto, CA. Bringing academic and practice leaders together will help to ensure the success of the first SFBA institute and facilitate ongoing dialogue and support for schools moving to update their curricula and strengthen student learning opportunities. The new grant funding also will be used to thoroughly assess the impact of the QSEN faculty development effort on curriculum and student competency.



RECOGNIZING INNOVATION IN NURSING EDUCATION

In October 2010, AACN announced the fourth-year winners of the **Innovations in Professional Nursing Education Award**. This program was created by the AACN Board of Directors to recognize the work of AACN member schools to re-envision traditional models for nursing education and lead programmatic change. Awards were presented in like-school categories as follows: Academic Health Center (AHC), University of Maryland; Small School, Nazareth College; Private School without an AHC, The Catholic University of America; and Public School without an AHC, University of Hawaii at Manoa. Read all about the award-winning innovations online at www.aacn.nche.edu/Faculty/innovations.htm.

AACN also created two awards this year to recognize faculty who have been teaching for five years or less. The **Novice Faculty Excellence in Didactic Teaching Award** will be presented to faculty demonstrating excellence and innovation teaching in classroom or online settings, while the **Novice Faculty Excellence in Clinical Teaching Award** will recognize outstanding faculty in clinical settings. The first award winners will be announced in Fall 2011. For more information on the awards, see www.aacn.nche.edu/Faculty/noviceaward.htm.

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

ENHANCING DIVERSITY IN NURSING



FACILITATING NEW CAREERS IN NURSING

Launched in 2008, the New Careers in Nursing (NCIN) program is a partnership between the Robert Wood Johnson Foundation (RWJF) and AACN that was formed to address the national nursing shortage, develop a demographically representative RN workforce, and fuel the pipeline of nurse faculty and leaders. Schools receiving NCIN funding provide scholarships directly to students from groups underrepresented in nursing or from disadvantaged backgrounds. These grants signify a program investment by RWJF of more than \$23 million in nursing development and scholarship. To date, the NCIN program has distributed 2,317 scholarships at 109 schools of nursing.

In this fourth year of awards, 52 schools of nursing received NCIN funding and will provide \$10,000 scholarships to 400 students entering accelerated nursing programs during the 2011-2012 academic year, including 320 students in accelerated baccalaureate programs and 80 students in accelerated master's programs. Many programs that receive awards have used the funding to help leverage resources to add new faculty, secure matching funding from state programs, develop mentoring and leadership development programs, strengthen outreach activities, and establish new partnerships with community and practice leaders. These efforts will enable schools to sustain their program expansion while positioning them for future growth.

"AACN applauds the Robert Wood Johnson Foundation for their commitment to providing much needed scholarship support, mentoring, and leadership development to students enrolled in accelerated nursing programs," said AACN President Kathleen Potempa. "By focusing on students entering the profession at the baccalaureate and master's levels, the NCIN program is effectively working to raise the education level of the new nurses, which is in the best interest of patients."

For more information, visit www.newcareersinnursing.org.

DIVERSIFYING THE NURSE FACULTY POPULATION

In August 2010, five new graduate nursing students were selected as Johnson & Johnson Campaign for Nursing's Future – AACN Minority Nurse Faculty Scholars. Launched in 2007, this competitive program provides financial assistance, mentoring, and leadership development to graduate nursing students from diverse background who commit to serving as nurse faculty after completing their degree programs. These Scholars selected for funding in 2010 include:

- **Willie Mae Abel**, PhD student, *University of North Carolina at Greensboro*
- **Lisa Carter-Harris**, PhD student, *University of Louisville*
- **Carolyn Hickman**, PhD student, *Arizona State University*
- **Jimmy Andres Reyes**, PhD/DNP student, *University of Iowa*
- **Beverly Waller**, PhD student, *University of Michigan*

Profiles of all 43 Minority Nurse Faculty Scholars funded through the Johnson & Johnson program and a similar initiative funded by The California Endowment are posted online at www.aacn.nche.edu/Media/minorityfaculty.htm.

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

INFLUENCING PUBLIC POLICY

AACN works closely with Congress, federal agencies, and the larger nursing community to advocate for nursing education and research funding and shape legislation affecting the profession.

MAINTAINING FEDERAL FUNDING

Despite the strong interest in cutting federal spending in FY 2011, AACN successfully worked with colleague organizations to maintain essentially level funding for Title VIII Nursing Workforce Development programs. Though funding was minimally cut from \$243.9 million in FY 2010 to \$242.4 million this year, AACN was pleased that deeper cuts were not sustained. Though funding for the National Institute for Nursing experienced a similar decrease (down \$1.3 million), the National Health Service Corps, a significant source of loan repayment for nursing practitioners and nurse midwives, received a significant funding increase.

ADVOCACY HIGHLIGHTS

Working independently and in partnership with coalitions, AACN strives to carry the voice of professional nursing education to policymakers at the federal and state levels. This year's advocacy highlights include the following:

- AACN worked with colleagues in the advanced practice community to develop guidelines for schools looking to participate in Graduate Nursing Education demonstration project, which was funded through Affordable Care Act. This provision provides Medicare dollars to support the clinical education of APRNs. Proposals will be solicited in FY 2012.
- On July 22, 2010, AACN joined with nursing organizations representing APRNs to rally support for the *Home Health Care Planning Improvement Act of 2010*. This legislation calls for allowing APRNs to order home health services under Medicare.



Nursing students attend the AACN Congressional reception in conjunction with the annual Student Policy Summit



Mary Naylor receives the 2010 AACN Policy Luminary Award

- On September 22, 2010, AACN joined with the American Nurses Association to host the inaugural briefing of the Senate Nursing Caucus to announce release of the *2008 National Sample Survey of Registered Nurses*.
- On September 28, 2010, California enacted a new law that permits the California State University system to launch a DNP pilot program. Previously in the state, only schools affiliated with the University of California system could offer doctoral nursing degrees.
- On March 21, 2011, AACN hosted its first virtual advocacy day in conjunction with Capitol Hill visits scheduled by members attending the Spring Meeting in Washington, DC. Carrying a message to increase Title VIII funding, almost 800 emails were sent to lawmakers on this day, further magnifying the impact of nearly 300 personal visits from deans and students.
- Rulings by the Federal Trade Commission (FTC) in March and May 2011 called for state legislatures in Texas and Florida to adopt less restrictive regulatory models that would permit APRNs to practice without physician supervision. In its letters to the state legislators, the FTC “urged several states to reject or narrow restrictions that curtail competition among health care providers because they limit patients’ access to health care and raise prices.”

- On June 1, 2011, AACN responded to a Proposed Rule by the Centers for Medicare and Medicaid Services (CMS) that would undermine the important roles RNs and APRNs could play in Accountable Care Organizations (ACOs). In its comments, AACN noted that primary care services provided by APRNs are essentially disregarded in determining beneficiary assignment to ACOs.

SECOND STUDENT POLICY SUMMIT

AACN’s second annual Student Policy Summit was a tremendous success with over 100 baccalaureate and graduate students attending from across the country. The students heard from key national leaders such as former Secretary of Health and Human Services Dr. Donna Shalala, HRSA Administrator Dr. Mary Wakefield, and NINR Director Dr. Patricia Grady. All attendees made Capitol Hill visits with AACN member deans from their state. The advocacy day came to a close with a reception in the Cannon Caucus Room. Students engaged in active dialogue with nearly 100 Congressional staff and dozens of nursing deans from across the country.

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.



AACN President Kathleen Potempa (left) with HRSA Administrator Mary Wakefield, IOM Future of Nursing Committee Chair Donna Shalala, and AACN CEO Polly Bednash at the Spring 2011 Meeting.

ENHANCING GERIATRIC NURSING CARE

ADULT-GERONTOLOGY COMPETENCIES RELEASED

In July 2010, AACN announced the release of the Adult-Gerontology Primary Care Nurse Practitioner Competencies and Adult-Gerontology Clinical Nurse Specialist Competencies. These national consensus-based documents were developed in collaboration with the Hartford Institute for Geriatric Nursing at New York University College of Nursing, the National Organization of Nurse Practitioner Faculties, and the National Association of Clinical Nurse Specialists as part of a project called *Transitioning to Adult-Gerontology APRN Education: Ensuring the APRN Workforce is Prepared to Care for Older Adults*, funded by The John A. Hartford Foundation.

The APRN Consensus Model stipulates that by 2015, all nurse practitioners (NPs) and clinical nurse specialists (CNSs) that provide care to adults must be educated broadly across the entire scope of adult and gerontology practice. To achieve this vision, the new documents delineate the entry-level competencies for graduates of master's, doctoral, and post-graduate certificate programs preparing NPs and CNSs who serve the adult-gerontology population. The competencies are intended to be used in conjunction with the core competencies outlined in the Master's and DNP Essentials developed by AACN. In addition, these documents build upon the NONPF (2010) core competencies for all NPs and the National CNS Core Competencies (2008). The competency documents may be accessed at www.aacn.nche.edu/Education/adultgerocomp.htm.

To facilitate utilization of these new competencies, AACN hosted four faculty development institutes this year, which were held in conjunction with national nursing organization meetings, including AACN's Master's Education conference and the annual meetings of the American Academy of Nurse Practitioners, American Association of Critical-Care Nurses, and National Organization of Nurse Practitioner Faculties. Titled "Retooling APRN Curricula," these workshops were funded by The John A. Hartford Foundation.

BACCALAUREATE PROGRAM LEVEL COMPETENCIES

In September 2010, AACN announced the release of the *Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults (2010)*. AACN and the Hartford Institute for Geriatric Nursing at New York University College of Nursing worked collaboratively with an expert panel to develop these competencies and curricular guidelines to serve as a supplement to the 2008 AACN *Essentials of Baccalaureate Education for Professional Nursing Practice*. This document provides the necessary information and guidance to assist nurse educators in continuing to incorporate geriatric nursing content into the curriculum to ensure that nursing students are able to provide quality care to the nation's aging population. See http://www.aacn.nche.edu/Education/pdf/AACN_Gerocompetencies.pdf.

NEW BSN AWARD FOR CLINICAL TRAINING IN NURSING HOMES

In June 2011, AACN, in collaboration with the Hartford Institute for Geriatric Nursing at New York University College of Nursing and the Pioneer Network, created a new honor recognizing creative student learning experiences offered in a nursing home setting. This award will spotlight innovative ways schools are using nursing homes to provide meaningful, real world learning opportunities for students enrolled in Bachelor of Science in Nursing (BSN) programs. The BSN Award for Innovative Clinical Rotation in a Nursing Home will be given to a school of nursing that demonstrates excellence in the three areas: collaboration with a nursing home to foster an exemplary clinical training site (e.g., structure/process, standards, research opportunities, interdisciplinary care); incorporation of the principles of culture change and person-centered care; and use of nursing home clinical experience to integrate content related to management of older adults with complex, chronic illnesses (e.g., cancer, heart disease, dementia/delirium, geriatric syndromes). The first award will be given in Fall 2011.

For more details on AACN's geriatric nursing education projects, see www.aacn.nche.edu/Education/Hartford.

EXPANDING ACCESS TO QUALITY END-OF-LIFE CARE

Administered by AACN and The City of Hope, the End-of-Life Nursing Education Consortium (ELNEC) is a national education initiative to improve end-of-life care in the U.S. The project's train-the-trainer program has educated over 13,000 nurse educators since 2001, including a wide array of undergraduate and graduate nursing faculty, staff nurses, and CE providers.

ELNEC'S 10TH ANNIVERSARY

In January 2011, ELNEC celebrated its 10th Anniversary with the project's 82nd national training course, which attracted over 350 nurses and other professionals involved in providing palliative care. This landmark event, the largest in ELNEC's history, was hosted by the University of San Diego Hahn School of Nursing, in partnership with Palomar Pomerado Health, and the national ELNEC team. For the first time, this train-the-trainer course offered four ELNEC curricula simultaneously – Core, Critical Care, Geriatric, and Pediatric Palliative Care – providing education in caring for patients throughout the lifespan, from neonates to the elderly with life-limiting illnesses. Plans are underway to replicate this successful model of presenting multiple ELNEC curricula at a single event in 2012.

ELNEC-FOR VETERANS ENJOYS A SUCCESSFUL LAUNCH

In August 2010, the new ELNEC-For Veteran curriculum was presented for the first time at separate training sessions held in Pasadena, CA and Washington, DC. Last year, the Department of Veterans Affairs (VA) awarded the City of Hope a three-year contract to educate nurses on how to provide better palliative care for Veterans with life-threatening illnesses. Over 260 nurses, physicians, chaplains, social workers, and pharmacists from across the US, Puerto Rico, and Canada attended these inaugural train-the-trainer courses. Generous funding from the VA enabled 200 nurses and other healthcare providers from VA facilities to participate in these programs designed to improve palliative care for

veterans with life-threatening/limiting illnesses. Additional ELNEC-For Veterans courses were held in Fort Lauderdale, FL in March 2011 and Dallas, TX in June 2011. Funding for 2012 will enable two more ELNEC-For Veterans courses to be offered.

CALIFORNIA HEALTHCARE FOUNDATION

The California HealthCare Foundation (CHCF) has funded 16 public hospitals across CA for the past few years to develop palliative care programs in these institutions, which generally have few resources. For the next 18 months, representatives from these 16 hospitals will attend an ELNEC course and receive a 2-year subscription to the Hospice Education Network (HEN), where staff can receive ELNEC-For Public Hospital training. Monthly conference calls also will be held to further mentor the leaders within each of these 16 hospitals, encourage their progress, build leadership, review barriers to care and lessons learned, and promote palliative care throughout each institution through education, policy/institutional change, and development of programs to sustain palliative care.

NATIONAL ELNEC COURSES

In 2011, the ELNEC project team presented eight regional courses at locations across the country. In addition to core courses, ELNEC offers a variety of specialty programs tailored to the specific needs of nurses working in Critical Care, Geriatrics, and Pediatric Palliative Care. Nurse educators from all 50 states have attended an ELNEC course and in turn shared their new knowledge with colleagues working in hospitals, clinics, research centers, long-term care facilities, hospices, universities, and other settings. ELNEC is fast gaining an international audience with presentations this past year in Nigeria, Russia, Romania, Hungary, Poland, the Czech Republic, Belize, and Austria. ELNEC curriculum has been translated into Spanish, Russian, Japanese, Korean, and German to further expand the program's reach.

For more information on the ELNEC project, see www.aacn.nche.edu/ELNEC.

ENHANCING MEMBER EDUCATION & OUTREACH



AHRQ Director Carolyn Clancy at the Spring 2011 Meeting

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

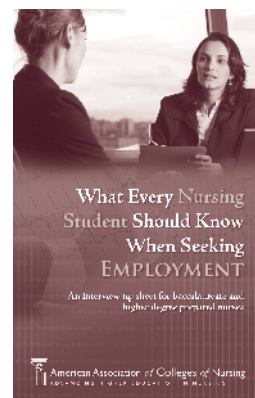
AACN CONFERENCES

Seventeen conferences and network meetings were offered July 2010-June 2011 including the Summer Seminar, Organizational Leadership Network Meeting, Fall Semiannual Meeting, Executive Development Series, Instructional Leadership Network Meeting, Baccalaureate Education Conference, CNL Summit, Doctoral Education Conference, Research Leadership Network Meeting, Faculty Development Conference, Master's Education Conference, Nursing Advancement Professionals Conference, Spring Annual Meeting, Hot Issues Conference, Graduate Nursing Admissions Professionals Meeting, and Business Officers of Nursing Schools Meeting.

PUBLICATIONS

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

- Two new position statements that were endorsed by AACN members, including ***The Essentials of Master's Education in Nursing*** and ***The Research-Focused Doctoral Program in Nursing: Pathways to Excellence***.
- To facilitate the work underway to better prepare nursing students to care for older adults, two new resources were published this year, including ***Adult-Gerontology Primary Care Nurse Practitioner Competencies*** and an updated version of the ***Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults***.
- A newly designed brochure titled ***What Every Nursing Student Should Know When Seeking Employment*** was made available for sale at cost to member schools.



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

UPCOMING CONFERENCES



Executive Development Series

November 16-17, 2011

Sheraton St. Louis Center, St. Louis, MO

Instructional Leadership Network Meeting

November 17, 2011

Sheraton St. Louis Center, St. Louis, MO

Baccalaureate Education Conference

November 17-19, 2011

Sheraton St. Louis Center, St. Louis, MO

CNL Research Symposium

January 19, 2012

Hyatt Regency Tampa, Tampa, FL

Clinical Nurse Leader Summit

January 19-21, 2012

Hyatt Regency Tampa, Tampa, FL

Faculty Practice Preconference

January 25, 2012

Naples Grande Beach, Naples, FL

Doctoral Education Conference

January 25-28, 2012

Naples Grande Beach, Naples, FL

Research Leadership Network Meeting

January 26, 2012

Naples Grande Beach, Naples, FL

Faculty Development Conference

February 9-11, 2012

Westin Peachtree Plaza, Atlanta, GA

Faculty Practice Preconference

February 29-March 1, 2012

San Antonio Marriott Rivercenter, San Antonio, TX

Master's Education Conference

March 1-3, 2012

San Antonio Marriott Rivercenter, San Antonio, TX

Nursing Advancement Professionals Network Meeting

March 23-24, 2012

The Fairmont Washington, Washington, DC

Executive Development Series

March 23-24, 2012

The Fairmont Washington, Washington, DC

Spring Annual Meeting

March 24-27, 2012

The Fairmont Washington, Washington, DC

Graduate Nursing Admissions Professionals Conference

April 10-11, 2012

David L. Lawrence Convention Center - Pittsburgh, PA

Business Officers of Nursing Schools Meeting

April 25-27, 2012

Tropicana Las Vegas, Las Vegas, NV

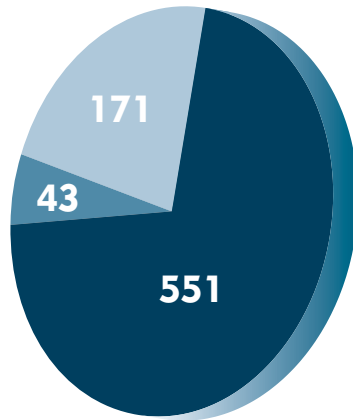
Summer Seminar

July 2012

ACHIEVING EXCELLENCE IN ACCREDITATION

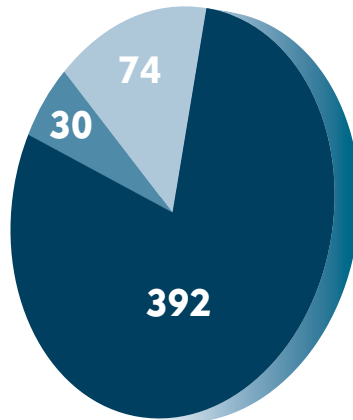
Baccalaureate Programs

- Accredited Programs
- New Applicants
- Not Accredited by CCNE



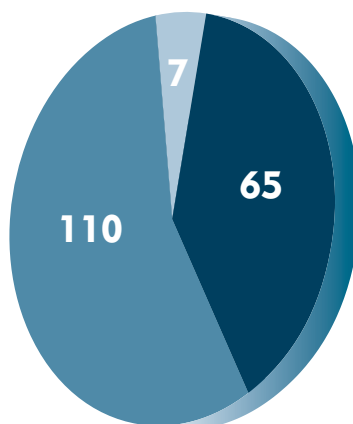
Master's Programs

- Accredited Programs
- New Applicants
- Not Accredited by CCNE



Doctor of Nursing Practice Programs

- Accredited Programs
- Pursuing CCNE Accreditation
- Not Pursuing CCNE Accreditation



An autonomous arm of AACN, the Commission on Collegiate Nursing Education (CCNE) ensures the quality and integrity of baccalaureate and graduate degree programs that prepare nurses. Now in its 14th year of accreditation review activities, CCNE has accredited 551 baccalaureate and 392 master's degree programs in nursing, as well as 65 Doctor of Nursing Programs. CCNE accredits nursing programs in 567 colleges and universities nationwide and in Puerto Rico. Overall, approximately 82% of institutions with nursing baccalaureate, master's and/or DNP programs are now affiliated with CCNE. This year, CCNE continued its work to accredit post-baccalaureate nurse residency programs, bringing the total number of accredited residencies to 6 with 4 new applicants in the pipeline.

For more information on CCNE and nursing program accreditation, see www.aacn.nche.edu/Accreditation.



Long-time CCNE Associate Director Marge Jackman retired in April 2011.

2011 FINANCIAL REPORT

STATEMENT OF FINANCIAL POSITION • June 30, 2011

	AACN	CCNE	2011 Total	2010 Total
ASSETS				
CURRENT ASSETS				
Cash and cash equivalents	\$ 2,456,765	\$ 1,053,619	\$ 3,510,384	\$ 1,141,453
Contributions and grants receivable	1,737,309		1,737,309	2,188,926
Accounts receivable (net of allowance for doubtful accounts of approximately \$18,400 for 2011 and \$3,600 for 2010)	136,916	3,787	140,703	121,558
Accrued interest receivable	253	548	801	708
Due from/to CCNE	23,362	(23,362)	-0-	-0-
Prepaid expenses	133,538	51,481	185,019	188,049
TOTAL CURRENT ASSETS	4,488,143	1,086,073	5,574,216	3,640,694
FIXED ASSETS				
Furniture and equipment	500,669	80,942	581,611	472,812
Equipment held under capital lease	44,411		44,411	44,411
Website	57,936	6,433	64,369	-0-
Leasehold improvements	424,703	128,048	552,751	545,896
	1,027,719	215,423	1,243,142	1,063,119
Less accumulated depreciation and amortization	(509,772)	(135,951)	(645,723)	(589,651)
NET FIXED ASSETS	517,947	79,472	597,419	473,468
INVESTMENTS	6,979,180	2,437,578	9,416,758	9,093,062
CONTRIBUTIONS AND GRANTS RECEIVABLE, less current portion	511,064		511,064	558,167
RESTRICTED INVESTMENT ACCOUNT	19,614		19,614	-0-
TOTAL ASSETS	\$ 12,515,948	\$ 3,603,123	\$ 16,119,071	\$ 13,765,391
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts payable	\$ 134,363	\$ 105,393	\$ 239,756	\$ 375,746
Accrued vacation	135,988	28,712	164,700	172,598
Obligation under capital lease	8,659		8,659	7,862
Deferred revenue:				
Dues	1,735,230		1,735,230	1,289,392
Meetings	284,068		284,068	244,704
Other			-0-	3,000
Accreditation		979,244	979,244	821,030
TOTAL CURRENT LIABILITIES	2,298,308	1,113,349	3,411,657	2,914,332
OBLIGATION UNDER CAPITAL LEASE, net of current portion	21,894		21,894	30,553
DEFERRED COMPENSATION PAYABLE	19,614		19,614	-0-
DEFERRED RENT	141,746		141,746	104,225
TOTAL LIABILITIES	2,481,562	1,113,349	3,594,911	3,049,110
NET ASSETS				
Unrestricted	6,663,925	2,489,774	9,153,699	6,849,282
Temporarily restricted	3,282,258		3,282,258	3,778,796
Permanently restricted	88,203		88,203	88,203
TOTAL NET ASSETS	10,034,386	2,489,774	12,524,160	10,716,281
TOTAL LIABILITIES AND NET ASSETS	\$ 12,515,948	\$ 3,603,123	\$ 16,119,071	\$ 13,765,391

STATEMENT OF ACTIVITIES • For the Year Ended June 30, 2011

	Unrestricted			Temporarily Restricted AACN	Permanently Restricted AACN	2011 Total	2010 Total
	AACN	CCNE	Total				
REVENUES							
Contributions and grants	\$ 156,210		\$ 156,210	\$ 2,409,484		\$ 2,565,694	\$ 2,385,229
Membership dues	2,681,316		2,681,316			2,681,316	2,514,827
Registration fees	1,658,595	\$40,525	1,699,120			1,699,120	1,481,094
Publication sales	450,507		450,507			450,507	385,842
Investment income	986,427	287,356	1,273,783	10,140		1,283,923	789,908
Annual fees		1,417,559	1,417,559			1,417,559	1,280,755
Application fees		109,000	109,000			109,000	179,000
Site evaluation fees		773,500	773,500			773,500	850,000
New program fees		76,000	76,000			76,000	61,500
CNL certification exam fees	223,705		223,705			223,705	117,298
Miscellaneous income	107,132	4,956	112,088			112,088	46,882
Net assets released from restrictions	2,916,162		2,916,162	(2,916,162)		-0-	-0-
TOTAL REVENUES	9,180,054	2,708,896	11,888,950	(496,538)	\$0	11,392,412	10,092,335
EXPENSES							
Program services:							
New Careers in Nursing	1,182,082		1,182,082			1,182,082	721,963
Quality & Safety in Nursing Education	1,012,175		1,012,175			1,012,175	812,077
Gerontology/Geriatric Projects			-0-			-0-	391,546
Other Grants & Contracts	883,471		883,471			883,471	519,249
Research	331,301		331,301			331,301	323,884
Education Policy	281,924		281,924			281,924	274,772
Government Affairs	563,510		563,510			563,510	551,371
Publications	217,907		217,907			217,907	246,312
Public Affairs	238,885		238,885			238,885	291,435
Conferences	1,123,165		1,123,165			1,123,165	1,163,315
Faculty Programs	131,900		131,900			131,900	87,523
NursingCAS	58,286		58,286			58,286	-0-
Commission on Nurse Certification	258,600		258,600			258,600	263,331
Special Projects & Task Forces	223,880		223,880			223,880	276,277
Accreditation		2,088,546	2,088,546			2,088,546	2,129,181
Total program services	6,507,086	2,088,546	8,595,632	-0-	-0-	8,595,632	8,052,236
Supporting services:							
General and administrative	964,353		964,353			964,353	847,750
Fundraising	24,548		24,548			24,548	-0-
Total supporting services	988,901		988,901	-0-	-0-	988,901	847,750
TOTAL EXPENSES	7,495,987	2,088,546	9,584,533	-0-	-0-	9,584,533	8,899,986
CHANGE IN NET ASSETS	1,684,067	620,350	2,304,417	(496,538)	-0-	1,807,879	1,192,349
NET ASSETS, BEG. OF YEAR	4,979,858	1,869,424	6,849,282	3,778,796	88,203	10,716,281	9,523,932
NET ASSETS, END OF YEAR	\$ 6,663,925	\$ 2,489,774	\$ 9,153,699	\$ 3,282,258	\$ 88,203	\$12,524,160	\$10,716,281

GOVERNANCE AND ORGANIZATION

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

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

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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, hosting briefings for congressional staff, and meeting with key NIH directors.

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 APRN education, practice, and credentialing.

American Nurses Association (ANA) – As an affiliate member, AACN has one voting and one non-voting seat at the ANA House of Delegates and send a representative each year to the ANA Congress on Nursing Practice and Economics.

American Organization of Nurse Executives (AONE) – Representatives from AONE have served on many AACN task forces and advisory groups, including the AACN-AONE Academic Practice Partnerships Task Force and the CNL Steering Committee.

APRN LACE Network – Facilitated by AACN, this group of 28 APRN stakeholder groups is engaged in implementing 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 PNCB 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 the recent lifelong learning report.

Association of General and Liberal Studies (AGLS) – CCNE staff serve on the Executive Committee focused on promoting quality general education within higher education.

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 collaborated with the CDC's National Vaccine Program Office to conduct a national survey of baccalaureate nursing programs to gather information about student immunization practices and policies.

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.

Clinical Nurse Leader Steering Committee – The American Organization of Nurse Executives and VA Department of Nursing continue to collaborate with AACN on the CNL initiative.

Coalition for Health Funding – Government Affairs staff attend monthly meetings and briefings with key congressional and administration officials to ask questions and offer input on healthcare funding issues.

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

Consultant Group on Interprofessional Professionalism Measurement – This group has developed Web resources and a defined set of behaviors that serve as the foundation for interprofessional professionalism among all members of the healthcare team.

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

Dartmouth Institute for Health Policy and Clinical Practice – AACN joined with this prestigious institute in 2010 to develop targeted activities for nursing educators and strategic clinical partners. The first collaborative offering was the inaugural Microsystems Academy for nurse educators and their practice partners.

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

Education Scholar – AACN is engaged in an ongoing collaboration with the American Association of Colleges of Pharmacy and Western University of the Health Sciences to administer this interprofessional, Web-based faculty development initiative for health professions educators. AACN represents nursing and is responsible for all nurse educator registrations across the U.S.

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, and most recently, the Department of Veterans Affairs.

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 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 is assisting 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; Hartford Centers of Geriatric Nursing Excellence; and National Initiative for the Care of the Elderly (Canada).

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

Gordon and Betty Moore Foundation – Dedicated to improving nursing-related outcomes, the foundation joined with AACN in 2010 to offer a QSEN Faculty Development Institute for nurse faculty in the San Francisco Bay Area.

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 and Human Services Office of Healthcare Quality – AACN has worked actively on the national initiative to address healthcare-associated infections, including the development of health professional training modules.

Health Information Technology Policy Committee – AACN Board Member Connie Delaney was appointed to a one-year term on this federal advisory body in April 2009. The committee is charged with making policy recommendations related to the nation's health IT infrastructure. Dr. Delaney

is the only nurse on the committee and the only member designated to represent the research community.

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

Health Workforce Information Center (HWIC) – Since 2008, AACN staff have served on the advisory board for HWIC which is operated by the Center for Rural Health at the University of North Dakota School of Medicine and Health Sciences and funded by the Bureau of Health Professions.

Healthy People Curriculum Task Force – This interprofessional task force addresses Healthy People 2010 and 2020 implementation within health professions curricula. In addition to AACN, participants include the American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, Association of Physician Assistant Programs, Association for Prevention Teaching and Research, 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.

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) – Committed to advancing interprofessional education and collaborative practice, this coalition includes 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. IPEC released core competencies for interprofessional education and practice in May 2011.

Interprofessional Professionalism Collaborative – This coalition of leading health professions organizations, including AACN, maintains a Web site to share news and resources with faculty about the group’s ongoing work to assess and measure professionalism across all members of the healthcare team.

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 Excellence – Dedicated to advancing professional nursing in New York City and beyond, the Jonas Center generously sponsored AACN’s inaugural Student Policy Summit in 2010 and partner with AACN on a national faculty development initiative in 2011.

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*.

Learning for Life – AACN staff participated in the National Health Careers Exploring Committee that plans annual career fairs and exploring luncheons.

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

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

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

National Center for the Analysis of Healthcare Data (NCAHD) – AACN’s CEO serves on the board of this organization which is working to develop a comprehensive databank of health professional workforce data.

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.

Nurses for a Healthier Tomorrow Coalition (NHT) – A member of the Executive Committee, AACN works with this coalition of 45 nursing groups to increase interest in nursing faculty careers.

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 forum of professional nursing organizations collaborate on a wide spectrum of healthcare and nursing policy issues. AACN is among over 50 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.

Nursing Overseas – AACN support the nursing division of Health Volunteers Overseas, a private, nonprofit voluntary organization founded in 1986 and headquartered in Washington, DC.

Partnership to Fight Chronic Diseases – AACN belongs to this national coalition of patients, providers, community organizations, and health policy experts, committed to raising awareness of policies and practices that save lives and reduce health costs through prevention and management of chronic disease.

Patient Safety and Clinical Pharmacy Services

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

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

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

Quality and Safety Education for Nurses (QSEN) – QSEN develops educational strategies that promote quality and safety competencies in nursing. In 2009, AACN was awarded new funding by the Robert Wood Johnson Foundation to launch a national faculty development initiative during Phase III of QSEN.

Robert Wood Johnson Foundation (RWJF) – AACN joined with RWJF to launch the New Careers in Nursing Scholarship program in 2008, which provides funding, mentorship, and leadership development to students enrolled in accelerated baccalaureate and master’s programs.

Society of National Association Publications (SNAP) – This non-profit professional society serves association publishers and communications staff by providing a forum for idea information and exchange.

Sullivan Alliance to Transform America’s Health Professions – AACN’s CEO represents nursing on this interprofessional working group focus on enhancing diversity across the health professions.

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

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

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 issues of national and local importance.

Working Group on Nursing Funding – This group holds periodic meetings, sends joint Hill meetings, and sends support letters to Congress on funding for nursing education.

MEMBERSHIP

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

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

Provisional memberships may be held for a total of 3 years and 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 \$4,041 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.



AACN Senior Director of Education Policy
Joan Stanley with
University of Portland Dean
Joanne Warner

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Baptist Memorial College of Health Sciences
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Christian Brothers University
Cumberland University
East Tennessee State University
King College
Lincoln Memorial University
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Tennessee State University
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University of Miami President Donna Shalala (center) surrounded by deans from New Jersey nursing schools.

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 Seattle University
 University of Washington
 Washington State University

Wisconsin

Alverno College
 Bellin College
 Cardinal Stritch University
 Carroll University
 Columbia College of Nursing
 Concordia University Wisconsin
 Edgewood College
 Herzing University
 Maranatha Baptist Bible College
 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

West Virginia

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

Wyoming

University of Wyoming

AACN

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- Explore resources and development opportunities under the Faculty and Deans tabs
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- Request customized data reports and benchmarking services
- Post and review advertisements for faculty positions using Faculty Career Link
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