

LEADERSHIP

**ADVANCING
HIGHER
EDUCATION
IN NURSING**

COLLABORATION

INNOVATION

2012 ANNUAL REPORT



Highlights of the Year

July 2011

The Robert Wood Johnson Foundation (RWJF) awards \$4 million in new scholarship funding to 52 schools of nursing through the New Careers in Nursing Program administered by AACN.

August 2011

AACN launches a new social media platform – the online collaboration community – exclusively for faculty teaching in baccalaureate and higher degree programs.

September 2011

Five new Minority Nurse Faculty Scholars were selected by AACN to receive support through a national scholarship program funded by the Johnson & Johnson Campaign for Nursing's Future.

October 2011

AACN announces the inaugural winners of the new BSN Award for Innovative Clinical Rotation in a Nursing Home.

November 2011

AACN releases a new *Guide to Graduate Nursing Programs* that outlines the different routes to master's and doctoral education, sources of financial aid, and career options.

December 2011

AACN releases talking points to clarify issues raised in a *Health Affairs* article about younger nurses entering the profession and the impact on the nursing shortage.

January 2012

The End-of-Life Nursing Consortium reaches a new milestone by hosting its 100th train-the-trainer program in Los Angeles.

February 2012

AACN joins with five other national health profession associations to move toward formalizing their affiliation in the Interprofessional Education Collaborative (IPEC).

March 2012

The Tri-Council for Nursing, including AACN, is selected by RWJF to lead a two-year effort to advance state strategies to create a more highly educated nursing workforce.

April 2012

AACN leads national campaign to rally support among nursing schools for the Joining Forces campaign aimed at improving the care of veterans, active military, and their families.

May 2012

AACN and the American Organization of Nurse Executives develop a new online resource focused on advancing effective academic-practice partnerships.

June 2012

In partnership with the Wharton School, AACN announces the creation of a new world-class leadership development experience for seasoned nursing school deans and directors.



American Association of Colleges of Nursing



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 700 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 2012 initiatives to help member schools meet the nation's demand for innovative and expanded nursing care.



From the President and Chief Executive Officer



Preparing to Lead Change, Advance Health

“The nursing profession must produce leaders throughout the health care system, from the bedside to the boardroom, who can serve as full partners with other health professionals and be accountable for their own contributions to delivering high-quality care while working collaboratively with leaders from other health professions.”

*Institute of Medicine,
The Future of Nursing*

This call to action by the IOM is as important to nurses in academia as it is to nurses in practice. Today’s nursing dean is often challenged to show transformational leadership by re-envisioning how nurses are educated to meet evolving standards. Nursing’s academic leaders increasingly are called to the table to help shape public policy, build strategic alliances, negotiate for resources, lead interprofessional teams, and ensure that nursing’s perspective is considered in discussions about healthcare reform. Succeeding in this environment takes drive, passion, and a high degree of business acumen.

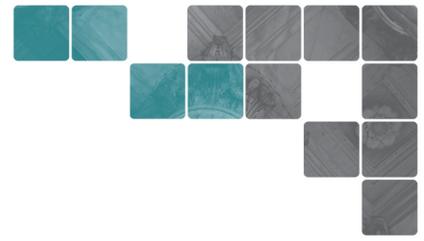
Fortunately, leadership development has been a cornerstone of AACN’s programs and services since the association’s inception more than 40 years ago. Designed to provide enrichment experiences to today’s top administrators and prepare the next generation of academic leaders, AACN’s programs serve all members of the nursing school enterprise, including deans, associate deans, program directors, faculty at all levels, administrative staff, and students.

This year, AACN broke new ground by joining with the prestigious Wharton School at the University of Pennsylvania to offer an executive leadership program tailored to meet the enrichment needs of seasoned nursing school deans and directors. Graduates of this ground-breaking program leave equipped with an advanced set of negotiation, leadership, and influencing skills as well as the confidence and ability to lead high-powered boards. Beyond serving experienced deans, AACN offers a diverse mix of leadership development programs for deans at all levels and provides valuable opportunities for members to lead within the organization and make a difference on the national stage.

We encourage you to browse through this annual report to find out more about the programs and opportunities available to you through your membership. AACN strives to be your partner in meeting all your professional development needs, and we invite you to leverage our resources and services to advance your own personal and professional growth.

Jane Kirschling,
PhD, RN, FAAN
President

Geraldine “Polly” Bednash,
PhD, RN, FAAN
Chief Executive Officer



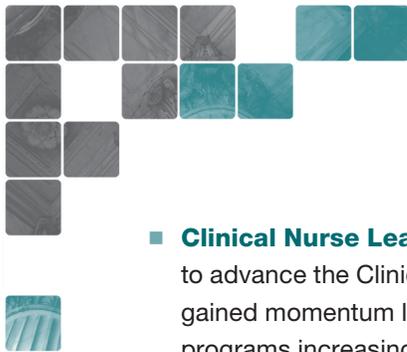
Annual State of the Schools

Findings published in the 2012 State of the Schools are based on responses from 733 (87.5%) of the nation's nursing schools with baccalaureate and graduate programs that were surveyed in fall 2011. Data reflect actual counts; projections are not used.

Highlights from AACN's 2011 Annual Survey

- **Applications & Acceptance Rate:** For the 2011-2012 academic year, 255,671 completed applications were received for entry-level baccalaureate nursing programs with 159,387 meeting admission criteria and 101,060 applications accepted. These data translate into an acceptance rate of 39.5%.
- **Total Enrollment:** The AACN survey found that total enrollment in all nursing programs leading to the baccalaureate degree was 259,100, an increase from 238,799 in 2010. Within this student population, 169,125 students were enrolled in entry-level baccalaureate programs, and 89,975 were enrolled in RN-to-Baccalaureate programs. In graduate programs, 94,480 students were enrolled in master's programs, 14,001 were pursuing doctorates (**Figure 1**, page 22).
- **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 2011, 75,587 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 58,327 from entry-level baccalaureate, 2,906 from RN-to-Baccalaureate, 13,198 from master's, and 1,156 from doctoral programs (**Figure 2**, page 22).
- **Entry-Level Baccalaureate Programs:** For the eleventh consecutive year, enrollment increased in entry-level baccalaureate nursing programs with the total student population growing 5.1% over the previous year. Graduations from these programs also increased by 10.2% this year (**Figure 3**, page 22).
- **Master's Programs:** Increases also were realized in master's level nursing programs with enrollments up 8.9%, and graduations up 11.9% from 2010 to 2011.
- **Student Diversity:** Representation of students from minority backgrounds climbed in all types of nursing programs last year, growing to 28.0% in entry-level baccalaureate programs, 26.6% in master's programs, and 24.7% in research-focused doctoral programs (**Figure 4**, page 22).
- **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 9.9%, respectively. In doctoral programs, 6.8% of students in research-focused programs and 9.4% 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, 11 new accelerated baccalaureate programs were launched, bringing the total to 244 programs. In fall 2011, 14,124 students were enrolled in these programs, and 9,509 students graduated. In the 63 accelerated master's degree programs now available, 5,980 students were enrolled, and 1,796 students graduated in 2011.
- **Degree Completion Programs:** From 2010 to 2011, enrollment in RN-to-Baccalaureate programs increased by 15.8%, which marks the ninth year of enrollment increases. Currently, 646 RN-to-Baccalaureate and 168 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 97. In 2011, 2,817 students were enrolled in these master's level programs, and 926 new CNLs graduated.
- **Baccalaureate to Doctoral Programs:** Designed to provide an efficient pathway into doctoral education for new graduates, 77 Baccalaureate to Research-Focused Doctoral programs and 69 Baccalaureate to DNP programs are now available. An additional 7 research-focused and 72 practice-focused Baccalaureate to Doctoral programs are under development.

Snapshot of the Nurse Faculty Population

- In fall 2011, the total full-time faculty population in baccalaureate and higher degree programs reached 16,166 (710 schools reporting).
- As a group, nursing faculty are rapidly aging. Specifically, the average age of doctorally-prepared faculty by rank was 61.0 years for professors, 57.5 years for associate professors, and 51.5 years for assistant professors.
- Only 11.8% of full-time faculty come from racial/ethnic minority groups; only 5.1% are male.
- In terms of educational preparation, 46.9% of nursing school faculty are doctorally prepared with 34.4% holding nursing doctorates, and 12.5% holding doctorates in related disciplines.

AACN Data Collection

Now in its 31st 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 2011 were compiled in three separate reports:

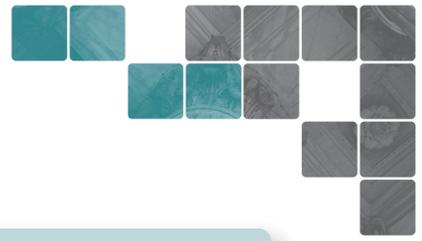
- *2011-2012 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*
- *2011-2012 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing*
- *2011-2012 Salaries of Deans in Baccalaureate and Graduate Programs in Nursing*

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

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 14,000 faculty and 10,000 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.

“ Now in its 31st 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. ”



New Survey on the Employment of BSN Graduates & Employer Preferences

In December 2011, 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 56% of new BSN graduates had job offers at the time of graduation, which is substantially higher than the national average across all professions (24%). At four to six months after graduation, the survey found that 88% of new BSN graduates had secured job offers (Figure 5, page 22). This year, AACN collected data on entry-level master's degree programs (MSNs), which remains a popular pathway into nursing for those transitioning into nursing with degrees in other fields. Graduates from these programs were most likely to have secured jobs at graduation (74%) and at 4-6 months post-graduation (92%) than graduates of entry-level BSN programs. Surveyed schools of nursing were also asked if employers in their area were requiring or strongly preferring new hires with baccalaureate degrees, with the findings showing that 30.1% of employers require the BSN for new hires while 76.6% strongly prefer BSN-prepared nurses.

Download the entire research brief at http://www.aacn.nche.edu/leading_initiatives_news/news/2011/employment11.



A Focus on Doctoral Education

AACN survey data showed that enrollment in doctoral nursing programs increased by more than 17% this year, signaling strong interest among students in careers as nursing scientists, faculty, primary care providers, and specialists.

Progress Toward 2015

In October 2004, AACN member schools voted to endorse the *Position Statement on the Practice Doctorate in Nursing*, which called for moving the level of preparation for advanced nursing practice from the master's to the doctoral degree by the goal date of 2015. Nursing schools have made great strides toward realizing this vision:

- Doctor of Nursing Practice (DNP) programs are now available in 42 states
- 30 new DNP programs opened in 2011, bringing the total number of programs to 183
- 69 schools now offer baccalaureate to DNP programs
- An additional 101 DNP programs are in the planning stages, including 72 baccalaureate to DNP programs
- More than 70% of schools with advanced practice programs are either offering or planning a DNP

Growth in PhD Programs

The number of research-focused doctoral programs (PhD, DNS) climbed to 125 programs in 2011 with an additional 9 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 2011, enrollment in research-focused doctorates increased by 7.9% or 360 students. Since the DNP position statement was endorsed in 2004, the number of nursing students enrolled in research-focused doctoral programs has increased by almost 43%.

Nursing Faculty Shortage Intensifies

In September 2011, 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 603 schools of nursing in the U.S. with baccalaureate and graduate nursing programs (74.6% response rate), the nurse faculty vacancy rate in 2011 was 6.9%, up slightly from 6.9% in 2010. Almost all reported vacancies (90.4%) are for faculty positions requiring or preferring a doctoral degree in nursing or a related field.



“The number of research-focused doctoral programs (PhD, DNS) climbed to 125 programs in 2011 with an additional 9 programs in development.”



Moving the IOM's Agenda Forward

AACN's work to advance the recommendations contained in the Institute of Medicine's report on the *Future of Nursing* continued this year with great strides made in the four priorities areas defined by the AACN Board of Directors:

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

Leadership Development



This year, AACN teamed with the prestigious Wharton School of the University of Pennsylvania to develop the **AACN-Wharton Executive Leadership Program** designed exclusively for seasoned nursing deans and directors. Planned for August 2012, this 4-day immersion experience adds to AACN's growing portfolio of leadership development programs, which includes the Leadership for Academic Nursing Program, the Executive Development Series, New Dean Mentoring Program, and Summer Seminar. Offered in response to member requests, the AACN / Wharton curriculum focuses on managing and leading change, influencing and galvanizing a diverse set of stakeholders, and building strategic relationships in highly volatile environments. Participants in this program will leave equipped with an advanced set of negotiation, leadership, and influencing skills, and the confidence and ability to serve on or lead high-powered boards.

In June 2012, registration for this program reached capacity with all participants selected to attend the inaugural event in August at the Wharton School in

Philadelphia, PA. The program was made possible in part by a grant from the Jonas Center for Nursing Excellence funded by the Jonas Family Fund.

To enhance leadership development among those new to the profession, the AACN Board of Directors approved the creation of the **Graduate Nursing Student Academy (GNSA)** in March 2012. Through the GNSA, the association will build on our existing student services and reach out to students in master's and doctoral programs to find out what programs and services they would most like AACN to offer. A national survey of almost 10,000 nursing students revealed that students were most interested in programming around career pathways, leadership development opportunities, career advisement, grant writing, securing financial aid, and mentoring. The GNSA will be formally launched at AACN's 2012 Fall Semiannual Meeting.

Advancing Nursing Education

To support more nurses entering doctoral level nursing programs, the Jonas Center for Nursing Excellence joined with AACN this year to expand the **Jonas Nurse Leaders Scholar Program** nationally. Launched in 2008 with six scholars in three states, the program now includes almost 200 students in nearly 87 schools across the US, making it one of the largest programs addressing the nation's dire shortage of doctorally prepared nursing faculty. AACN has worked to facilitate this program's expansion and is administering the program for the new cohort of scholars that includes 144 PhD and Doctor of Nursing Practice students representing all 50 states. The scholars will be funded through 2014 with \$2 million from the Jonas Center, which the schools have leveraged to raise an additional \$1.5 million.





To facilitate implementation of the 2011 *Essentials of Master's Education in Nursing*, the AACN Board of Directors approved a new **faculty tool kit** in January 2012. The tool kit provides key resources to assist schools as they engage in curricular redesign to incorporate the *Master's Essentials*; suggests integrative learning strategies that will strengthen learning and leadership development; features content on creating strong academic-practice partnerships; and provides a forum for sharing innovative curricular and program ideas across schools. This interactive resource was designed to be dynamic, using a Web-based platform that allows for additions and changes as new ideas are developed. The tool kit is posted on the AACN Web site under Faculty.

Fostering Academic-Practice Partnerships

In January 2012, the AACN Board of Directors approved a new set of resources created by the **AACN-AONE Task Force on Academic-Practice Partnerships** to help structure and sustain successful academic-practice partnerships. These new resources include:

- A Guiding Principles document that outlines eight tenets for successful collaborations
- Interactive Tool Kit for development and sustaining effective partnerships
- An extensive literature review
- Summary findings from focus groups and a survey of nurse educators and chief nursing officers.

These resources are posted on the AACN Web site under Leading Initiatives. The AACN Board also voted to create the AACN-AONE Academic-Practice Partnership Steering Committee to continue to guide efforts in this area.

To effectively support new nurses as they transition into their first professional roles, AACN continued its work this year in collaboration with the University HealthSystem Consortium (UHC) on the **UHC-AACN Post-Baccalaureate Nurse Residency Program**. The program is built on an evidence-based curriculum

using the AACN *Baccalaureate Essentials* and meets national residency accreditation standards. The latest data from the residency project show that the turnover rate of residency graduates declined for the seventh consecutive year. With 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 (73-87%). Nurses completing the residency also reported higher levels of confidence, competence, and perceived ability to organize their work and communicate.

Facilitating Interprofessional Education



In response to the need for a national coordinating body focused on fostering collaborative, patient-centered care, AACN and five other national health profession associations have formally joined together to create the **Interprofessional Education Collaborative (IPEC)**. On February 3, 2012, leaders from dentistry, medicine, nursing, pharmacy, and public health signed a memorandum of understanding to reaffirm their commitment to continued collaboration and leadership around interprofessional education and practice. IPEC's founding organizations include AACN, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools of Public Health.

While taking steps to incorporate as a nonprofit organization, IPEC successfully collaborated on a number of projects this year, including serving as founding members of the Institute of Medicine's Global Forum on Innovation in Health Professional Education; co-sponsoring the Collaborating Across Borders (CAB) III conference; and presenting the group's first faculty development institute in May 2012. Given the strong response to the first faculty development program – registration was full in less than 8 hours – another larger institute was scheduled for Fall 2012.



Transforming Nursing Education

AACN's Board of Directors leverages the expertise of member deans on task forces needed to focus on key issues while advancing the mission of the organization.

Task Force on Environmental Sustainability

The final report of the AACN Task Force on Environmental Sustainability was approved by the AACN Board in July 2011. Chaired by Patricia Butterfield from Washington State University, this task force was established in response to a motion from the AACN membership that the organization should take a leadership role to address environmental sustainability in nursing education. Outcomes from the work include upcoming Webinars on how to advance environmental sustainability initiatives, an awards program celebrating excellence in environmental sustainability, Web resources and online educational materials, and a special interest group on AACN's new Online Collaboration Community.

Bylaws Task Force

The AACN Board of Directors created a new task force this year charged with reviewing and revising the organization's bylaws. Recommended updates will be based on input from the AACN attorney, our professional parliamentarian, a board consultant, and other reference sources. Chaired by Fay Raines from The University of Alabama in Huntsville, the Bylaws Task Force will render its final recommendations in Fall 2012.

RN-to-BSN Education Task Force

In May 2012, the Board established a new task force to develop a statement of clarification regarding the *Baccalaureate Essentials* requirement for clinical or practice experiences in RN to BSN programs. Dr. Daisy Cruz-Richman from SUNY Downstate Medical Center is chairing this group, which includes members from a wide array of institutional types. The task force is working to delineate the specific clinical training experiences that will transition a nursing student's role behaviors from the associate degree or diploma to the baccalaureate level of proficiency.

JOINING FORCES

In February 2012, AACN was approached by the White House to help galvanize support within the nursing education community for the Joining Forces campaign, a national initiative led by First Lady Michelle Obama to enhance healthcare for our nation's service members, veterans, and their families. Working with stakeholder organizations, AACN led the effort to encourage nursing schools to pledge their support for enhancing the preparation of nurses to care for veterans, which resulted in more than 600 nursing schools nationwide signing on.

"We are grateful to the American Association of Colleges of Nursing for its commitment to leading a nationwide campaign by over 600 nursing schools who commit by 2014 to educating nursing students on how to care for military service members, veterans, and their families dealing with post-traumatic stress disorder, traumatic brain injury, depression, and other clinical issues," said CAPT C.B. Cooper II, USN, Executive Director of Joining Forces. *"Partnering schools will integrate into their curricula teaching the unique health challenges, as well as best practices, associated with caring for this distinct patient population."*





Advancing the Clinical Nurse Leader Role



AACN continued its work this year to advance the Clinical Nurse Leader (CNL[®]) role. 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 CNL role is being implemented through education and practice partnerships involving a growing number of practice settings and nursing schools in 40 states plus Puerto Rico. Almost 100 master's-level CNL programs are enrolling students with several new programs under development. By the end of the fiscal year, more than 2,000 program graduates completed the certification process developed by the Commission on Nurse Certification (CNC) and are now certified CNLs.

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

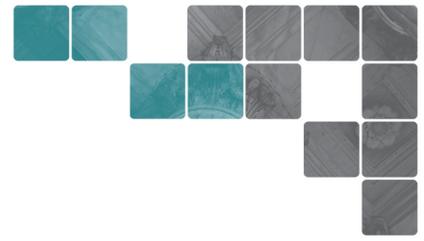
- The fourth CNL Summit was held in Tampa in January 2012 with more than 400 nurse faculty, deans, chief nurse officers, physicians, practicing CNLs, and students attending. Sponsored by AACN in partnership with the Veteran's Health Administration Office of Nursing Services and Employee Education System, 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.
- AACN worked closely with representatives from Brookdale Senior Living on a Health Care Innovation Challenge grant application to the Center for

Medicare and Medicaid Innovation that centers on using CNLs to lower readmission rates at skilled nursing facilities.

- Cosponsored by AACN and the CNC, five faculty Webinars were held this year to share practical advice on implementing the CNL role, evaluating outcomes, and developing curriculum.
- 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.
- CNC provides 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 <http://www.aacn.nche.edu/cnl>.

“The CNL role is being implemented through education and practice partnerships involving a growing number of practice settings and nursing schools in 40 states plus Puerto Rico.”



Expanding NursingCAS

Launched in 2010, almost 140 nursing schools in 38 states have signed on to use the NursingCAS, the nation's only centralized application service for students applying to registered nursing programs. Participating schools include a mix of academic health centers, liberal arts-focused schools, public and private institutions, religiously affiliated schools, a community college, and a hospital-based RN program. More than 49,000 applications to nursing schools were initiated through NursingCAS this year.

"Nursing schools nationwide are benefitting from the efficiencies gained by NursingCAS, which is helping to standardize the entry process into careers in nursing," said AACN past president Kathleen Potempa. *"Nursing schools, even those inundated by applications, appreciate having real time access to prescreened, verified applicant data while reaching a diverse student applicant pool, which is essential to meeting annual recruitment goals."*

Why NursingCAS?

Through NursingCAS, prospective nursing students may apply to diploma, associate degree, baccalaureate, master's, and doctoral programs offered by participating schools. 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. Students pay a nominal fee to use this service, which reduces the burden of applying to multiple schools by eliminating the need for duplicate application data, letters of reference, and other admissions materials. Students can check the status of their application in real time and may access dedicated customer service support and guidance throughout the application process.

NursingCAS serves as an important mechanism for addressing the national shortage of nurses by helping school maximize enrollment in nursing programs. Each year, more than 14,000 vacant seats are available in

schools offering baccalaureate and graduate nursing programs. Institutions using this online service are able to announce when program space is available at any point during the application cycle, which is key to accommodating more prospective nursing students. For those programs already at maximum capacity in terms of applications, NursingCAS provides some much-needed relief by offering a convenient way to verify transcript information while providing an array of online tools and customer support services needed to alleviate the administrative burdens faced by admission offices.

Schools participating in NursingCAS also enjoy access to a larger, more diverse applicant pool. In NursingCAS's first year of operation, 36% of applications were submitted by students from minority backgrounds, and 14.8% were from 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.

Joining NursingCAS

Schools interested in finding out more about using this free service are encouraged to visit AACN's Web site, <http://www.aacn.nche.edu/cas>, 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 <http://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 senior level 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 60 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 9,000 registrations have been processed from faculty at more than 630 nursing schools nationwide, which represents more than 89% of AACN member schools. Currently, more than 16,000 nurse educators are listed in AACN's faculty roster and are able to access these free faculty development programs.

Faculty Development in Quality and Safety

In January 2012, the Robert Wood Johnson Foundation (RWJF) awarded almost \$1 million in new funding to AACN to extend its work on the national Quality and Safety Education for Nurses (QSEN) initiative to graduate faculty development. Building on work completed at the undergraduate level, this two-year project involves 1) developing consensus on the quality and safety competencies that must be accomplished in a graduate-level nursing program; 2) creating learning resources, modules, and interactive case studies to support the preparation of graduates with the competencies needed to provide quality and safe care; 3) hosting workshops to train faculty from over half of the nation's graduate-level

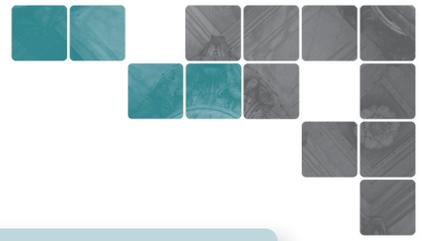
nursing programs and their clinical partners to facilitate the implementation of the consensus-based competencies; and 4) develop a Web-based learning program, a speakers bureau, and content-specific teaching materials for graduate-level faculty and their clinical partners. A new series of QSEN graduate faculty development workshops will commence in 2013.

Online Collaboration Community for Faculty

To more closely engage with our constituents, AACN created an Online Collaboration Community exclusively for faculty, deans, and students from member schools. This new service provides a social media platform that enables members to share knowledge and best practices, explore topics of shared concerns, and form strategic alliances. This platform, which provides access to archived Webinars, is accessible to member faculty who may register for free and create a unique profile. Only registered faculty have free, full access to AACN's popular Webinar series. Following a trial launch period earlier this summer, the Collaboration Community is now fully functioning and provides access to a member directory, discussion forums, and other professional development programs and initiatives.

Recognizing Innovation in Nursing Education

In October 2011, AACN announced the fifth-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 Wisconsin-Madison; Small School, Wilkes University; Private School without an AHC, Texas Christian University and University of Detroit Mercy; and Public School without an AHC, University of Texas at Austin. Read all about the award-winning innovations online at <http://www.aacn.nche.edu/Faculty/innovations.htm>.

For the first time this year, AACN also presented the **Novice Faculty Teaching Awards** to recognize excellence and innovation in nursing education by early career faculty at member schools. Two awards were presented: one for didactic teaching to Lorretta Krautscheid from the University of Portland and the second for clinical teaching to Niki Fogg and Jennifer Wilson (joint recipients) from Texas Woman's University.

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.

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 <http://www.aacn.nche.edu/Networks>.



Nursing leaders join with the First Lady Michelle Obama at the Joining Forces launch event in April at the University of Pennsylvania.



Enhancing Diversity in Nursing



Facilitating New Careers in Nursing

Launched in 2008, the New Careers in Nursing (NCIN) program is a partnership between Robert Wood Johnson Foundation (RWJF) and AACN 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 \$33 million in nursing development and scholarship. To date, the NCIN program has distributed 2,717 scholarships at 119 schools of nursing.

In this fifth year of awards, 55 schools of nursing received NCIN funding and will provide \$10,000 scholarships to 400 students entering accelerated nursing programs during the 2012-2013 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.

The NCIN program also has developed a new Diversity Recruitment Tool Kit and Handbook, which is currently available to download for free by any nursing faculty member teaching in an accelerated nursing program. This tool kit was developed to assist schools of nursing in recruiting students who are members of underrepresented groups in nursing. To download the tool kit, visit <http://www.newcareersinnursing.org>.

Diversifying the Nurse Faculty Population

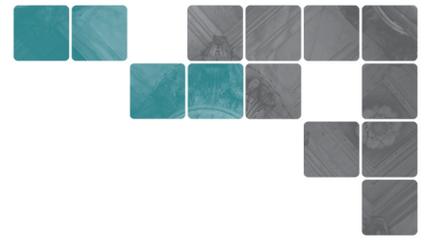
In August 2011, five new graduate nursing students were selected as Johnson & Johnson Campaign for Nursing's Future – AACN Minority Nurse Faculty Scholars. Launched in 2007, this competitive program provides financial assistance, mentoring, and leadership development to graduate nursing students from diverse backgrounds who commit to serving as nurse faculty after completing their degree programs. These PhD students were selected to receive funding this year:

- **Luz Huntington-Moskos**, University of Alabama at Birmingham
- **Ana Maria Kelly**, Michigan State University
- **Carolina E. Noya**, University of California San Francisco
- **Ronald J. Piscotty, Jr.**, University of Michigan
- **Patty R. Wilson**, University of Virginia

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 <http://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.

“ Schools receiving NCIN funding provide scholarships directly to students from groups underrepresented in nursing or who are economically disadvantaged. ”



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 impacting the profession.

Maintaining Federal Funding

Despite the increasing pressure on Congress to cut federal spending, AACN successfully worked with colleague organizations to sustain minimal cuts to the Title VIII Nursing Workforce Development programs in FY 2012. Though funding was reduced from \$242.4 million in FY 2011 to \$231.1 million this year, AACN was pleased that deeper cuts were not enacted. The National Institute for Nursing Research (NINR) received near level funding (\$144.6 million).

Graduate Nursing Education Demonstration

This year, AACN's Government Affairs staff monitored the rollout of the Graduate Nursing Education (GNE) Demonstration project that was funded through the Affordable Care Act. In March 2012, the Center for Medicare & Medicaid Services announced a solicitation for proposals for the GNE Demonstration. In an effort to boost the number of Advanced Practice Registered Nurses (APRNs) in the workforce, GNE provides \$200 million in support to five hospitals collaborating with schools of nursing over four years to cover the costs of clinical training. The demonstration aims to increase the number of Medicare beneficiaries who could benefit from APRN services. *"Thanks to the Affordable Care Act, we're taking steps to put more advanced practice registered nurses at the forefront of our health care system,"* said Marilyn Tavenner, Acting CMS Administrator. *"Better training and support for advanced practice registered nurses will mean higher quality care."* Proposals were due in May 2012 with award announcements expected in Summer 2012.

Distance Education Regulations

This year, AACN joined with the American Council on Education and the larger higher education community to oppose the proposed regulations from the U.S. Department of Education regarding the requirement that any academic institution or program offered via distance education must be approved by the appropriate regulatory body in the state in which a student resides. This requirement has been uniformly opposed by the higher education community given concerns that the state-by-state approval process is both labor intensive and costly. In addition to this federal intervention, some state boards of nursing have implemented similar requirements that any academic program enrolling students in their state must also be approved by that state board. AACN continues to monitor these regulations with regular updates to members.





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:

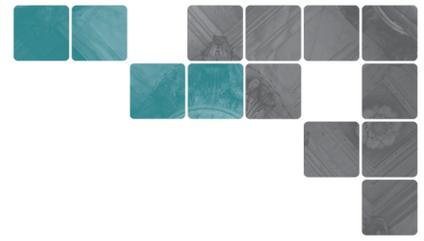
- On September 28, 2011, AACN joined with the American Nurses Association and the American Association of Physician Assistants to offer a virtual advocacy day promoting the *Home Health Care Planning Improvement Act of 2011*. The legislation would allow nurse practitioners, certified nurse-midwives, and clinical nurse specialists to certify home health services.
- In honor of the one-year anniversary of the Institute of Medicine's report on the *Future of Nursing*, the Nursing Community co-hosted a Congressional reception with AARP, the Center to Champion Nursing in America, the Robert Wood Johnson Foundation, and the Champion Nursing Coalition in collaboration with the House and Senate Nursing Caucuses on October 5, 2011.
- From December 2011 through February 2012, AACN and the Jonas Center for Nursing Excellence partnered on a series of Webinars on state and federal advocacy issues for nursing students planning to attend the 2012 Student Policy Summit in March.

- At the Spring Meeting in March 2012, Dr. Patrick DeLeon, former long-time Chief of Staff to Senator Daniel Inouye, was awarded Honorary Associate Membership in AACN. A strong advocate for nursing, Dr. DeLeon personally assisted in creating the NINR, which has significantly expanded the nursing research community.
- Dr. Carolyn Yucha, dean of the University of Nevada Las Vegas School of Nursing, was named the AACN Advocate of the Year during the Spring Annual Meeting.
- On June 13, 2012, the White House Domestic Policy Council held a forum with nurse leaders and the Administration to discuss the profession's role in innovative healthcare models and technologies. AACN President Jane Kirschling represented AACN at this important convening.

Student Policy Summit

The third annual AACN Student Policy Summit was held in conjunction with the Spring Annual Meeting on March 25-27, 2012. This program offered baccalaureate and graduate students from AACN member schools an insider's look at federal policymaking on Capitol Hill. Speakers included Dr. Ellen-Marie Whelan from the Innovation Center at the Centers for Medicare & Medicaid Services, Dr. Patricia Grady, director of the National Institute of Nursing Research; Dr. Julie Sochalski, director of the federal Division of Nursing within the Health Resources and Services Administration; Dr. Deborah Trautman, executive director of the Johns Hopkins Medicine Center for Health Policy and Healthcare Transformation; and Darlene Curley, executive director for the Jonas Center for Nursing Excellence. A major focus of the Summit was Capitol Hill visits that students made with their deans.

For the latest details on AACN's advocacy efforts including updated information on the current fiscal year's appropriations process, see <http://www.aacn.nche.edu/Government>.



Enhancing Geriatric Nursing Care

AACN remains committed to enhancing the care of older adults through programs that support curricular enhancement, faculty development, and careers in geriatric nursing.



Awards for Innovative Student Learning Opportunities

Funded by the Commonwealth Fund and Picker Institute, AACN presented the inaugural **BSN Awards for Innovative Clinical Rotation in a Nursing Home**, a new honor developed in collaboration with the Hartford Institute for Geriatric Nursing at New York University College of Nursing and the Pioneer Network. Created to recognize new approaches to student learning experiences in nursing homes, awards were presented at the Fall Seminannual Meeting to the University of Minnesota School of Nursing (pictured below) and a collaborative initiative between schools of nursing at Edgewood College and the University of Wisconsin-Madison.

“As schools of nursing move to enhance their approach to teaching geriatric nursing care, more institutions are looking to nursing homes as important practice sites to give students real-world opportunities to utilize and sharpen their skills,” said AACN Past President Kathleen Potempa. *“AACN is pleased to recognize this year’s award recipients for developing cutting edge models for clinical education that will hopefully be replicated by institutions across the nation.”*



APRN Faculty Resource Center on Care of Older Adults

The Consensus Model for APRN Regulation requires programs preparing adult or gerontology NPs or CNSs to significantly expand the curriculum related to providing care across the entire adult age spectrum. The model also requires all APRN programs preparing graduates to care for adults to ensure that they possess the skills needed to care for the growing older adult population. The transition to this new education model requires the redesign of NP and CNS programs preparing graduates to care for adults. AACN and the Hartford Institute for Geriatric Nursing at New York University College of Nursing (HIGN), with funding from the John A. Hartford Foundation, have been engaged in a 4-year project to facilitate the transition to Adult-Gerontology APRN education as described in the Consensus Model. One of the major goals of this project is to provide Primary and Acute Care Adult NP faculty, Adult CNS faculty, and other faculty who prepare NPs or CNSs to care for older adults (e.g. FNPs, WHNPs, Women’s Health CNSs) with multiple resources and strategies to assist them in making this transition. The APRN Faculty Resource Center was created to house a vast array of resources to include education competencies, Webinars, case studies, content slides, evidence-based literature searches, and worksheets/curriculum blueprints. These APRN faculty resources can be found at <http://consultgerirn.org/aprncenter>.

For more details on AACN’s geriatric nursing education projects, see <http://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 14,500 nurse educators since 2001, including a wide array of undergraduate and graduate nursing faculty, staff nurses, and CE providers.

ELNEC Project Hosts 100th Course

ELNEC reached a new milestone in January 2012 by hosting its 100th train-the-trainer program in Los Angeles. Over 200 nurses, physicians, social workers, and chaplains attended this landmark event, which attracted participants from 28 states and 4 countries (Canada, Mexico, South Korea, and Taiwan). Four ELNEC courses (Core, Pediatric Palliative Care, Geriatric, and Critical Care) were held simultaneously to meet the unique needs of those working in acute care hospitals, hospices, homecare agencies, long-term care/skilled nursing facilities, clinics, and schools of nursing.

"Though originally funded to provide five national ELNEC courses, we are thrilled to have had such strong interest and additional support from stakeholders who recognize the intrinsic value of this ground-breaking nursing education initiative. Having the privilege to offer 100 ELNEC courses around the world is much more than we ever dreamed possible back in 2001," stated AACN CEO Geraldine "Polly" Bednash.

National ELNEC Courses

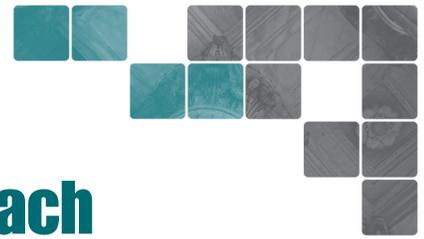
In 2011, the ELNEC project team presented eight regional courses at locations across the country. In addition to Core courses, ELNEC offers a variety of specialty programs tailored to the specific needs of nurses working in Critical Care, Geriatrics, and

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 in Nigeria, Russia, Romania, Hungary, Poland, the Czech Republic, Belize, and Austria this past year. ELNEC curriculum has been translated into Spanish, Russian, Japanese, Korean, and German to further expand the program's reach.

New Funding from the Milbank Foundation

In May 2012, the Milbank Foundation for Rehabilitation awarded grant funding to the City of Hope to educate nursing faculty on how to provide better palliative care education to students who in the future will be orchestrating care for veterans with life-threatening illnesses. This work will be conducted through ELNEC and will support the commitment of nursing schools nationwide engaged in the White House's Joining Forces initiative. Using the grant funding, free registration will be offered to 60 nursing faculty interested in attending the ELNEC-For Veterans course in November 2012.

For more information on the ELNEC project including details on how to register for upcoming training sessions, see <http://www.aacn.nche.edu/ELNEC>.



Enhancing Member Education & Outreach

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

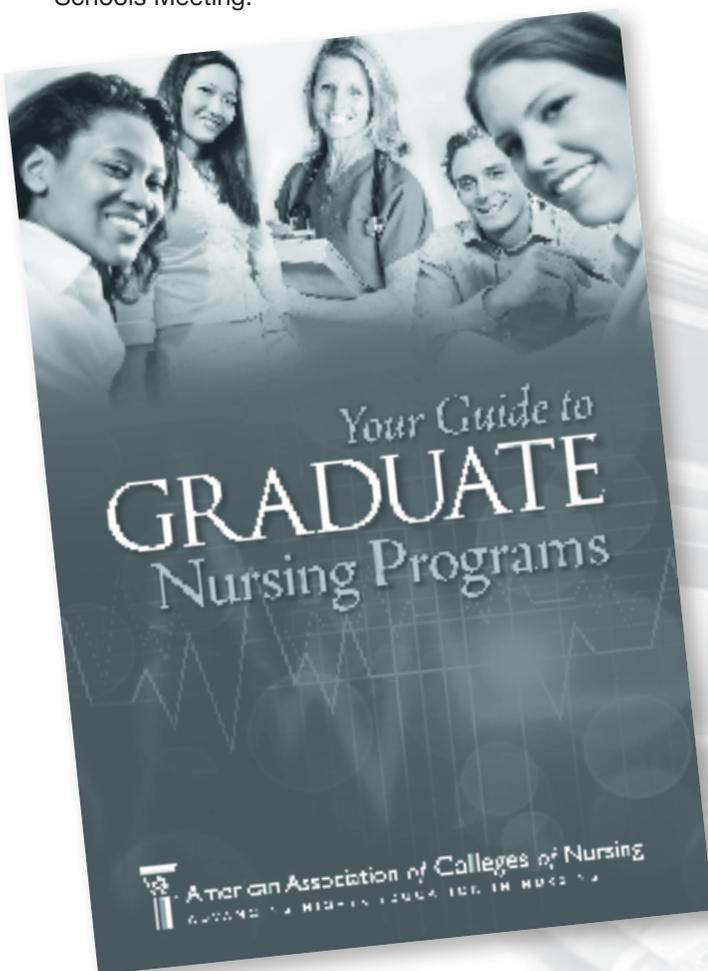
Seventeen conferences and network meetings were offered July 2011-June 2012 including the Summer Seminar, Organizational Leadership Network Meeting, Fall Semiannual Meeting, Executive Development Series, Instructional Leadership Network Meeting, Baccalaureate Education Conference, CNL Summit, Doctoral Education Conference, Research Leadership Network Meeting, Faculty Development Conference, Master's Education Conference, Nursing Advancement Professionals Conference, Spring Annual Meeting, 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:

- A new *Guide to Graduate Nursing Programs* that outlines the different routes to master's and doctoral education, sources of financial aid, and career options for nurses with graduate level preparation.
- Developed in collaboration with the Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties, AACN released the *Adult-Gerontology Acute Care Nurse Practitioner Competencies* that delineates the entry-level competencies for graduates of master's, DNP, and post-graduate programs preparing acute care NPs who serve the adult-gerontology population.

For more information on AACN publications, see <http://www.aacn.nche.edu/Publications>.





Upcoming Conferences



Executive Development Series

November 14-15, 2012

San Antonio Marriott Riverwalk, San Antonio, TX

Instructional Leadership Network Meeting

November 15, 2012

San Antonio Marriott Riverwalk, San Antonio, TX

Baccalaureate Education Conference

November 15-17, 2012

San Antonio Marriott Riverwalk, San Antonio, TX

CNL Research Symposium

January 17, 2013

JW Marriot New Orleans, New Orleans, LA

Clinical Nurse Leader Summit

January 17-19, 2013

JW Marriot New Orleans, New Orleans, LA

Faculty Practice Pre-Conference

January 23, 2013

Hotel del Coronado, San Diego, CA

Doctoral Education Conference

January 23-26, 2013

Hotel del Coronado, San Diego, CA

Research Leadership Network Meeting

January 24, 2013

Hotel del Coronado, San Diego, CA

Faculty Development Conference

February 7-9, 2013

Omni Jacksonville Hotel, Jacksonville, FL

Faculty Practice Pre-Conference

February 20-21, 2013

Buena Vista Palace, Orlando, FL

Master's Education Conference

February 21-23, 2013

Buena Vista Palace, Orlando, FL

Executive Development Series

March 15-16, 2013

The Fairmont Washington, Washington, DC

Spring Annual Meeting

March 16-19, 2013

The Fairmont Washington, Washington, DC

Graduate Nursing Admissions Professionals Conference

April 2-3, 2013

Charlotte, NC

Nursing Advancement Professionals Network Meeting

April 5-6, 2013

Omni San Diego Hotel, San Diego, CA

Hot Issues Conference

April 11-13, 2013

Sheraton Westport Lakeside Chalet, St. Louis, MO

Business Officers of Nursing Schools Meeting

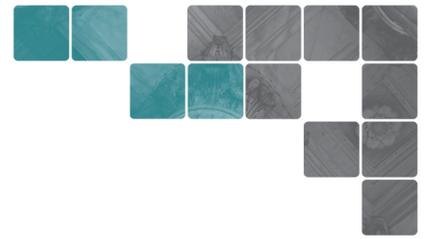
April 17-19, 2013

Omni Austin Hotel Downtown, Austin, TX

Summer Seminar

July 21-24, 2013

The Lodge at Vail, Vail, CO



Achieving Excellence in Accreditation

An autonomous arm of AACN, the Commission on Collegiate Nursing Education (CCNE) ensures the quality and integrity of baccalaureate and graduate degree programs that prepare nurses. Now in its 15th year of accreditation review activities, CCNE has accredited 581 baccalaureate and 407 master’s degree programs in nursing, as well as 100 Doctor of Nursing Practice (DNP) programs. CCNE accredits nursing programs in 603 colleges and universities nationwide and in Puerto Rico. Overall, 76.4% 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 residency programs, bringing the total number of accredited residencies to 10 with 5 new applicants in the pipeline.

	Accredited Programs	New Applicants	Not Accredited by CCNE
Baccalaureate Programs	581	50	185
Master’s Programs	407	5	87
DNP Programs	116	4	12

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



AACN ANNUAL REPORT

FIGURE 1
ENROLLMENTS AND GRADUATIONS
IN NURSING PROGRAMS

733 schools reporting

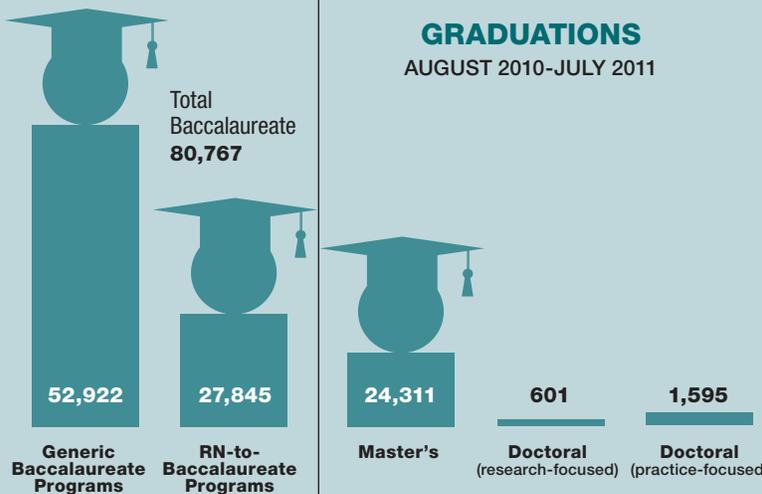
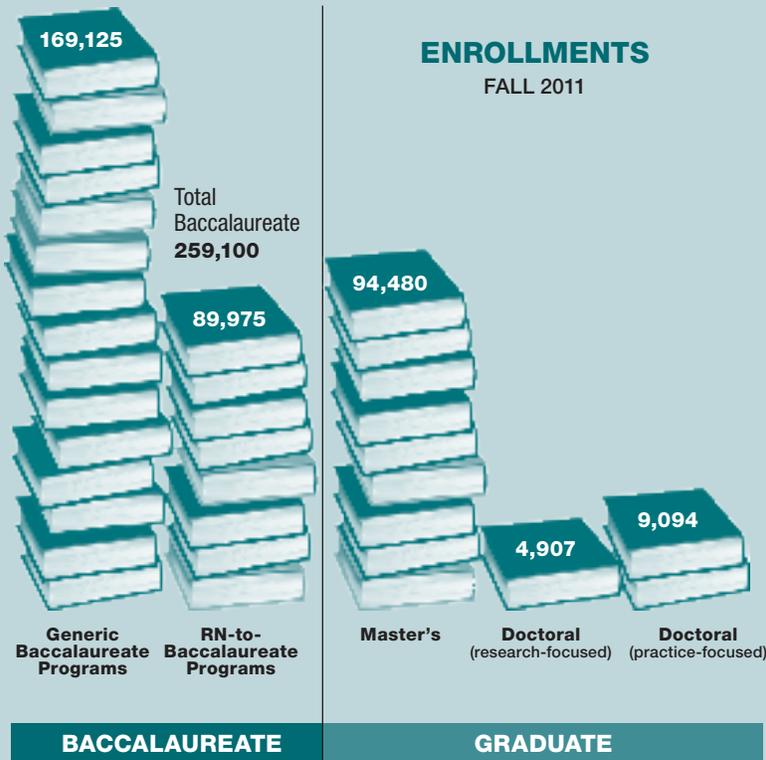


FIGURE 2
QUALIFIED APPLICATIONS TURNED DOWN



FIGURE 3
ENROLLMENT CHANGES

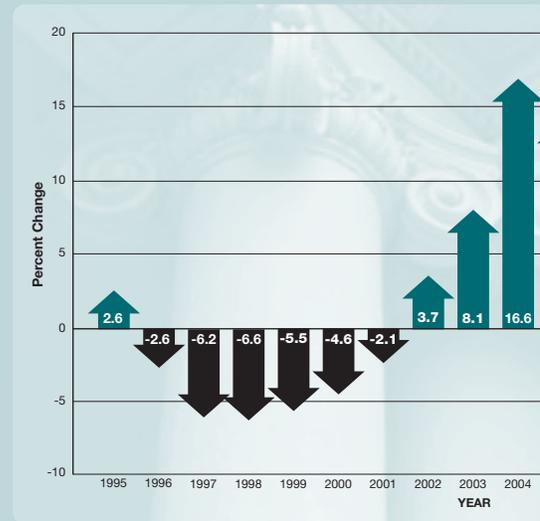


FIGURE 4
RACIAL/
ETHNIC
DIVERSITY
IN NURSING
EDUCATION
PROGRAMS:
FALL 2011



- American Indian/Alaskan N
- Asian/Hawaiian/Pacific Isl
- Black or American-Ameri
- Hispanic or Latino
- Two or More Races
- White

YEAR AT A GLANCE

LED AWAY

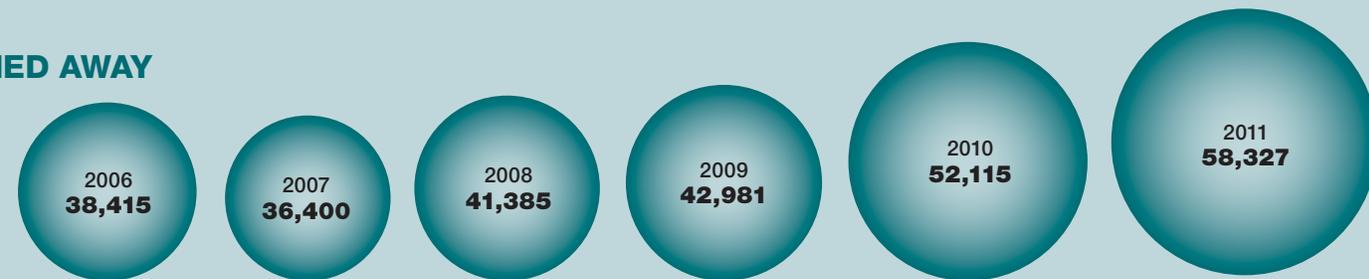


FIGURE 5
GROWTH IN DOCTORAL NURSING PROGRAMS: 2006-2011

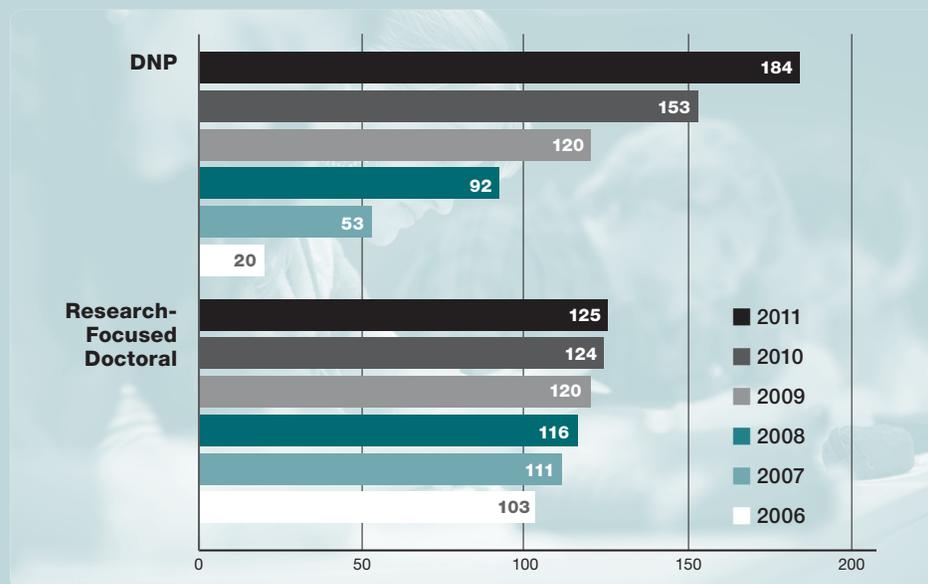
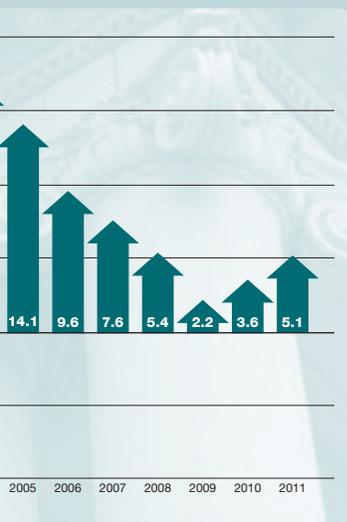


FIGURE 6
ENROLLMENTS IN BOTH DNP AND PhD PROGRAMS: 2003-2011

Doctorate of Nursing Practice	YEAR	Research-Focused Doctoral
9,094	2011	4,907
7,037	2010	4,611
5,165	2009	4,161
3,415	2008	3,976
1,874	2007	3,982
862	2006	3,927
329	2005	3,718
170	2004	3,439
70	2003	3,229

Enrollment in Entry-Level Baccalaureate Programs
624 schools reporting

Enrollment in Master's Programs
485 schools reporting

	Baccalaureate Programs	Master's Programs
Native	0.5%	0.7%
ander	8.8%	7.0%
can	10.3%	12.6%
	7.0%	5.1%
	1.4%	1.1%
	72.0%	73.4%

2012 Statement of Financial Position June 30, 2012

	AACN	CCNE	2012 Total	2011 Total
ASSETS				
CURRENT ASSETS				
Cash and cash equivalents	\$ 2,555,247	\$ 992,600	\$ 3,547,847	\$ 3,510,384
Contributions and grants receivable	2,118,639		2,118,639	1,737,309
Accounts receivable (net of allowance for doubtful accounts of approximately \$3,100 for 2012 and \$18,400 for 2011)	184,908	12,649	197,557	140,703
Accrued interest receivable	253	441	694	801
Due from/to CCNE	84,679	(84,679)	-0-	-0-
Prepaid expenses	321,934	53,827	375,761	185,019
TOTAL CURRENT ASSETS	5,265,660	974,838	6,240,498	5,574,216
FIXED ASSETS				
Furniture and equipment	512,293	94,293	606,586	581,611
Equipment held under capital lease	44,411		44,411	44,411
Website	69,710	7,741	77,451	64,369
Leasehold improvements	424,703	128,048	552,751	552,751
	1,051,117	230,082	1,281,199	1,243,142
Less accumulated depreciation and amortization	(586,222)	(148,270)	(734,492)	(645,723)
NET FIXED ASSETS	464,895	81,812	546,707	597,419
INVESTMENTS	7,439,965	2,942,489	10,382,454	9,416,758
CONTRIBUTIONS AND GRANTS RECEIVABLE, less current portion	570,468		570,468	511,064
RESTRICTED INVESTMENT ACCOUNT	39,337		39,337	19,614
TOTAL ASSETS	\$ 13,780,325	\$ 3,999,139	\$ 17,779,464	\$ 16,119,071
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts payable	\$ 100,400	\$ 36,135	\$ 136,535	\$ 239,756
Accrued vacation	174,376	32,939	207,315	164,700
Obligation under capital lease	9,537		9,537	8,659
Deferred revenue:				
Dues	1,782,981		1,782,981	1,735,230
Meetings	470,970		470,970	284,068
Other	8,085		8,085	-0-
Accreditation		814,747	814,747	979,244
TOTAL CURRENT LIABILITIES	2,546,349	883,821	3,430,170	3,411,657
OBLIGATION UNDER CAPITAL LEASE, net of current portion	12,357		12,357	21,894
DEFERRED COMPENSATION PAYABLE	39,337		39,337	19,614
DEFERRED RENT	150,084		150,084	141,746
TOTAL LIABILITIES	2,748,127	883,821	3,631,948	3,594,911
NET ASSETS				
Unrestricted	7,534,732	3,115,318	10,650,050	9,153,699
Temporarily restricted	3,409,263		3,409,263	3,282,258
Permanently restricted	88,203		88,203	88,203
TOTAL NET ASSETS	11,032,198	3,115,318	14,147,516	12,524,160
TOTAL LIABILITIES AND NET ASSETS	\$ 13,780,325	\$ 3,999,139	\$ 17,779,464	\$ 16,119,071



2012 Statement of Activities

Year Ending June 30, 2012
(with summarized Financial Information for June 30, 2011)

	Unrestricted			Temporarily Restricted AACN	Permanently Restricted AACN	2012 Total	2011 Total
	AACN	CCNE	Total				
REVENUES							
Contributions and grants	\$ 135,018		\$ 135,018	\$ 2,674,628		\$ 2,809,646	\$ 2,565,694
Membership dues	2,870,716		2,870,716			2,870,716	2,681,316
Registration fees	1,634,330	\$ 35,325	1,669,655			1,669,655	1,699,120
Publication sales	271,762		271,762			271,762	284,547
Investment (loss) income	(23,601)	28,047	4,446	5,093		9,539	1,283,923
Annual fees		1,583,377	1,583,377			1,583,377	1,417,559
Application fees		133,480	133,480			133,480	109,000
Site evaluation fees		764,775	764,775			764,775	773,500
New program fees		78,000	78,000			78,000	76,000
CNL certification exam fees	294,736		294,736			294,736	223,705
NursingCAS	187,743		187,743			187,743	37,482
Miscellaneous income	290,457	360	290,817			290,817	240,566
Net assets released from restrictions	2,552,716		2,552,716	(2,552,716)		0	0
TOTAL REVENUES	8,213,877	2,623,364	10,837,241	127,005	0	10,964,246	11,392,412
EXPENSES							
Program services:							
New Careers in Nursing	1,146,297		1,146,297			1,146,297	1,182,082
Quality & Safety in Nursing Education	823,500		823,500			823,500	1,012,175
Other Grants & Contracts	714,875		714,875			714,875	883,471
Research	300,335		300,335			300,335	331,301
Education Policy	309,510		309,510			309,510	281,924
Government Affairs	613,377		613,377			613,377	563,510
Publications	207,648		207,648			207,648	217,907
Public Affairs	264,260		264,260			264,260	238,885
Conferences	1,154,208		1,154,208			1,154,208	1,123,165
Faculty Programs	143,848		143,848			143,848	131,900
NursingCAS	143,720		143,720			143,720	58,286
Commission on Nurse Certification	279,481		279,481			279,481	258,600
Special Projects & Task Forces	206,959		206,959			206,959	223,880
Accreditation		1,997,820	1,997,820			1,997,820	2,088,546
Total program services	6,308,018	1,997,820	8,305,838	0	0	8,305,838	8,595,632
Supporting services:							
General and administrative	1,008,818		1,008,818			1,008,818	964,353
Fundraising	26,234		26,234			26,234	24,548
Total supporting services	1,035,052		1,035,052	0	0	1,035,052	988,901
TOTAL EXPENSES	7,343,070	1,997,820	9,340,890	0	0	9,340,890	9,584,533
CHANGE IN NET ASSETS	870,807	625,544	1,496,351	127,005	0	1,623,356	1,807,879
NET ASSETS, BEGINNING OF YEAR	6,663,925	2,489,774	9,153,699	3,282,258	88,203	12,524,160	10,716,281
NET ASSETS, END OF YEAR	\$ 7,534,732	\$ 3,115,318	\$10,650,050	\$ 3,409,263	\$ 88,203	\$ 14,147,516	\$ 12,524,160



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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Journal of Professional Nursing

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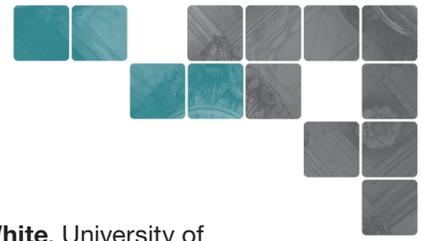
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Affiliations



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 supporting research, 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 nursing 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 Consensus Work Group – Convened by the Alliance for APRN Credentialing and facilitated by AACN, this group of APRN stakeholder groups is engaged in the advancement of the consensus statement regarding APRN licensure, accreditation,

certification, and education completed in July 2008. Participants include AANA, AANP-CP, ANA, ANCC, NACNS, NCSBN, NLNAC, NONPF, ONCC, and PCNB among other groups.

Association of American Medical Colleges (AAMC) – AACN engages regularly with our counterpart organization for schools of medicine on policy initiatives, in our joint work on interprofessional professionalism, and in the development of the recent lifelong learning report.

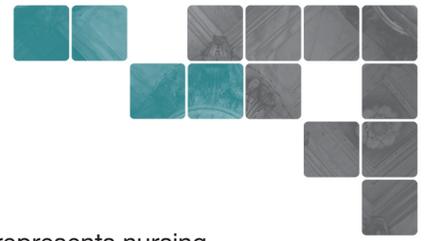
Association of General and Liberal Studies (AGLS) – CCNE staff serve on the Executive Committee focused on promoting quality general education within higher education.

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 offer insight on strengthening public health investments.

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.

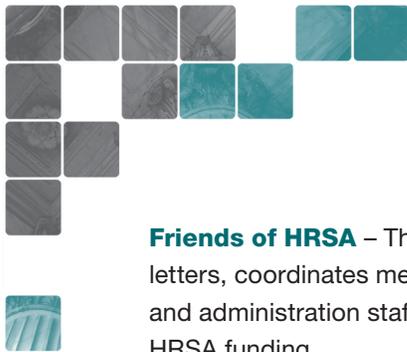
Elsevier Science – The publisher of the *Journal of Professional Nursing*, Elsevier is one of the leading publishers in the world with more than 20,000 products and services.

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, Milbank Foundation for Rehabilitation and the Department of Veterans Affairs.

Evaluating Innovations in Nursing Education (EIN) – The Robert Wood Johnson Foundation awarded a grant to AACN to study facilitators and barriers to careers as nurse faculty. Through this new initiative, AACN will conduct a national survey of doctoral students in research- and practice-focused programs to identify the factors that either impede or enhance the pursuit of a long-term career as a faculty member.

Federation of Association of Schools of the Health Professions (FASHP) – AACN is a member of FASHP and participates in monthly CEO meetings and twice yearly retreat. Other groups that meet include the FASHP CFOs, government affairs, and information technology representatives. The groups meet to discuss common financial issues, governmental affairs, and collaborative efforts.

Friends of AHRQ – The coalition sends support letters, coordinates meetings with key congressional and administration staff, and hosts briefings to support AHRQ funding.



Friends of HRSA – The coalition sends support letters, coordinates meetings with key congressional and administration staff, and hosts briefings regarding HRSA funding.

Friends of Indian Health – The coalition sends support letters, coordinates meetings with key Hill staff, and hosts briefings and receptions regarding funding of the Indian Health Service.

Friends of NCHS – The Friends of NCHS is a voluntary coalition of more than 150 organizations that support the National Center for Health Statistics. Members of this diverse group—including think tanks, professional associations, and universities—rely on the data collected and maintained by NCHS to conduct research, support advocacy efforts, and influence and inform health policy.

Friends of the National Institute of Nursing Research (FNINR) – This organization supports the work of the National Institute of Nursing Research and hosts the annual Nightingala.

Friends of VA Medical Care and Health Research (FOVA) – FOVA is a coalition representing more than 80 national academic, medical, and scientific societies, voluntary health and patient advocacy associations, and industry. The coalition advocates for the funding needs of health care and research at the Department of Veterans (VA), raises awareness of VA medical care and research programs, and hosts special events that highlight VA research successes.

Genetics and Genomics Steering Committee – AACN staff assist with implementing essential nursing competencies and curricula guidelines for genetics and genomics. Further, AACN assisted with the development of a tool kit for faculty related to the genetics/genomics competencies.

Gerontology Projects – To advance geriatric nursing education, AACN collaborates with many organizations, including the John A. Hartford Foundation; Hartford Institute for Geriatric Nursing of the New York University College of Nursing and American Academy of Nursing (Hartford Geriatric

Nursing Initiative); American Geriatrics Society; Gerontological Society of America; 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 is 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 and follow-up meetings in the San Francisco Bay Area. In addition, the foundation provided funding to enhance the competencies of undergraduate RN program graduates, specifically in the area of health informatics.

Government Affairs Collaborating Organizations – Staff work closely with a variety of nursing organizations on common issues related to nursing research, education, and practice legislation and regulation. Collaborators include American Association of Nurse Anesthetists, American Nurses Association, American Organization of Nurse Executives, NONPF, and the Oncology Nurses Society.

Health 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 in support of health professions workplace development.

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

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

Higher Education Friday Group – Led by the American Council on Education, this group meets weekly to discuss Higher Education Reauthorization and organizational advocacy efforts.

Hurst Review Services – AACN joined with this leading NCLEX review provider to offer a new scholarship program to recognize outstanding nursing students in baccalaureate programs.

Interagency Collaboration on Nursing Statistics (ICONS)

– ICONS promotes the generation and utilization of data, information, and research to facilitate and influence decision making about nurses, nursing education, and nursing workforce. AACN has been a member since 1984.

International Academy of Nurse Editors (INANE)

– INANE is an informal network of approximately 200 editors of nursing publications worldwide that meets once a year to exchange information about editing and publishing strategies for professional nursing publications. The group also maintains a Web site for the exchange of relevant information.

Interprofessional Education Collaborative (IPEC)

– Focused on advancing interprofessional education and practice at the national level, IPEC's founding organizations include AACN, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools of Public Health. The six IPEC organizations also serve as founding members of the Institute of Medicine's Global Forum on Innovation in Health Professional Education.

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. Jonas Center also provided sponsorship for the next three years for the Wharton Executive Leadership Program.

Josiah Macy Foundation – The Macy Foundation provided funding for the collaborative work between AACN and AAMC on the publication of *Lifelong Learning in Medicine and Nursing*.



LACE – AACN works closely with an array of Licensure, Accreditation, Certification, and Education (LACE) organizations to advance the recommendations in the Consensus Model for APRN Regulation.

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 coalition of professional nursing organization 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.

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 funding by the Robert Wood Johnson Foundation (RWJF) to launch a national pre-licensure faculty development initiative. In 2012, AACN was awarded new funding to launch a graduate faculty development initiative.

Robert Wood Johnson Foundation (RWJF)

AACN joined with RWJF to launch the New Careers in Nursing Scholarship program in 2008, which provides funding, mentorship, and leadership development to students 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.

Wharton School – AACN initiated a new collaboration with the Wharton School of the University of Pennsylvania in Philadelphia, PA to offer an Executive Leadership program for nursing deans.



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
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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:

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- 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.

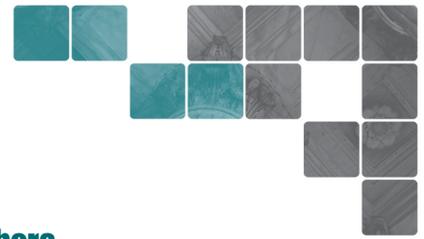
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