

American Association
of Colleges of Nursing



**ANNUAL OPERATING REPORT
FY2009**

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FY 2009**

COST CENTER: GENERAL AND ADMINISTRATIVE

GOAL 1: PROVIDE STRATEGIC LEADERSHIP THAT ADVANCES PROFESSIONAL NURSING EDUCATION, RESEARCH AND PRACTICE

Objective 1: *Lead innovation in baccalaureate and graduate nursing education that promotes high quality health care and new knowledge generation.*

Activity G: Seek funding for project to evaluate the use of simulation in nursing education.

AACN continues to explore opportunities for a funded project to study this topic.

Activity H: Provide leadership for the development of innovative undergraduate and graduate curriculum and clinical training projects, consistent with the revised *Baccalaureate Essentials* document.

Several initiatives have occurred in FY 2009. AACN has offered numerous programming opportunities through its national conferences. The tool kit for the Baccalaureate Essentials was finalized and posted on the AACN website in February 2009. AACN participated in a process to develop a toolkit for faculty to use when teaching genetics and genomics which will be ready in Fall 2009. AACN is funded through RWJ to enhance the ability of nursing faculty to develop quality and safety competencies among nursing school graduates. Also, information regarding a number of issues has been published or disseminated through conference presentations, articles and chapters in nursing texts.

Objective 2: *Establish collaborative relationships and form strategic alliances to advance baccalaureate and graduate nursing education.*

Activity A: Maintain an alliance with nursing organizations to advance AACN's goals.

AACN has worked with the Tri-Council, Nursing Organizations Alliance, and other organizations that promote AACN's vision and policy priorities within the nursing community.

Polly Bednash and AACN have served as lead coordinators of a multi-organizational supported project to conduct a meta-analysis of research on advanced practice nursing quality and safety.

Activity B: Collaborate with organizations to expand global opportunities for members.

AACN continues to work with Nursing Overseas, the nursing division of Health Volunteers Overseas. In addition, AACN is serving as one of the lead collaborators for GANES, the Global Alliance for Nursing Education and Scholarship.

Activity J: Implement collaborative relationship with AAMC regarding inter-professional continuing education.

AACN is participating in a Macy Foundation grant on Lifelong Learning and Continuing Education. The project is being done in conjunction with the Association of American Medical Colleges (AAMC). An expert panel was convened to provide input into the current and future recommendations in five areas: lifelong learning, interprofessional education, continuing education including work place learning and point of care learning. The final report is expected to be completed August 2009. AACN is also a part of a five organization collaboration to study and implement interprofessional education best practices. Other collaborating organizations include the Association of American Medical Colleges, the American Association of Colleges of

Medicine, the American Dental Education Association, and the American Association of Colleges of Osteopathic Medicine.

Activity K: Participate as a founding member of the Global Alliance for Nursing Education and Scholarship (GANES).

In October 2008, GANES hosted its first international conference in Toronto with programming reflecting the theme Educating the Future Nursing and Healthcare Workforce: A Global Challenge. More than 200 nursing leaders and healthcare administrators from 17 countries attended. GANES members continued to meet in person and via conference calls this year to strategize about growing the organization and addressing common concerns. Organizational members planned and hosted a GANES informational session held in conjunction with the International Council of Nurses quadrennial conference in Durban, South Africa in June 2009. Representatives of multiple country nursing education programs attended the conference and several have indicated a willingness to join GANES. AACN will host the next international conference in Washington, DC in December 2010.

Activity M: Collaborate with other organizations to promote AACN's agenda in baccalaureate and graduate nursing education in higher education.

Staff worked with AACN President Fay Raines to prepare an article for the Online Journal of Issues in Nursing on career pathways in nursing that stressed the benefits of entering the profession with a baccalaureate degree. The article was published in the September 30, 2008 issue of OJIN. This same emphasis was featured in a presentation given by Dr. Raines at a keynote presentation given at the National Student Nurses Association conference in April 2009. In our work with the TriCouncil (AACN, ANA, NLN, AONE), AACN is working with our colleague organizations on a statement about the need for nurses to advance their education, including a call for more baccalaureate-prepared nurses.

Activity N: Enhance AACN's influential role with inter-professional and intra-professional organizations, including Federation of Association of Schools of the Health Professions (FASHP) organizations.

AACN continued its collaborative work in a variety of organizations this year, including FASHP, the Coalition for Patients Rights, the Interagency Collaboration on Nursing Statistics, National Quality Forum, Sullivan Alliance on Transforming the Health Professions, and the Washington Secretariat for Higher Education among many others.

Objective 3: Increase the visibility and participation of nursing's academic leaders as advocates for innovation in nursing.

Activity A: Enhance the dialogue and understanding of nurse researchers engaged in inter-professional Clinical Translation Science Award (CTSA) initiatives.

AACN communicated information about this year's CTSA call for applications and award recipients to member institutions via News Watch, blast emails, and the Academic Health Center's list serve. CTSA recipients shared their experiences with this process at the AHC Like-Schools Forum held during the Fall Semiannual Meeting in October 2008.

Activity D: Develop dean's liaison group with Department of Veteran's Affairs.

AACN and the Department of Veteran's Affairs co-hosted the first meeting of the new 15-member dean's liaison group during the Doctoral Conference in San Diego in January 2009. At the meeting, the smaller working groups were formed to discuss specific issues, including the CNL, DNP, and post-baccalaureate residency program. These working groups have met via conference call several times since the launch meeting. The liaison group will reconvene at the Fall Semiannual Meeting in November 2009.

Activity E: Develop a national stakeholder consensus panel to bring advice and recommendations to AACN regarding the future of nursing education, research and practice and AACN's role in these.

The national stakeholder consensus panel will be convened in 2010, and a report of the proceedings will follow.

Activity G: Promote inclusion of leaders in nursing on organization/association Boards or federal appointments.

AACN actively supported the nomination of Mary Wakefield to the post of HRSA administrator and worked with the larger nursing community and federal contacts to help make this happen. AACN nominated Connie Delaney to the GAO's Health Information Technology Policy Committee, and she was appointed to this advisory body in April 2009.

GOAL 2: DEVELOP FACULTY AND OTHER ACADEMIC LEADERS TO MEET THE CHALLENGES OF CHANGING HEALTHCARE AND HIGHER EDUCATION ENVIRONMENTS

Objective 1: Provide opportunities for academic leaders to strengthen leadership and administrative expertise.

Activity E: Promote leadership opportunities for member school deans and faculty in AACN. AACN had sessions at the Spring Annual Meeting focused on how to become a leader within AACN. Strategies include volunteering to work on subcommittees, committees and task forces, participation in the new dean mentoring program and active participation in AACN meetings and dialogue.

Activity F: Develop strategies for soliciting member interest in participation in leadership opportunities.

The Membership Interest Survey was revised this year. Deans have been provided several opportunities to complete the survey. The survey results are used for committee and task force appointments and other volunteer initiatives.

Activity J: Provide a mentoring program for new deans, interim deans and acting deans.

AACN continues active facilitation of the new dean mentoring program. All new deans are invited to participate and are provided mentors at their request.

Objective 3: Increase opportunities for all members of the nursing academic unit to participate in AACN programs and initiatives.

Activity D: Continue to provide volunteer and leadership opportunities to all AACN members. AACN has expanded participation on program subcommittees, task forces and special working groups to include numerous participants from the Leadership Networks. Examples include the Benchmarking working group and the group working on the Centralized Application Service.

**ANNUAL OPERATING REPORT
FY2009**

COST CENTER: EDUCATION POLICY & SPECIAL PROJECTS

GOAL I. PROVIDE STRATEGIC LEADERSHIP THAT ADVANCES PROFESSIONAL NURSING EDUCATION, RESEARCH, AND PRACTICE.

Objective 1. Lead innovation in baccalaureate and graduate nursing education that promotes high quality health care and new knowledge generation.

Activity B: Develop recommendations on curricular innovation in doctoral education to include discussion of curricular interchanges in practice- and research-focused programs.

1. *The AACN Shas represented AACN at numerous meetings and venues, including consultation to CCNE to address questions and issues regarding implementation of the DNP. In addition, AACN staff have also addressed numerous questions from member schools have been addressed as they work to develop a DNP program or seek accreditation.*
2. *Staff support has been provided to the Task Force on the Future of Research-Focused Doctorate. Activities have included review of the literature and key resources, including national evaluations and recommendations for PhD programs. Open forums were held in conjunction with the AACN Doctoral Conference and the four regional nursing society research meetings. The purpose of the forums was to solicit input from diverse stakeholders on preferred characteristics, criteria, and outcomes of nursing PhD programs.*

Activity C: Develop best practices for innovation in baccalaureate and graduate curricula.

1. *Director of Special Projects represented AACN in the national strategic planning process to implement the Essential Nursing Competencies and Curricula Guidelines for Genetics and Genomics prepared by a Consensus Panel sponsored by the National Human Genome Research Institute and endorsed by AACN in 2005. A tool kit for faculty to use when teaching genetics and genomics is being developed and should be ready for dissemination by Fall 2009.*
2. *AACN is a partner in phase III of the RWJ-QSEN work to develop and implement a national effort designed to enhance the ability of nursing faculty to develop quality and safety competencies among graduates of their programs. Nine educational institutes for faculty development will be held in 2010 and 2011. Special Project Director Kathy McGuinn and Laurie Wilson, GNEC program director, oversee this project under the direction of the CEO. Additionally, the Gordon and Betty Moore Foundation will fund a special session of this initiative for the San Francisco area schools of nursing. This initiative will use a “train the trainer” approach to prepare a cadre of nursing faculty with the capacity to 1) lead other faculty in their institution in efforts to incorporate this content into the curriculum for nursing students, 2) teach and mentor students regarding the concepts and skills necessary for the delivery of high quality and safe patient care, and 3) train other faculty to accomplish these goals. A QSEN Facilitators Meeting was held in Portland, ME in June 2009 to seek ideas and feedback*

on content for the upcoming nine RWJ-QSEN Institutes. Educational materials will be developed for this Phase III initiative during 2009.

- 3. The Cultural Competency Advisory Group submitted the Cultural Competencies for Master's and Doctoral Nursing Students to the AACN Board March 2009; after being referred back to the Advisory Group for revisions, the Board subsequently approved the document Spring 2009.*
- 4. The GNEC, funded by the JAHF, has developed teaching-learning materials for senior level baccalaureate curricula to enhance the care of older adults.*

Activity E: Develop a statement on Master's Essentials for the advanced generalist.

- 1. The Task Force on the Essentials of Master's Education for the Advanced Generalist, chaired by Dr. Joanne Warner, dean of the University of Portland School of Nursing, is comprised of individuals representing an array of experts in master's nursing education. Additionally, Joyce Batcheller, Senior Vice President/ Network Chief Nursing Officer for Seton Family of Hospitals, represents the practice setting on the committee.*
- 2. In March 2009, two national stakeholders' teleconferences were held; representatives from 22 nursing organizations offered feedback to the task force on the anticipated roles of the advanced generalist nurse in the 21st century and the 3-5 critical competencies that are needed to function in these roles.*
- 3. By August 2009, a draft document of the Advanced Generalist Essentials will be posted on the AACN website. To facilitate a consensus-building process, four regional meetings will be held in the Fall 2009 through Spring 2010. The final draft document is projected to be sent to the AACN Board for approval in July 2010 and to the AACN membership for endorsement in October 2010.*

Activity F: Develop hallmarks of best practices and tool kit for implementation of Baccalaureate Essentials.

The Task Force on the Revision of the Essentials of Baccalaureate Nursing Education completed its work. The Baccalaureate Essentials were endorsed by the AACN membership in October 2008. The tool kit that will assist faculty with the implementation of the Baccalaureate Essentials was posted on the AACN website in February 2009.

Activity H: Provide leadership for the development of innovative undergraduate and graduate curriculum and clinical training projects, consistent with the revised baccalaureate Essentials document.

- 1. Tool kit for the Baccalaureate Essentials, which was posted on the AACN website in February 2009*
- 2. See description of work with National Human Genome Research Institute under Activity C.1 above.*
- 3. See description of the Phase III RWJ QSEN Grant under C.2 above.*
- 4. AACN conference programming related to implementation of the Baccalaureate Essentials*
- 5. Information regarding a number of issues and trends, including the future of nursing education, clinical prevention & population health, mass casualty education, the CNL and DNP, and advanced practice nursing, has been published or disseminated via conference presentations, articles, and chapters in nursing text.*

Activity I: Participate on the inter-professional Health People Curriculum Task Force.

The Senior Director of Education Policy and Dr. Janet Allan, Dean, University of Maryland School of Nursing, serve as AACN's representatives to the Healthy People Curriculum Task Force, hosted by the APTR. The TF revised and disseminated the Clinical Prevention & Population Health Curriculum Framework for Health Professions. Other activities of the TF include consultation to DHHS regarding data sources for measuring attainment of Healthy People 2010 goals, data collection for beginning decade HP2020, creation of a web-based inter-professional resource center (PERC), and in collaboration with AAC&U, the Educated Citizen and Public Health Initiative, which advocates for the inclusion of public health and epidemiology in all undergraduate general education. In Fall 2008, AACN conducted a survey of all entry-level baccalaureate nursing programs to provide DHHS end-of-decade data (2010) and potentially beginning decade HP 2020. Articles for a theme issue of the American Journal of Preventive Medicine are being drafted by the HPTF.

Activity J: Collaborate with other nursing organizations to address issues related to Advanced Practice Nursing.

1. *Facilitated the ongoing work of the national APRN Consensus Process, a multi-organizational group charged to develop recommendations regarding the definition of APRN role, specialty and subspecialty and a future vision for APRN regulation.*
2. *Facilitated, in conjunction with NCSBN, APRN Joint Dialogue Group process to reach consensus within the APRN community on a future APRN Regulatory Model. Dr. Jean Johnson, George Washington University, served as the group facilitator for both the APRN Consensus Work Group and the APRN Joint Dialogue Group processes. In July 2008, the final report was sent to all organizations participating in the consensus process seeking endorsement. To date, 44 national nursing organizations have endorsed the Consensus Model. The Joint Dialogue Group had continued its work to develop a national network, LACE, which will facilitate the implementation of the Consensus Model.*

Activity K: Promote best practices in the care of older adults through curricular innovation and faculty development in baccalaureate and graduate (APRN) nursing education programs.

1. *Preparing Nursing Students to Care for Older Adults: Enhancing Gerontology in Senior-level Undergraduate Courses was funded for four years by the John A Hartford Foundation. Under this grant the Geriatric Nursing Education Consortium (GNEC) has been formed; a total of five faculty institutes have been offered June 2007-April 2009; the fifth and final institute will be presented June 24-26, 2009 in Philadelphia, PA. The initiative uses a train-the-trainer approach to equip nursing faculty to gerontologize the senior-level undergraduate curricula as well as teach and mentor students in the care of older adults. After the final institute, 812 faculty from 423 schools and 50 states plus Puerto Rico, Canada and Mexico will have been trained.*
2. *The AACN/John A. Hartford Foundation project, Ensuring the Advanced Practice Registered Nursing Workforce is Prepared to Care for Older Adults, in collaboration with the NYU Hartford Institute for Geriatric Nursing, addresses a critical first step in the implementation of the APRN Consensus Model which requires the scope of NP and CNS education, certification and licensure to encompass the full spectrum of the Adult – Gerontology population. NP and CNS Expert Panels have been convened to develop*

national consensus-based competencies for the adult-gerontology NP and for the adult-gerontology CNS. The National Organization of Nurse Practitioner Faculty (NONPF) and the National Association of Clinical Nurse Specialists (NACNS) were asked to appoint a representative to co-facilitate with AACN these two expert panels. In addition, two electronic surveys have been conducted in conjunction with the NYU HI for Geriatric Nursing, of NP and CNS programs that prepare individuals who care for older adults. Information from these surveys will inform the development of competencies and curricular materials, and future faculty development efforts.

Activity L: Promote and sustain careers in Geriatric Advanced Practice Nursing.

The AACN/John A. Hartford Foundation project, Creating Careers in Geriatric Advanced Practice Nursing II, ended May 31, 2009. This second Creating Careers grant awarded \$1.8 million in scholarship monies to 19 schools; a total of 94 scholarships were awarded to GNP and GCNS students, 14 more than the original projected number. This initiative also enabled the 19 schools to leverage an additional \$4.2 million for gerontology nursing education projects. A second AACN-sponsored Creating Careers graduate networking event was held in conjunction with the National Conference of Gerontological Nurse Practitioners annual meeting in St. Louis, MO, in the Fall 2008.

Objective 2: Establish collaborative relationships and form strategic alliances to advance baccalaureate and graduate nursing education.

Activity A: Maintain an alliance with nursing organizations to advance AACN's goals.

AACN staff members have collaborated with other nursing organizations in a variety of forums and on several ongoing projects:

- 1. Participated, along with other AACN representatives, in the Alliance for Advanced Practice Nursing Credentialing. The APRN Consensus Process was initiated by the Alliance in response to a proposal from AACN and NONPF. The APRN Joint Dialogue Group process, facilitated by AACN and NCSBN, has finalized and disseminated its report, Consensus Model on APRN Regulation: Licensure, Accreditation, Certification and Education. To date 44 national nursing organizations have endorsed the model. Ongoing work includes the creation of a national network, LACE, to facilitate the ongoing implementation of the APRN Consensus Model.*
 - 2. Represented AACN at the annual NCSBN APRN Roundtable.*
- Represented AACN on the ONS/ONCC Task Forces to develop national consensus-based oncology NP and CNS competencies. Work was completed on this project Fall 2008.*
- 3. Pamela Malloy, AACN coordinator of the ELNEC project, represented AACN on the project conducted by the National Association of Clinical Nurse Specialists to develop standards for the DNP in CNS education.*
 - 4. Kathy McGuinn continues to represent AACN on the Interprofessional Professional Education project, a major interprofessional collaboration of multiple organizations.*

Activity B: Collaborate with organizations to expand global opportunities for members.

Develop and maintain nursing educational programs in developing countries.

- 1. AACN continues to sponsor Nursing Overseas, the nursing division of Health Volunteers Overseas. Dr. Joan Shaver represents AACN on the Nurse Education Steering Committee. Five nursing education programs are underway in Phonm Penh, Cambodia, Siem Reap, Cambodia,*

Uganda, India, and Tanzania. A meeting of the Nursing Education Steering Committee was held in June 2009 to develop the strategic plan for 2009-2010.

Activity C: Implement the Clinical Nurse Leader initiative.

- 1. The CNL Steering Committee has continued to expand the CNL initiative in education and practice. Currently, 104 schools of nursing (up from 93 one year ago) are partnering with over 204 health care institutions to implement the CNL role and curricula.*
- 2. The CNL Steering Committee has developed products to support the implementation of the CNL in both education and practice, including a CNL brochure, online speakers' bureau, presentations, and toolkit which includes a CNL bibliography. In response to a request from several partner schools, a statement on the post-master's CNL program was developed and approved by the Steering Committee and is posted on the AACN website.*
- 3. The Steering Committee continues to support a CNL student/graduate listserv which provides a forum for student and graduate CNLs to ask questions, and share solutions and experiences.*
- 4. A CNL Staff Nurse Advisory Panel was created in response to a request from the ANA to serve in an advisory capacity to the CNL Steering Committee. Six nursing organizations plus two hospitals implementing the role appointed representatives to the panel. The panel met face-face August 2008 and again via conference call. All participants have shared information on the CNL initiative with constituents via presentations or publications.*

Activity D: Evaluate the CNL pilot projects and disseminate on-going information and findings.

- 1. Two electronic surveys – CNLs one-year after graduation and their immediate supervisors – were conducted. The purpose of the surveys was to identify practice locations, settings, adequacy of preparation to practice in the role and impact on practice setting or patient outcomes. Although response rates were low (13%), responses do provide information regarding practice locations, titling, curricula, and impact on patient outcomes.*
- 2. Two articles on the CNL role implementation and outcomes were published in a themed issue on nursing leadership of the Journal of Nursing Management 16(5) July 2008.*
- 3. A solicited article on CNL role and outcomes has been submitted for publication in the JCR news letter.*
- 4. Collaboration with early adopter practice sites to access data regarding CNL impact on patient care, specifically in relation to core measures and readmission rates. A second article on the CNL role and outcomes is targeted for the JCR journal.*
- 5. Presentations from the 2009 CNL Summit, CNLs Leading Microsystems Improvement: The Link to Quality and Safety, which highlighted the role of the CNL in improving quality and care outcomes have been posted on the AACN website.*

Activity E: Collaborate with other nursing organizations to assess education, practice and regulatory issues associated with the implementation of the Clinical Nurse Leader role.

- 1. The CNL Steering Committee models a true partnership between education and practice; four task force members represent the practice community, including two representatives of the DVA and a past AONE board member. The Steering Committee and staff have*

- focused heavily on how best to support the implementation of the CNL within diverse health care settings, including acute care, long term care, outpatient centers, home care, and schools.*
2. *Presentations have been made to organizations, including the Joint Commission Nursing Advisory Committee; Joint Commission Resources (JCR); AONE, TCAB Education Partners; American Health Care Association; National Advisory Council for Long Term Care; Genesis Health System, and Hospital Corporation of American (HCA).*
 3. *An ongoing dialogue has also been initiated with the JCR, AONE, AHCA, Genesis Health System, HCA, the Dartmouth Health Policy Institute, and the American Nurses Association/NDNQI regarding issues and potential collaboration in supporting and integrating the CNL in health care delivery.*
 4. *The CNL Steering Committee has established a Staff Nurse Advisory Group, comprised of six nursing organizations including RNs Working Together. The purpose of the Advisory Group is to provide organizational perspectives on the staff nursing within the current health care system and provide information regarding CNL implementation and role clarity.*
 5. *Dissemination of information regarding the CNL role and education programs has been a priority of the CNL Steering Committee and staff. Numerous articles have been published in journals and newsletters and numerous presentations have been made to diverse organizations, stakeholder groups, and interested schools.*

Activity G: Support the transition of specialty education to the DNP.

1. *Implementation of the recommendations of the Roadmap to the DNP and the DNP Essentials Task Force has been ongoing. Numerous questions from member schools have arisen as they develop programs and seek accreditation. Consultation to the CCNE has been provided to assist in addressing questions that have arisen as it begins to accredit DNP programs.*
2. *Issues related to the transition of APRN education to the DNP have been addressed throughout the APRN Consensus Process dialogue, work on the national consensus-based competencies for the Adult-Gerontology NP and CNS; and through presentations at AACN and other nursing organization meetings/conferences and at member schools.*

Activity I: Continue to collaborate with the University HealthSystem Consortium to expand number of sites with the post-BSN residency programs.

5. *Director of Special Projects is the liaison for the UHC/AACN Nurse Residency Program and gave the following presentations at national meetings: "Update on the Baccalaureate Essentials," UHC Nurse Residency Coordinators Meeting, Orlando, Florida, March 11, 2009; "BSN Educational Models and Update on Baccalaureate Essentials," webinar, February 25, 2009.*
6. *The number of sites that offer post-BSN residency programs has expanded from 36 to 55 sites in 26 states.*
3. *Outcome data for the nurse residency program was shared at the UHC annual meeting in March 2009; the RN turnover rate for the residency program has decreased from 11.7% (2005), 9.7% (2006) to 5.7% (2007) to 5.6% (2008).*

4. *CCNE Board of Directors approved Draft Standards for Nurse Residency Accreditation at its April 2007 meeting. Accreditation of nurse residency programs will begin in the Spring 2009.*
5. *Another initiative is to aggressively market the program to non-UHC members. A marketing tool kit for the residency program was posted on the AACN website in May 2009 and plans are underway for a webinar for AACN members in the summer/fall of 2009. 7 non-UHC hospitals joined the nurse residency program in 2008 and 4 non-UHC hospitals joined the program in 2009.*

Activity J: Implement collaborative relationship with AAMC regarding inter-professional continuing education.

Staff members have provided leadership for the implementation of a Macy Foundation grant on Lifelong Learning and Continuing Education. The project is being done in conjunction with the Association of American Medical Colleges (AAMC). An expert panel was convened to provide input into the current and future recommendations in five areas: lifelong learning, interprofessional education, continuing education including work place learning and point of care learning. The final report is expected to be completed August 2009. See above for further work.

Activity L: Revise *Interprofessional Education and Practice Position Statement*.

1. *As background to and related work, The Director of Special Projects has participated in the ongoing collaboration with Interprofessional Professionalism Measurement Group to identify indicators of interprofessional professionalism. This group presented its work, "Collaborative Interprofessional Professionalism for Doctoral Education" at the Doctoral Conference in January 2009. The group is in the process of writing an article about their work; they will meet in July 2009.*
2. *As background to and related work, The CEO and Director of Special Projects are exploring opportunities for interprofessional collaboration related to spirituality with the GWISH Project.*
3. *As planned, the Associate Executive Director and the Director of Special Projects will complete the revision of the Interprofessional Education and Practice Position Statement by 2010. The five member interprofessional collaborative will also make a recommendation that a multiorganization statement be developed to replace individual organization statements.*

Objective 3: Increase the visibility and participation of nursing's academic leaders as advocates for innovation in nursing.

Activity C: Maintain an active role in National Quality Forum and increasing nursing visibility in the quality arena.

Director of Special Projects represents AACN on the NQF Nursing Organizational Committee. Through a consensus-building process, this committee's purpose is to increase nursing visibility in NQF by agreeing on the nominations of well-qualified candidates. Through this committee, AACN also had the opportunity to provide feedback on NQF's National Priority Goals.

GOAL 3: LEVERAGE AACN'S POLICY AND PROGRAMMATIC LEADERSHIP ON BEHALF OF THE PROFESSION AND DISCIPLINE

Objective 1: Serve as the primary voice for baccalaureate and graduate nursing education through media outreach, advocacy, policy development, and data collection.

Activity G: Monitor emerging trends in nursing and disseminate information to member institutions to promote state-of-the-science nursing education and practice. Increase awareness of funding opportunities for nursing education and research.

- 1. Opportunities for nursing education and research are included in the AACN News Watch and Syllabus on a regular basis.*
- 2. Items that highlight trends in nursing education have been included in AACN and other publications, including Syllabus (e.g. interviews with Sue Hassmiller, RWJ, Deborah Nadzem, JCR) which focus on the CNL's role in quality improvement and patient safety.*
- 3. Input regarding conference programming has been provided in areas such as the implementation of the DNP and Baccalaureate Essentials, the CNL, the APRN Consensus Model, emerging areas of science (e.g. genetics and genomics) cultural competency, spiritual competency, and public health.*

Activity K: Develop online and print materials to promote the CNL role and consolidate research related to outcomes of CNLS to practice.

- 1. CNL brochure highlighting the role and outcomes has been distributed at conferences/meetings and by potential partners (first distributed at the 2008 AACN Fall Meeting and now available to order on the AACN website <http://www.aacn.nche.edu/cnl/index.htm>). To date over 8,700 copies of the brochure have been ordered, including 3,700 since February 2009.*
- 2. The CNL DVD, created by the Department of Veterans Affairs, was initially shown in January 2008 at the CNL Partnership Summit. Since January 2008, AACN has distributed over 700 copies. The DVD can be ordered from the AACN website.*
- 3. An online CNL Speakers' Bureau which includes recommended speakers, slide template and presentation, FAQs, bibliography and recommended handouts has been developed and can be accessed on the AACN website.*
- 4. Presentations from the 2009 CNL Summit which highlight the role and impact of the CNL can be accessed from the AACN website.*

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COST CENTER: GOVERNMENT AFFAIRS

GOAL 1: PROVIDE STRATEGIC LEADERSHIP THAT ADVANCES PROFESSIONAL NURSING EDUCATION AND RESEARCH

Objective 3: Advocate for increased funding for existing and new federal programs that advance nursing education and research.

Activity A: Advocate for funding increases for the National Institute of Nursing Research (NINR) by doing the following: Educate legislators and their staff on the importance of nursing research; build congressional support for NINR funding throughout the federal budget and appropriations processes. Outcome: Maintain or increase funding for NINR. *In FY 2009, NINR appropriations increase by 3.2% to \$141.88 million. President Obama's FY 2010 budget proposal included \$143.75 million for NINR. To date (July 3, 2009), the House and Senate Labor, Health and Human Services (LHHS) Appropriations subcommittees have not complete their work on the LHHS appropriations bill, which would include the FY 2010 level for NINR.*

Activity B: Advocate increasing appropriations on an annual basis for Nursing Workforce Development Programs (Title VIII, PHSA) administered by the Health Resources and Services Administration by doing the following: Educate congressional staff and legislators on the essential programmatic activities of the Division of Nursing. Work in coalition with other nursing and health care organizations to promote workforce development funding strategies to resolve the nursing shortage. Outcome: Maintain or increase funding for Nursing Workforce Development programs.

Due to advocacy efforts of AACN and the nursing community, the Title VIII Nursing Workforce Development programs received \$171.03 million in FY 2009, an increase of \$15 million. For the second year in a row, AACN implemented a Title VIII survey to better address the need for Title VIII data on Capitol Hill. This year, the response rate doubled with 1,501 Title VIII-funded students submitting data. Similar to last year, the data was used to create a Title VIII brochure and a fact sheet. GA staff expanded the use of the data by creating individual state student profiles. These profiles were available at AACN's Spring 2009 meeting as an advocacy tool for Hill visits. The profiles, along with other state data are currently being place on AACN's website.

In January of 2009, AACN took the lead in supporting the efforts of the Nursing Community and worked with numerous nursing organizations to agree upon a request of \$215 million for Title VIII. For the first time, the President's budget proposal was higher than the Nursing Community's request. President Obama's FY 2010 budget suggested \$263.40 million for the Title VIII programs, which would provide an increase of \$92.37 million over the FY 2009 level. Specific increases were targeted toward the Loan Repayment and Scholarship Program and the Nurse Faculty Loan program. To date (July 3, 2009), the House and Senate LHHS Appropriations subcommittees have not complete their work on the LHHS appropriations bill, which would include the FY 2010 level for Title VIII. As the organization leading the efforts of the Nursing Community, AACN worked with numerous

organizations to create a Title VIII Nursing Community brochure for the FY 2010 appropriations cycle.

On February 13, 2009, Congress passed the American Recovery and Reinvestment Act of 2009. AACN played an instrumental role, along with our colleagues in the nursing community, to see this legislation include stimulus funding for the Title VIII programs. President Obama signed the legislation on February 16, 2009, which included \$500 million for the education of nurses and other healthcare professionals. Of the \$500 million, \$300 million was dedicated to the National Health Service Corps and \$200 million would be divided between the Title VII Health Professions Programs and the Title VIII programs. To date (July 3, 2009), the Health Resources and Service Administration has not released the plan for how the \$200 million will be divided between the Title VII and VIII programs.

Activity C: Work independently and in coalition to influence legislation on nursing education and research. Outcome: Lead, participate in, and form alliances through general health care, intraprofessional, and nursing coalitions to promote nursing research and education funding. Increase membership in the House Nursing Caucus.

In the 111th Congress, AACN has supported the reintroduction of four bills; all of which support nursing education and workforce development. AACN has also supported three new pieces of legislation. Currently, the House Nursing Caucus has 116 members representing both Republicans and Democrats. This year, Senator Merkley (D-OR) has introduced a Senate Nursing Caucus.

Activity D: Strengthen relationships with staff at the Division of Nursing, HRSA, NINR, AHRQ, Department of Veterans Affairs, Department of Labor, Department of Education, Department of Defense, other federal agencies, Congress and the White House to maintain visibility and accountability for promoting the nursing profession. Outcome: Increase visibility and accountability for promoting the nursing profession.

AACN staff attended the National Advisory Council on Nursing Education and Practice, National Advisory Council for Healthcare Research and Quality, and National Advisory Council on Nursing Research meetings throughout the year as well as set up periodic meetings with Division of Nursing, NINR, AHRQ to maintain collaborative working relationships.

Activity E: Lobby on behalf of capitation grants legislation that provides federal funds to schools of nursing for expanding enrollments. Outcome: Enact capitation grants legislation for schools of nursing.

During the 111th Congress, AACN worked with Congressional staff on the re-introduction of the Nurse Education, Expansion and Development Act (NEED) of 2009 (S. 497, H.R. 2043). The legislation was introduced in the Senate on February 26, 2009 by Senator Richard Durbin (D-IL) and has two co-sponsors. The Senate NEED Act was introduced the same day AACN released its 2008-2009 Enrollments and Graduations data to help promote the importance of this legislation. On April 22, 2009 Representative Nita Lowey introduced the bill in the House. AACN and the Nursing Community have advocated for the inclusion of the NEED Act in Congress' efforts to reauthorize the Title VIII programs through healthcare reform legislation. On June 12, 2009, AACN President, Dr. Fay Raines, testified before the Senate HELP Committee on their draft healthcare reform legislation and requested the inclusion of the NEED

Act. To date (July 3, 2009) neither the House Tri-Committee (Energy and Commerce, Ways and Means, and Education and Labor) or Senate Health, Education, and Labor (HELP) Committee's draft healthcare reform legislation contain the NEED Act.

Activity F: Support nursing education at the Department of Veterans Affairs (VA) through the legislative process. Outcome: Establish national policy guidance for schools of nursing comparable to the medical school model in *Policy Memorandum 2* (1946), and actively promote nursing school affiliations, as well as with other health profession educational institutions as appropriate.

AACN is working with the VA on initiatives to promote the Nurse Residency program and build stronger ties between schools of nursing and local VA hospitals, particularly through the Clinical Nurse Leader initiative.

Activity G: Address reauthorization of the Higher Education Act to include programmatic expansions for nursing education. Outcome: Expand the Graduate Assistance in Areas of National Need (GAANN) program to include nursing educators as a designated needed faculty. Develop loan forgiveness for nurses and nurse faculty similar to that for teachers. Evaluate the potential to achieve a three semester Stafford loan program exclusively for student nurses. *In 2005 and 2006, the Secretary of Education designated nursing as an "area of national need" for the purposes of the GAANN program. On July 31, 2008, the Higher Education Opportunity Act (P.L. 110-315) passed into law. The passage of this legislation marked the first long-term and comprehensive reauthorization of the law governing aid to higher education in a decade. Under Section 703 of the bill, the GAANN program included a provision that includes nursing as a discipline eligible for program funding. AACN worked with Congressional champions to see this provision permanently included.*

Activity H: Pursue a demonstration project through Section 646 of the Medicare Modernization Act or other mechanisms at the Centers for Medicare and Medicaid Services (CMS) for the AACN-UHC Residency Program. Outcome: Work with CMS staff to fund AACN-UHC Residency Program.

AACN staff is working with CMS to address this effort.

Activity I: Address patient safety through advocating for passage of legislation.

Outcome: Enact patient safety legislation in the 111th Congress.

The Agency for Healthcare Research and Quality (AHRQ) received \$372.05 million in FY 2009. President Obama provided level funding for the agency in his FY 2010 budget. Both the House Tri-Committee and Senate HELP Committee's draft healthcare reform legislation includes provisions to improve patient safety by implementing standardized quality measures as well as requiring the public reporting of these measures. AACN has supported the inclusion of these measures as they related to nursing care.

Activity K: Address reauthorization of Titles VII and VIII of the Public Health Service Act (PHSA). Outcome: Provide modifications and improvements to Title VII and VIII programs that may include a capitation grants program for schools of nursing and creating an independent chairperson of NACNEP that reports directly to Secretary of HHS and Congress regarding matters related to nursing education and practice.

During the healthcare reform discussions, the Senate HELP Committee and House Energy and Commerce Committee requested statutory language changes for the Title VIII programs from the Nursing Community. AACN led the effort to determine these specific changes, which were based on the consensus document developed by the Nursing Community last year (another AACN led initiative). The Senate HELP Committee included all but one of the Nursing Community's statutory language recommendations (The inclusion of the NEED Act was not incorporated). The House Tri-Committee included some of the statutory language changes. AACN and the Nursing Community are working to reconcile the differences between the two draft versions of the legislation. Staff have been working with the Federation of Associations of Schools of the Health Professions (FASHP) on Title VII recommendations and reauthorization.

Objective 4: Develop and disseminate publications and Web-based resources to inform members, legislators, reporters, and other stakeholders about issues affecting professional nursing.

Activity J: Increase awareness of member institutions of multiple funding opportunities for nursing education and research. Outcome: 1. Disseminate information about federal and private education and research opportunities through the AACN Government Affairs Website. 2. Send timely email communications to AACN membership notifying them of newly posted opportunities.

AACN staff continues work to include funding opportunity announcements in NewsWatch and on the AACN website.

GOAL 2: ADVANCE ACADEMIC LEADERSHIP AND THE PROFESSORiate TO MEET THE CHALLENGES OF CHANGING HEALTHCARE AND HIGHER EDUCATION SYSTEMS

Objective 1: Provide opportunities for deans/chairs/directors as well as professoriate who aspire to leadership roles to develop administrative and leadership expertise.

Activity I: Monitor and maintain lists of federal advisory boards, committees or councils with positions relevant to nursing. Outcome: Maintain process for nominating key nursing leaders to relevant federal positions. *AACN has nominated members for positions on federal advisory boards and committees. One of AACN's nominations proved to be successful when Dr. Connie Delaney was appointed to the National Health Information Technology Policy Committee in April of 2009. AACN staff continues to communicate with the Robert Wood Johnson Foundation on their project to place nurse leaders on boards and advisory committees of hospitals, corporations, and journals.*

Activity J: Strengthen deans' advocacy abilities through briefings at semiannual meetings focusing on key nursing issues related to nursing education and research. Outcome: Develop a multi-year strategy to increase the grassroots capabilities of AACN members. Provide targeted presentations and supporting materials on AACN's priority legislative and regulatory issues. Supply materials and educational offerings on grassroots advocacy. Work with deans on an individual basis to develop individual strategies to promote their schools and nursing issues. *AACN continued the use of the Title VIII brochures for Capitol Hill visits, collected state specific information on Title VIII recipients, creating student profiles, and improved the quality and appearance of lobbying materials.*

This year, AACN purchased the online advocacy tool CapWiz to enhance the ease of AACN member participation in grassroots efforts. The CapWiz service allows the GA staff to track, monitor, and better assess the level of advocacy by AACN members to further promote our recognition and presence on Capitol Hill. CapWiz is structured so that AACN members (including faculty and students) can create a profile, log information regarding Congressional visits, and learn information about their members of Congress. The tool was instrumental during AACN's advocacy for the inclusion of nursing education funding in the American Recovery and Reinvestment Act. AACN membership, including students and faculty, responded by sending over 1,000 messages.

In June of 2009, AACN staff introduced the Nursing Policy Beat on the GA website. The purpose of the Nursing Policy Beat is to highlight and report on the most pressing matters being discussed on Capitol Hill from a nursing perspective. Healthcare reform was the first item featured on this page.

In June of 2009, AACN's GAC approved two new efforts to improve member outreach related to policy issues. GA staff have issued monthly updates in the past; however, it was agreed upon by the GAC to expand this effort to include items that more broadly address healthcare. Additionally, staff will be working to update and redesign the "Grassroots Guide."

The GAC also approved the expansion of the State Grassroots Liaison (SGL) Program by including two SGLs per state. As a part of expanding the program, GA staff created binders for the SGLs that included lobbying tips, state specific information, backgrounds on their members of Congress, and other items of importance to their role. The GAC also approved the decision to include this information on the "Members Only" page of the AACN website.

Activity K: Develop nursing leaders in policy, legislation, and regulation.

Outcome: Sponsor nurse interns in health policy and legislation. Host student groups from across the country for policy and advocacy briefings. Provide legislative briefings for external audiences on nursing issues.

AACN accepted one nurse policy intern during FY 2009 and briefed student groups from AACN member schools on the organization's advocacy activities. AACN has met with Sen. Daniel Inouye's (D-HI) office military nurse detailer and the Robert Wood Johnson Health Policy Fellow who is a nurse.

Activity L: Strengthen deans' advocacy abilities through a grassroots structure that capitalizes on the relationships of AACN members and their federal legislators.

Outcome: Develop the "State Grassroots Liaison" role to coordinate federal advocacy efforts in each state.

Currently there are 80 SGLs, up from 72 last year, with at least one in each state. This program is extending AACN's lobbying capacity and had a direct impact on the FY 2009 and FY 2010 "Dear Colleague" letters in the House and Senate that supported increased funding for nursing education programs. AACN member participation in Hill visits increased dramatically at the Spring 2009 Annual Meeting. AACN also hosted its third Capitol Hill reception. Five members of Congress, as well as numerous Hill staff, attended to discuss nursing with AACN's members.

GOAL 3: INSTITUTE INNOVATIVE STRATEGIES TO ENSURE A DIVERSE NURSING WORKFORCE, INCLUDING THE PROFESSORiate, SUFFICIENT TO MEET SOCIETAL NEEDS

Objective 3: Promote successful efforts to recruit and retain highly qualified students into the nursing profession, including younger, second-career, and diverse students.

Activity F: Support creation and funding of programs to increase diversity of nursing students and faculty. Outcome: Increase funding for Scholarships for Disadvantaged Students (Title VII, PHSA) Nursing Workforce Diversity (Sec. 821, Title VIII, PHSA), and Health Professionals for Diversity to resolve disparities in nursing.

AACN strives to address diversity issues in each advocacy effort, including current work on the FY 2009 budget and appropriations, Titles VII and VIII reauthorization, and the nurse faculty shortage. Scholarships for Disadvantaged Students (SDS) received \$45.84 million in FY 2009 and President Obama's FY 2010 budget proposal requested \$52.84 million. The Nursing Workforce Diversity program received \$16.11 million in FY 2009 a 1.7% increase over the FY 2008 level.

AACN and the Nursing Community also advocated for the inclusion of bridge programs under the Nursing Workforce Diversity grants during efforts to reauthorize the Title VIII programs. The Senate HELP Committee's draft healthcare reform legislation included this provision, while the Tri-Committee opted to include a Department of Labor career ladder program. AACN will continue to advocate for the inclusion of this provision as the healthcare reform process progresses.

Objective 4: Advocate for nursing curricula and research to address the health care needs of diverse populations.

Activity A: Work independently and in coalition to increase funding for nursing education and research for diverse populations. Outcome: Expand impact of advocacy by collaborating with other research funding coalitions, advocacy organizations, and health care provider groups.

AACN continues to work with the Nursing Community, Health Professional and Nursing Education Coalition, Friends of Indian Health, Friends of HRSA, Coalition for Health Funding, and FASHP.

**ANNUAL OPERATING REPORT
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COST CENTER: MEETING PLANNING

GOAL 1: PROVIDE STRATEGIC LEADERSHIP THAT ADVANCES PROFESSIONAL NURSING EDUCATION, RESEARCH AND PRACTICE

Objective 2: Establish collaborative relationships and form strategic alliances to advance baccalaureate and graduate nursing education.

Activity G: Support the transition of specialty education to the DNP.

Outcome: Continue monitoring regulations that impact DNP graduates, including reimbursement.

Conference sessions addressed transition to the DNP including Moving Graduate Nursing Education into the Future at the Master's Education Conference and several DNP-focused topics at the Doctoral Education Conference.

Activity O: Revise "Distance Technology in Nursing Education" paper.

Outcome: Produce a new position statement on distance education in nursing education including best practices exemplars.

At the Board's request in January, questions about distance technology were added to the 2009 Member Satisfaction Survey, and results will guide development of a revised charge to be returned to the Board in October 2009.

Objective 3: Increase the visibility and participation of nursing's academic leaders as advocates for innovation in nursing.

Activity A: Enhance the dialogue and understanding of nurse researchers engaged in inter-professional Clinical Translation Science Award (CTSA) initiatives.

A breakout session titled The Impact of CTSA's on Doctoral Education was offered at the Doctoral Education Conference. In addition to learning the successes of various schools, participants had an opportunity for discussion.

Activity H: Monitor emerging trends in health and health care and disseminate information to member institutions to promote state-of-the-science nursing education and practice.

Outcome: 1. Provide periodic updates in *Newswatch* or *Syllabus* on emerging issues in health care. 2. Include timely topics in conference offerings.

Every conference was planned to reflect the most current issues and information concerning health care and the impact on nursing and nursing education. For example, the Baccalaureate Education Conference included sessions on Preparing Students for Innovations in Patient Care and Redesigning Clinical Teaching Methods for Changing Practice. The Doctoral Education Conference included sessions on Quality and Safety in Doctoral Education; Collaborative Interprofessional Professionalism; and Implementation Science. The Hot Issues Conference offered sessions on Nursing and Health Care Informatics: The Broad View; Advancing Critical Thinking with the Electronic Health Record; and Tele-health and Tele-nursing: Looking Toward the Future.

GOAL 2: DEVELOP FACULTY AND OTHER ACADEMIC LEADERS TO MEET THE CHALLENGES OF CHANGING HEALTHCARE AND HIGHER EDUCATION ENVIRONMENTS

Objective 1: Provide opportunities for academic leaders to strengthen leadership and administrative expertise.

Activity A: Provide programming for deans at semiannual meetings to enhance their leadership knowledge and expertise.

Outcome: Semiannual Meetings

The Fall Semiannual and Spring Annual Meetings provided deans/directors with important information and guidance on their roles in academic leadership. Program and concurrent sessions, like-schools discussion groups, and other activities offered deans opportunities to consider issues important to their work. Fall Meeting topics included Working on Workload; Sustaining a Positive Environment for Nursing Faculty; Developing Faculty and Leaders; and Nursing Faculty Workplace Satisfaction. Spring Annual meeting topics included Challenging Times Require Powerful Partnerships; Top Ten Tips for Building a Thriving Academic Organization; and Maximizing Resources in the Academic Setting. See also Goal 2, Objective 1, Activity D.

Activity B: Foster opportunities for deans from different types of member institutions to meet and network.

Outcome: Incorporate concurrent or break out program sessions at semiannual meetings to address leadership development needs of subgroups.

Like-schools Informal Discussions continue to be a popular aspect of the Fall and Spring Meetings. Group participants use this time to consider issues and concerns unique to their settings and to gain input and support from colleagues. In addition, deans can select personally relevant concurrent session topics and interact with colleagues in a smaller forum that encourages discussion. At the Fall Semiannual Meeting, a concurrent session on Thinking About Faculty Workload was followed by a hands-on session Working on Workload, divided into like-schools groups so the discussion was particularly relevant to each audience.

Activity C: Continue to develop programming that addresses changing demographics, cutting-edge issues in health care and higher education, and AACN's strategic priorities.

Outcome: Sessions at AACN conferences that facilitate more knowledgeable and more effective faculty and deans/directors.

See also Goal 1, Objective 3, Activity H. Changing demographics were addressed at several conferences. Aging of the health care consumer population was highlighted in the sessions Building Academic Geriatric Nursing Capacity (Spring Meeting) and Teaching Care of Older Adults (Baccalaureate Education Conference). Cultural characteristics of the population were addressed in sessions Cultural Aspects of Teaching (Faculty Development Conference) and Teaching Cultural Competency (Baccalaureate Education Conference). The changing nature of the student population was highlighted in the discussion Best Practices for Recruiting Doctoral Students Under 30 at the Doctoral Education Conference and the program session Multigenerational Challenges: Leading the Learners (Faculty Development Conference). AACN's strategic priorities were highlighted in sessions such as AACN Task Force on the Future of the Research-Focused Doctorate (Doctoral Education Conference); Best Practices in Implementing the Revised Baccalaureate Essentials (Baccalaureate Education Conference); The

New Master's Essentials Document *and Moving Graduate Nursing Education into the Future (Master's Education Conference).*

Activity D: Offer leadership development programming for faculty and aspiring and experienced academic leaders.

Outcomes: Programs including Executive Development Series, Leadership for Academic Nursing Program, and conference programming.

Several conferences were dedicated entirely to leader development. The Summer Seminar theme was Building and Leading High-Performance Teams, with each day devoted to a different aspect of the topic. The Executive Development Series was offered twice using the theme Leveraging Resources Through Powerful Leadership Communication, and included topics such as shared governance, gender culture, civility, developing a business plan, and garnering resources. The Leadership for Academic Nursing Program included 41 competitively-selected fellows who concentrated on improving their executive leader development skills. In addition, sessions at various conferences focused on leader development, such as Skills for Dealing with Change in the Academy (Master's Education Conference). In a continuing program of focused executive development, 56 associate deans attended the Fall Semiannual Meeting with their deans to interact with colleagues and discuss timely issues.

Activity K: Create resources on succession planning for deans and other senior academic leaders
Outcome: Annual meeting and conference programming, print publications, and Web-based information about best practices.

While leader development was a recurring theme in conference programming, succession planning was not a specific topic.

Objective 2: Expand initiatives that recruit and develop a diverse community of nurse educators throughout their academic careers.

Activity A: Continue to provide programming focused on the faculty role, enhancing faculty effectiveness, innovative teaching-learning approaches, emerging curriculum trends, and educational evaluation strategies.

Outcome: Sessions at all faculty conferences, including the annual faculty development conference. Explore new initiatives to better meet learning needs of faculty.

The Faculty Development Conference attracted 157 educators and was devoted entirely to preparing novice faculty for the teaching role. Timely information on teaching, curriculum, and evaluation were aspects of all conferences developed for faculty. For example, sessions included Emerging Trends in Teaching With and Teaching About Technology and Teaching With Simulation (Baccalaureate Education Conference); Teaching Genetics and Genomics (Baccalaureate and Master's Conferences); Mentoring Research-Focused Doctoral Students (Doctoral Education Conference); Assessing Student Learning and Evaluating Students in Clinical Experiences (Faculty Development Conference).

In order to ascertain how AACN can maximize its efforts in faculty development, the Board requested in October that a Faculty Development Working Group be formed to consider options and priorities, and to serve in a continuing advisory capacity as necessary. This group was appointed and first met at the Spring Annual meeting, followed by a series of conference calls. Their recommendations will be offered to the Board in July 2009.

Activity B: Conduct a focused faculty survey to determine faculty learning needs and what niche AACN can fill for nurse educators at member institutions.

Outcome: Survey data that identify necessary direction for AACN.

New faculty development initiatives were deferred until the Faculty Development Working Group completes its charge and provides its report to the Board (see Goal 2, Objective 2, Activity A above.) This survey has not yet been accomplished, but is an important recommendation from the group.

Activity C: Collaborate with other professional and higher education associations to promote professoriate development initiatives.

Outcome: The opportunity for nursing faculty to participate in inter-professional faculty development initiatives such as Education Scholar.

AACN continued to enroll nurse educators in this interprofessional, Web-based faculty development program. In FY09, there were 23 individuals and 13 site licenses active, for total revenue to AACN of under \$2000. Because the program is intense and demanding, enrollment and revenues are modest.

Activity D: Leverage technology to increase accessibility and facilitate dissemination of AACN resources and information.

Outcomes: Identify strategies to implement alternative delivery methods for conferences and other information, such as Webinars and closed circuit broadcasting. Explore software that would enable Web site visitors to download AACN publications from the Web.

As an introduction to Web conferencing, the Hot Issues Conference was videotaped in its entirety, and development of a Web-based product currently is underway. Use of technology to augment current conference programming remains a priority, and is a major focus of recommendations from the Faculty Development Working Group (Goal 2, Objective 2, Activity A).

Activity E: Develop and offer ongoing programming for undergraduate and graduate faculty regarding innovations in education, the faculty role, and emerging curriculum trends.

Outcome: Inclusion of content and sessions at AACN conferences concerning new curriculum such as genetics, and teaching-learning methods such as simulation and technology.

See Goal 2, Objective 2, Activity A

GOAL 3: LEVERAGE AACN'S POLICY AND PROGRAMMATIC LEADERSHIP ON BEHALF OF THE PROFESSION AND DISCIPLINE

Objective 1: Serve as the primary voice for baccalaureate and graduate nursing education through media outreach, advocacy, policy development, and data collection.

Activity G: Monitor emerging trends in nursing and disseminate information to member institutions to promote state-of-the-science nursing education and practice. Increase awareness of funding opportunities for nursing education and research.

Outcome: 1. Periodic updates in *AACN News Watch* and *Syllabus* on emerging issues. 2. Timely topics in conference offerings. 3. Regular Web updates.

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COST CENTER: PUBLIC AFFAIRS

GOAL 1: PROVIDE STRATEGIC LEADERSHIP THAT ADVANCES PROFESSIONAL NURSING EDUCATION, RESEARCH AND PRACTICE

Objective 3: Increase the visibility and participation of nursing's academic leaders as advocates for innovation in nursing.

Activity H: Monitor emerging trends in health and health care and disseminate information to member institutions to promote state-of-the-science nursing education and practice. Outcome: 1. Provide periodic updates in *NewsWatch* or *Syllabus* on emerging issues in health care. 2. Include timely topics in conference offerings.

Published monthly issues of AACN News Watch and bimonthly editions of Syllabus; sent blast emails as needed to keep members apprised of emerging issues and opportunities.

GOAL 2: DEVELOP FACULTY AND OTHER ACADEMIC LEADERS TO MEET THE CHALLENGES OF CHANGING HEALTHCARE AND HIGHER EDUCATION ENVIRONMENTS

Objective 2: Expand initiatives that recruit and develop a diverse community of nurse educators throughout their academic careers.

Activity F: Create a Web-based Faculty Development Resource Center that includes a listing of federal and state programs that fund the preparation of new faculty, scholarship opportunities, professional development resources for new faculty, and related content.

Outcomes: Enhanced Web content for faculty.

Enhanced the Faculty tab on the AACN Web site by including more content on faculty development opportunities and resources, and a link to the newly developed brochure that emphasizes AACN services for nurse educators. Published a new fact sheet in March 2009 on Funding Resources for Future Nurse Faculty.

Objective 3: Increase opportunities for all members of the nursing academic unit to participate in AACN programs and initiatives.

Activity A: Increase engagement of faculty in AACN.

Outcome: Continue to provide web-based resources, expand the distribution of the AACN News Watch, and continue to distribute targeted emails and announcements as needed.

Featured Opportunity Alerts for nursing faculty in every issue of News Watch and in blast emails as needed. Enhanced the Faculty tab on the AACN Web site by including more content on faculty development opportunities and resources.

GOAL 3: LEVERAGE AACN'S POLICY AND PROGRAMMATIC LEADERSHIP ON BEHALF OF THE PROFESSION AND DISCIPLINE

Objective 1: Serve as the primary voice for baccalaureate and graduate nursing education through media outreach, advocacy, policy development, and data collection.

Activity A: Leverage data to establish AACN as the leading authority for baccalaureate and graduate nursing education. Monitor nursing and higher education data from other organizations. Outcome: 1. Promotional materials to highlight data, including Web resources. 2. New distribution channels to broadcast AACN data to a wider audience.

Highlighted AACN data in all fact sheets, newsletters, and press releases distributed to members, the media, and other stakeholders. Enhanced AACN's online data center to feature more annual survey findings. Shared AACN data with reporters working on stories about nursing education, research and practice.

Activity G: Monitor emerging trends in nursing and disseminate information to member institutions to promote state-of-the-science nursing education and practice. Increase awareness of funding opportunities for nursing education and research.

Outcome: 1. Periodic updates in *AACN News Watch* and *Syllabus* on emerging issues. 2. Timely topics in conference offerings. 3. Regular Web updates.

Featured news items and Opportunity Alerts for nurse faculty in every issue of News Watch and in blast emails as needed. Updated Web-based resources for faculty each month.

Activity H: Develop and distribute *AACN News Watch*, position statements, white papers, issue bulletins, fact sheets, news releases, media backgrounders, fact sheets, annual report, and other pieces to members, the media and stakeholders as appropriate. Develop schedule to regularly update position statements and other printed materials.

Outcome: Press clips, citations of AACN positions and data

Twelve issues of AACN News Watch, 12 fact sheets, and 19 press releases were prepared and distributed in FY 2009. AACN received widespread coverage in the general and trade media, and the organization serves as a primary media source on stories regarding the faculty shortage, RN shortage, and nursing careers. AACN has been quoted and/or cited in many major news outlets this year, including ABC News, CNN Lou Dobbs Tonight, AARP's Inside E Street, Wall Street Journal, New York Times, Washington Post, Los Angeles Times, Chicago Tribune, Atlanta Journal Constitution, National Public Radio, and PBS.

Activity I: Enhance the capabilities of AACN Web site as an influential information resource for members, faculty, students, media, policymakers, and other stakeholders. Update and add new content to emphasize priority areas, including diversity, cultural competency, state legislative initiatives, faculty shortage, CNL, and DNP.

Outcome: Enhanced Web content and member services; ongoing assessment site features; tracking reports to determine volume of site visits and popularity of features.

Web site tracking statistics show that total monthly visits to the AACN Web site surpassed 250,000 in 2009. AACN is consistently at the top of the list on the leading search engines – Google and Yahoo – when users search for nursing education, nursing shortage, faculty shortage and nursing colleges. New Web sections were created this year on cultural competency and resources for future faculty.

Activity K: Develop online and print materials to promote the CNL role and consolidate research related to outcomes of CNLs in practice.

Outcome: Overview brochure, fact sheet or similar piece on CNL outcomes; enhanced Web content including a speakers bureau and promotional tool kit.

Created a new brochure that presents an overview of the CNL role and made them available to members for sale (almost 5,000 copies sold to date). Developed a new online CNL Speakers Bureau, which includes presentation resources, handout suggestions, a directory of consultants, and an updated bibliography.

Objective 2: Respond to the needs of a diverse membership and external stakeholders.

Activity A: Engage professoriate in AACN by creating Web-based resources, expanding the distribution of *News Watch*, and distributing targeted emails and announcements as needed.

Outcome: Expanded database; increased Web site usage; wider audience for *News Watch*
Enhanced the Faculty tab on the AACN Web site by including more content on faculty development opportunities and resources. Published a new fact sheet in March 2009 on Funding Resources for Future Nurse Faculty. Enhanced distribution of News Watch and blast emails to faculty via the doctoral student/faculty roster survey.

Activity J: Continue working with Johnson & Johnson, ExploreHealthCareers.org and Nurses for Healthier Tomorrow to promote careers in nursing.

Outcome: Enhanced Web content and news coverage on career opportunities in nursing.
AACN continued to provide data and support to the Explore Health Careers, NHT and J&J campaigns, including consulting on J&J's nurse educator campaign. AACN used its connection with NCEMNA, NSNA, NAAHP and Venture scholars to reach new audiences with the message that education makes a difference in nursing practice.

Activity K: Partner with other organizations such as NSNA, NAAHP, Sigma Theta Tau, and Venture Scholars to project full career opportunities for nurses, emphasizing academic/scientific careers. Strengthen AACN ties to NSNA. Outcomes: Web site content; program sessions and enhanced visibility at NSNA, NAAHP and Sigma conferences

Staff arranged for AACN-sponsored presentations at two NSNA conferences and five NAAHP meetings. Over 1,200 nursing students attended AACN program's on Graduate Nursing Education Options at NSNA's mid-year and annual conferences.

Activity L: Maintain partnerships with Educational Benchmarking, Inc., AfterCollege, CertifiedBackground.com; and Lydia's Uniforms. Facilitate the development of new partnerships to enhance member benefits. Outcome: Student/alumni surveys for member institutions in support of continuous quality improvement objectives; student scholarships; online job resource center; discounted criminal background check services.

Worked with EBI this year to develop an assessment for graduates of DNP programs. Expanded the AACN partnership with CertifiedBackground.com to offer discounted student immunization tracking services to member schools. Continued the AfterCollege scholarship for the fourth year and distributed 8 new scholarships this year.

Objective 3: Implement initiatives to increase diversity among nursing students, faculty, and the workforce.

Activity E: Coordinate minority nurse faculty scholarship programs funded by the California Endowment and Johnson & Johnson. Approach the California Endowment about extending the program beyond FY 2009.

Five new graduate students received funding this year through the California Endowment-AACN Minority Nurse Faculty Scholarship program, bringing the total number of Scholars to 22. The Johnson & Johnson Campaign for Nursing's Future-AACN Faculty Scholars Program entered its second year with 10 graduate students receiving funding in FY 2009. A third call for applications will be issued in September 2009.

Activity F: Seek greater engagement and partnerships with minority and specialty practice organizations to highlight a variety of academic career opportunities. Outcome: Sponsor sessions at specialty nursing and minority organizations representing critically needed faculty expertise.

AACN staff presented at the annual meetings of NCEMNA and NAHN with remarks on the importance of pursuing faculty careers.

**ANNUAL OPERATING REPORT
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COST CENTER: PUBLICATIONS

GOAL 1: PROVIDE STRATEGIC LEADERSHIP THAT ADVANCES PROFESSIONAL NURSING EDUCATION, RESEARCH, AND PRACTICE

Objective 3: Increase the visibility and participation of nursing's academic leaders as advocates for innovation in nursing.

Activity H: Monitor emerging trends in health and health care and disseminate information to member institutions to promote state-of-the-science nursing education and practice.

SYLLABUS, the newsletter of AACN, is sent via e-mail to all member institutions, leadership network participants, and kindred organizations on a bimonthly basis. It is also available on the AACN Web site for anyone to read. It regularly publishes articles relating to emerging trends in health and health care. It also features interviews with leaders health care, nursing education, and nursing practice. The Journal of Professional Nursing publishes academic articles promoting nursing education and practice, including many articles that focus on cutting-edge trends and methods.

GOAL 3: LEVERAGE AACN'S POLICY AND PROGRAMMATIC LEADERSHIP ON BEHALF OF THE PROFESSION AND DISCIPLINE

Objective 1: Serve as the primary voice for baccalaureate and graduate nursing education through media outreach, advocacy, policy development, and data collection.

Activity G: Monitor emerging trends in nursing and disseminate information to member institutions to promote state-of-the-science nursing education and practice. Increase awareness of funding opportunities for nursing education and research.

SYLLABUS began publishing in electronic format in January 2005. Six times a year it is e-mailed to members, leadership network participants, and kindred organizations, and also is made available on the association Web site for all to read. A revised version of SYLLABUS debuted in September 2006. It is more user-friendly and features a regular interview section (entitled "10 Questions"). SYLLABUS regularly highlights AACN programs and expands on topics mentioned in News Watch.

Activity L: Continue with the publication of the *Journal of Professional Nursing*. Work with publisher to enhance electronic features (message board, links to like articles, links to articles by same author, etc).

The Journal of Professional Nursing is published six times yearly in coordination with Elsevier Science Publishing. There is an online edition of JPN that complements the printed version and allows for more content to be disseminated (www.professionalnursing.org). Subscribers have full access to articles online. Nonsubscribers have limited access (table of contents, abstracts). Search features allow for finding like articles as well as articles by the same author. All manuscript processing for JPN is done electronically, allowing authors to easily submit their manuscripts and track the progress as the manuscripts go through the system from editorial office to editor to reviewers etc. In 2008, the JPN Web site was improved in a number of ways, including:

- *Improved searching: With a single query, one can now search Journal of Professional Nursing plus close to 400 journals — and include Medline to broaden the search further. One-click searches make it easier to find articles on similar subjects, by the same authors or that cite the article being read.*
- *Expanded alerting: Readers can stay on top of new articles as they come available via helpful email alerts. These include Saved Search Alerts and Citation Alerts as well as eTOC alerts that deliver the table of contents of the latest issue directly to one's inbox.*
- *Other personalization tools: Your account allows you online access to all of your Elsevier-published titles. Once logged in, you can review recent searches from the last 24 hours and save search queries to re-run later. Create and manage your email alerts, set up and purchase online access to other online journals.*

Activity M: Enhance faculty focus in SYLLABUS. Expand content related to faculty development (e.g., with interviews, opportunities, conferences, etc.).

SYLLABUS ran regular features on faculty development in FY2009, including articles and profiles of all the Johnson & Johnson Campaign for Nursing's Future Minority Nurse Faculty Scholars and California Endowment Minority Nurse Faculty Scholarship Winners; articles on GNEC faculty training; and highlight features on AACN's Nurse Faculty Development Opportunities and Resources.

Activity N: Cooperate in the publication of the Peterson's *Guide to Nursing Programs*. The most recent edition of *Peterson's Guide to Nursing Programs* was published in March 2009. This is the 14th year of AACN's collaboration with Peterson's. Though royalties have diminished over the years, *The Guide* remains a viable and valuable tool for AACN in serving the nursing education community, primarily for its "Nurse Advisor" section and its indices of different types of programs.

Activity O: Coordinate the publication of a book on the history of AACN.

The University of Virginia Center for Historical Inquiry has been contracted to prepare and write a book on the history of AACN. The director of publications has been supporting the representatives of the Center by supplying them with archival materials as well as providing personal interviews. Representatives from UVA have come to AACN headquarters and have spoken at length with the director of publications (as well as other AACN staff and AACN past presidents). The authors plan on delivering the contents of the book to AACN in time for Fall 2009 publication.

Objective 3: Implement initiatives to increase diversity among nursing students, faculty, and the workforce.

Activity H: Translate AACN publications into Spanish as appropriate.

The revised version of The Essentials of Baccalaureate Education and The Essentials of Master's Education have been translated and are available on AACN's Web site.

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COST CENTER: RESEARCH

GOAL 3. LEVERAGE AACN'S POLICY AND PROGRAMMATIC LEADERSHIP ON BEHALF OF THE PROFESSION AND DISCIPLINE

Objective 1: Serve as the primary voice for baccalaureate and graduate nursing education through media outreach, advocacy, policy development, and data collection.

Activity B: Conduct Annual Survey of baccalaureate and graduate nursing programs to track trends in enrollment/graduations, faculty/deans salaries, and faculty demographics.

Three reports were published in FY09:

- 1. 2008-2009 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing (March, 2009)*
- 2. 2008-2009 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing (March 2009)*
- 3. 2008-2009 Salaries of Deans in Baccalaureate and Graduate Programs in Nursing (March 2009)*

The overall response rate for the 2008-2009 annual survey was 87 percent. The response rate for member and nonmember institutions was 95.4 and 45.3 percent, respectively. All responding institutions (100%) reported online. Key Systems LLC was AACN online survey developer for all of the three surveys.

Data from the Annual Survey are also used to support the needs of schools of nursing, health care organizations, and other interested parties via AACN's customized report service. Thirty-one customized data reports and lists were generated during FY09 with invoices totaled \$15,860. Of these reports, 27 were generated for schools of nursing. In addition, selected data were generated without charge for various agencies/organizations including John A. Hartford Foundation, Center for Disease Control (CDC), and Health Resources and Services Administration (HRSA). Numerous data reports, text, and graphics were also generated internally to support the efforts of the Executive Director, Governmental Affairs, Public Affairs, CCNE, and various projects/task forces, including ELNEC, CNL, and DNP.

Activity C: Collect nursing faculty data including demographics, education, rank, tenure, and employment history on an individual level. Offer incentives for faculty to complete survey. *The on-line AACN Faculty and Doctoral Student Roster Survey was launched August 2007. So far, 8,600 faculty records (60% of total full-time and active faculty) and 4,200 doctoral student records (60% of total doctoral students) have been reported to the system. Preliminary survey results were presented at the 2009 AACN Spring Annual Survey. The data helped quantify a number of faculty-shortage related issues for the first time such as age of newly recruited junior faculty, age of doctoral students when entering doctoral programs and proportion of doctoral students who were already faculty.*

Activity D: Assess, analyze, and disseminate data regarding current and projected shortfall of doctoral and master's prepared nursing faculty, based on IDS data. *This is an ongoing activity. Master's and doctorally prepared full-time faculty data are updated on an annual basis. These data are used to support health policy initiatives, such as lobbying for*

additional funding for Nurse Faculty Loan Program Grants. The data are disseminated widely at various health workforce meetings.

Presented a comprehensive report on faculty issues in baccalaureate and graduate programs in nursing to the National Advisory Council on Nurse Education and Practice (NACNEP) of HRSA on April 22, 2009.

Activity E: Conduct Annual Financial Benchmarking Survey.

The AACN Financial Benchmarking Survey for Fiscal Year 2007 was closed by the end of year 2008. One-hundred-forty member schools (22% of all AACN members) responded to the survey. Preliminary survey results were presented at the 2009 AACN BONUS Annual Meeting. One purpose of the presentations was to encourage schools to participate in the next survey.

Activity F: Create an in-house data warehouse for all AACN data.

This is an ongoing activity. So far, all IDS data collections have been done in-house, including AACN Annual Survey, Faculty and Doctoral Student Roster Survey, Annual Benchmarking Survey, and Annual Full-time Faculty Vacancy Survey.

Objective 2: Respond to the needs of diverse membership and external stakeholders.

Activity E: Solicit input from members and Board of Directors about topics for current and anticipated data needs/gaps that will support policy initiatives.

This is an ongoing activity in order to collect the most useful information that members needs. For example, survey questions are annually modified based on input from participating schools. Comments to IDS presentations at AACN meetings were also incorporated into the AACN 2009 surveys. Based on responses from the BONUS group, the salary of chief business officer will be collected for the first time in the 2009 AACN Annual Survey.

Activity F: Continue the collaboration with the National Organization of Nurse Practitioner Faculties (NONPF) with respect to NP data-related issues and initiatives; evaluate the scope and relevance of data collection activities on an annual basis with the Collaborative Advisory Committee for AACN/NONPF Data Collection Initiatives.

FY09 marked the eleventh year of the collaborative data collection effort with NONPF. This collaboration is highly successful and mutually beneficial to both organizations and has produced the most complete and accurate national repository of data on NP educational programs. All data are jointly owned by both organizations. AACN generates trend data on enrollment/graduations in all NP programs (master's, post-master's, and post-basic [certificate]).

Activity G: Collaboration with the National Association of Clinical Nurse Specialists (NACNS) with respect to CNS data collection activities; evaluate the scope and relevance on an annual basis with NACNS representatives.

FY09 marked the sixth year of the collaborative data collection effort with NACNS. This collaboration is highly successful and mutually beneficial to both organizations and has produced the most complete and accurate national repository of data on CNS educational programs. All data are jointly owned by both organizations. AACN generates trend data on enrollment/graduations in all CNS programs (master's and post-master's).

Activity H: Participate in multiple data consortia regarding workforce as appropriate and in the Interagency Collaborative on Nursing Statistics (ICONS). Promote the generation and utilization of data, information, and research about various aspects of the nursing workforce.

ICONS is an interagency alliance that promotes the generation and utilization of data, information, and research to facilitate and influence evidence-based decision making about nursing workforce. This is an ongoing activity and a number of conference calls were held between July 2008 and June 2009 to discuss research activities of participating organizations of ICONS. A meeting was held on January 21-22, 2009 to discuss various issues such as resource document update and definition document review.

Activity I: Participate in and facilitate the work of the National Nursing Research Roundtable (NNRR)

This is an ongoing activity. NNRR, comprised of more than 20 nursing organizations, meets annually with the NINR to discuss various issues central to nursing research on a national level. The 2009 NNRR Annual Meeting was held on March 5-6. The meeting focused on preparing the next generation of nurses and nurse faculty as clinicians, researchers, and educators.

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COST CENTER: CERTIFICATION

GOAL 1: PROVIDE STRATEGIC LEADERSHIP THAT ADVANCES PROFESSIONAL NURSING EDUCATION, RESEARCH AND PRACTICE

Objective 2: Establish collaborative relationships and form strategic alliances to advance baccalaureate and graduate nursing education.

Activity F: Continue implementation of credentialing mechanism unique to the CNL role and competencies.

The CNL Certification Program recognizes graduates of master's and post-master's CNL programs who have demonstrated accepted standards of practice. Applicants must complete a comprehensive computer-based examination and have earned a Registered Nurse licensure to meet the certification requirements. To date, more than 700 individuals have earned the CNL certification.

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COST CENTER: NETWORKS

GOAL 2: ADVANCE ACADEMIC LEADERSHIP AND THE PROFESSORiate TO MEET THE CHALLENGES OF CHANGING HEALTHCARE AND HIGHER EDUCATION SYSTEMS

Objective 3: Leverage the Networks to expand participation in AACN by individuals from member institutions.

Activity A: Implement the Organizational Leadership Network (OLN)

Activity B: Implement the Instructional Leadership Network (ILN)

Activity C: Implement the Research Leadership Network (RLN)

Activity D: Implement the Practice Leadership Network (PLN)

Activity E: Implement Business Officers of Nursing Schools (BONUS) Leadership Network

Activity F: Implement Nursing Advancement Professionals (NAP) Leadership Network

Activity G: Implement Graduate Admissions Professionals (GNAP) Leadership Network