

**New Jersey Nursing Initiative and
Faculty Preparation Program:
A Summative Report**

Final Report

March 4, 2014

Angela Gerolamo
Amy Overcash
Jennifer McGovern
Grace Roemer



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Submitted to:
The Robert Wood Johnson Foundation
Route 1 and College Rd. East
P.O. Box 2316
Princeton, NJ 08543-2316
Project Officers:
Nancy Wiener Fishman, R.N., M.P.H.
Catherine J. Malone, M.B.A.

Submitted by:
Mathematica Policy Research
P.O. Box 2393
Princeton, NJ 08543-2393
Telephone: (609) 799-3535
Facsimile: (609) 799-0005
Project Director: Grace Roemer

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EXECUTIVE SUMMARY

In response to increased demands on the nursing workforce, rising concerns about current and anticipated shortages of registered nurses (RNs), and looming nurse faculty retirements and a lack of qualified candidates to fill those positions, the Robert Wood Johnson Foundation (RWJF) funded the New Jersey Nursing Initiative (NJNI). NJNI is a multiyear, \$30 million program that includes (1) statewide strategic stakeholder engagement, (2) support for a state program office, (3) the Faculty Preparation Program (FPP), and (4) an independent evaluation. This executive summary describes the NJNI design, evaluation findings, and key lessons learned, and it offers recommendations for improving program operations and evaluation.

A. Program Design

NJNI was authorized initially in 2007 for \$22 million, with \$13.5 million of the authorization appropriated for the FPP. RWJF designed the FPP to directly address the nurse faculty shortage by training new nurse faculty; the broader initiative was designed to effect change in policy and the culture of the nursing community. Strategic work groups, made up of volunteer nurse leaders, were designed to be the core of NJNI's stakeholder engagement process, to unfold simultaneously with the FPP. The broad goals of the initiative include (1) changing nursing program delivery, student learning, and organization to improve efficiency and articulation to higher degrees; (2) increasing the pipeline of nurse faculty; (3) increasing the number and diversity of graduating students interested in nurse faculty careers; (4) improving workplace conditions for nurse faculty; (5) increasing funding for nursing education; and (6) increasing collaboration in the New Jersey nursing community. In 2011, NJNI was reauthorized through 2016 for \$8 million to extend the FPP and focus on educational advancement and leadership development. This phase of NJNI, currently under way, is referred to as NJNI 2.0.

Five nursing schools or collaboratives of schools received FPP grants in 2008 and 2009: \$6 million was awarded to two schools that offer the doctor of philosophy in nursing degree¹ and \$7.5 million to three schools/collaboratives with master's programs.² In 2011, the two Ph.D. programs received additional funds to support five doctoral students at each school. The goal of the FPP is to address the state's faculty shortage by developing, implementing, and evaluating an innovative model for the recruitment, training, and retention of nurse faculty. The FPP includes the following key components:

- **Scholarship and stipends.** Scholars received full tuition, an annual \$50,000 stipend, and a computer.
- **Curriculum enhancement.** Preparing new faculty to meet competencies of nurse educators and developing a sustainability plan for integrating enhancements into the graduate curriculum.

¹ Rutgers University and Seton Hall University received grants.

² Fairleigh Dickinson University (collaborative), University of Medicine and Dentistry of New Jersey, and William Paterson University (collaborative) received grants.

- **Mentoring and acculturation.** Providing scholars with activities to socialize them to the faculty role.
- **Collaborative Learning Community (CLC).** Forum to promote exchange of ideas and enhance scholar and school networks and commitment to the faculty role.

Initially, the program required the scholars to commit to teach in New Jersey for three years after graduation; if they did not satisfy this commitment, they would have to pay back the stipend. This obligation was lifted soon after implementation, however, due in part to potential income tax implications for the scholars, and replaced with a monetary incentive to teach in New Jersey or pursue advanced education.

B. Evaluation Findings and Key Lessons Learned

The NJNI is a far-reaching program that seeks to address the nurse faculty shortage through state-wide strategic engagement of diverse stakeholders including business, government and higher education. NJNI effectively created a forum to discuss nursing education and nurse faculty issues and facilitated partnerships between academia and practice. Prior to its inception, stakeholders within the nursing community were largely competitive with each other, and such an effective forum did not exist. NJNI's work also identified the need to improve collection of comprehensive, high quality data to inform nursing education and workforce issues. The FPP promoted collaboration among New Jersey nursing schools and has produced 47 graduate level nurses to date, with the majority of graduates committed to a career in nursing education. Of the graduates who responded to an exit survey, 42 had obtained or planned to look for at least a part-time position in nursing education over the next five years. Further, the CLC provided a valuable opportunity for faculty and scholar communication and holds promise for sustainability and replication by other nursing schools. The initiative achieved these successes despite encountering many challenges, described below as lessons learned since NJNI's outset.

1. **Recruiting, training, and retaining nurse faculty requires substantial resources and commitment from higher education, nursing administration and faculty, and students.**

States and funders interested in supporting nurse faculty development should be mindful of the following considerations when developing efforts similar to the FPP:

Financial support for advanced nursing education is invaluable but is not a panacea. Financial support in the form of full tuition and a stipend was necessary to attract applicants and ensure scholars' completion of the program. Despite the generous funding support, however, most scholars worked while in the program, with half of those scholars reporting the need to supplement the stipend and scholarship as the main reason for working. Having the flexibility to work while in graduate school may be necessary for many graduate nursing students so they can maintain their standard of living and financial obligations to their families (such as caring for children and parents).

Sustaining curricular enhancements focused on education requires creativity, collaboration, and buy-in from nurse faculty and students. To implement curricular enhancements, some master's program grantees increased course credits to include formal education courses; however, these increased requirements presented challenges to program completion for scholars. These grantees noted the inability to increase course credits over the long term because of the additional cost that would be incurred by non-FPP scholars to take these courses. However,

grantees reported that enhancing current course content to include education concepts is sustainable. Some grantees noted that faculty at their institutions did not support the professional educator role, thereby making sustainability of the education curriculum more difficult. To fully address sustainability of faculty preparation programs, nursing schools and program developers need to understand the consumer's preferences, what the market will bear, and the most effective approach to producing well-educated nurse faculty.

Clear expectations and minimum requirements are needed for successful implementation of mentoring and acculturation activities. Most faculty and students found equal value in mentoring and acculturation activities; however, these activities varied widely across grantees, and some activities were perceived as more successful than others at socializing scholars to the faculty role. It may be beneficial to implement a formal process for evaluating mentors and mentoring activities to ensure that mentors and acculturation activities are appropriately matched with scholars and are adequately addressing their needs. In addition, nursing schools may need to invest in developing nurse faculty to function as educator mentors.

The CLC has the potential to be sustained and replicated by other nursing schools. The CLC provided a valuable opportunity for grantees to communicate and collaborate with other FPP grantees and for scholars to network with faculty and scholars outside of their own schools. If a long-term funding or organizational mechanism is established, the CLC could continue to be a forum for networking and collaboration across the scholars as they transition into junior faculty roles.

Workload and compensation must be addressed to ensure nurse faculty retention. Consistent with the literature, Ph.D. nurse scholars most commonly reported that nurse faculty workload would be a challenge to maintaining a nurse faculty career. Although nearly all scholars had secured at least a part-time nurse faculty position upon graduation from the program, it remains to be seen whether these scholars will maintain faculty positions over the long term. Nursing schools experience substantial market competition from employers in the private health care sector and other industries that offer nurses with graduate degrees a much higher salary than nurse faculty could attain. The existing literature and the scholars' responses demonstrate the importance of incentives to ensure retention in academia because these scholars could be lured away to more financially lucrative positions.

2. Addressing the nurse faculty shortage and the delivery of nursing education in New Jersey is an ambitious and complex endeavor.

NJNI accomplishments were achieved in a historically competitive environment that had been divided on issues related to nursing education (such as the minimum level of entry into practice). New Jersey's experience provides valuable lessons for other states and funders seeking to address changes in the delivery of nursing education and reduce the nurse faculty shortage in a complex and competitive environment.

Currently available nursing education data do not support data-driven goal development and progress assessment. NJNI was developed in response to rising concerns about then current and anticipated shortages of RNs, as well as impending nurse faculty retirements and a lack of qualified candidates to fill those positions. However, data quality issues and variations in reporting by nursing schools in New Jersey precluded any meaningful analysis of nursing education data before the 2011–2012 school year. At the same time, a study by the American

Association of Colleges of Nursing (AACN) (2013) identified a critical limitation to studies of nursing school supply and demand: nursing schools have historically handled the application process in a siloed manner and have not been able to adequately account for students applying to multiple schools. This has created a paradox: nationally and in New Jersey, many available seats remain unfilled even as qualified applications are denied admission to baccalaureate and graduate nursing programs. Comprehensive, accurate, and accessible data are critical to the assessment of nursing education needs and goals for improvement.

Consensus-building and unilateral action require the right balance to advance an agenda in an environment with deeply entrenched views. NJNI spent a significant amount of time trying to build consensus among the New Jersey academic nursing community. Although this was a goal and necessary activity of NJNI, the emphasis on a consensus-building process among academic nurse leaders slowed NJNI's progress toward achieving other goals, such as fundraising. In addition, despite minimal engagement and lack of progress made by the academic leader-led work groups, the program office was slow to abandon its strategy of using work groups as the main engine to accomplish goals.

Changes in the sociopolitical and economic environment require dynamic leaders who can appropriately shift an initiative's priorities and strategies. As NJNI progressed, changes in the health care landscape, including health care reform and the recession, influenced levels of engagement among stakeholders from business, government, and higher education. In particular, the New Jersey state government did not become actively engaged in NJNI or the nurse faculty shortage in general. The program office struggled to build support from for-profit businesses because of competing policy issues and demands on resources and time of the appropriate executives. Eventually, the program office shifted its efforts from engaging business and fundraising to bridging the gap between academia and practice. Furthermore, because NJNI did not reap the benefits of the New Jersey Chamber of Commerce Foundation's presence in the business community, it is transitioning its headquarters to the New Jersey Hospital Association (NJHA) to strengthen its connection to practice. In 2010, NJNI capitalized on the release of the Institute of Medicine's "The Future of Nursing" report by revising its strategic plan around the four key messages of the report: (1) scope of practice, (2) education progression, (3) leadership, and (4) data. The program office provided staffing support to the NJ Action Coalition and reorganized the work groups to align with efforts of the coalition.

Initiative goals and objectives must align with financial resources and staff skills, expertise, and availability. An overly broad strategic plan, limited dedicated staff resources, and reliance on volunteers to implement key activities impeded progress of NJNI. From its inception, NJNI had broad goals in far-reaching strategic areas. However, the work groups were slow to frame and articulate actionable problems to address as volunteer groups. The amount of work required seemed to exceed the ability of volunteer work group members, who had many competing obligations. Although the program office staff recognized that the goals were too broad and the work groups were not meeting expectations, it was slow to narrow goals, identify achievable objectives, and make decisions about abandoning the work group model.

Systematically documenting activities and monitoring outcomes promotes alignment between initiative goals and daily activities. NJNI lagged in developing and implementing a process for documenting activities and monitoring outcomes of those activities. Some stakeholders expressed concern that the daily activities undertaken by program office staff did not align with the broad goals of the initiative. Documentation of activities and expected outcomes would have

facilitated monitoring of progress toward achieving goals. The program office spent almost three years identifying the specific objectives of the second phase of the initiative (2012–2016), focused on nursing leadership and education progression. Regular reviews would have allowed the program office to (1) ensure that the daily activities of program office staff were consistent with NJNI objectives, (2) identify issues that impeded progress, and (3) modify activities as needed.

Frequent and regular communication among stakeholders is necessary to facilitate agreement and maintain ongoing commitment. The absence of regular structured communication among program office staff may have contributed to the lack of alignment between NJNI's goals and daily program office staff activities during the initiative's first four years. In addition, the NJNI program office staff worked in multiple locations across the state, limiting opportunities for informal communication and consistent feedback about work priorities and execution of tasks. Furthermore, inadequate communication among work group chairs, advisory bodies, and program office staff delayed the initiative's progress and contributed to work group chairs' lack of awareness regarding the expected course of action. Thus, insufficient communication may have undermined the program office's efforts to build consensus.

C. Recommendations for Improvement and Evaluation

1. Refine strategic plan, monitor implementation activities, and increase internal communication.

After the strategic plan has been finalized, the program office should quickly identify specific and measurable outcomes that can be used to assess progress and accomplishments. The team should revise the program logic model to reflect its current objectives and expected outcomes. To support effective implementation, the program office should assess whether the revised strategic plan for the second phase of NJNI is sufficiently focused, and whether the goals are obtainable and measurable, given the remaining time and resources. New program office leadership has indicated that developing obtainable goals is a priority in current strategic planning. To efficiently execute the tasks outlined in the strategic plan guiding the second phase of NJNI, the program office should develop a detailed work plan to ensure that tasks are clearly described, dates are established, and responsibilities are assigned for completing each task. Such a plan will facilitate regular reviews of activities and their accomplishments. To foster increased communication and collaboration among program office staff, the team should implement regular and structured communications, as well as take advantage of occasions to communicate informally. These opportunities can be used to give and receive consistent and constructive feedback to support a smooth and productive workflow. The new program office team will be largely concentrated in person in the NJHA offices; this setup has the potential for improved formal and informal communications.

2. Promote an improved analytic foundation for establishing NJNI goals and assessing progress.

NJNI can promote data-driven analysis of the nursing education trends that led to its creation in several ways:

- NJNI can work with AACN to support improvements to the NursingCAS, a central application portal system, and continue to encourage all New Jersey nursing schools to participate. NJNI hosted a NursingCAS forum before AACN's rollout, but ongoing

support for the NursingCAS and for data-driven decision making in general are not featured parts of NJNI's latest strategic plan.

- NJNI can partner with New Jersey nursing schools to identify alternative ways to address application data issues in the absence of a fully implemented NursingCAS. Alternatives could include (1) ensuring that nursing schools receive technical assistance in enrollment planning management and the use of historical and economic data to predict acceptances and enrollments, (2) changing individual school applications to collect information on all the schools to which each student applies, (3) identifying best practices in the use of wait lists to fill empty seats, (4) exploring use of the Common Application³ to increase the number of qualified applications for the nursing programs with the greatest numbers of empty seats, and (5) exploring targeted marketing to increase the number of qualified applications for the nursing programs with the greatest numbers of empty seats.
- NJNI can collaborate with the New Jersey Collaborating Center for Nursing (NJCCN) to support improved reporting by schools in response to the annual New Jersey State Board of Nursing (NJBAN)/NJCCN survey. This survey is the best source of state-level data on nursing school admission, graduation, and faculty trends; in the past, however, this critical data source was compromised by inconsistent administration and reporting. NJNI can also work with NJBAN to secure release of an annual public-use file, including all or a portion of school-level data collected through the NJBAN/NJCCN survey. Increased transparency and access to these data will support understanding of the unique trends shaping New Jersey's nursing education landscape. Supporting full New Jersey school participation in NursingCAS, while expanding access to data on New Jersey-based faculty, admissions, and graduations, will allow evaluators to answer research questions currently difficult to address (such as the true scale of the nurse faculty shortage in New Jersey when FPP graduates report difficulty finding teaching positions and seats in New Jersey nursing schools remain unfilled).

3. Expand the mission of the CLC.

To build on existing infrastructure, the program office may consider using the CLC to promote leadership development among scholar alumni and integrate academia and practice.

4. Broadly disseminate information on NJNI and the FPP.

To broaden the awareness of the initiative and the value of the nurse faculty role, program office staff should continue to disseminate information on NJNI and the FPP by writing articles for publication in peer-reviewed and non-peer-reviewed forums, and presenting on NJNI and the FPP at national conferences. The NJNI program office has also indicated that it is making upgrades to its website to foster broader and more current dissemination of activities and objectives.

³ The Common Application is a standardized undergraduate application form used by over 400 colleges and universities.

D. Next Steps for Ongoing Evaluation

RWJF is keenly interested in examining longer-term outcomes of the FPP (such as scholars' ongoing commitment to a career in nursing education and the level of preparedness of scholars to function in a nurse faculty role). To examine scholar outcomes and assess the full course of NJNI activities, Mathematica will continue work as an external evaluator through 2016. RWJF and Mathematica will continue to collaborate on tailoring the research approach and research questions as NJNI transitions into its second phase under new leadership. The time frame for the ongoing evaluation will allow for follow-up with the master's cohorts and Ph.D. cohort 1 for up to three years after their graduation dates. Ph.D. cohort 2 follow-up will occur one year after graduation. The evaluation also will assess the sustainability of FPP curricular enhancements and mentoring and acculturation activities implemented by the Ph.D. program grantees. In addition, we plan to analyze New Jersey nursing school data to examine trends in faculty supply and student demand that have shaped development of NJNI and the FPP.

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I. INTRODUCTION

It is widely known that the aging baby boom generation will have a significant impact on health care resources, and policymakers have expressed concerns about the capacity of the U.S. acute and long-term care system to meet projected demands. Baby boomers also represent the largest group of practicing nurses in the United States (Dickson and Penn 2005). Particularly important is that the baby boom cohort of nursing faculty is approaching retirement, and a cohort to replace them does not exist (Dickson and Penn 2005). One logical approach to resolving the nursing shortage is to recruit and enroll more students in nursing schools; however, the shortfall of master's and doctorally prepared nursing faculty has caused nursing schools to turn away qualified applicants (American Association of Colleges of Nursing 2005; LaRocco 2006; Institute of Medicine 2010). Several factors noted in the literature contribute to the nurse faculty shortage, including a lack of interest in, and dissatisfaction with, the nurse faculty career, especially due to low salary and high workload. Furthermore, nursing schools lack resources to hire additional faculty, and they contend with high costs associated with faculty training (Reinhard et al. 2007; Yordy 2006; Dickson and Flynn 2006; American Association of Colleges of Nursing 2005; Gerolamo and Roemer 2011). Nursing schools experience substantial market competition from employers in the private health care sector and other industries who offer nurses with graduate degrees much higher salaries than they can earn as nurse faculty.

The Robert Wood Johnson Foundation (RWJF) has funded and developed several programs in response to the nursing shortage in the United States. One of these programs is the New Jersey Nursing Initiative (NJNI). RWJF launched NJNI in fall 2007 to address the nurse faculty shortage in New Jersey. NJNI is a multiyear, \$30 million program that includes (1) statewide strategic stakeholder engagement, (2) support for a state program office at the New Jersey Chamber of Commerce Foundation (NJCCF), and (3) the Faculty Preparation Program (FPP). NJNI was developed as part of RWJF's broader goal and set of programs to address the nursing shortage in the United States. It is one of several programs that RWJF has funded and developed in response to the nursing shortage.

A. Motivation for the New Jersey Nursing Initiative

Nurse and Nurse Faculty Shortages. The inception of NJNI occurred in tandem with rising concerns about the current and anticipated undersupply of practicing nurses in New Jersey. According to Dickson and Flynn (2006), the U.S. Department of Health and Human Services forecasted a 49 percent vacancy rate of registered nurse (RN) full-time equivalent positions, or a shortage of 42,400 RNs, in New Jersey by 2020. The literature indicated that, although national and state initiatives to increase interest in nursing had been effective, faculty capacity of New Jersey nursing schools was not keeping pace (Dickson and Flynn 2006; Reinhard et al. 2007). Analysis conducted by the New Jersey Collaborating Center for Nursing (NJCCN) suggested that New Jersey's nursing programs were operating well above capacity, and qualified applicants were being turned away (Dickson and Flynn 2006). During the same time period, New Jersey was faced with reductions in higher education funding (Reinhard et al. 2007).

Critical factors influencing the development of NJNI were concern over impending nurse faculty retirements and a lack of qualified candidates to fill those positions. The mean age of nurse faculty in New Jersey was 55 years, and the mean age of direct care nurses was 48 years (Dickson and Flynn 2006). Stakeholders focused on the importance of instituting a pipeline to doctoral nursing education (Reinhard et al. 2007). New Jersey needed to triple the number of RN graduates

to prevent a severe nursing shortage in the state by 2020 (Dickson and Flynn 2006). Stakeholders posited that New Jersey's nurse faculty capacity was not sufficient to meet the demand. Factors that have undermined the recruitment and retention of nurse faculty included lack of prestige and the heavy workload of nurse faculty compared to faculty of other departments (Reinhard et al. 2007).

Level of Entry Into Practice. NJNI was also implemented amid an ongoing debate about the appropriate level of entry into nursing practice. For nurses to be eligible to take the State Board Nursing Licensure Examination, they must graduate from one of the following types of entry-level program:

- A **diploma program** is a two-year, hospital-based program that focuses on technical skills. Compared to many other states, New Jersey has a higher proportion of RNs prepared at the diploma level (Flynn 2007), and it is one of only three states that still offer the program. Diploma-prepared nurses experience barriers to furthering their education because processes to transfer credits have not been established. Eleven diploma programs existed in New Jersey at the start of NJNI, and approximately 30 percent of RNs were diploma prepared (Flynn 2007).
- An **associate degree program** is two years and community college-based; it provides theory, with a heavy focus on technical skills. Nurses prepared at the associate level would need two additional degrees to become faculty, but only a small percentage of all nurses go on to earn two additional degrees (Flynn 2007). There were 13 associate degree programs in New Jersey at the start of NJNI.
- A **baccalaureate program** is four years and university based; it focuses equally on theory and technical skills. In 1965, the American Nurses Association (ANA) authored a position paper promoting the baccalaureate degree as the entry level for nursing practice—a position that divided the nursing community. In 2006, the New Jersey State Nurses Association (NJSNA) proposed legislation known as the “BSN in 10,” which would require newly licensed RNs to obtain a baccalaureate degree within 10 years. At NJNI's outset, there were 16 baccalaureate degree programs in New Jersey.

Aligning Stakeholder Interests and Planning for NJNI. Developing and planning the NJNI required engaging a wide range of stakeholders with varied interests. In spring 2006, recognizing the importance of engaging the business community in addressing the nursing shortage, Dr. Susan Hassmiller, then a senior project officer with RWJF, called the New Jersey Business Manufacturers Group to ascertain its interest in partnering to address the nursing shortage. Dr. Hassmiller was encouraged to contact NJCCF leaders who expressed interest in a collaborative relationship with RWJF and indicated that the nursing shortage was an issue addressed in the NJCCF's strategic plan. In mid-December 2006, RWJF and NJCCF leaders convened to discuss common concerns about the nursing shortage. By spring 2007, RWJF senior leaders decided that addressing the nurse faculty shortage was a critical first step in mitigating the nursing shortage. They also believed that achieving buy-in from the business community would strengthen the initiative. By summer 2007, senior leaders from the NJCCF and RWJF discussed the shared goal of addressing the nursing shortage. Soon thereafter, RWJF determined that the NJCCF would serve as the fiduciary agent for the NJNI program office. The NJNI planning process was a time-intensive effort that included a variety of stakeholders, such as senior management from RWJF, NJCCF leaders, a strategic consultant, nursing leaders from academia and practice, local and state officials, and business representatives.

RWJF leaders and the NJNI program office spent several months refining strategic goals and priorities and identifying nurse leaders who would play key roles in strategic engagement.

B. Design of NJNI

NJNI was authorized initially in 2007 for \$22 million and included support for a program office, statewide strategic stakeholder engagement, the FPP (described in detail below), and an independent evaluation. RWJF determined that \$13.5 million (61 percent) of the authorization would be used for the FPP. RWJF designed the FPP to directly address the nurse faculty shortage by training new nurse faculty; the broader initiative was designed to effect change in policy and the culture of the nursing community. Potential policy solutions included creating salaries that were competitive with those in clinical and private sectors, improving efficiency in nursing education, and increasing sustainable funding from federal and other sources. Strategic tracks of work, operationalized through work groups made up of volunteers, were intended to sustain the NJNI. The work groups also were designed to be the core of the initiative's stakeholder engagement process, to be unfolded at the same time as the FPP. Fundraising to support nursing education was also identified as a key component of the NJNI. Appendix A illustrates the NJNI logic model. The key goals of the initiative include (1) changing nursing program delivery, student learning, and organization to improve efficiency and articulation to higher degrees; (2) increasing the pipeline of nurse faculty; (3) increasing the number and diversity of graduating students interested in nurse faculty careers; (4) improving workplace conditions for nurse faculty; (5) increasing funding for nursing education; and (6) increasing collaboration in the New Jersey nursing community.

1. NJNI Program Office

The role of the NJCCF in NJNI was to endorse the initiative and demonstrate the interest of business in the nursing shortage. To accomplish this, the NJCCF set out to establish a business alliance that supported efforts to address the nursing shortage. The NJNI program office was housed in the NJCCF and included a project director, program director (20 percent time), deputy program director (100 percent time), program coordinator (50 percent time), development director (100 percent time), and an administrative assistant (50 percent time). The project director, who was president of the NJCCF, had fiduciary responsibility for the grant. The program director oversaw the program office, and the deputy program director carried out the day-to-day operations. The program coordinator helped the deputy director with implementation and was also responsible for leading the design and implementation of the FPP through RWJF. The development director was responsible for writing grants and fundraising. Finally, the administrative assistant would support all program office operations. Appendix B shows the initial organizational structure of the program office, as of December 2008.

2. Work Groups for Statewide Strategic Engagement

Although the initial design of NJNI included six work groups, the program office and RWJF leaders determined that only five were needed to address the initiative's goals. The five tracks of work identified to address the nurse faculty shortage were (1) Creating Innovative Approaches to Increase Faculty Capacity; (2) Making New Jersey Nursing a Preferred Career; (3) Leading Focused Policy Initiatives; (4) Increasing Sustainable Funding; and (5) Building Local, Regional, and Statewide Collaboratives.

3. National Advisory Committee (NAC)

At NJNI's outset, a NAC was assembled, made up of national leaders in academia, business, government, and health. These committee members guided the program office and informed the work of the initiative. NAC members also acted as advocates for the initiative and increased the visibility of nursing, health, and health care issues in New Jersey.

4. Fundraising

The goal of fundraising was to identify sustainable sources of funding for nursing education through government, corporate, and private sources. Fundraising efforts were designed to be implemented through two mechanisms: (1) the Angeletti Group, a New Jersey company providing philanthropic counsel; and (2) NJNI work group activities.

5. Reauthorization

In 2011, NJNI was reauthorized through 2016 for \$8 million to extend the FPP and focus on educational advancement and leadership development. This phase of the NJNI, currently under way, is referred to as NJNI 2.0.

C. Design of the FPP

The FPP began as a five-year, \$13.5 million endeavor that sought to increase the number of nurse faculty in New Jersey. Five sites in New Jersey were awarded grants: \$6 million was awarded to two schools that offer doctorates in nursing and \$7.5 million to three schools/collaboratives with master's programs (described in Section C.1). In 2011, the two Ph.D. programs, Seton Hall and Rutgers, received additional funds to support five doctoral students at each school. The master's program at the University of Medicine and Dentistry of New Jersey (UMDNJ) used remaining funds to support two additional master's-level scholars. Appendix C shows a timeline of the enrollment and graduation of the FPP cohorts and the phases of NJNI.

The overarching goal of the FPP was to address the state's faculty shortage by developing, implementing, and evaluating an innovative model for the recruitment, training, and retention of nurse faculty. Appendix D shows the FPP logic model. The program also sought to diversify the nurse faculty population, produce graduates who were well prepared to teach and commit to a career in nursing education, and foster collaboration among New Jersey nursing schools. Program staff worked with a consultant and undertook extensive independent research to determine what types of scholarships or other incentives were necessary for students to attend graduate school full-time and complete their programs on time. Ultimately, it was decided that the FPP would include the following components:

- **Scholarship and stipends.** Scholars received full tuition, an annual \$50,000 stipend, and a computer

- **Curriculum enhancement.** Preparing new faculty to meet five areas of competency as educators⁴ and developing a sustainability plan for integrating enhancements into the graduate curriculum
- **Mentoring and acculturation.** Providing scholars with activities to socialize them to the faculty role
- **Collaborative Learning Community (CLC).** Forum to promote exchange of ideas and enhance scholar and school networks and encourage a deeper commitment to the faculty role, operationalized through in-person workshops, webinars, and an online platform to facilitate communication and networking

Initially, the program required that the scholars commit to teach in New Jersey for three years after graduation; if they did not satisfy this commitment, they would have to pay back the stipend. This obligation was lifted soon after implementation, however, due in part to potential income tax implications for the scholars. It was replaced with a monetary incentive to teach in New Jersey or pursue advanced education.

1. Grantee Selection

Nine of New Jersey's 16 eligible baccalaureate or higher degree granting schools participated in the FPP:⁵ \$6 million was awarded to two schools that offer the doctor of philosophy in nursing degree and \$7.5 million to three schools/collaboratives⁶ with master's programs. The five grantee sites included public and private schools; they varied by size, region of the state, and whether they were individual programs or a collaborative of multiple universities (individual programs could also partner with another university on some aspect of their program). Cross-school collaboration was encouraged (see Table I.1). Grants were awarded through two rounds:

1. Seton Hall University (Ph.D. program) and the William Paterson University Collaborative—including the master's programs of Kean University, the College of New Jersey, and Richard Stockton College—received grants during the first round of awards (fall 2008). These grants included a planning year, with student enrollment beginning fall 2009.
2. Rutgers University (Ph.D. program), the Fairleigh Dickinson University and Monmouth University master's programs collaborative, and the UMDNJ master's program received grants during the second round (spring 2009) and were expected to recruit and enroll students for fall 2009.

⁴ The five education competencies are to (1) demonstrate knowledge of curriculum development; (2) develop and evaluate curriculum; (3) create a learning environment that facilitates learner self-reflection, goal setting, and socialization to the nursing profession; (4) develop creative teaching/learning strategies; and (5) use evidence-based tools and measures to evaluate the learner's cognitive, psychomotor, and affective learning.

⁵ The NJNI program office reported that 16 schools were eligible to participate at the time of the request for proposals. New Jersey currently has 47 nursing schools, including diploma and associate degree granting schools.

⁶ Collaboratives included up to four nursing schools.

Grantees were expected to recruit, select, enroll, and support full-time graduate students as RWJF New Jersey Nurse Scholars. In addition to managing students' scholarships and stipends, grantees facilitated scholars' progress through the curriculum and provided mentoring and acculturation activities to help prepare them for nurse faculty roles.

Table I.1. FPP Grantee Characteristics

Grantee	Number of Scholarships per Grant (N = 61)	Number of Scholarships Awarded per School	Institution Type
Ph.D. Programs			
Rutgers University	11	11	Public
Seton Hall University	10	10	Private
Master's Programs			
FDU Collaborative	14		
Fairleigh Dickinson University		10	Private
Monmouth University		4	Private
Bloomfield College ^a	NA	NA	Private
WPU Collaborative	14		
William Paterson University		3	Public
Kean University		3	Public
Richard Stockton College		4	Public
The College of New Jersey		4	Public
University of Medicine and Dentistry of New Jersey	12	12	Public

^a Bloomfield College serves as a feeder school for the FDU collaborative by identifying potential candidates for the program and therefore does not have its own FPP scholars.

FDU = Fairleigh Dickinson University; WPU = William Paterson University; NA = not applicable.

2. Scholar Cohorts

The FPP included 61 scholars, with three master's cohorts and two Ph.D. cohorts. Five of the 61 scholars were men, including one male Ph.D. scholar. The first master's cohort began in fall 2009 with 18 scholars, the second began in fall 2010 with 20 scholars, and the third began in fall 2011 with two scholars. The first Ph.D. cohort began in fall 2009 and included six scholars from Rutgers University and five⁷ scholars from Seton Hall University. A second cohort of Ph.D. scholars began in fall 2011 with 10 scholars. Of the 21 Ph.D. scholars, 14 self-identified as white, 6 as black or African American, and 1 as Asian. Fifteen Ph.D. scholars reported being first-generation college

⁷ A sixth scholar from Seton Hall University was selected but never started the program.

graduates, and one Ph.D. scholar self-identified as having started higher education at a community college.⁸

D. Road Map for the Report

This report describes the design and implementation of NJNI and the FPP and provides lessons learned and recommendations. Chapter II presents the evaluation's key research questions, measures, evaluation activities, and analysis and reporting. Chapters III and IV detail the implementation and accomplishments of NJNI and the FPP, respectively. The report concludes in Chapter V with a discussion of lessons learned, recommendations for others interested in addressing the nurse faculty shortage, and next steps for ongoing evaluation.

⁸ At the time of writing this report, demographic information was not available for master's-level scholars.

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II. EVALUATION DESIGN

A. Overview of Evaluation Design and Objectives

In 2008, RWJF contracted with Mathematica Policy Research to conduct a comprehensive evaluation of NJNI. Initially, the evaluation was funded through 2012. However, because the Faculty Preparation Program (FPP) was expected to be the main conduit through which NJNI outcomes would be attained, the evaluation was expanded and funded through 2013 to include targeted data collection activities related to the implementation and short-term outcomes of the FPP.⁹ The evaluation used a mixed-methods approach and addressed nine research questions:

1. What were the goals and structure of NJNI? How and why did the goals and structure change over time?
2. What strategies and activities were used by the NJNI program office, and how were they implemented?
3. What strategies and activities were used by NJNI work groups, and how were they implemented?
4. How does the organization and delivery of nursing education in New Jersey align with the goals of NJNI?
5. How did the characteristics of nursing students and nurse faculty in New Jersey change since the inception of NJNI?
6. To what extent did FPP achieve expected organizational and individual outcomes in the near term?
7. What were FPP sites' strategies and activities, and how were they implemented?
8. What did FPP sites perceive as facilitators and barriers to program implementation and outcomes?
9. What did FPP scholars perceive as facilitators and barriers to program implementation and outcomes?

Appendix E presents the measures and data sources used to address each research question. Mathematica aligned the evaluation with the NJNI and FPP logic models¹⁰ to measure the critical changes the program was intended to bring about.

B. Evaluation Activities

After initial research consulting activities and an evaluability assessment of FPP, the evaluation team collected and analyzed data from multiple quantitative and qualitative sources, and provided technical assistance to the NJNI program office. The key objectives of the evaluation activities were

⁹ At the time of writing this report, the evaluation was extended further, through 2016, to accommodate the reauthorization of NJNI. A second report will capture evaluation methods and findings from the remaining three years of the initiative.

¹⁰ NJNI and FPP logic models are presented and described in Chapter I.

to (1) develop logic models for the NJNI and FPP; (2) assess and provide timely feedback on the activities undertaken by the NJNI to achieve its goals; (3) determine whether the FPP achieved its short-term goals of increasing collaboration among nursing schools, documenting and testing models for preparing nurse faculty, and producing 61 new nursing faculty members committed to working in New Jersey and able to demonstrate education competencies; (4) examine facilitators and barriers to implementation and outcomes of the FPP; (5) highlight the most promising features of the initiative and the FPP model; and (6) describe changes in the delivery of nursing education and assess whether outcomes related to the types of students and faculty in New Jersey nursing schools are moving in the expected direction.

1. Evaluability Assessment of the FPP

An early evaluation activity was an evaluability assessment of the FPP to help RWJF staff decide on the scope of the program's evaluation. The evaluability of the FPP was assessed based on established criteria, including plausibility, feasibility, and readiness for evaluation (Leviton and Gutman 2010). The main sources of information for the assessment came from interviews and meetings with program and site leaders (FPP grantees) and other stakeholders, as well as from a review of program documents. Results of the evaluability assessment of the FPP indicated that an evaluation of the program was highly plausible and feasible and that the program sites (FPP grantees) were ready to participate in a broad independent evaluation.

2. NJNI Stakeholder Interviews

The evaluation team conducted semistructured telephone interviews each year from 2008 to 2013 with NJNI program office staff, work group leaders, NJ Action Coalition¹¹ leaders, representatives from business and government, and other stakeholders (such as nursing leaders not actively involved in NJNI). Each interview lasted between 30 minutes and 1.5 hours, depending on the respondent's level of involvement and familiarity with NJNI. Findings from these interviews were used to describe and assess NJNI strategies and structure; program office and stakeholder activities; communication across the program office, work group leaders, and other stakeholders; facilitators and barriers to implementation; and the initiative's accomplishments during the project. Each year, the evaluation team reviewed and updated the interview protocols in response to changes in the program office staffing; evolution of the initiative's objectives and work group involvement; and accounting for the diverse background and experience of key stakeholders selected to be interviewed each year. For example, when the NJNI program office developed a new strategic framework in fall 2013, the evaluation team developed a separate protocol tailored to address specific areas of that framework and the planning process. When applicable, protocols were also personalized for each interviewee to reference information discussed during the previous year's interview; this process ensured that highly relevant updates regarding NJNI progress were captured efficiently. Appendix F presents the most recent versions of the stakeholder interview protocols.

¹¹ The NJ Action Coalition includes four volunteer-led groups convened to advance The Future of Nursing: Campaign for Action, organized by RWJF in collaboration with AARP and the AARP Foundation. The NJ Action Coalition is one of 48 state action coalitions around the country created to implement the recommendations identified in the Institute of Medicine (2010) report *Future of Nursing: Leading Change, Advancing Health*; the recommendations focus on transforming the nursing profession. NJNI serves as the coordinating office of the NJ Action Coalition.

3. FPP Project Director and Faculty Interviews

A two-person team conducted semistructured, one-hour telephone interviews each year with representative project directors and/or nurse faculty involved with each FPP grant during 2010–2013. The interviews collected information on experiences with managing the grant, implementing curriculum enhancements and mentoring activities, perceived facilitators and challenges to program implementation, collaboration and communication with other FPP grantees, and plans for sustaining the program. The protocols were tailored to incorporate site-specific information gathered annually via the grantee reporting templates.¹² Appendix G includes the most recent versions of the Ph.D. and MSN interview protocols.

4. FPP Scholar Surveys

The team administered surveys to each cohort of scholars upon entrance to and exit from the program. Entrance surveys gathered information on scholars' reasons for applying to the program and their anticipated facilitators and barriers to program completion. Exit surveys assessed scholars' satisfaction with program components, challenges encountered while in the program, and plans upon graduation. Surveys were tailored according to program type. For example, scholars participating in master's programs were asked if they took, or were planning to take, advanced practice certification examinations. Furthermore, survey items were added during the study to gather more detailed information on key findings from previous survey administrations (such as the prevalence of scholars working while in the program) and to support the collection of scholar demographic information. Appendix H contains the most recent versions of the MSN and Ph.D. scholar surveys.

5. FPP Scholar Focus Groups

A two-person team conducted a total of three 45-minute focus groups at annual NJNI meetings. Each group included a random sample of scholars from master's cohort 1, cohort 2, or Ph.D. cohort 1 during the second year of their participation in the program. Six to eight scholars participated in each group. Focus groups gathered scholars' opinions of their programs' education curricula, mentoring and acculturation activities, and the financial incentive to teach after graduation. Appendix I presents the most recent version of the focus group protocol, used to guide the focus group with MSN cohort 2 scholars.

6. Direct Observation

Evaluation team members observed the annual NJNI meeting (2009–2012), a subset of Collaborative Learning Community (CLC) meetings, and other NJNI stakeholder meetings such as National Advisory Committee (NAC) and work group meetings. Observing these selected collaborative meetings allowed for identification and assessment of key participants and their roles; the level of participation and commitment of NJNI stakeholders and FPP scholars; the involvement of professional, regulatory, legislative, and other bodies in the collaboration; the communication among work group leaders; and the content of messages communicated by the NJNI to stakeholders

¹² The grantee reporting templates, developed by the evaluation team, are described in the technical assistance section of Chapter II.

and to the public. Appendix J contains the meeting observation protocol used for each work group and NAC meeting observed by evaluation team members.

7. Document Review

The team reviewed program documents to cross-validate findings from NJNI stakeholder interviews and direct observations. We received and reviewed several types of documents from the NJNI program office, including, but not limited to, organizational charts, stakeholder meeting notes, a summary of NJNI accomplishments, strategic plans and frameworks, proposals submitted by FPP grantees, and protocols and notes from FPP grantee site visits conducted by the program office. Review of these documents informed the development and refinement of interview and focus group protocols, survey instruments, and formative feedback.

The team also reviewed the NJNI and CLC websites every quarter. Regular visits to the NJNI website ensured that the evaluation team was aware of, and could track, points of interest such as program office and other stakeholder activities, the initiative’s presence in the news, and related political and legislative events. The CLC website provided the evaluation team with information regarding the schedule and content of meetings and scholar and faculty participation in online collaboration and communication.

8. Event History

Throughout the project, the evaluation team maintained an event history documenting, in chronological order, the key events of the initiative, such as early planning meetings and infrastructure development activities, fundraising activities, staffing changes, strategic planning, and relevant legislative actions. As applicable, the following information was recorded for each event: date of occurrence; purpose of the event; process/outcome of the event; and type, attendees, location, mode, and duration of the event. The evaluation team updated the event history every month with information gathered from (1) interviews and informal communications with the project officer and NJNI program office, (2) website and document review, and (3) direct observation of NJNI meetings. Table II.1 shows three illustrative entries from the event history data collection.

Table II.1. Sample Event History Entries

Date	Purpose	Process/Outcome	Type	Attendees	Location	Mode	Duration
7/28/2008	Implementation Planning	RWJF team discusses strategies and activities of NJNI.	Meeting	Hassmiller, Bakewell-Sachs, Egreczky, Pelzer, Mathematica	RWJF	In-person	1.5 hours
8/31/2010	Partner Development Strategy	PIN grant received to create the Nursing Academic Resource Center, run by NJNI.	NA	NA	NA	NA	NA
5/28/2013	Staffing change	NJNI announces Aline Holmes and Susan Salmond to become co-directors after June departure of Susan Bakewell-Sachs, who had served in that position since NJNI's inception.	Internet Announcement	NA	RWJF website	NA	NA

NA = not applicable

9. Secondary Analysis of NJCCN data

The evaluation team conducted a comprehensive assessment of all secondary data sources available to examine trends in nursing education and highlighted the limitations and advantages of each data source. Appendix K describes the data sources considered for the evaluation, as well as their advantages and limitations.

The analysis in Appendix K identified the data collected annually by the New Jersey State Board of Nursing (NJBN) through the New Jersey Collaborating Center for Nursing (NJCCN) as the only source for school and state-level data in New Jersey. The NJCCN administers surveys annually to nursing schools in New Jersey to gather information on enrollment and graduation trends, as well as the capacity of the schools to recruit, admit, and educate nursing students in all levels of RN education, including RN-BSN, MSN, and Ph.D. programs. These data were analyzed to describe the delivery of nursing education and assess whether the types of students and faculty in New Jersey nursing schools align with NJNI goals. A description of the current landscape of nursing education in New Jersey was developed from a report produced by the NJCCN (2013), which uses the most recent data available from academic year 2011–2012.¹³

10. Technical Assistance

The evaluation team provided technical assistance to facilitate high quality data collection as the needs and interests of the initiative evolved.

a. First Annual NJNI/FPP Conference Evaluation Survey

The evaluation team developed, administered, and analyzed results from a conference evaluation survey distributed to all attendees of the first annual NJNI meeting. Forty-three respondents completed the evaluation form: 28 scholars, 8 faculty members, 5 FPP project directors/co-directors, 1 dean, and 1 guest. For each meeting session attended, the respondent rated the quality, appropriateness, and relevance to his or her work. Respondents were also asked to identify the most and least beneficial aspects of the conference and to provide additional comments and suggestions. The program office used the results of the survey to prepare for future NJNI meetings.

b. FPP Grantee Reporting Templates

Reporting requirements of FPP grantees originally included participation in annual site visits conducted by the program office, which involved completing a profile before each visit and responding to additional open-ended questions about program implementation and scholar outcomes. In addition to these reporting and site visit requirements, grantees were expected to plan and conduct site-specific evaluations with a designated evaluator, as described in the RFP for the FPP. The key goal of modifying those requirements was to merge the annual site visit reporting with site-specific data collection to ease data collection burden for grantees and ensure consistent data collection across grantee sites. To achieve this goal, the evaluation team developed an Excel workbook template that provided a standardized format for grantees to report site-specific

¹³ Because surveys are administered to schools each fall to collect data from the prior academic year, the survey referencing the 2012–2013 academic year was not available for analysis and inclusion in this report.

information on implementation and outcomes of the program. Grantees completed the templates annually and submitted them to the NJNI program office beginning in spring 2011 through the end of the grant period. These reports documented implementation of FPP components, facilitators and barriers to implementation, and short-term scholar outcomes. After developing the template, the evaluation team conducted a comprehensive webinar training session in April 2011 describing how to use the template for site-specific evaluation. To capture data necessary for completing the RWJF National Program Office (NPO) survey, the template was updated in March 2013 to include scholar and alumni demographics, journal publications and affiliations, and awards and recognitions, as well as alumni tenure status and grant receipt. Grantee information collected in the templates was also used to individualize interview protocols for annual FPP stakeholder interviews.

c. National Program Office Survey Review

The evaluation team reviewed and provided comments and suggestions on the 2012 version of the Annual RWJF Human Capital NPO Survey. This survey asked about program and site activities, scholar characteristics, and scholar and alumni accomplishments. As part of the comprehensive review, a detailed table with notes on each survey item was developed to (1) provide a crosswalk between NPO survey items and FPP reporting template items to highlight data elements that would be appropriate to collect from grantees using the current or a revised reporting template and those that would be available at the NPO level; (2) identify data sources, such as the follow-up survey of FPP scholar alumni, that would collect the information necessary to complete the NPO survey; (3) recommend modifications to survey item numbering, wording, and/or structure to improve clarity; and (4) provide input on the feasibility of collecting complete and accurate data in response to survey items.

11. Data Analysis and Reporting

We used descriptive statistics in the form of frequency, distributions, percentages, means, and ranges to summarize data from scholar surveys, grantee reports, and NJCCN data. We reviewed, categorized, and described qualitative data from interviews, scholar focus groups, and grantee reports. After each interview or focus group, one team member finalized the notes, consulting the audiorecording to verify information as needed, and a second team member reviewed the notes. The team used content analysis to identify key themes from the interviews, focus groups, and grantee reporting templates. To ensure confirmability of the data, we used triangulation of sources and analysts. For example, we synthesized interview and focus group data, scholar surveys, and grantee reports to develop a deep and comprehensive understanding of the FPP. We also used several analysts during data collection and analyses to ensure that different perspectives were included in the interpretation. Confirmability of data is defined as the degree of neutrality or the extent to which findings are shaped by the respondents and not by reviewer bias or interest (Lincoln and Guba 1985).

After each round of data collection, the evaluation team analyzed findings and developed formative feedback reports. These timely and specific reports highlighted themes that emerged from interviews and focus groups and summarized quantitative results from scholar surveys. In addition to describing key findings, the reports detailed recommendations for facilitating progress and improving NJNI and FPP operations. The team produced nine reports between April 2008 and February 2013 and participated in conference calls with RWJF and the NJNI program office to discuss the findings and recommendations.

C. Context for the Evaluation

As discussed earlier, the broad goals of NJNI are to transform nursing education in New Jersey, reduce the nurse faculty shortage, and ensure diversity and preparedness of faculty to meet health care demands. This section relies on 2011–2012 academic year data collected by the NJCCN¹⁴ to describe the current nursing education landscape in New Jersey, providing context for the evaluation and determining the extent to which the current landscape aligns with NJNI goals. Data quality issues and variations in reporting precluded use of NJCCN data before the 2011–2012 school year. Therefore, a baseline context of the nursing education landscape in New Jersey before the development of NJNI in fall 2007 could not be assessed. However, national and regional data from the start of and during the NJNI do provide reference points for the current landscape. The evaluation team anticipates that improved reporting and data quality will permit longitudinal analysis in future years of the evaluation.

1. How many and what types of programs are offered at the baccalaureate, master's, and doctoral levels?

For the 2011–2012 academic year, there were 19 nursing programs in New Jersey that offered a pre-licensure program, including the generic BSN, accelerated BSN (second degree), or pre-licensure master's degree. New Jersey's 42 post-licensure programs for the 2011–2012 academic year included 17 RN-BSN programs, 14 MSN programs, 8 Doctor of Nursing Practice (DNP) programs, and 3 Ph.D. in Nursing programs.

2. Do programs have enough seats to accommodate all qualified applicants, and do the programs operate near capacity?

At present, it is difficult for nursing programs to answer this question; the actual number of qualified applicants is difficult to determine accurately because available data do not account for students who apply to more than one program. The NJCCN report shows that pre-licensure BSN and MSN programs had 5,200 qualified applications for 1,816 RN seats available; just over half of those (2,744) were admitted to these pre-licensure programs (see Table II.2). However, only 1,350 students of the 2,744 accepted applications actually enrolled; therefore, the programs operated below capacity, filling three-quarters of available seats. This highlights a data paradox also found nationally by the American Association of Colleges of Nursing (2013): qualified applications may be denied admission even as available seats go unfilled, because nursing schools are unable to account for applicants to multiple schools during the application and acceptance process.

Similarly, most post-licensure programs had enough seats to accommodate the number of qualified applications, but many operated below capacity (see Table II.2). All 1,998 qualified applicants to RN-BSN programs were admitted, just over 90 percent of those admitted actually enrolled, and 85 percent of seats were filled. Post-licensure MSN programs had 1,440 available seats and received 1,651 applications from qualified students, but only 73 percent of qualified applications were admitted and 77 percent of seats were filled. Ph.D. programs lacked enough seats to

¹⁴ Data to describe the current nursing education landscape in New Jersey come from a 2012 report prepared by the NJCCN for the NJBN on October 4, 2013. The analysis conducted by the NJCCN used imputed data to represent all schools.

Table II.2. Number of Qualified Student Applications, Admissions, Available Seats, Enrollments, and Capacity by Program Type, for Academic Year 2011–2012

Program Type	Qualified Applications	Admitted	Available Seats	Enrolled	Capacity
Pre-licensure BSN and MSN	5,200	2,744	1,816	1,350	74%
RN-BSN	1,998	1,998	2,158	1,830	85%
Post-licensure MSN	1,651	1,206	1,440	1,114	77%
Ph.D. in Nursing	38	28	27	28	104%
DNP	186	128	206	123	60%

Source: “New Jersey Nursing Education Programs: 2012 Report” prepared for the New Jersey State Board of Nursing by the NJ Collaborating Center for Nursing, October 4, 2013.

accommodate all qualified applications; nearly three-quarters of the 38 qualified applications were admitted and all seats were filled. Finally, DNP programs did not receive enough applications from qualified students to fill available seats, and only 70 percent of qualified applications were admitted, leaving DNP programs to operate at 60 percent capacity.

Table II.3 presents the total student enrollment data (number of new enrollees and current students), by program type, for academic year 2011–2012.

Table II.3. Total Student Enrollment, by Program Type, for Academic Year 2011–2012

Program Type	Total Student Enrollment
BSN, Generic	3,497
BSN, Accelerated	737
RN-BSN	4,776
MSN ^a	2,597
DNP	322
Ph.D. in Nursing	133

Source: “New Jersey Nursing Education Programs: 2012 Report” prepared for the New Jersey State Board of Nursing by the NJ Collaborating Center for Nursing, October 4, 2013.

^a Includes all pre-licensure and post-licensure master’s degrees.

3. How diverse are the enrollees?

A comparison of 2012 U.S. Census Bureau statistics from New Jersey in 2012 with NJBN data on race and ethnicity of nursing program enrollees suggests that the diversity of nursing program enrollees is similar to the diversity of the population in New Jersey, except that there are fewer males

and Hispanics enrolling in nursing programs.¹⁵ More than 90 percent of enrollees in DNP and post-licensure MSN programs were female, and slightly fewer (86 percent) females were enrolled in Ph.D. programs. More than half of the students enrolled in these programs were white, with the highest percentage in Ph.D. programs (63 percent). Black students accounted for between 16 and 24 percent of enrollees in these programs, with the highest percentage seen in Ph.D. programs. Between 7 and 11 percent of students enrolled were Hispanic; the highest percentage were enrolled in MSN programs, and the lowest percentage were enrolled in Ph.D. programs. New Jersey nursing school enrollees in 2011-2012 were more diverse than a national sample studied by the AACN at the start of NJNI. Data from AACN's annual survey on enrollment and graduation for academic year 2007-2008 showed less minority representation in master's and research-focused doctoral programs; specifically, 76 to 78 percent were white (non-Hispanic), 11 to 12 percent were black (non-Hispanic), and just 4 to 5 percent were Hispanic.¹⁶

4. How many students graduate?

During the 2011–2012 academic year, 4,414 students graduated from nursing programs. Of these, 515 students graduated from a diploma program, 1,363 from an associate degree in nursing program, 1,197 from a pre-licensure BSN or pre-licensure master's program, 579 from a RN-BSN program, 596 from a post-licensure MSN program, 117 from a DNP program, and 47 from a Ph.D. in Nursing program.

5. What are faculty vacancy rates and distribution of full-time and part-time faculty?

Less than half of the faculty members working in baccalaureate or graduate nursing programs were employed full-time during academic year 2011–2012; in the baccalaureate and graduate nursing programs, there were 339 full-time and 448 part-time faculty members for academic year 2011–2012. Vacancy rates were 11 percent for full-time and 10 percent for part-time.¹⁷ Faculty vacancy rates are the highest in the baccalaureate and graduate programs. The 2011-2012 vacancy rates in New Jersey were slightly higher than regional rates collected by the AACN for the same time period and soon after the start of the NJNI. The AACN reported a North Atlantic region faculty vacancy rate of 9.3 percent for member schools for academic year 2011-2012 and an 8.8 percent vacancy rate for academic year 2008-2009.¹⁸

¹⁵ The NJBN survey collects data on race and ethnicity differently from the U.S. Census Bureau, thus making it difficult to assess the diversity of nursing program enrollees relative to the racial and ethnic diversity of the population of New Jersey. The U.S. Census Bureau specifies that Hispanics may be of any race, so they are also included in applicable race categories. The U.S. Census Bureau results from 2012 show the following distribution of race and ethnicity in New Jersey: 73.8 percent White alone; 14.7 percent Black or African American alone; 1.9 percent two or more races; 18.5 percent Hispanic or Latino; and 58.2 percent White alone, not Hispanic or Latino. These data come from the State and County QuickFacts on the U.S. Census Bureau website <http://quickfacts.census.gov/qfd/states/34000.html>, accessed December 5, 2013.

¹⁶ These data come from the AACN website <http://www.aacn.nche.edu/research-data/EthnicityTbl.pdf>, accessed February 19, 2014.

¹⁷ The NJBN survey only specified full-time or part-time, not adjunct. Therefore, adjunct faculty members working full-time were included in the full-time count.

¹⁸ These data come from the AACN website <http://www.aacn.nche.edu/research-data/vacancy08.pdf> and <http://www.aacn.nche.edu/leading-initiatives/research-data/vacancy11.pdf>, accessed February 19, 2014.

NJBN survey results from 2011-2012 also showed that many full-time faculty in New Jersey are approaching retirement age. Specifically, 58 percent of full-time faculty were age 56 or older, and 34 percent were age 61 or older. National findings from the National League for Nursing (NLN) indicated that 63 percent of all full-time nurse educators were age 46 to 60, and 30 percent were age 60 or older in 2009.

6. To what extent are the faculty a diverse and highly educated group?

Results from the NJBN survey showed a lack of diversity among full-time faculty in baccalaureate or graduate nursing programs: nearly all (92 percent) were female, and most (82 percent) were white. All full-time faculty members in baccalaureate or graduate nursing programs held at least a master's degree, with degrees as follows: MSN (31.9 percent), non-nursing master's (1.2 percent), Ph.D. (29.2 percent), DNP (16.2 percent), other doctorate in nursing (7.1 percent), or non-nursing doctorate (14.4 percent). The overall research capacity¹⁹ of baccalaureate and graduate programs is 29 percent.

Diversity among faculty in baccalaureate or graduate nursing programs in New Jersey for academic year 2011-2012 was similar to national numbers reported by the National League for Nursing (NLN) soon after the start of the NJNI. In 2009, the NLN found that 95 percent of full-time nurse educators were female and approximately 13 percent of full-time nurse educators belonged to a racial-ethnic minority.²⁰

¹⁹ Research capacity is defined as the percentage of all faculty members who are full-time and hold a doctoral degree.

²⁰ These data come from the NLN website http://www.nln.org/researchgrants/slides/topic_nurse_educator_dem.htm, accessed February 19, 2014.

III. IMPLEMENTATION AND ACCOMPLISHMENTS OF NJNI

Since NJNI's inception in fall 2007, its organizational structure has been refined, the program office produced several revised versions of its strategic plan, significant staffing changes occurred, and the work groups and program office engaged in activities that have helped the initiative progress in its mission to address the nurse faculty shortage in New Jersey. This chapter describes implementation and accomplishments of the initiative since its inception, including the key players involved in the initiative, work group and program office activities, and facilitators and barriers to implementation.²¹ The chapter also describes next steps for the initiative through 2016 (NJNI 2.0).

A. NJNI Organizational Structure

The organizational structure of the initiative has evolved since the start of NJNI.²² Appendix L depicts the current organizational structure of NJNI, and we describe key stakeholders here. The structure will evolve further as the program office collaborates with RWJF and the National Advisory Committee (NAC) to finalize a strategic plan for NJNI 2.0.

1. Robert Wood Johnson Foundation

RWJF provides funding for, and oversight of, NJNI. The NJNI program office reports to a senior program officer at RWJF. This officer also serves as an adviser to program office staff and attends strategic planning meetings to ensure that program office activities align with the interests and goals of RWJF.

2. NJ Chamber of Commerce Foundation

RWJF selected the NJCCF as the grantee for the initiative to demonstrate the interest of business in the nursing shortage. The NJCCF housed the NJNI program office, which is responsible for planning and implementing NJNI activities, gathering data, and providing ongoing reports to the stakeholders and RWJF on progress toward achieving the strategic objectives. In trying to develop innovative educational strategies, however, the initiative shifted its focus to bridging the gap between academia and practice to ensure that nursing students are prepared to meet the needs of the changing health care system. This shift, as well as development of a revised strategic plan, formed the basis for moving the NJNI program office to the Health Research and Educational Trust of NJ (HRET), a foundation of the New Jersey Hospital Association (NJHA).²³

3. National Advisory Committee

A NAC, the standard for RWJF programs, was assembled at the outset of the NJNI and is made up of national leaders in academia, business, government, and health. These committee

²¹ This chapter describes highlights of NJNI implementation and accomplishments. More details are provided in Mathematica's annual formative feedback reports submitted to RWJF. The formative feedback reports include a full account of findings from RWJF key informants, NJNI program office, and other stakeholder interviews each year from 2008 to 2012.

²² NJNI's initial organizational structure is presented in Appendix B and described in Chapter I.

²³ The NJNI grant will move officially to the HRET on January 1, 2014. The NJNI program office received a three-month planning grant from RWJF to cover the transition period while moving from the NJCCF to the HRET.

members guide the policies and inform the work of the initiative. NAC members also act as advocates for the initiative and increase the visibility of nursing, health, and health care issues in New Jersey. Given the state-based focus of the initiative, many of the NAC members are from New Jersey.

4. Leadership Council

The Leadership Council, established by NJNI in early 2010, included New Jersey representation from nursing education, nursing practice, multiple health care sectors, and government. This structure replaced the technical advisory group (TAG) and was expected to be the vehicle to achieve long-term sustainability in terms of time and commitment to the nurse faculty shortage. The TAG, comprised of work group chairs, was limited in its representation, and the program office had difficulty engaging the members. The program office anticipated that the Leadership Council would encourage “outside the box” thinking because of its diverse representation. However, stakeholder interviews in 2011 and 2012 indicated that, although appropriate people were identified to serve as members of the council, its role and function were never clearly defined. Interviews with the NJNI program office in 2013 revealed plans to disband the council.

5. Strategic Work Groups

An initial strategy of NJNI was to establish work groups made up of volunteer nurse leaders to focus on specific tracks of work that supported the goals of NJNI. Each work group had a chair from academia who served as a liaison to the program office. The initial strategic map included six work groups; after the first year, however, it was determined that one of the work groups did not have an achievable track of work. Furthermore, because of the challenges in implementing a voluntary, stakeholder-driven initiative, in 2009 the program office focused on implementing some of the groups instead of implementing all of them at once. The number of active work groups varied each year, and their charges were limited to the following topics: collaboration to leverage resources and develop creative strategies to increase nurse education capacity, creation of innovative approaches to increase faculty capacity, making New Jersey nurse faculty a preferred career, and increasing sustainable funding. In 2010, the program office realized that the work groups needed broader representation from stakeholders outside of academic nursing and that the overall initiative needed a stronger connection to nursing practice. As a result, the work groups (except for the sustainable funding group) were restructured to include co-chairs to integrate academe and practice, as well as to increase the geographic diversity of leadership.

In December 2010, New Jersey was selected as one of five pilot states in the country to participate in the first phase of *The Future of Nursing: Campaign for Action*, an initiative launched by AARP and RWJF to help implement recommendations from the Institute of Medicine (IOM) report on the future of nursing at national, state, and local levels. Four key messages of the IOM report were that (1) nurses should practice to the full extent of their education and training; (2) nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression; (3) nurses should be full partners, with physicians and other health professionals, in redesigning health care in the United States; and (4) effective workforce planning and policy making require better data collection and an improved information infrastructure. NJNI’s involvement with the *Campaign for Action* led to NJNI work group “A” (academic capacity) transitioning to pillar 2 (transforming education) of the NJ Action Coalition to address the second key message of the IOM report. Except for work group A, the work groups have been dormant since fall 2012. Furthermore, under the new strategic framework, the program office

reported no plans to continue to rely on the work groups as formalized groups, but rather to engage individual stakeholders from those groups, as needed, to accomplish objectives.

B. NJNI Program Office Staffing

Since 2008, the NJNI program office has experienced staff turnover, significant delays in filling key positions, and a change in funding authority. The NJNI project director and program director were appointed in fall 2007, but the deputy director position remained unfilled until August 2008. Furthermore, the program director was on medical leave for several months in early 2008. The development director position identified in the original organizational chart was never filled, and development responsibilities were ultimately shifted to the deputy director. A part-time administrative assistant position was filled in 2007. The part-time administrative assistant resigned in July 2013; at the time of writing this report, the program office had hired a full-time replacement and expanded the role to be coordinator to NJNI projects, covering administrative assistant duties and communications activities (such as webinar and conference planning).

The program coordinator role was filled in fall 2007 but remained vacant after the coordinator resigned in December 2010. The coordinator's responsibilities were shifted to the deputy director until a replacement coordinator was hired in June 2011. The new coordinator focused on communications; however, this person resigned after holding the position for just over one year. The program office has decided to expand the program coordinator role to include involvement in day-to-day program office work; a full-time replacement was hired and began work in mid-November 2013.

The deputy director moved abroad and was shifted to a consultant role in June 2012; a replacement deputy director was hired in September 2012. The program director resigned in June 2013 to accept an out-of-state position as dean and vice president of nursing affairs. Because NJNI focuses on the integration of academia and practice, a co-director representing each area was appointed; both began in July 2013. One co-director is the senior vice president for clinical affairs at the NJHA in Princeton, as well as the director of the NJHA Institute for Quality & Patient Safety. The other co-director is dean and professor at a school of nursing. Both co-directors were involved in some aspect of NJNI before their appointment.

C. Strategic Planning

NJNI activities and organizational structure are driven by a strategic plan, or framework, developed by RWJF and the NJNI program office, with discussions facilitated by a strategic consultant. Over the past five years, the NJNI streamlined its goals and objectives, while maintaining the overall mission of addressing the nursing shortage in New Jersey. To date, the NJNI program office has shared four documents with Mathematica that identify the initiative's strategies: (1) Strategic Map (2007–2010), (2) Work Plan Strategy (2010), (3) Strategic Map (2012–2017), and (4) Strategic Framework (2013–2017). These reflect the evolution of goals, objectives, and expected outputs in response to stakeholder input, changes in the delivery of health care, current economic conditions, time and funding limitations, and formative feedback from Mathematica. Appendix M presents the evolution of strategies and goals, starting with the expected outputs at the outset of the initiative.

NJNI encountered difficulties in implementing the original strategic tracks of work, in part due to limited dedicated staff resources needed to provide oversight for work groups made up of volunteers. Therefore, the activities set out in the 2010 revised version of the strategic plan reflect

the program office's efforts to refine its goals and identify specific and more achievable outcomes. The following year, having understood that the 2010 revision was still broader than could be accomplished, the program office further reduced the number of strategic priorities, narrowed goals, and identified specific and concrete outcomes for each goal. At the time, NJNI also revised its strategic plan around four key messages of the IOM report: (1) scope of practice, (2) education progression, (3) leadership, and (4) data. The program office also developed specific objectives for the education progression and leadership development components of phase 2 of NJNI. In September 2011, NJNI was reauthorized by RWJF to support a second cohort of Ph.D. nurse scholars and fund the NJNI program office to focus on leadership development and academic progression in nursing. However, a strategic plan that clearly identified the focus, goals, and objectives for NJNI 2.0 was not developed until the appointment and acclimation of the new co-directors in fall 2013.

With its strategic consultant, NJNI program office staff developed a new strategic framework to reposition NJNI 2.0. The NJNI team used prior frameworks as reference points when developing the new plan. The process for, and key players in, developing the framework were similar to those used to create earlier strategic plans. Participants included RWJF, NJNI program office, and NJ Action Coalition leaders. At the time of writing this report, the RWJF project officer, Mathematica, and the NAC had reviewed the draft strategic plan, and the program office was revising it. The revised plan will be presented to the NAC again for approval before implementation.

The framework includes a professional development program for nurse faculty in New Jersey, dissemination of Faculty Preparation Program (FPP) models and lessons learned, support of innovative education model pilots that align with transitioning nursing education to community-based/population health, and plans for rebranding NJNI. Furthermore, the program office is identifying synergies between NJNI and the NJ Action Coalition to prevent duplication of effort; both entities want to develop next generation leadership for nursing in New Jersey and better link nursing education to nursing practice.

D. Work Group-Led Activities

Overall, work group engagement and productivity were inconsistent, and work group accomplishments were more modest than originally expected. Key work group-led accomplishments²⁴ include the following:

- Work group B (faculty capacity) participated in planning a statewide clinical education conference, “Transforming Clinical Education,” in November 2009. The conference brought together nursing education and practice to focus on the need to re-envision clinical education. This work group also selected grantees to pilot innovative clinical education models (discussed in more detail later in this chapter).
- Work group C (preferred career) developed the WeTeachNursingNJ.com website, launched in May 2012. The website provides resources and information on how to become nursing faculty and what a faculty career involves, including profiles of current

²⁴ Work groups A and E were involved in activities led by the program office, discussed in other sections of this chapter.

faculty and information on salaries, responsibilities, and qualifications for different positions.

The program office was unable to get the expected level of commitment from volunteer work group members, largely because these individuals had many obligations and competing priorities, and the commitment that NJNI needed was relatively high for a volunteer effort. Because work groups made little progress on their own through 2009, the program office reevaluated whether using the work groups to address issues was sufficient to achieve expected outcomes. Recognizing the challenges of implementing a voluntary, stakeholder-driven initiative, the program office prioritized the tracks of work based on what was achievable. However, stakeholder interviews in 2010 suggested that there was limited collaboration between the work groups and the program office. Some work group chairs also indicated that their work group's goals were not achievable and expressed a lack of awareness regarding the expected course of action. Furthermore, the program office and work group chairs had differing views on who would lead certain projects. In 2011, the program office planned to establish regular meetings of all work group leaders to share information on activities across groups; however, these meetings never occurred. As noted earlier, the program office reported no plans to continue using the work groups for the rest of the initiative.

E. NJNI Program Office-Led Activities

Because of lack of engagement of the work groups, the NJNI program office led most key activities.

1. Stakeholder Engagement

Findings suggest that NJNI was most successful in convening stakeholders, developing partnerships, and bringing the nursing faculty shortage to the forefront of statewide discussions. Since its inception, NJNI has engaged New Jersey policymakers, business leaders, philanthropic organizations, and higher education in a dialogue about the nurse workforce shortage to explore challenges and devise solutions. The following are key examples of that engagement:

- NJNI held a reception for the FPP deans and directors in New Brunswick in February 2009 to encourage their continued support and commitment to the initiative.
- NJNI was launched publicly in May 2009 at a New Jersey Senate Health, Human Services and Senior Citizens Committee hearing on the nursing workforce. RWJF president Risa Lavizzo-Mourey, NJNI program director Susan Bakewell-Sachs, and NJNI NAC chair Mary Ann Christopher were among those who testified before the committee.
- In June 2009, the NJNI program director testified before the New Jersey Assembly's Higher Education Committee about higher education for health professionals.
- NJNI convened a meeting of health care executives to discuss the state's RN shortage in September 2009; more than 30 health care executives in New Jersey, representing hospitals, clinics, medical centers, and health systems, participated in the meeting.
- NJNI convened New Jersey business leaders in December 2009 at "The Business Summit on Healthcare: A Framework for Reform" to discuss the potential impact of the nursing shortage and identify solutions.

- NJNI convened a meeting of New Jersey-based philanthropic organizations in November 2010 to discuss innovative ways to address the state's nurse and nurse faculty workforce shortages.

2. Fundraising

Although fundraising was identified as a key strategic track of work, NJNI made little progress in fundraising, and the new co-directors did not include it in the most recent strategic plan. In 2009, NJNI contracted with the Angeletti Group to help identify funding opportunities that aligned with the goals of the initiative. The contractor facilitated a meeting for work group E (increase sustainable funding) to develop a strategy for identifying funding opportunities. However, work group E did not pursue funding opportunities, so the program office relied on the Angeletti Group for this function. The Horizon Foundation for NJ received an RWJF Partners Investing in Nursing (PIN) grant in August 2010 to launch the online Nursing Academic Resource Center of New Jersey, to be run by NJNI. The online resource helped nurses enrolled in master's degree programs strengthen their scholarly writing and research skills, and removed potential barriers to degree completion. The online center included a virtual platform for assessments and advanced skills work, support for ESL students, as well as faculty training and evaluation of students' progress. Stakeholder interviews identified that the academic resource center put a spotlight on NJNI and was a key accomplishment. The grant ended in September 2013, and NJNI has not sought alternative funding sources to sustain the center. During a sustainability meeting convened in January 2013, schools of nursing in New Jersey expressed a commitment to allocate money from their budgets to sustain the center, but the schools did not follow through on this commitment. Only three schools of nursing that participated in the center have included funding for it in their budgets and will independently continue the program. When the program office became aware in spring 2013 that the center would not be sustained, it suspended work with the Angeletti Group.

NJNI also participated in efforts to highlight nursing workforce issues within the broader context of health care workforce concerns. The NJ Healthcare Workforce Advisory Council is a statewide council that resulted from a partnership among the NJCCF, NJNI, and the State Employment Training Commission (SETC), in which NJNI helped the SETC write a successful grant proposal for funding from the Health Resources Services Administration (HRSA) in June 2010. The grant provided funds to establish the council with representatives from labor, health care, higher education, policy, and professional organizations, chaired by a hospital CEO who is a NJ Chamber board member and an NJNI Leadership Council member, and produce a strategic plan for the state.

3. Centralized Application System (CAS)

In 2010, the American Association of Colleges of Nursing (AACN) launched NursingCAS, an online application service to help prospective students interested in pursuing nursing education find programs and apply to multiple programs within the state and nationally. NJNI served on the national advisory task force and helped implement CAS in New Jersey.

4. Asset Mapping

NJNI identified available health care resources in the state, as well as gaps in resources, as a preliminary step in addressing the nursing workforce shortage. The program office contracted with Maher and Maher, a New Jersey consulting firm that specializes in asset mapping, to host three regional meetings in 2009 in the northern, central, and southern parts of the state to inform resource

sharing. Representatives from nursing education, business, health care, government, and associations participated to share their knowledge of existing assets and resources in their communities. NJNI and the contractor also conducted an online survey to gather more data following these meetings.

5. Innovative Model Pilot Program

To facilitate educating nurses to meet health care demands, NJNI awarded four grants for Innovations in Clinical Education (ICE), based on an established partnership between an accredited school of nursing and a practice organization. Table III.1 lists awardees and briefly describes each project. To be eligible for a grant, academic and practice partners had to use one of three strategies: (1) Dedicated Education Unit (DEU), (2) preceptor strategies (such as models to develop clinical nurses as preceptors), or (3) clinical simulation to connect classroom and clinical learning.

Table III.1. Innovations in Clinical Education: Award Recipients and Pilot Models

Award Recipients	Strategy	Project Description
Meridian Health Affiliated Foundations Georgian Court-Meridian Health School of Nursing	Simulation	The proposed model, termed “SHARES” (Sharing HealthSystem and Academic Resources for Educating Students and Staff), supports interprofessional clinical nursing education through simulation-based experiential learning modalities. This program has the potential to increase faculty capacity; improve student learning; and enhance interprofessional team training by engaging student nurses, clinical nurses, educators, medical students and residents in interprofessional education.
Fairleigh Dickinson University Holy Name Hospital and Medical Center	Preceptor	This partnership model will prepare clinical nurses as preceptors to baccalaureate students in home care, hospice, and palliative care. The goal of this strategy is to increase faculty capacity in teaching undergraduate baccalaureate nursing students.
Rutgers University, Newark College of Nursing Saint Peter's University Hospital	Simulation	This project will develop a partnership using simulation technology to enhance knowledge and decision-making skills and foster increased faculty capacity. The goal of the hospital is to improve the efficiency and effectiveness of continuing competence education for the nursing staff. For the college, the project will improve the ability of new graduates to practice competently and safely, while simultaneously identifying people to serve as preceptor faculty at the hospital.
St. Joseph's Regional Medical Center William Paterson University	Dedicated Education Unit	The aim of this project is to establish a clinical education model where the practice environment participates in the educational processes resulting in improved learning for students and improved patient care on the unit. By working closely together, the goals and needs of the academic unit and the care and concerns of the service unit can be applied and embedded, resulting in optimized patient outcomes.

Source: NJNI website, <http://www.njni.org/page/clinical-education-pilots>, accessed November 19, 2013.

6. Conferences

Conferences designed and implemented by the NJNI program office were extremely well received by participants and frequently cited as a key accomplishment by all stakeholders. These conferences fall into two categories: (1) NJNI/FPP Annual Conference, and (2) Innovations in Nursing Education Conferences. Next, we describe these categories.

a. NJNI/FPP Annual Conference

Beginning in October 2009, NJNI held two-day program meetings each fall, including a program orientation for new FPP scholars, seminars conducted by leaders in nursing education, and interactive workshops. The meetings provided opportunities for scholars to network with each other and nurse faculty leaders. The meetings also served as venues for convening FPP grantees and stakeholder groups such as the NAC and the Leadership Council. The annual conferences were well received by attendees; conference evaluation forms completed in 2009 showed that the respondents rated most sessions they attended as very good or excellent.

b. Innovations in Nursing Education Conferences

To facilitate future development of innovative nursing education models, the program office convened a one-day conference in November 2009 called “Re-envisioning Clinical Education.” The conference included nationally recognized nursing leaders and experts in education. After a year of supporting four pilot projects devoted to ICE, NJNI convened educators and practitioners at RWJF for two day-long forums that explored NJNI’s initial ICE areas of DEUs, preceptor strategies, and clinical simulation. The first forum, held in January 2013, highlighted the work of nursing schools and practice organizations that partnered for the pilot grants, including dissemination of findings and discussion of next steps. NJNI’s second ICE forum, held in March 2013, focused on the DEU model.

7. Communications

In January 2008, RWJF leaders and the NJNI program office began branding for the initiative and development of communication strategies by using external consultants. Branding included developing the initiative’s tagline *So a Nurse Will Be There for You*. NJNI developed and launched a website and blog, and it began a social media presence. As discussed previously in the context of the new strategic framework, NJNI is working on rebranding and will continue collaborating with external consultants to redesign the website, newsletter, and other communications to ensure that valuable information is shared and that the initiative highlights and engages FPP alumni.

Websites. The NJNI website began at the start of the initiative. The site included information and updates on NJNI activities, nursing issues and NJNI presence in the news, the FPP and clinical education pilots, information on nursing programs across the state, data on the nursing workforce, and updates on the NJ Action Coalition.

Blog. The program office created the NJNI blog in May 2011. The blog featured news about NJNI, nursing in New Jersey, RWJF activities, a regular news round-up, and more information to keep visitors up-to-date on nursing in the state.

Social media. To encourage and facilitate discussion among FPP scholars, NJNI inaugurated a LinkedIn group in September 2011. NJNI also created a Facebook page to share its work with wider audiences.

Findings from stakeholder interviews indicated that NJNI was most successful in convening stakeholders and collaborating with the NJ Action Coalition, managing the FPP and supporting grantees, and developing partnerships to pursue mutually beneficial funding opportunities.

F. Implementation Facilitators and Barriers

Annual interviews with NJNI program office staff, RWJF, NJNI work group leaders, NJ Action Coalition members, and other stakeholders (such as representatives from business and government) highlighted facilitators and barriers to NJNI implementation and progress. Despite many successes, NJNI has also experienced significant challenges since its inception. Next, we describe facilitators and barriers within each of the following topics: support from RWJF, program office staffing and structure, setting goals and monitoring outcomes, communication across multiple stakeholders, leveraging the NJCCF, changes in health care delivery, perceptions of the future of nursing education, and New Jersey's current economic condition and resources.

1. Support from RWJF

When asked about facilitators to NJNI implementation and progression toward achieving goals, respondents consistently cited the oversight, guidance, and support from RWJF. The stability afforded by the sizable RWJF investment has allowed the initiative to take on substantial goals that address critical health care issues. In addition, some respondents indicated that the program office has effectively used the urgency of the nursing shortage and the reputation of RWJF to obtain support from leaders in the state and country.

2. Program Office Staffing and Structure

The momentum of the initiative ebbed and flowed because of delays in filling key positions and temporary role changes among program office staff. For example, NJNI was put on hold for several months while the program director was on medical leave in 2008. In 2011, the program director assumed the role of interim provost, which limited her availability to the program office. Furthermore, the deputy director was the only active program office staff member during most of summer 2013. During the transition to the new co-directors in 2013, some activities were put on hold or were not fully implemented as the program office awaited the new leadership's determination of a new direction for NJNI 2.0.

Many respondents were worried about how long it took to hire the deputy director. Nursing stakeholders attributed the difficulty of recruiting a deputy director to inadequate salary. They also felt that the recruiting process would have benefited from suggestions from the nursing community. There was widespread concern about re-engaging participants after the initiative had been on hold for several months. Some stakeholder respondents felt "out of the loop" themselves, even though they had ongoing roles in development of NJNI. For example, not all work group leaders were aware of the status of the deputy program director recruitment, or that the program director had been on extended medical leave.

Although it was not originally planned, the program office served more than a coordination function for the work groups. This unexpected workload reduced the capacity of the program office, which was already limited due to having few dedicated staff. The program office also had to provide more technical assistance to the FPP grantees than was initially expected. For example, some grantees had difficulty managing a \$2.5 million grant, and one required significant assistance with budget management and financial reporting. However, the program office expanded its capacity by engaging consultants and contractors for efforts that involved development, strategic planning, fundraising, and communications.

Some respondents noted that implementation was inhibited by a lack of role clarity within the program office, perhaps exacerbated by frequent staffing changes. Respondents noted that staffing changes presented a challenge for the program office because the changes required redistribution of work and clarification of roles and responsibilities. In 2012, many respondents reported that the departure of the deputy director was a challenge; one respondent lamented that, although tasks are transferrable, relationships built over multiple years cannot easily be transferred. However, retaining the deputy director as a consultant helped mitigate this. Others viewed the following factors as facilitators: a cohesive program office, a commitment to teamwork and communication, regular meetings between program office staff, and common agreed upon goals.

Some respondents indicated that, although staffing changes can be a challenge, they also present an opportunity for reorganization. The new team is perceived as energetic, with a fresh-eyes perspective and with enough historical knowledge to be aware of what has and has not worked well in the past.

3. Setting Goals and Monitoring Outcomes

At the outset, stakeholders expressed concern that the goals of the NJNI were ambiguous and, as a result, it would be difficult to identify outcome measures that could be associated with NJNI's efforts. Moreover, the program office did not systematically monitor and document whether planned activities and strategies were being implemented as intended, or implemented at all.

In addition, work group leaders did not define outcomes for their respective tracks of work, due, in part, to a lack of understanding of their role and responsibilities. Some respondents stated that the lack of a central organized structure that could direct the work groups toward defined outcomes was a barrier to successful implementation. Furthermore, heavy reliance on volunteers required significant project management, and the large size of some of the work groups might have impeded progress and decision making.

4. Difficulties Communicating Across Multiple Stakeholders

With such a large number of stakeholders with many interests, priorities, and commitments, communications were inherently difficult. Discussions with program office staff, work group chairs, and other stakeholders revealed inconsistencies in perceptions and understanding about roles, responsibilities, and NJNI goals. Lack of knowledge regarding the goals and structure of NJNI may have limited work group members' commitment to, and enthusiasm for, the initiative. Examples of varying perceptions include the following:

- Work group chairs indicated there was a lack of communication with the program office about NJNI's strategic goals and outcomes in general, and about the activities of each work group in particular. In addition, some work group chairs felt that the restructuring of work group leadership and changes in composition were not effectively communicated.
- Opposing perceptions existed regarding the strategic plan revision process. The work group chairs felt that they provided little input, whereas the program office perceived that the work groups were engaged and responded positively to the process.
- Work group chairs did not understand how and why the Leadership Council was developed. One work group chair had not heard about the Leadership Council, and others did not understand its role or how it would relate to the work groups.

- A few respondents were not aware that the academic resource center and the FPP were affiliated with NJNI.
- Some respondents were unable to distinguish between the IOM-initiated coalition and NJNI. One respondent used the words “institute” and “initiative” interchangeably when referring to NJNI, and another, when asked about NJNI, discussed NJ Action Coalition activities.

5. Leveraging the NJCCF

During early planning, some members of the nursing community did not support the NJCCF housing the NJNI program office, because they did not believe the NJCCF had the skills and experience to run NJNI effectively. One concern about the NJCCF was its reluctance to include the perspectives of nurse leaders in recruiting a deputy program director or to consider nurses as candidates for the position. Stakeholders also differed in their opinions of the extent to which the NJCCF leveraged relationships to convene stakeholders from the business community. A business leader noted that the program office was effective in tapping into existing NJCCF connections, but another respondent lamented that the business summit did not meet expectations and there have been few (if any) benefits from the collaboration with the NJCCF.

6. Changes in Health Care Delivery

Consistent with the IOM report, nurse leaders noted that nursing practice is shifting away from acute care settings, such as hospitals, to preventative and community-based care, but schools of nursing are still preparing students to work in hospitals exclusively; they are creating the wrong workforce. NJNI has the challenge of bringing together academe and practice in a meaningful way.

7. Perceptions of the Future of Nursing Education

A commonly cited challenge was overcoming the deeply entrenched views of the nursing community, especially the lack of agreement in the nursing community on how nurses should be educated. An essential task of the collaboration between NJNI and the NJ Action Coalition on academic progression is to identify how to simplify and streamline the process for nurses to get advanced degrees. Although the two groups have identified a model that could aid academic progression, it has been difficult to get the stakeholders to agree.

8. New Jersey Resources and Current Economic Condition

Nurse leaders uniformly noted the significant challenge in addressing the nurse faculty shortage in New Jersey, identifying the following issues:

- They emphasized widespread negative opinions about careers in nursing education because educators are paid lower salaries than clinicians.
- Many respondents identified the state’s poor economy as a barrier to program implementation. The tightening of hospital budgets will make it difficult for hospitals to support advanced practice nurses to function as both educators and practitioners.
- Some business and government leaders reported that, although there is awareness of the expected nursing faculty shortage, it is not a priority at this time because there are more pressing issues to address (such as employment). Overall, it is challenging to find and

access resources to educate and develop more nurse faculty leaders in New Jersey. Furthermore, in this economic climate, it is especially difficult to engage volunteers to address the nurse faculty shortage.

- Some respondents noted that a shortage of creative, forward-thinking, transformational nurse leaders in New Jersey and resistance of some nursing school leaders to education innovation have been challenges in implementing NJNI activities and achieving goals. One respondent lamented that nursing school leadership's resistance to change has been an impediment to sustainability of the FPP in some grantees.
- Program office staff noted the difficulty of engaging stakeholders across the state to work in new ways with one another in a historically competitive environment. In particular, facilitating collaboration among education programs has been difficult. However, the positive response to the IOM report, "The Future of Nursing," has helped bring stakeholders together to address the nurse faculty shortage.
- Some respondents noted that the economic changes in higher education in New Jersey will be the greatest challenge to implementing NJNI 2.0. With mergers and budget cutbacks at institutions, it is difficult for people to engage in the innovative thinking required to transform nursing education.

G. Next Steps: Repositioning NJNI 2.0

This section describes key findings that emerged from interviews conducted with program office staff and other stakeholders between fall and summer 2013.

1. Current NJNI Program Office Staffing

In the past several months, the program office has been changing to new leadership. Stakeholders indicated that the transition to the new co-directors has been seamless and noted strong support for them and their ability to bring perspectives from nursing education and practice to NJNI 2.0. According to respondents, the co-directors and the newly constituted program office team were described as effective and efficient, with balanced leadership. The deputy director was described as organized and able to reach closure; these traits were perceived as very important to the future of the initiative.

Respondents also anticipate that the program office will communicate regularly, hold face-to-face meetings, and maintain a balance between "big picture" strategic meetings and more routine operational meetings. One stakeholder perceives that holding regular in-person meetings, rather than depending primarily on electronic communication, will promote the success of NJNI.

2. Current Strategic Framework and Planning Process

NJNI is streamlining its goals, objectives, and structure. Parties involved in the most recent planning process reported that the development of the new strategic plan involved careful thinking about what could be achieved in the remaining years of the initiative. During strategic planning, the NJNI team focused on (1) continuing what was going well with the initiative, and (2) finding key ways to alter the future direction of nursing practice and nursing education.

Stakeholders noted their support of the initiative's focus and the benefit of the new team trying to stay true to the direction of the overall initiative while having the freedom to make changes. One

stakeholder noted, “If they implement their strategic plan, New Jersey will be in great shape.” Stakeholders expressed strong support for the new strategic plan and, without reservation, expect that implementation of that plan will result in a reduction in the nurse faculty shortage in New Jersey. One respondent suggested that, in addition to the goals outlined in the strategic framework, NJNI should consider developing and implementing a campaign for nurse faculty similar to the Johnson & Johnson *Campaign for Nursing’s Future*, a public-awareness effort to expand the pool of nurses. Stakeholders cited the need to get people engaged and interested in the faculty role and also prepare current faculty better by improving their understanding of the current health care landscape and how it relates to nursing education.

Stakeholders believe the new leadership is setting a clear direction for the initiative. At the time of writing this report, however, respondents lamented that the NJNI goals are clear, but the expected outcomes have not been defined. Respondents also suggested that the program office continue to focus on engaging a strategic group of people in New Jersey who have the potential to be leaders who can ensure sustainability beyond the NJNI 2.0 funding period. According to stakeholders, two critical relationships to balance while planning for NJNI 2.0 are (1) between the RWJF and the NJNI program office, and (2) between the NJNI program office and the NJ Action Coalition. Repositioning NJNI is congruent with what RWJF wants to accomplish, but the strategic framework still requires refinement. Furthermore, NJNI and the NJ Action Coalition would benefit from continuing to communicate and brainstorm about the best way to collaborate and when appropriate to move in complementary ways.

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IV. IMPLEMENTATION AND ACCOMPLISHMENTS OF THE FACULTY PREPARATION PROGRAM

The goal of the Faculty Preparation Program (FPP), an innovative educational component of NJNI, is to address the state's faculty shortage by developing, implementing, and evaluating a model for the recruitment, training, and retention of nurse faculty. This chapter provides a description of FPP implementation, an assessment of programmatic and scholar-level outcomes, and a summary of scholars' satisfaction with, and experiences in, the program.

A. Program Implementation and Outcomes

To achieve the major goals of the FPP, grantees were expected to (1) recruit a qualified and diverse set of applicants into nursing master's and Ph.D. programs in New Jersey; (2) develop and implement curriculum enhancements that integrated nurse educator competencies into existing programs; (3) ensure scholars' readiness for, and interest in, a faculty career through mentoring and acculturation activities; (4) communicate and collaborate with each other in an effort to transform nursing education in New Jersey; and (5) create sustainability plans for integrating the FPP components into their graduate curricula.

1. Scholar Recruitment and Selection

Interest in, and demand for, the program exceeded the availability of FPP scholarships. Although the FPP grantees did not publicize or advertise the FPP beyond their respective institutions, they received enough applications for the FPP to identify qualified scholars for the program. Some grantees even reported concern about having too few openings for scholars, given the number of applications. For example, one grantee received 30 applications for seven or eight awards.

Grantees used different strategies for recruiting potential scholars. Most recruitment activities built on the schools' existing resources and networks of contacts. For example, schools encouraged existing instructors/faculty to apply, with the understanding that they received no preference in the selection process and would have to resign their faculty positions if accepted. The two doctoral program grantees recruited half their cohort 1 scholars in this way. Similarly, one grantee asked its tracking coordinators (faculty members who coordinate each clinical track) to identify students who were interested and seemed eligible, and another grantee asked faculty advisers to call students who they thought had an interest in nursing education. At least one grantee focused some recruitment on minority candidates, using an affiliated association of minority scholars to encourage students to apply. As a strategy to filter out applicants who were solely interested in the monetary aspect of the program, one grantee required applicants to submit an essay about their desire to pursue a nurse faculty career.

2. Implementation of Curriculum Enhancements

Before receiving the FPP grant, grantees offered a variety of graduate programs (for example, clinical versus functional tracks) and modes of delivery, which were reflected in the differences in how they implemented FPP curriculum enhancements (see Table IV.1). For example, in one multischool collaborative, each university had a clinical master's program; however, the programs comprised different clinical specialties, and only one school offered education courses. Among the two doctoral programs, one was fully online, which attracted students from all over the nation, and

the other offered an in-person program that had mostly regional and local students. Before the end of its first grant, however, the former online program changed its coursework to an in-person program because it recognized the importance of face-to-face interaction. Table IV.1 shows the programs that FPP grantees offered and the enhancements they made to their curricula.

Grantees used various strategies to enhance curricula, including modifying existing course content to include education modules, piloting new courses, using a faculty committee to analyze which nurse educator core competencies were reflected in existing courses, and hiring a consultant. One of the multischool collaboratives offered three online education courses to all scholars in the collaborative through one of the schools; before the FPP, only students enrolled in one of the schools were offered online education. A common theme that emerged among grantees was ongoing modification of the timing, sequencing, and content of courses based on scholars' feedback. Finally, although project directors and faculty uniformly agreed on the importance of integrating education competencies into traditional master's level and Ph.D. preparation, they recognized the challenges of integrating education content into clinical tracks and doctoral programs.

Table IV.1. Grantee Curriculum Enhancement Under the FPP

Grantee and Program Type Associated with FPP	Curriculum Enhancements
Ph.D. Programs	
Rutgers University Doctoral (online)	<p>Developed and piloted new education courses. These include Design of Curriculum and Instruction and Practicum for the Professoriate offered by the College of Nursing, and Psychometric Theory offered by the Graduate School of Education. Other new courses include Advanced Qualitative Methods for Nursing Research and Advanced Quantitative Methods for Nursing Research.</p> <p>Offered two doctoral-level statistics courses in the College of Nursing replacing two master's-level Graduate School of Education courses.</p> <p>Required dissertation seminar (previously optional).</p> <p>Offered a nonacademic credit continuing education course called Test Construction and Statistical Analysis of Test Results.</p> <p>Converted from an online program to an in-person program for the second cohort.</p>
Seton Hall University Doctoral (in person)	<p>Developed and piloted three new education courses: Curriculum Design and Instruction in Nursing, Measurement and Evaluation in Nursing Education, and a Practicum of the Faculty Role in Nursing Education. Completion of these three courses positions scholars in the master's, Ph.D., or DNP programs to take the national nurse educator exam for certification.</p>
Master's Program Collaboratives	
Fairleigh Dickinson University (FDU) Collaborative Fairleigh Dickinson University Adult Nurse Practitioner	<p>Offered one new in-person education course: Theory Development and Advanced Research. Also offered four sequential Advanced Educator Role seminars on current education issues and the faculty role. Modified some existing courses to include education and learning theories, research outcomes, principles of patient education, evaluation, and technology and simulation.</p>
Monmouth University Nursing Education	<p>Added Pharmacology for Advanced Nursing Practice, required the Advanced Clinical Nursing Practicum for all FPP scholars, and modified some existing courses to include education and learning theories and simulation.</p>

Grantee and Program Type Associated with FPP	Curriculum Enhancements
William Paterson University (WPU) Collaborative^a William Paterson University Master's program with tracks in Advanced Clinical Practice (Adult Nurse Practitioner), Nursing Education, and Nurse Administration	Each partner school offered student teaching experiences in classroom and clinical settings; partner schools also implemented nursing education grand rounds with issues relevant to novice faculty members. WPU offered online education courses to partner schools in collaborative; courses include Curriculum Development, Classroom Teaching Strategies, and Clinical Teaching Strategies.
Kean University Community Health Master's Program	No FPP-related curriculum enhancements.
Richard Stockton College Adult Nurse Practitioner	No FPP-related curriculum enhancements. Richard Stockton College added a Health Care Delivery Systems/Health Policy course to the curriculum, but this was not directly related to the FPP.
The College of New Jersey Adult, Family, and Neonatal Nurse Practitioner	No FPP-related curriculum enhancements.
Master's Program	
University of Medicine and Dentistry of New Jersey (UMDNJ) Nurse Practitioner Program with tracks in Adult, Family, Critical Care, Gerontology, and Women's Health	Modified education module in the Introduction to Advanced Practice Nurse Role course to address preceptorship, clinical teaching, and didactic teaching. FPP scholars took a Teaching in Health Professions course in the education certification program offered in conjunction with the School of Health-Related Professions. Scholars in first and third cohorts also took a Curriculum Development course in the education certificate program.

^aProgram types listed for schools in the WPU collaborative were obtained from the FPP grant application.

3. Implementation of Mentoring and Acculturation

Grantees had latitude in specifying mentoring and acculturation activities and defining the process for selecting mentors. Some sites assigned the program director or another adviser paid for by the grant to meet with scholars or act as an adviser for the first semester of the FPP, then helped scholars select a mentor; others assigned master educators (faculty who had received university recognition as excellent teachers) as mentors. Master's grantees used the first cohort of scholars to help with acculturation of the second cohort. Furthermore, at the outset of the program, Rutgers and UMDNJ intended to incorporate the Institute for Nurse Educator Development into their mentoring activities; however, the institute lost its funding in June 2010, causing the schools to revise their approach. As part of mentoring and acculturation activities, all scholars were expected to attend periodic Collaborative Learning Community (CLC) seminars,²⁵ which included sessions on the role of nurse educator, seeking a job in academia, and succeeding as a nurse educator. Finally, scholars were required to develop and maintain an e-portfolio to track professional accomplishments.

²⁵ The CLC is a 10-seminar program that takes place over two years.

4. Collaboration and Communication Across FPP Schools

One objective of the FPP was to encourage communication, collaboration, and resource sharing across New Jersey nursing schools, to increase collaboration among schools. Schools within multisite collaboratives communicated with one another to varying degrees, depending on their program design. For example, one multischool collaborative hosted education grand rounds quarterly, rotating the school at which the sessions were held. The two Ph.D. program grantees communicated frequently and developed opportunities for scholars to be mentored by each school's faculty and to take education courses required to meet educational competencies outside of their home schools. These relationships had not existed before the FPP.

5. Facilitators and Barriers to Program Implementation

Implementation of the FPP was heavily influenced by the support of RWJF and the NJNI program office; university, faculty, and scholar-level factors; and lessons learned from experiences with the first cohort of scholars. Grantee project directors and faculty cited a variety of facilitators to program implementation, including commitment from those involved at RWJF, support from the program office, strong leadership and support for the program at the university level, involvement of seasoned faculty, motivation and enthusiasm of faculty and scholars, and the setting of clear expectations for scholars. Grantee project directors and faculty noted that full-time education is beneficial for the timely progression of scholars through their programs; however, some reported difficulty managing a full-time curriculum because their graduate programs were not designed for full-time students (for example, courses are typically offered during the evening, and others are online). Project directors and faculty also noted that Ph.D. cohort 2 was progressing more smoothly than cohort 1 through coursework and the dissertation process because fewer webinars and meetings were required by RWJF/NJNI and faculty learned from the first cohort's experience. Respondents reported that implementing curriculum enhancements was impeded by (1) differences in schools within collaboratives, such as variations in teaching modalities; (2) lack of interest in education courses and teaching on the part of some nurse practitioner students; and (3) resistance among faculty in some institutions to supporting the professional educator role. Project directors and faculty emphasized the importance of socializing scholars to the nurse faculty role, with some noting that mentorship was the most important aspect of the FPP. Despite the recognition of mentorship, some project directors noted that the availability of only a few faculty with formal education preparation to work with scholars and the lack of involvement of some faculty mentors were hindrances to mentoring. Furthermore, the number of hours that scholars worked as clinicians (not for course credit) was cited as an impediment to the socialization process. One grantee respondent lamented that "when students spend a lot of time working outside the program, it takes them longer to really see themselves as budding nurse scholars." Working also interfered with some scholars' attendance at required conferences and CLC meetings.

Project directors and faculty consistently identified the following impediments to program implementation: limited time on the part of project directors and faculty, heavy workloads, and distance between schools (in a multischool collaborative). Although project directors from all schools enjoyed having the opportunity to learn from each other about their experiences in implementing the program, communication and collaboration were not without strain or costs in terms of time and effort. Furthermore, the greater the number of partners in a multischool collaborative, the more grantees reported spending additional time and budget and having administrative challenges. For example, one master's collaborative involved schools that did not have a history of collaboration; this required the development of mechanisms for cross-registration of scholars. Many grantees did not have experience managing grants like the FPP and had to invest

significant time and resources in ensuring timely distribution of funds and managing financial implications such as tax requirements for the stipend. Because of these administrative challenges, the NJNI program office spent more time providing technical assistance to grantees than anticipated.

6. Sustainability of the FPP

FPP grantees were expected to create a sustainability plan for integrating the FPP components into their graduate curricula. Just as their curriculum enhancements, mentoring, and acculturation activities varied, grantees' formalized plans to sustain them also varied widely. In some cases, the variation in plans to sustain curriculum enhancements may have been due to differences in the experience of faculty in managing grant-funded projects. Faculty noted particular difficulty in sustaining curriculum enhancements in nurse practitioner programs. Grantees reported the following plans for sustaining curriculum enhancements:

- Offer and advertise a three-course nursing education track that will result in a certificate in nursing education and enable graduates to take the nurse educator certification exam.
- Incorporate some courses developed for the FPP into the existing curriculum.
- Implement the FPP model for all future nurse practitioner students (for example, these students will be required to take and pay for additional courses).
- Implement a Professoriate Practicum that will be required for all Ph.D. students.

Grantees struggled to identify ways they would sustain mentoring and acculturation activities after the grant ended. The most frequent acculturation activity identified was attending faculty meetings. A few grantees noted the impracticality of graduate students continuing to attend faculty meetings due to schedule conflicts. For example, students who are not full-time cannot attend faculty meetings held during usual business hours. On the other hand, one grantee noted that it will offer three teaching fellowships as a result of the FPP experience, and another planned to continue a formal mentorship program developed under the FPP grant.

The evaluation findings suggest that faculty buy-in may have been a hindrance to sustainability planning in some grantee sites. For example, some faculty involved in the FPP expressed concern that sustaining the program would require replacing traditional courses (for example, research courses in the Ph.D. curriculum) with education courses. Incorporating education coursework into nurse practitioner and doctoral programs is a paradigm shift that has not been embraced by all nurse faculty.

B. Scholar Experiences and Outcomes

Expected short-term outcomes for scholars included completing the program in a timely manner; meeting basic nurse educator competencies; being prepared for, and committed to, a career as a nurse educator in New Jersey; expanding their professional networks as nurse educators; and engaging in leadership and professional activities (such as submitting journal articles, applying for research grants, and serving on nursing committees). Scholar surveys, focus groups, and grantee reports provided data on scholar outcomes and experiences in the program. All 40 of the master's scholars and 19 of 21 Ph.D. scholars completed an entrance survey administered at the start of their

studies. Of the 51 scholars who were administered exit surveys around the time of graduation, 35 of the master's scholars and all 9 of the Ph.D. scholars completed them.²⁶

1. Reasons for Applying and Satisfaction with the Program

Across Ph.D. and master's programs, most scholars reported in the entrance survey that the tuition and stipend were the features of the FPP that contributed to their decision to apply to the program. Of the nine Ph.D. scholars who responded to the exit survey, six reported being very satisfied with the FPP scholarship tuition and stipend, and seven reported being very satisfied with the postgraduate financial incentive to teach in New Jersey. Likewise, of the 35 master's scholars who responded to the exit survey, 31 reported being very satisfied with the FPP scholarship tuition and stipend, and 28 reported being very satisfied with the postgraduate incentive to teach in New Jersey. Most master's scholars also reported high levels of satisfaction with the postgraduate incentive for pursuing doctoral education.²⁷

Most scholars were very satisfied with the extent to which components of the FPP prepared them for the nurse faculty role, but a notable number of respondents were either not satisfied or only somewhat satisfied with the following: (1) the format and content of some courses, (2) attendance at faculty meetings, (3) academic and career advisement, and (4) the online format of some CLC sessions (see Table IV.2). Focus groups with scholars provided rich information on their experiences with course content, online courses and webinars, and academic advisement:

Course content. Some scholars would have preferred more application of teaching concepts (for example, courses on clinical instruction or giving lectures) than they received. Some felt that the sequencing of their programs' courses should be modified; in this case, at least one program offers education courses only toward the end of the degree program, whereas students reported they would be better served with education courses throughout the program.

Online courses and webinars. Scholars who took online courses did not find it useful to review course content independently without discussion or application of the material. They felt that learning would be maximized if they had opportunities to apply the material and receive feedback from an instructor. Supporting survey respondents' mixed satisfaction with online CLC sessions, some scholars in the focus group did not find the webinars effective and did not think a two-hour online forum was an ideal method for learning.

Academic advisement. Scholars questioned the variation across schools in mentoring and faculty socialization. For example, one school provided mentoring almost exclusively in the form of

²⁶ The second Ph.D. cohort (10 scholars) and one scholar in the third master's cohort were not included in the exit survey administration because they have not yet graduated; they will receive an exit survey upon graduation. In addition, the exit survey has not yet been administered to two Ph.D. cohort 1 scholars who expect to graduate in fall 2013; because they will receive the survey at the time of their graduation, they were excluded from the response rate calculation.

²⁷ Only master's cohorts 2 and 3 (N = 21) were asked about their satisfaction with the postgraduate incentive for pursuing doctoral education due to the timing of the implementation of the incentive program. Fifteen of those respondents reported high levels of satisfaction with the incentive. The incentive was a one-time award of \$20,000 to scholar alumni who committed to teaching in New Jersey and enrolled in a doctoral program in nursing or other related field.

a course with homework, which seemed to dampen scholar interest in seeking additional mentoring. At another school, mentors were in disciplines that did not match the scholars' own, which also limited mentoring.

Table IV.2. Scholar Satisfaction with Components of the FPP in Preparation for a Nursing Faculty Role

FPP Components	Scholar Satisfaction with Component		
	Not Satisfied	Somewhat Satisfied	Very Satisfied
Education Curriculum			
Online courses	7	26	10
In-person courses	1	14	25
Course content	1	16	27
Teaching practicum	2	7	32
Mentoring/Acculturation			
One-on-one meetings with mentor	2	11	30
Attending faculty meetings	1	20	22
Attending conferences with faculty	0	6	35
Scholarly work/projects with faculty	2	8	26
Teaching portfolio	2	11	31
Academic advisement	4	17	22
Career advisement	4	16	24
Opportunities for networking with nursing leaders	0	2	42
Collaboration with other FPP scholars	0	8	36
Annual NJNI/FPP Conference	0	0	43
Benefits of RWJF affiliation	0	3	41
Collaborative Learning Community (CLC)			
CLC session topics and materials	0	9	34
CLC speakers	0	3	41
Online sessions	0	21	22
In-person sessions	0	3	41

Source: Scholar exit survey.

Notes: Total respondent N = 44, but the number for some items is reduced because of nonresponse or "not applicable" responses.

FPP = Faculty Preparation Program; NJNI = New Jersey Nursing Initiative; RWJF = Robert Wood Johnson Foundation.

2. Satisfaction with Preparation in Nurse Educator Competencies

Scholars had different levels of satisfaction with their preparation to meet basic nurse educator competencies. Scholars were most satisfied with their preparation to develop creative teaching strategies and learning environments, but they were less satisfied with preparation to develop and evaluate curricula and assess student learning using evidence-based tools (see Table IV.3). Focus groups revealed significant variation in programs' teaching requirements. Master's scholars indicated that one program required 120 hours of teaching (including teaching preparation), whereas other programs did not require any. Scholars in programs that lacked teaching practicums noted that one more semester for a teaching internship would be ideal. Ph.D. scholars reported that it is not feasible to achieve all the competencies as a nurse educator in four years by taking three courses in education principles. However, grantee project directors and faculty uniformly reported that the scholars are able to meet the education competencies upon graduation; a consistent theme identified was that scholars are prepared at the novice level and will require ongoing mentorship as they progress through their careers.

Table IV.3. Scholar Satisfaction with Preparation in Nurse Educator Competencies

Nurse Educator Competency	Scholar Satisfaction with Preparation in Nurse Educator Competencies		
	Not Satisfied	Somewhat Satisfied	Very Satisfied
Develop curricula	6	23	13
Evaluate curricula	2	30	11
Develop creative teaching strategies	0	14	29
Develop creative learning environments	0	15	28
Assess student learning using evidence-based evaluation tools	1	24	18

Source: Scholar exit survey.

Notes: Total respondent N = 44, but the number for some items is reduced because of nonresponse or “not applicable” responses.

3. Facilitators and Barriers to Program Completion

Of the 41 scholars who reported a single factor as most important to their program completion, 30 scholars cited that the FPP scholarship tuition and stipend was the most important factor ensuring their completion of the program. Nine scholars indicated that their desire to become a nurse faculty member was what ensured program completion. Other factors such as mentoring, academic advisement, career advisement, collaboration with other FPP scholars, and benefits of RWJF affiliation were each selected by only one or no scholars.

Survey results showed a range of factors that posed challenges to scholars’ program completion, but factors varied by program type. More than half of master’s scholars who responded to the exit survey identified the FPP academic workload as the biggest challenge to their program completion, whereas none of the Ph.D. scholars selected that response. Other challenges noted by a few master’s scholars included insufficient guidance from mentors/faculty, working while in the program, and personal/family reasons. One or two Ph.D. scholars also reported each of the aforementioned factors as the biggest challenge, two cited completing the Ph.D. program in four years as a full-time student, and one cited financial concerns.

4. Working While in the Program

Although the \$50,000 stipend was intended to make working (not for course credit) unnecessary, findings from the scholar surveys, focus groups, and grantee reports showed that most scholars worked (not for course credit) while in the FPP. In the exit survey, all but one Ph.D. scholar reported working while in the FPP. When asked about the average number of hours worked per week, four of the Ph.D. scholars reported working fewer than 12 hours per week; the other four worked at least 16 hours per week. Similarly, 80 percent²⁸ of master’s scholars worked while in the FPP, and data reported by grantees confirmed that most master’s scholars engaged in some level of work during the FPP.

²⁸ Calculated based on a denominator of 35, the number of master’s scholars who completed the exit survey.

Although most scholars reported that they were very satisfied with the FPP scholarship tuition and stipend, supplementing the scholarship and stipend was reported as the most common reason for scholars to work while in the program (see Table IV.4). A focus group conducted by RWJF with nearly all the Ph.D. scholars revealed that faculty and/or clinical work was necessary for (1) financial reasons (such as maintaining household income as the primary breadwinner or maintaining health insurance for the family), (2) practicing as an advanced practice registered nurse to maintain certification and skills, or (3) providing a therapeutic break from school pressures.

Table IV.4. Main Reason for Working While an NJNI Scholar

Reasons for Working While an NJNI Scholar	Number of Scholars Identifying It as the Main Reason for Working
Supplement FPP scholarship and stipend	19
Maintain clinical certification/skills	5
Maintain health insurance (not asked of M1; N = 30)	5
Satisfaction of clinical practice	3
Maintain current position (Ph.D. only; N = 9)	0

Source: Scholar exit survey.

Notes: Total respondent N = 44, but some scholars were excluded from this analysis if they selected more than one response, reported that they did not practice as a nurse while in the program, or indicated “other” open-ended response.

5. Non-FPP Sources of Support

Given the number of scholars working (not for course credit) while in the FPP program, with many of those scholars reporting the need to supplement the scholarship and stipend, Ph.D. scholars were asked to identify non-FPP sources of support that *directly* enabled them to complete the doctoral program. Only two Ph.D. scholars reported receiving no such support. As Table IV.5 shows, scholars received support from employment and benefits, car loans to finance transportation to and from school, student loans and mortgages or other lines of credit, and child care assistance. Four scholars indicated two or more sources of support, with one of those scholars specifying the need to use retirement savings. Another scholar indicated the “huge expense” of paying for parent and child care, as well as conducting research with out-of-pocket funds.

Table IV.5. Sources of Support That Directly Enabled Scholars to Complete the Ph.D. Program

Source of Support	Number of Ph.D. Scholars Who Reported Receiving Support
Employment income/benefits	4
Student loans	2
Student grants	0
Mortgages/lines of credit	1
Car loans to finance transportation to/from school	2
Child care support to attend school	3
Other loans	2
None	2

Source: Ph.D. scholar exit survey.

Notes: Total respondent N = 9. Scholars could select more than one response.

6. Career and Education Goals

At the time of the exit survey, not much activity was reported regarding certification exams, except for the nurse practitioner exam. Nearly 75 percent of master's scholars who completed the exit survey reported that they had already taken, or planned to take, the nurse practitioner certification exam in the next six months. Only 6 master's and Ph.D. scholars reported that they had taken or planned to take the nurse educator certification exam in the next six months, and 10 scholars reported no plans to take certification exams in the next six months. However, half of the master's scholars and two Ph.D. scholars planned to take the nurse educator certification exam in the next five years.

Twenty-nine master's scholars and seven of the nine Ph.D. scholars who responded to the exit survey identified an ideal professional workload mix that included at least a part-time nurse faculty position (see Table IV.6). That ideal aligns with the program office's expectation that scholars work in a nurse educator position at least part-time. Because master's scholars would not qualify for a tenure-track faculty position in a baccalaureate nursing program, it is not surprising that 21 out of 35 of those scholars reported that their ideal workload includes part-time or full-time clinical practice.

Table IV.6. Ideal Professional Workload Mix for Scholars Over the Next 5 Years

Workload Mix	Number of Scholars Identifying the Workload Mix as Ideal	
	Master's	Ph.D.
Full-time nurse faculty	8	4
Part-time nurse faculty and part-time clinical practice	13	3
Part-time nurse faculty and full-time clinical practice	8	0

Source: Scholar exit survey.

Notes: Total respondent N = 35 master's, N = 9 Ph.D., but this analysis was limited to scholars who selected response options of particular interest.

Master's scholars reported plans to begin working immediately after graduation, and most planned to enter a graduate program. Of the MSN cohort 2 and 3 scholars who responded to the exit survey, 2 were already enrolled in a graduate program, and 17 reported plans to enroll in another graduate program in the next five years. When asked about academic goals for the next five years, the 12 master's cohort 1 scholars who responded to the question described plans to return to school for a Ph.D. or DNP.

7. Obtaining and Maintaining a Career as a Nurse Educator and Engaging in Clinical Practice

Upon graduation, most scholars reported that they had already obtained a position as a nurse educator in New Jersey or planned to look for one during the next five years. Of the 35 master's scholars, more than half (23) indicated that they planned to look for a position as a nurse educator in New Jersey, 11 had already obtained such a position, and only 1 reported not planning to work as a nurse educator in New Jersey. Furthermore, most master's scholars planned to engage in clinical practice or another nonfaculty role at least part-time over the next five years. Five of nine Ph.D. scholars reported plans to look for a nurse educator position, and the other Ph.D. scholars had already secured a faculty position. Four Ph.D. scholars also planned to engage in part-time clinical practice or a nonfaculty position over the next five years, and three scholars had already been

practicing clinically part-time or had a part-time nonfaculty position. One Ph.D. scholar reported no plans to engage in a clinical or nonfaculty position over the next five years.

The exit survey results showed some consensus in perceived facilitators to obtaining a nurse faculty position in New Jersey. Many scholars noted that the education experience gained as an NJNI nurse scholar is what helped (or will help) the most in obtaining a nurse faculty position in New Jersey. A smaller number of scholars (nine) indicated that their professional network of nurse faculty is (or will be) the most beneficial factor in obtaining a nurse faculty position in New Jersey.

Scholars anticipated several challenges in maintaining a nurse faculty position. Of the 32 master's scholars providing responses,²⁹ 12 reported that nurse faculty compensation/benefits presented the biggest challenge, 8 were concerned about competing career opportunities, and 8 highlighted the limited availability of nurse faculty positions. Of the nine Ph.D. scholars, four anticipated that nurse faculty workload would be the biggest challenge, two scholars indicated competing career opportunities, and two others cited the limited availability of nurse faculty positions. Although there was some similarity in responses across scholar program levels, the most common concern among the master's scholars was nurse faculty compensation/benefits, but only one Ph.D. scholar cited that as the biggest anticipated challenge. The most common concern among Ph.D. scholars was nurse faculty workload, but only one master's scholar selected that response option.

The anticipated challenges to maintaining a nurse faculty position mirrored the primary reasons for not pursuing a career as a nurse faculty member in New Jersey. Although only one scholar (master's level) reported not planning to work as a nurse educator in New Jersey, several other scholars also provided reasons for not pursuing the career: four cited nurse faculty compensation/benefits, two indicated competing career opportunities, and another two specified the limited availability of nurse faculty positions.

8. Professional Network

Nearly all scholar respondents to the exit survey (37 of 44) reported that being an NJNI nurse scholar greatly expanded their professional networks as nurse educators. Networking with other scholars outside of a scholar's own school seemed to be driven primarily by attendance at CLC sessions and the NJNI annual meeting. Of the 30 master's cohorts 2 and 3 scholars and Ph.D. cohort 1 scholars who responded to the survey, just over half reported having contact regarding nursing education with about a quarter to a half of the NJNI nurse scholars outside of their own schools in the past six months. Most of these interactions, however, were limited to the CLC and attendance at the same professional conference/organization meeting.

Many scholars had limited contact with FPP faculty and administrators across all participating schools. Of the 30 master's cohorts 2 and 3 scholars and Ph.D. cohort 1 scholars who responded to the exit survey, 19 reported having contact regarding nursing education with about a quarter or less of all FPP faculty and administrators. Most contact involved mentoring activities and the CLC.

²⁹ This analysis excludes scholars who selected "other" open-ended responses, selected multiple responses, or indicated that they were not planning to work as a nurse educator in New Jersey.

9. Professional Activities

Ph.D. scholars' participation in professional activities ranged from being on a school of nursing committee to serving on a board or commission. Of the nine respondents, five reported participating in at least one college/university committee while in the program; most of these were committees within the school of nursing, with the most frequently identified types being curriculum, student promotion and progression, and student/alumni affairs committees. Three scholars served as a participant or chair on at least one college/university or community board or commission.

10. Awards, Grants, and Publications

Many Ph.D. cohort 1 scholars submitted manuscripts, and two-thirds received research funding. However, few received awards and recognitions. Only one Ph.D. scholar reported receiving an award or recognition from a national professional organization while in the FPP program. Faculty reported that Ph.D. cohort 1 scholars submitted 12 research funding applications, and 8 of those applications were accepted. Two-thirds of the Ph.D. scholars identified at least one manuscript published, in press, or submitted while in the program; four of these scholars listed two or more manuscripts. Examples of journals included *Mental Health in Family Medicine*, *Biological Research for Nursing*, *Perspectives in Psychiatric Care*, *Journal of Continuing Education in Nursing*, *Journal of Pediatric Nursing*, *Journal of Black Psychology*, *Clinical Simulation in Nursing*, and *Journal of School Nursing*. Two scholars served on the editorial board of at least one journal.

V. LESSONS LEARNED AND RECOMMENDATIONS

The NJNI Faculty Preparation Program (FPP) provides several valuable lessons for states, program developers, funders, nursing schools, and others interested in addressing the nurse faculty shortage and supporting the development of nurse faculty. This chapter begins with a discussion of considerations when developing and implementing initiatives similar to the FPP, then highlights lessons learned during the first five years of NJNI's operation. The chapter concludes with recommendations for improving program operations and evaluation as NJNI transitions into its second phase with new leadership.

A. Faculty Preparation Program

Findings suggest that a faculty preparation program that includes generous financial support, mentoring and socialization to the faculty role, and formal education courses produces graduates who readily assume a faculty position and are committed to at least a part-time career in nursing education. Others interested in supporting nurse faculty development should be mindful of the following considerations during program development:

1. Financial support for advanced nursing education is invaluable but is not a panacea.

Financial support in the form of full tuition and a stipend was necessary to attract applicants and ensure scholars' completion of the program.³⁰ Despite the generous funding support, however, most scholars worked while in the program, with half of those scholars reporting the need to supplement the stipend and scholarship as the main reason for working. Therefore, having the flexibility to work while in graduate school may be necessary for many graduate nursing students so they can maintain their standard of living and financial obligations (such as caring for children and parents).

2. Sustaining curricular enhancements focused on education requires creativity, collaboration, and buy-in from nurse faculty and students.

To implement curricular enhancements, some master's program grantees increased course credits to include formal education courses; however, these increased requirements presented challenges to program completion for scholars. These grantees noted the inability to increase course credits over the long term because of the additional cost that would be incurred by non-FPP scholars to take these courses. However, grantees reported that enhancing current course content to include education concepts is sustainable. Some grantees noted that faculty at their institutions did not support the professional educator role, thereby making sustainability of the education curriculum more difficult. Furthermore, scholar survey results suggest that the mode of delivering

³⁰ The tuition coverage and annual \$50,000 stipend provided to FPP scholars is generous compared to other awards with similar aims. For example, in 2014 the NLN Foundation for Nursing Education is awarding up to four scholarships ranging from \$4,000-\$8,000 "to nurses pursuing advanced degrees in preparation for a career as a full-time academic nurse educator." (NLN website http://www.nlnfoundation.org/Scholarship_Awards.cfm, accessed February 20, 2014). Experience implementing the FPP informed the development of the *Future of Nursing Scholars* program to support up to 10 scholars across the nation in Ph.D. programs in nursing; each scholar will receive \$75,000 to be used over the three years of the program, and the award must be matched by \$50,000 in support from the school (RWJF website http://www.rwjf.org/en/grants/calls-for-proposals/2014/future-of-nursing-scholars.html?cid=xem_a8019, accessed February 27, 2014).

education courses warrants further research. Most scholars were either not satisfied or only somewhat satisfied with online education courses. To fully address sustainability of faculty preparation programs, nursing schools and program developers need to understand the consumer's preferences, what the market will bear, and the most effective approach to producing well-educated nurse faculty.

3. Clear expectations and minimum requirements are needed for successful implementation of mentoring and acculturation activities.

Most faculty and students found equal value in mentoring and acculturation activities; however, these activities varied widely across grantees, and some activities were perceived as more successful than others at socializing scholars to the faculty role. Scholars in the focus groups cited the importance of having mentorship activities that are individualized to scholars' needs. Therefore, it may also be beneficial to implement a formal process for evaluating mentors and mentoring activities to ensure that mentors and acculturation activities are appropriately matched with scholars and are adequately addressing their needs. In addition, nursing schools may need to invest in developing nurse faculty to function as educator mentors.

4. The Collaborative Learning Community (CLC) has the potential to be sustained and replicated by other nursing schools.

The CLC provided a valuable opportunity for grantees to communicate and collaborate with other FPP grantees and for scholars to network with faculty and scholars outside of their own schools. Although faculty and students had favorable impressions of the topics, content, and speakers of the CLC, scholars had a preference for in-person sessions. If a long-term funding or organizational mechanism is established, the CLC could continue as a forum for networking and collaboration across the scholars as they transition into junior faculty roles.

5. Workload and compensation must be addressed to ensure nurse faculty retention.

Consistent with the literature, the biggest anticipated challenge to maintaining a nurse faculty career most commonly reported by Ph.D. nurse scholars is nurse faculty workload. Some scholars also cited competing career opportunities and limited availability of nurse faculty positions as potential challenges. In contrast, master's scholars reported that nurse faculty compensation/benefits are the most anticipated challenge. Nearly all scholars had secured at least a part-time nurse faculty position upon graduation from the program. However, it remains to be seen whether these scholars will maintain faculty positions over the long term. Nursing schools experience substantial market competition from employers in the private health care sector and other industries that offer nurses a much higher salary than could be attained as nurse faculty. An illustrative example of wage inversion is the associate degree nurse with two to five years of nursing experience who earned \$92,197 as a head nurse in 2006 compared to an associate professor with a Ph.D. who earned \$74,556 (Dickson and Flynn 2006); statistics cited by the American Association of Colleges of Nursing [AACN] (2012a) show that this disparity remains. Financial incentives for nurses to maintain a nurse faculty position are lacking. The literature and the scholars' responses demonstrate the importance of incentives to ensure retention in academia because these scholars could be lured away from the academy to pursue more financially lucrative positions.

In summary, findings point to the need for careful consideration of the design of programs that integrate faculty preparation and advanced clinical training. Programs need to include sufficient monetary compensation and be flexible in allowing scholars to work while enrolled in the program.

The context in which faculty preparation programs are set should also be considered because strong faculty support is critical to implementation.

B. The New Jersey Nursing Initiative

NJNI is a far-reaching program that seeks to address the nurse faculty shortage through state-wide strategic engagement of diverse stakeholders. During the past five years, NJNI created a forum to discuss nurse faculty issues and facilitated partnerships between academia and practice. This section describes valuable lessons learned during implementation of NJNI that could be applied to similar efforts designed by states and funders.

1. Consensus-building and unilateral action require the right balance to advance an agenda in an environment with deeply entrenched views.

The nursing community in New Jersey historically has been divided on issues related to nursing education (such as the minimum level of entry into practice). This tension caused concern from the beginning about NJNI's ability to bring about change. The NJNI program office quickly recognized these tensions when it encountered challenges engaging stakeholders across the state in establishing new ways of working with one another in a historically competitive environment. In particular, the program office had difficulty facilitating collaboration among education programs and met some resistance from nursing school leadership in promoting innovations in nursing education.

NJNI spent a significant amount of time trying to build consensus among the New Jersey academic nursing community. Although this was a goal and necessary activity of NJNI, the emphasis on a consensus-building process among academic nurse leaders slowed NJNI's progress toward achieving other goals. In addition, despite minimal engagement and lack of progress made by the academic leader-led work groups, the program office was slow to abandon its strategy of using work groups as the main engine to accomplish goals.

2. Changes in the sociopolitical and economic environment require dynamic leaders who can appropriately shift an initiative's priorities and strategies.

As NJNI progressed, changes in the health care landscape, including the introduction of health care reform and the recession, influenced levels of engagement among stakeholders from business, government, and higher education. In particular, the New Jersey state government did not become actively engaged in NJNI or the nurse faculty shortage in general. Furthermore, the program office struggled to build support from for-profit businesses because of competing policy issues and demands on the time of the appropriate executives. Funding is necessary to ensure the sustainability of the initiative, but the program office had limited success in securing funding to supplement the RWJF grant. Eventually, the program office refocused its efforts on bridging the gap between academia and practice and de-emphasized fundraising. In addition, because NJNI did not reap the benefits of the New Jersey Chamber of Commerce Foundation's presence in the business community, it is transitioning its headquarters to the New Jersey Hospital Association (NJHA) to strengthen its connection to practice.

In 2010, NJNI capitalized on the release of the Institute of Medicine's "The Future of Nursing" report by revising its strategic plan around the four key messages of the report: (1) scope of practice, (2) education progression, (3) leadership, and (4) data. The program office provided staffing support to the NJ Action Coalition and reorganized the work groups to align with the coalition's efforts. Although some stakeholders asserted that NJNI's reorganization would improve collaboration and

consensus, providing staff support to the NJ Action Coalition was initially a challenge for NJNI because it shifted resources away from the initiative. Because NJNI and the coalition share the interest of advancing the nursing profession, it took some time to identify the distinct objectives, goals, and synergies of each group.

3. Initiative goals and objectives must align with financial resources and staff skills, expertise, and availability.

An overly broad strategic plan, limited dedicated staff resources, and reliance on volunteers to implement key activities impeded progress of NJNI. From its inception, NJNI had broad goals in far-reaching strategic areas. The work groups were designed to carry out the strategic tracks of work; however, initial meetings with the work group leaders indicated that they were unclear about the scope of work, as well as how the work would be undertaken. Furthermore, the work groups were slow to frame and articulate actionable problems to address as volunteer groups. Some work group chairs noted the lack of a central organized structure that could move the work groups toward defined outcomes. The amount of work required exceeded the ability of volunteer work group members, who had many competing obligations. Similarly, overseeing the work groups exceeded the capacity of the program office staff, who were also responsible for managing the FPP. Although the program office recognized that the goals were too broad and the work groups were not meeting expectations, it was slow to narrow goals, identify achievable objectives, and make decisions about abandoning the work group model.

4. Systematically documenting activities and monitoring outcomes promotes alignment between initiative goals and daily activities.

NJNI lagged in developing and implementing a process for documenting activities and monitoring outcomes of those activities. Therefore, some stakeholders expressed concern that the daily activities undertaken by program office staff did not align with the broad goals of the initiative. Documenting the implementation of activities and associated outcomes would have ensured that expectations were being met. The program office spent nearly three years identifying the objectives of NJNI 2.0. Regular reviews would have allowed the program office to (1) ensure that the daily activities of program office staff were consistent with NJNI objectives, (2) identify issues that impeded progress, and (3) modify activities as needed.

5. Frequent and regular communication among stakeholders is necessary to facilitate agreement and maintain ongoing commitment.

The absence of regular structured communication among program office staff may have contributed to the lack of alignment between NJNI's goals and daily program office staff activities during the first four years. In addition, the NJNI program office staff worked in multiple locations across the state, limiting opportunities for informal communication and consistent feedback about work priorities and execution of tasks. Inadequate communication among work group chairs, advisory bodies, and program office staff also delayed the initiative's progress and contributed to work group chairs' lack of awareness regarding the expected course of action. For example, when the work groups were modified to include representation of both academia and practice, some work group chairs felt that the restructuring of work group leadership and changes in composition were not effectively communicated. Therefore, insufficient communication may have undermined the program office's efforts to build consensus.

C. Recommendations for Improvement Under NJNI 2.0

The new NJNI leadership is transitioning to NJNI 2.0. This section provides recommendations that may be useful during the transition and execution of tasks.

1. Refine Strategic Planning and Implementation Efforts

After the strategic plan has been finalized, the program office should quickly identify specific and measurable outcomes that can be used to assess progress and accomplishments. The team should revise the program logic model to reflect its current objectives and expected outcomes. To support effective implementation, the program office should assess whether the revised strategic plan for the second phase of NJNI is sufficiently focused, and whether the goals are obtainable and measurable, given the remaining time and resources. New program office leadership has indicated that developing obtainable goals is a priority in current strategic planning. Finally, to efficiently execute the tasks outlined in the strategic plan guiding NJNI 2.0, the program office should develop a detailed work plan to ensure that tasks are clearly described, dates are established, and responsibilities are assigned for completing each task. Such a plan will facilitate regular reviews of activities and their accomplishments.

2. Foster Internal Communication and Collaboration

To foster increased communication and collaboration among program office staff, the team should implement regular and structured communications, as well as take advantage of occasions to communicate informally. These opportunities can be used to give and receive consistent and constructive feedback to each other to support a smooth and productive workflow. The new program office team will be largely concentrated in person in the NJHA offices; this setup has the potential for improved formal and informal communications.

3. Expand the Mission of the CLC

To build on existing infrastructure, the program office may consider using the CLC to promote leadership development among scholar alumni and integrate academia and practice.

4. Promote an Improved Analytic Foundation for Establishing NJNI Goals and Assessing Progress

As discussed in Chapter I, NJNI was developed in response to rising concerns about then current and anticipated shortages of RNs, as well as impending nurse faculty retirements and a lack of qualified candidates to fill those positions. These trends have been documented statewide and nationally in the literature (Dickson and Flynn 2006; Reinhard et al. 2007; American Association of Colleges of Nursing 2012a). As part of this evaluation, Mathematica worked closely with the New Jersey Collaborating Center for Nursing's (NJCCN) new leadership to obtain and analyze state-level data used for some of the New Jersey-based analyses, although it was determined that data quality issues and variations in reporting precluded any meaningful analysis of the data before the 2011–2012 school year. At the same time, studies by AACN (American Association of Colleges of Nursing 2013) and others (Indiana Center for Nursing 2013) identified a critical limitation to studies of nursing school supply and demand: nursing schools have historically handled the application process in a siloed manner and have not been able to adequately account for students applying to multiple schools. This has created a paradox: nationally, student demand more than doubled between 2004 and 2011, to 255,671 applications to nursing schools (American Association of Colleges of Nursing

2012b); however, in 2011, more than 14,000 available seats went unfilled even as 75,000 qualified applications were denied admission to baccalaureate and graduate nursing programs (American Association of Colleges of Nursing 2013).

This contradiction points to a data gap, which AACN is working to resolve at the national level and which NJNI can help resolve in New Jersey. AACN has developed the Nursing Centralized Application System (NursingCAS), which serves as a centralized application portal for applicants to participating nursing schools across the country (American Association of Colleges of Nursing 2013). A student prepares just one application, which is distributed to schools selected by the student. The student pays a fixed rate for the first application, depending on the program level, and a lower rate for subsequent applications distributed through the NursingCAS portal. According to AACN, NursingCAS is expected to enable nursing schools to maximize capacity through this centralized application function, as well as to increase diversity.

In New Jersey, NJNI can promote data-driven analysis of the nursing education trends that led to its creation in several ways:

- NJNI can work with AACN to support improvements to the NursingCAS and continue to encourage all New Jersey nursing schools to participate.³¹ NJNI hosted a NursingCAS forum before AACN's rollout, but ongoing support for the NursingCAS and for data-driven decision making in general are not featured parts of NJNI's latest strategic plan.
- NJNI can work with New Jersey nursing schools to identify alternative ways to address the application data issue without a fully implemented NursingCAS. Alternatives could include (1) ensuring that nursing schools receive technical assistance in enrollment planning management and the use of historical and economic data to predict acceptances and enrollments,³² (2) changing individual school applications to collect information on all the schools to which each student applies, (3) identifying best practices in the use of wait lists to fill empty seats, (4) exploring use of the Common Application³³ to increase the number of qualified applications for the nursing programs with the greatest numbers of empty seats, and (5) exploring targeted marketing to increase the number of qualified applications for the nursing programs with the greatest numbers of empty seats.
- NJNI can collaborate with the NJCCN to support improved reporting by schools in response to the annual New Jersey State Board of Nursing (NJBN)/NJCCN survey. This survey is the best source of state-level data on nursing school admission, graduation, and faculty trends; in the past, however, this critical data source was compromised by inconsistent administration and reporting.

³¹ Only three schools of nursing and one RN diploma program in New Jersey participated in the NursingCAS for the 2012–2013 academic year application.

³² For example, if 5,200 applications throughout New Jersey in 2011–2012 yielded just 1,350 enrollments for 1,816 baccalaureate seats, then schools in aggregate may need 6,995 applications to fill 1,816 seats. This analysis would need to be applied on a school-by-school basis.

³³ The Common Application is a standardized undergraduate application form used by over 400 colleges and universities.

- NJNI can work with NJBN to secure release of an annual public-use file, including all or a portion of school-level data collected through the NJBN/NJCCN survey. Increased transparency and access to these data will support understanding of the unique trends shaping New Jersey's nursing education landscape. The 2011–2012 NJBN/NJCCN data show, for example, that 26.3 percent (766) of available seats in pre-licensure programs went unfilled, mostly in baccalaureate programs; for post-licensure programs, 6.6 percent (736) of available seats went unfilled (New Jersey Collaborating Center for Nursing 2013).

Supporting full New Jersey school participation in NursingCAS, while expanding access to data on New Jersey-based faculty, admissions, and graduations, will allow evaluators to answer research questions currently difficult to address, such as the true scale of the nurse faculty shortage in New Jersey when FPP graduates report difficulty finding teaching positions and seats in New Jersey nursing schools remain unfilled.

5. Broadly Disseminate Information on NJNI and the FPP

To broaden awareness of the initiative and the value of the nurse faculty role, program office staff should continue to disseminate information on NJNI and the FPP by writing articles for publication in peer-reviewed and non-peer-reviewed forums, and presenting on NJNI and the FPP at national conferences. The NJNI program office has also indicated that it is making upgrades to its website to foster broader and more current dissemination of activities and objectives.

D. Next Steps for Ongoing Evaluation

RWJF is keenly interested in examining longer-term outcomes of the FPP, such as scholars' ongoing commitment to a career in nursing education and the level of preparedness of scholars to function in a nurse faculty role. To examine scholar outcomes and assess the full course of NJNI activities, Mathematica will continue work as an external evaluator through 2016. RWJF and Mathematica will continue to collaborate on tailoring the research approach and research questions as NJNI transitions into its second phase under new leadership. The time frame for the ongoing evaluation will allow for follow-up with the master's cohorts and Ph.D. cohort 1 for up to three years after their graduation dates. Ph.D. cohort 2 follow-up will occur one year after graduation. In addition, the evaluation will assess the sustainability of FPP curricular enhancements and mentoring and acculturation activities implemented by the Ph.D. program grantees. We also plan to analyze New Jersey nursing school data to examine trends in faculty supply and student demand that have shaped development of NJNI and the FPP.

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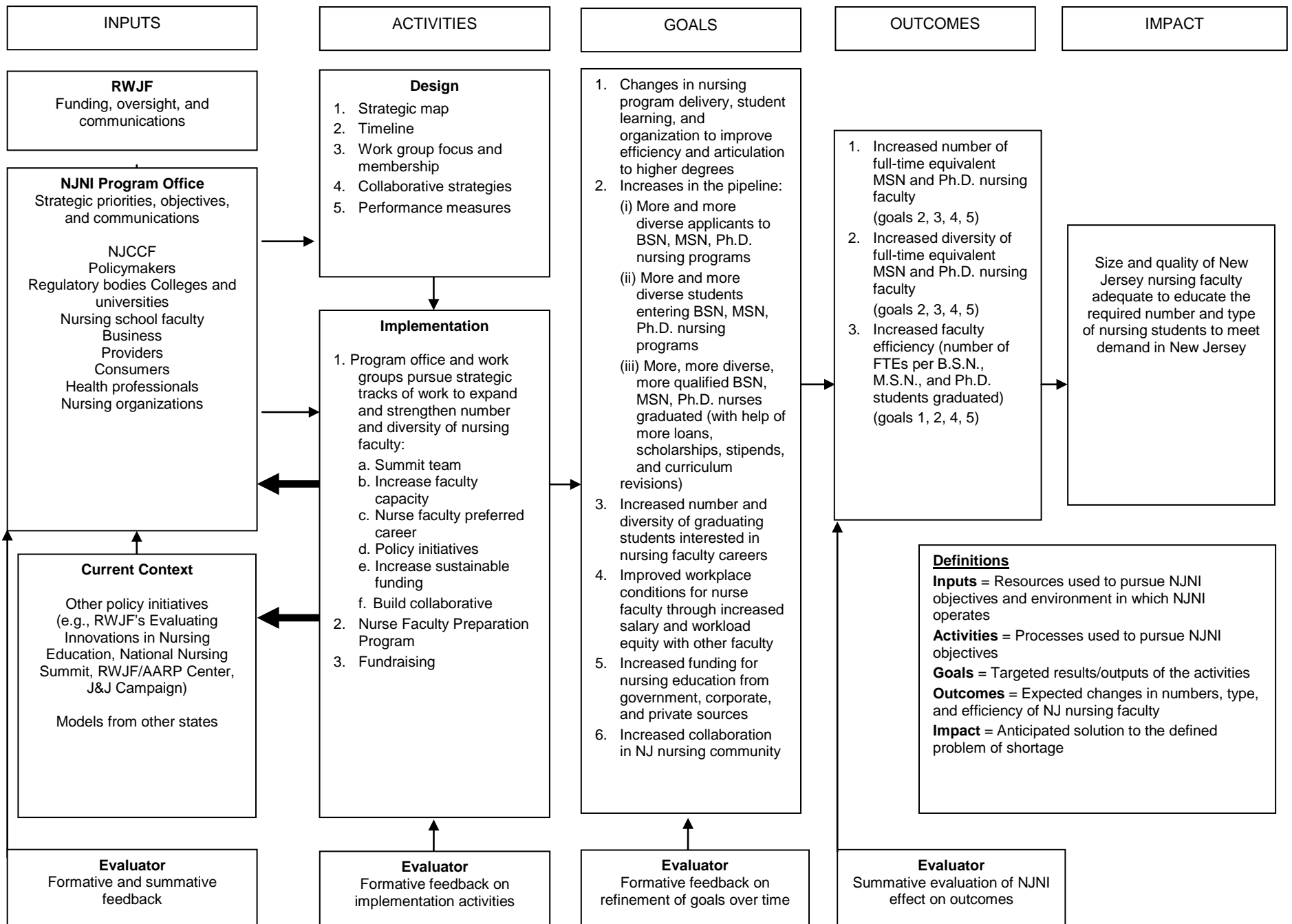
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APPENDIX A
NJNI LOGIC MODEL

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Logic Model for New Jersey Nursing Initiative (November 3, 2010)



A.3

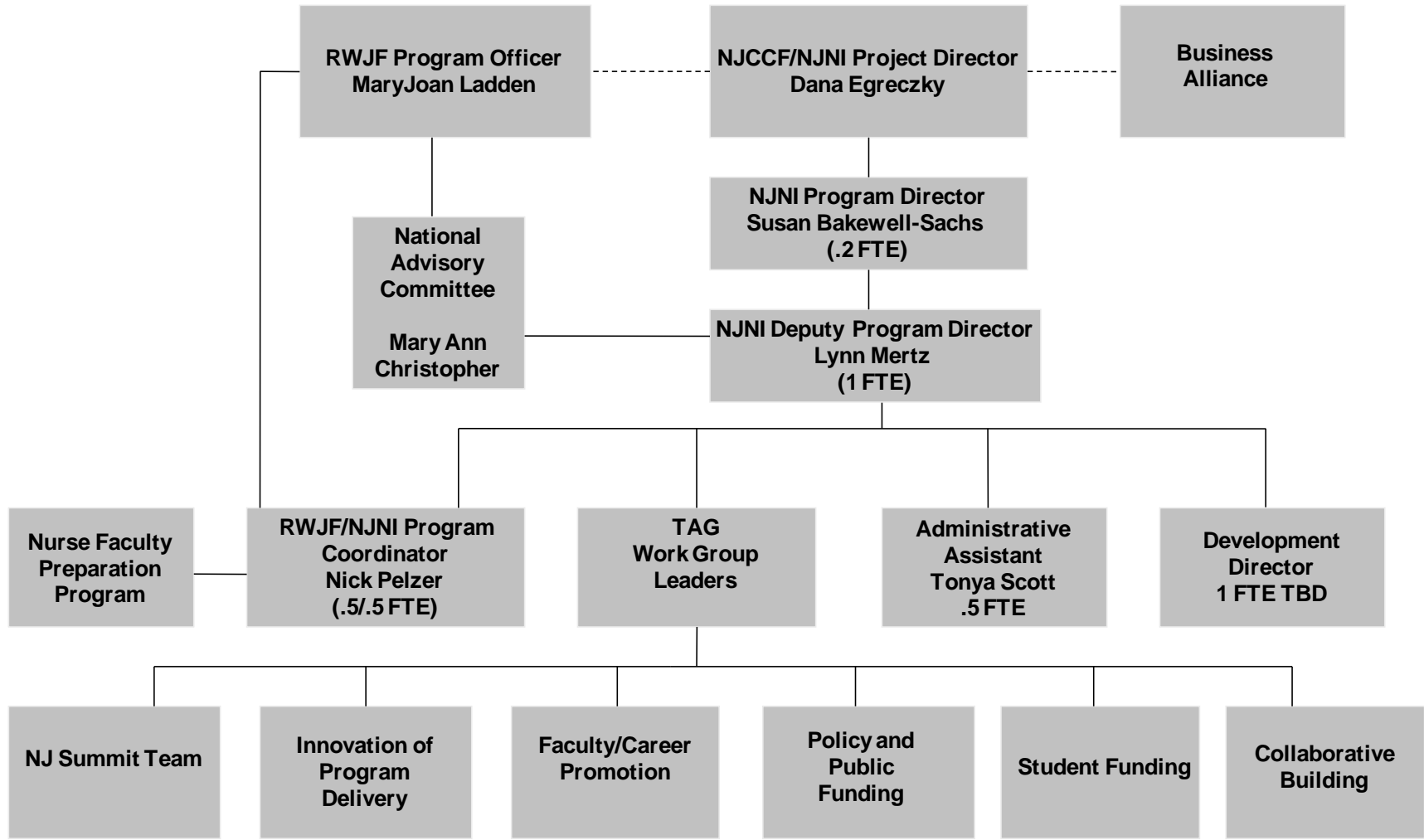
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APPENDIX B

NJNI ORGANIZATIONAL CHART (ORIGINAL)

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New Jersey Nursing Initiative Organizational Chart (2008)



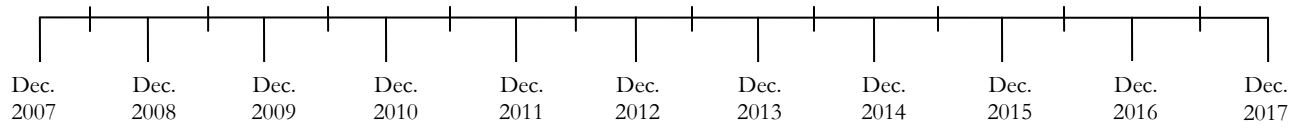
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APPENDIX C

TIMELINE OF NJNI PHASES AND FPP SCHOLAR COHORTS

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Timeline of Phase 1 and Phase 2 NJNI/FPP



NJNI Phase 1 Partnerships and Policy
New Jersey: Practice, Education, State, Business, and Funders
National: American Association of Colleges of Nursing, National League for Nursing, and Center to Champion Nursing in America

NJNI Phase 2 Partnerships and Policy
- Education advancement
- Leadership development

FPP Phase 1
Master's Cohort 1

FPP Phase 1
Master's Cohort 2

FPP Phase 1
Master's Cohort 3

FPP Phase 1 Ph.D. Cohort 1

FPP Phase 2 Ph.D. Cohort 2

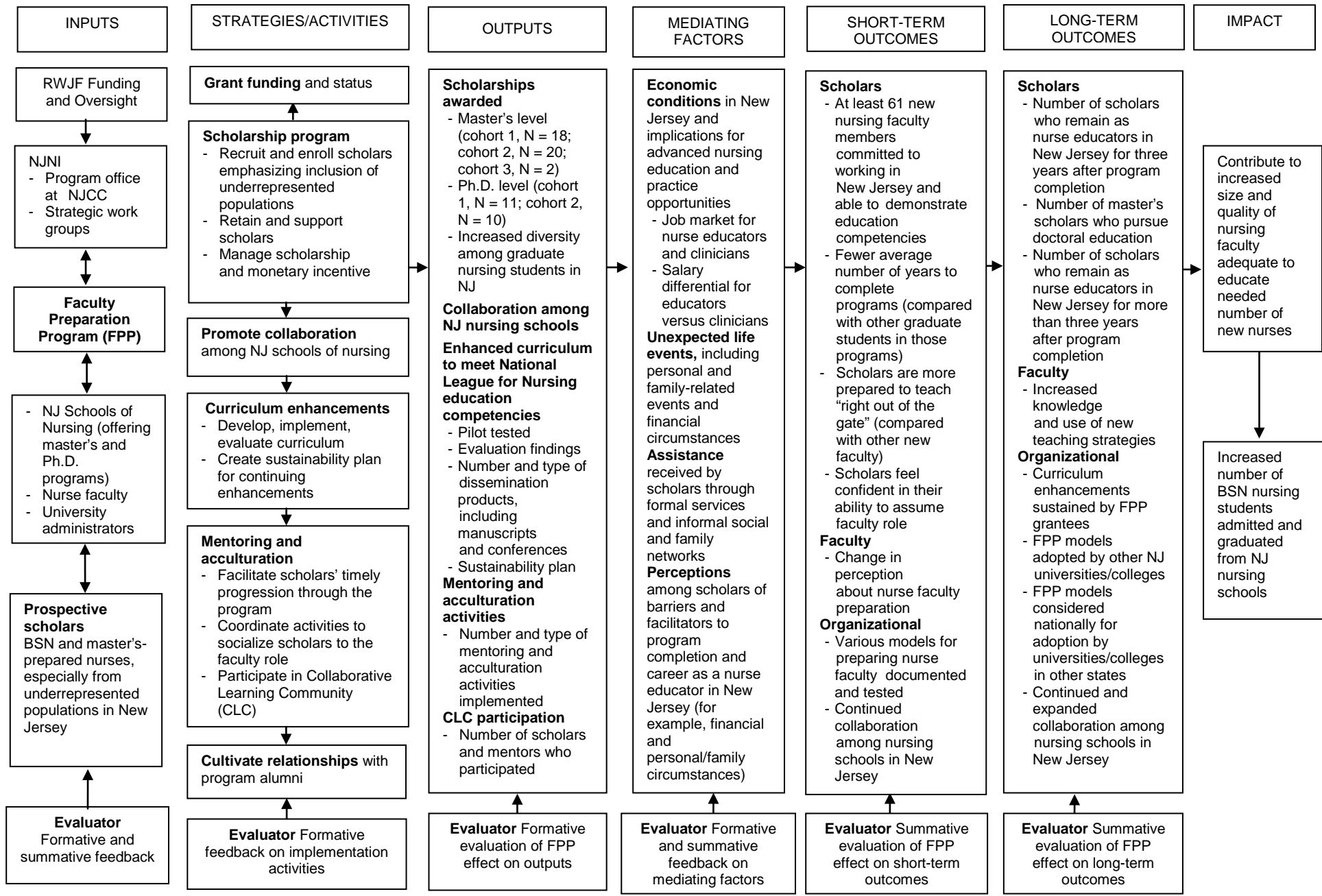
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APPENDIX D
FPP LOGIC MODEL

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Logic Model for New Jersey Nursing Initiative Faculty Preparation Program (September 14, 2011)

D.3



Context - Economic conditions, policies, and programs in New Jersey, including job market for nurses and nurse educators and the Initiative on the Future of Nursing

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APPENDIX E
EVALUATION MEASURES

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Measures Table for Evaluation of the New Jersey Nursing Initiative

Research Question	Measure	DATA SOURCE												
		Interviews			Focus Groups	Observations					Surveys	Secondary Data		Documents
		Key RWJF and NJNI Program Office and Work groups	Business, Government, and Other Stakeholders	FPP Project Directors and Faculty	FPP Scholars	Event History	NJNI Meeting Minutes/Notes	CLC Website	CLC Seminars	NJNI Website	FPP Scholars	NJBN	FPP Grantee Reporting Template	NJNI Program Documents
1. What were the goals and structure of NJNI? How and why did the goals and structure change over time?	a. Changes in strategic areas over time	x				x	x			x			x	
	b. Changes in number, function, and composition of work groups over time	x				x	x			x			x	
	c. Changes in role and function of designated program office positions over time	x				x	x						x	
	d. Number and types of consultants and contractors working with the program office over time	x				x	x						x	
2. What strategies and activities were used by the NJNI program office and how were they implemented?	a. Projects and initiatives led by the program office without involvement from the work groups	x				x	x						x	
	b. Nature of communication among program office staff; program office and the NAC; program office and the Leadership Council; and work group leaders and the program office	x					x							
	c. Extent to which the program office identified and met goals and objectives	x	x			x	x			x			x	
	d. Types of challenges/barriers reported by program office over time	x					x							
	e. Types of resolutions proposed for challenges and barriers	x					x							
	f. Amount, source, and designation of funds raised over time	x											x	

Research Question	Measure	DATA SOURCE												
		Interviews			Focus Groups	Observations					Surveys	Secondary Data		Documents
		Key RWJF and NJNI Program Office and Work groups	Business, Government, and Other Stakeholders	FPP Project Directors and Faculty	FPP Scholars	Event History	NJNI Meeting Minutes/Notes	CLC Website	CLC Seminars	NJNI Website	FPP Scholars	NJBN	FPP Grantee Reporting Template	NJNI Program Documents
2. What strategies and activities were used by the NJNI program office and how were they implemented? <i>(continued)</i>	g. Perceived facilitators to success of the program office	x					x							
	h. Perceived barriers to success of the program office	x					x							
3. What strategies and activities were used by NJNI work groups and how were they implemented?	a. Projects and initiatives led by the work groups	x				x	x			x				x
	b. Nature of communication among work group leaders and the program office; work group leaders and the NAC; work group leaders and the Leadership Council, and among work group leaders	x					x							
	c. Extent to which the work groups identified and met goals and objectives	x	x				x			x				x
	d. Types of challenges/barriers reported by the work groups over time	x					x							
	e. Types of resolutions proposed for challenges and barriers	x					x							
	f. Perceived facilitators to success of the work groups	x					x							
	g. Perceived barriers to success of the work groups	x					x							

Research Question	Measure	DATA SOURCE												
		Interviews			Focus Groups	Observations					Surveys	Secondary Data		Documents
		Key RWJF and NJNI Program Office and Work groups	Business, Government, and Other Stakeholders	FPP Project Directors and Faculty	FPP Scholars	Event History	NJNI Meeting Minutes/Notes	CLC Website	CLC Seminars	NJNI Website	FPP Scholars	NJBN	FPP Grantee Reporting Template	NJNI Program Documents
4. How does the organization and delivery of nursing education in New Jersey align with the goals of NJNI?	a. Types of new initiatives or projects that involve new partnerships between schools of nursing	x		x										
	b. Number and types of innovative nursing education projects implemented by nursing schools	x		x										x
	c. Teaching capacity (vacancy rate)											x		
	d. Research capacity (ratio of full-time faculty with a doctoral degree to other faculty)											x		
5. How do the characteristics of nursing students and nurse faculty in New Jersey align with the goals of NJNI?	a. Number of articulation program graduates: RN to BSN RN to MSN											x		
	b. Age of students who initiate an advanced degree in nursing											x		
	c. Number of graduates from Ph.D. programs in New Jersey											x		
	d. Number of graduates from a RN to MSN articulation											x		
	e. Number of applicants to nursing programs											x		
	f. Number and diversity of enrollees in BSN, MSN, and Ph.D. nursing programs											x		
	g. Number of nursing program graduates from BSN, MSN, and Ph.D. nursing programs											x		

Research Question	Measure	DATA SOURCE												
		Interviews			Focus Groups	Observations					Surveys	Secondary Data		Documents
		Key RWJF and NJNI Program Office and Work groups	Business, Government, and Other Stakeholders	FPP Project Directors and Faculty	FPP Scholars	Event History	NJNI Meeting Minutes/Notes	CLC Website	CLC Seminars	NJNI Website	FPP Scholars	NJBN	FPP Grantee Reporting Template	NJNI Program Documents
5. How do the characteristics of nursing students and nurse faculty in New Jersey align with the goals of NJNI? <i>(continued)</i>	h. Number of full-time nursing faculty who hold MSN degree											x		
	i. Number of full-time nursing faculty who hold Ph.D. degree											x		
	j. Distribution of full-time/part-time nursing faculty											x		
	k. Diversity of full-time nursing faculty											x		
6. To what extent did the FPP achieve expected organizational and individual outcomes in the near term?	a. Increased level of collaboration among college and university schools of nursing in New Jersey (FPP sites)			x	x	x	x	x	x			x	x	
	b. Faculty preparation program models developed and implemented that were adopted by other New Jersey colleges and universities	x		x										
	c. Adoption of FPP model by other states	x		x										
	d. Number of full-time master's-level scholars who completed the FPP			x								x	x	
	e. Number of Ph.D. scholars who completed the FPP			x									x	
	f. Amount of time to complete the FPP			x									x	
	g. Reasons scholars took longer than anticipated to complete the FPP (if applicable)			x									x	
	h. Number of scholars who expressed commitment to career in nursing education in New Jersey upon graduation			x	x								x	x

Research Question	Measure	DATA SOURCE												
		Interviews			Focus Groups	Observations					Surveys	Secondary Data		Documents
		Key RWJF and NJNI Program Office and Work groups	Business, Government, and Other Stakeholders	FPP Project Directors and Faculty	FPP Scholars	Event History	NJNI Meeting Minutes/Notes	CLC Website	CLC Seminars	NJNI Website	FPP Scholars	NJBN	FPP Grantee Reporting Template	NJNI Program Documents
6. To what extent did the FPP achieve expected organizational and individual outcomes in the near term? (continued)	i. Number of scholars able to demonstrate education competencies upon graduation			x	x						x			
	j. Certification exams taken by graduates (scholars) from nurse practitioner and clinical nurse specialist tracks exams			x						x		x		
	k. Research grant funding received by scholars			x						x		x		
	l. Number and type of university committees served on by scholars as participant or chair									x		x		
	m. Number of corporate/not-for-profit boards served on by scholars as participant or chair									x		x		
	n. Number of professional organizations scholar serves as participant or in leadership role									x		x		
	o. Number and type of volunteer activities in which scholar participates									x				
	p. Number of peer-reviewed manuscripts published during the FPP program									x		x		
	q. Number of professional presentations delivered during the FPP program									x		x		

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APPENDIX F

NJNI STAKEHOLDER INTERVIEW PROTOCOLS

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**ROBERT WOOD JOHNSON FOUNDATION NEW JERSEY NURSING INITIATIVE
INTERVIEW GUIDE: RWJF KEY INFORMANTS AND NJNI
PROGRAM OFFICE (2013)**

*This protocol is for Aline Holmes and Susan Salmond, NJNI Program Co-Directors

Date:

Informant(s):

Interviewer:

Note taker:

I. Introduction

Thanks for talking to me about the New Jersey Nursing Initiative.

Our reports will identify you as program office staff, but your responses will be kept strictly confidential and will not be reported in any way that will identify you personally.

Do you have any questions before we begin?

II. Goals and Structure of NJNI

1. What is your vision for the NJNI?
 - a. To what extent does the current strategic framework reflect that vision?
2. What do you see as your role and responsibilities in implementing the plans described in the current strategic framework?
3. We were notified that the program office will be moving to the HRET (Health Research and Educational Trust of NJ) at the NJ Hospital Association. Will the grant authority be moved from the Chamber of Commerce to the HRET?
4. It's our understanding that the Leadership Council will be disbanded and the NAC will become more robust. Is this correct?
 - a. When do you anticipate this change might occur?
 - b. Do you anticipate that any of the Leadership Council members will become members of the NAC?
 - c. Moving forward, how does the NJNI program office plan to use the NAC?

III. Strategies and Activities of the NJNI Program Office

Next, we are interested in hearing about the program office.

5. When you became co-directors, which aspects of existing program office operations were working well? Why do you think those aspects work well?
6. Which aspects of program office operations have you changed or would like to change? [PROBE: staff changes, management procedures, communications procedures] Why have you changed them/Why would you like to change them?
 - a. What strategies have you implemented or are you planning to implement to make these changes? Why did you select those strategies?
7. Please describe Jenn Polakowski's role.
 - a. Do you anticipate making any changes to Jenn's role?
8. What are your thoughts about the grant funding ending for the Nursing Academic Resource Center?
 - a. Were efforts made to obtain additional funding to sustain it? Why or why not?
 - b. Was the Resource Center completely inactive as of September 30th when funding ended, or are online components such as diagnostic tools and lessons still available?

IV. FPP Implementation and Outcomes

Next, we will ask a few questions about the Faculty Preparation Program.

9. How do you think the Faculty Preparation Program is going?
10. Would you make any changes to the Faculty Preparation Program? If so, please describe those changes.
11. What recommendations do you have for others interested in supporting nurse faculty development?

V. NJNI Progress

12. What challenges do you anticipate the NJNI encountering over the next year?
13. What factors do you think will help the program office the most in implementing NJNI activities over the next year?

VI. CLOSING

That completes the questions we have for you today.

Is there anything we should have asked about but didn't?

Do you have anything you would like to tell us, or questions you would like to ask us?

Thank you again for taking the time to speak with us. We appreciate and value your input.

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**ROBERT WOOD JOHNSON FOUNDATION NEW JERSEY NURSING INITIATIVE
INTERVIEW GUIDE: RWJF KEY INFORMANTS AND
NJNI PROGRAM OFFICE (2013)**

*This protocol is for Jennifer Polakowski, Deputy Director of NJNI

Date:

Informant(s):

Interviewer: Amy Overcash

Note taker: N/A (transcription)

I. Introduction

Thanks for talking to me about how the New Jersey Nursing Initiative is going.

We will identify you as program office staff in our reports but your responses will be kept strictly confidential and will not be reported in any way that will identify you personally.

Do you have any questions before I begin?

II. Management, Strategies, and Activities of NJNI Program Office

1. First, I would like to hear your perspective on the transition to the new co-directors Aline and Sue.
 - a. Has the team implemented any changes in the program office's management and communication strategies since Aline and Sue came on board? If so, please describe. [PROBE: what management and communication strategies does the program office use to make decisions and accomplish objectives?]
 - b. Has the team encountered any challenges during the transition? If so, please describe.
 - c. What strategies have worked particularly well during the transition?
2. It is our understanding that the program office is not planning to fill Jim Quackenbush's position. Is this correct? Why or why not?
3. Over the past year, what steps has the program office taken to implement the: (1) Education Advancement, and (2) Leadership Development components of the NJNI?
 - a. Who is involved in implementing these components? What are their roles?
 - b. How has the NJ AC contributed to implementing (1) Education Advancement and (2) Leadership Development?

4. Has the role of the Leadership Council changed in the past year? Has its composition changed? If so, how has it changed?
 - a. How often does the program office meet or speak with the Leadership Council?
5. Has the role of the NAC changed over the past year? Has its composition changed? If so, how has it changed?
 - a. How often does the program office meet or speak with the NAC?
6. Please describe Patty Cullinane’s current role and how it has changed (if at all) over the past year. *[Patty is part of the NJNI budget and is Director of Programs at the Chamber foundation – helps support the PO regarding NJ AC work]*
7. Please describe Crystel Perkins’s current role and how it has changed (if at all) over the past year. *[Crystel runs the Academic Resource Center]*
8. What kinds of fundraising activities has the program office conducted over the past year?

[PROBE: What strategies are being used to achieve fundraising goals? Which of these strategies have been more effective than others?]
9. We know of the following 6 consultants and contractors who may be working with the program office: **[ASK QUESTIONS TO FILL-IN AND CONFIRM INFORMATION IS CORRECT IN THE TABLE BELOW AND ASK IF THERE ARE OTHER CONSULTANTS WE HAVE NOT MENTIONED]**

Consultant/Contractor	Used since August 2012?	Funded directly by RWJF?	Funded through NJNI?	Function and Activities (for new consultants/contractors)
The Angeletti Group			X	
Mayer & Mayer	No		X	Work is complete
Tim Fallon			X	
Diane Billings (CLC)		X		
Gwen Sherwood	Last used in October 2009			Helped during the annual meeting in 2009
PR Solutions		X		
Forum One Communications		X		
ASG Group				Evaluating the clinical pilots, funded through PIN grant.

[If there have been changes] Why did these changes occur?

III. Strategies and Activities of the Workgroups

10. Now I'd like to ask about the current status of the workgroups. Please confirm the status of the workgroups and discuss current plans regarding integration with the NJ AC.

11. How has the program office used the work groups over the past year?

[PROBE: Over the past year, which workgroup-led activities were most successful? Which were least successful?]

IV. FPP Implementation and Outcomes

Next, I'd like to ask a few questions about the Faculty Preparation Program.

12. In your opinion, what have been the key accomplishments of the FPP over the past year?

13. Are the FPP schools meeting your expectations in planning for sustainability? Why or why not?

14. Are the FPP schools meeting your expectations for becoming national models? Why or why not?

15. What factors have helped the program office the most with the implementation of the FPP?

16. What challenges might have affected outcomes of the FPP?

17. What recommendations do you have for others interested in supporting nurse faculty development?

V. NJNI Progress

18. Over the past year, which program office-led activities were most successful? Least successful?

19. What challenges might have affected outcomes of NJNI over the past year?

20. What factors have helped the program office the most in implementing NJNI activities over the past year?

V. CLOSING

That completes the questions we have for you today.

Is there anything we should have asked about but didn't?

Do you have anything you would like to tell us, or questions you would like to ask us?

Thank you again for taking the time to speak with us. We appreciate and value your input.

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**ROBERT WOOD JOHNSON FOUNDATION NEW JERSEY NURSING INITIATIVE
INTERVIEW GUIDE: RWJF KEY INFORMANTS AND
NJNI PROGRAM OFFICE (2013)**

Date: 9/26/2013, 11:00am-12:00pm

Informant(s): Aline Holmes, Sue Salmond (NJNI co-directors) and Jennifer Polakowski (NJNI deputy director). Questions asked during call to discuss new strategic framework.

Interviewers: Amy Overcash (lead), Angela Gerolamo, Grace Roemer, and Jennifer McGovern

Note taker: Interviewers and transcription (audio recording)

1. Thank you for offering to walk us through the new strategic framework. Would you mind if we recorded this discussion for note taking purposes? Before we start, could you tell us a little bit about the August 8th planning meeting?
 - a. Who attended the meeting?

[PROBE: Who was involved in the discussions about the transition to NJNI 2.0? NJ-AC members, work group leaders, leadership council members?]
 - b. How influential were the NJ-AC participants during the discussion?
2. How and when was the framework developed? Did you have guiding principles for developing it? [PROBE: What was your starting point for the August 8th discussion and development of the framework document? Did you refer to a prior version of the strategic plan?]
3. In the summary of key points it is clear that the August 8th meeting focused on repositioning NJNI 2.0. Is the repositioning in relationship to NJNI 1.0 or compared to the earlier discussions about NJNI 2.0 and preliminary plans? What are the key differences?

We have reviewed the framework thoroughly and have some specific questions about each section. We're wondering, could you please provide a brief 2-minute overview of each section before we ask our questions?

I. Pilot Faculty Development Program

1. Will there be an incentive for scholars to participate?
2. Does the pilot utilize UMDNJ's remaining FPP funds?
3. Will the program be on-line, in-person, or a combination?

II. Faculty Development Program Part II

1. Please describe the key differences between the pilot program and FDP Part II. [PROBE: who would participate?]
2. What does the acronym TAD stand for? What is meant by "adding funding to TAD 2014 (5 per year for the next two years)"?

3. Please describe the progression from the pilot to the development of the comprehensive catalog/program.
4. How do you envision the program will be sustained?

III. Faculty Prep Program (Tool Kit – Models & Disseminate)

1. Please describe the key purpose of the tool kit and the data you need to develop it. Through our interviews of FPP PDs and faculty and surveys and focus groups of scholars we have collected information on curriculum enhancements, mentoring and acculturation activities, and lessons learned. We developed a table that describes enhancements made to each program and throughout the evaluation our formative feedback memos highlight lessons learned. Findings are also described in a manuscript (describes model and lessons learned) and will be presented in the final report.
2. We would like to discuss your plans to interview program staff and scholars to make sure that our data collection plans don't conflict with yours.
3. Please walk us through the objective of "Revisiting Cohort II data collection." [Mathematica is listed as the resource].

IV. Communication of NJNI 2.0 - Rebranding of NJNI

1. Why was it decided to set the goal of rebranding the NJNI?
2. What do you envision the rebranded NJNI will look like? [PROBE: What changes do you envision for the new website?]

V. NJNI Partnerships to Advance NJNI Goals

1. Does this section identify the primary points of collaboration between the NJNI and the NJAC?
2. **Leadership** - Please describe and walk us through the "40 under 40" objective and related tasks. [PROBE: Will you identify and/or design nurse leadership development programs and then identify 40 people under the age of 40 to participate?]
3. **Faculty Development** – are the deliverables/tasks primarily related to general collaboration with the NJAC in the area of faculty development? [seems less developed than other tasks in the framework]

VI. NJNI 1.0 Follow up ICE Projects

1. For Phase II of ICE projects is the plan to continue currently funded project or to encourage others to adopt those models? [current projects involve dedicated education units, preceptor strategies, and clinical simulation]
2. Is there an order of prioritization for the objectives presented in the strategic framework? If so, what are the top priorities?

3. What role, if any, will the work groups have in completing tasks described in the new strategic framework?
4. In developing these objectives and identifying leaders to be involved, to what extent did you focus on sustainability of the projects after NJNI 2.0 ends?
5. What are the next steps in the strategic planning process? [PROBE: further developing the document that you shared with us? Start working on tasks?

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**ROBERT WOOD JOHNSON FOUNDATION NEW JERSEY NURSING INITIATIVE
INTERVIEW GUIDE: RWJF KEY INFORMANTS AND
NJNI PROGRAM OFFICE (2013)**

*This protocol is for Tim Fallon, Strategic Consultant

Date:

Informant(s):

Interviewer:

Note taker:

I. Introduction

Thanks for taking the time to talk to me about how the New Jersey Nursing Initiative is going. Your responses will be kept strictly confidential and will not be reported in any way that will identify you personally.

Do you have any questions before we begin?

First I'd like to generally discuss your role in the NJNI.

1. Please describe your current role in the NJNI.
 - a. How frequently have you interacted with the team over the past year?
 - b. Do you anticipate that your role and level of involvement will remain the same in the future? Why or why not?

II. Goals and Structure of NJNI

I would like to ask a few questions about the NJNI's strategic planning efforts.

2. Please tell me about the process of working with the program office in revising the strategic plan. [Note: most recent planning meeting occurred August 8th]
 - a. From your perspective, how was the August 8th meeting different from team meetings you participated in last year?
 - b. In your opinion, what aspects of the NJNI strategic planning process are most effective?
 - c. In your opinion, what aspects of the NJNI strategic planning process could be improved?
3. Describe the nature of communications and decision making during strategic planning.
 - a. Would you describe the process as inclusive or exclusive?
 - b. What is your perception of team members' communications between major planning meetings?

4. In your view, how well is the program office progressing in making the transition from NJNI 1.0 to NJNI 2.0? To what do you attribute this [lack of] progress?
5. Last year you indicated that the work groups have to have a clear goal that they are capable of fulfilling, and that the expectations for the work groups need to be calibrated to the fact that they are made up of volunteers who also have day jobs.
 - a. How well does the current structure of the work groups reflect the priorities that you stated?
 - b. What level of involvement will the work groups have for the second phase of the initiative?
 - c. What further changes do you suggest for the work groups?
6. Last year you noted that there needs to be clear thinking about what work is done by the NJ Action Coalition as the Action Coalition, what work is done by NJNI as NJNI, and appropriate areas for collaboration between the two groups. In what ways is the program office working toward collaboration with the Action Coalition while maintaining focus on the original mission of the NJNI?
7. Now that Jennifer Polakowski has a year of experience under her belt and Aline Holmes and Susan Salmond are new co-directors, how would you describe the current management approach and structure?

[**PROBE:** how has the approach and structure changed over the past year?]
8. To what extent do you expect the program office to accomplish goals discussed during the August 8th planning meeting?

[**PROBE:** how (and why) have your expectations changed over the past year?]
9. What challenges might have affected outcomes of the NJNI?
 - a. What challenges do you anticipate will hinder the NJNI's progress towards meeting its goals?
10. What factors have most helped NJNI progress towards meeting its goals during the past year?
 - a. What could help the NJNI progress towards meeting its goals?

VI. CLOSING

That completes the questions I have for you today.

Is there anything I should have asked about but didn't?

Do you have anything you would like to tell me, or questions you would like to ask me?

Thank you again for taking the time to speak with me. Our team sincerely appreciates and values your input.

**ROBERT WOOD JOHNSON FOUNDATION NURSE JERSEY NURSING INITIATIVE
INTERVIEW GUIDE: NEW JERSEY ACTION COALITION
RESPONDENTS – (2013)**

Date:

Informant(s):

Interviewer:

Note taker:

I. Introduction

Hi. My name is _____. As you know, the Robert Wood Johnson Foundation has asked Mathematica Policy Research to conduct an evaluation of the New Jersey Nursing Initiative (NJNI). This interview is an integral part of that evaluation. Thank you for giving us this opportunity to discuss the New Jersey Nursing Initiative (NJNI). It will take no more than 30 minutes of your time.

We will identify you as a nursing leader in our reports, but your responses will be kept strictly confidential and will not be reported in any way that will identify you personally, unless you ask us to do so.

Do you have any questions about the evaluation before we begin?

Description of Evaluation:

The purpose of the evaluation is to understand the goals of the NJNI, the strategies and activities of the initiative, and the extent to which it meets its goals. To do this, we are gathering information from stakeholders exposed to the initiative, surveying NJ nursing school deans and directors, and observing meetings led by the NJNI.

II. Questions

1. How familiar are you with the New Jersey Nursing Initiative?
 - a. When did you first hear about the NJNI? In what context?
 - b. Do you currently have a role in the NJNI (apart from your NJ AC role)?
2. Please describe your NJ AC work with the NJNI program office.
 - a. How familiar are you with the NJNI goal of addressing the nurse faculty shortage by: (1) developing nurse leaders, and (2) advancing the educational attainment of nurses?
 - b. In your view, how well is the program office progressing towards meeting this goal?
 - c. Do you think developing nurse leaders and advancing educational attainment are the right ways to address the nurse faculty shortage?
 - d. Why or why not? What else would you recommend?

- e. In your opinion, is the communication between the NJ AC and the NJNI program office frequent enough to make decisions and accomplish objectives?
 - 1) Could the communication between the NJ AC and the program office be improved? If so, how could it be improved?
- 3. How familiar are you with the Faculty Preparation Program (FPP)?
 - a. Do you think the FPP is an appropriate strategy for addressing the nurse faculty shortage?
 - b. Why or why not?
 - c. What other strategies should the NJNI pursue?
 - 1) Of these, which should be prioritized?
- 4. What would you say have been the most important activities or outcomes of the NJNI so far?
- 5. In your view, what are the greatest challenges to addressing the nursing faculty shortage in New Jersey at this time?
 - a. What would you say have been challenges to the success of the NJNI?
- 6. In your opinion, what factors are most helpful to addressing the nursing faculty shortage in New Jersey at this time?
 - a. What would you say has helped the NJNI progress towards meeting its goals?
 - b. What could help the NJNI progress towards meetings its goals in the future?
- 7. What are your perspectives on having a co-director from academia and a co-director from practice leading the NJNI? [*Aline Holmes, Senior VP of clinical affairs and director of the NJHA Institute for Quality and Patient Safety of the NJ Hospital Association, and Sue Salmond, Dean of Rutgers School of Nursing*]
- 8. Do you anticipate working more closely with the NJNI in the future? Why or why not?

III. Closing

That completes the questions I have for you today.

Is there anything I should have asked about but didn't?

Do you have anything you would like to tell me, or questions you would like to ask me?

Thank you again for taking the time to speak with me. We appreciate and value your input.

APPENDIX G

FPP PROJECT DIRECTOR AND FACULTY INTERVIEW PROTOCOLS

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**ROBERT WOOD JOHNSON FOUNDATION NURSE FACULTY PREPARATION PROGRAM
2013 INTERVIEW GUIDE—FPP PROJECT DIRECTORS AND FACULTY
(PH.D. PROGRAMS)**

Date:

Informant(s):

Interviewer:

Note taker:

I. Introduction

Hi. My name is _____. As you know, the Robert Wood Johnson Foundation has asked Mathematica Policy Research to conduct an evaluation of the New Jersey Nursing Initiative (NJNI). Thank you for giving us this opportunity to discuss the Faculty Preparation Program (FPP) and your site's project. This should take no more than one hour of your time. We will refer to the Faculty Preparation Program as the "FPP" throughout this discussion.

We will identify you as an FPP grantee, but your responses will be kept strictly confidential and will not be reported in any way that will identify you personally, unless you ask us to do so.

Do you have any questions about the evaluation or this interview before we begin?

II. Interviewee Role and Changes in FPP Leadership Team

We would like to learn about your current involvement with NJNI and ask about your project's operation.

1. In addition to your participation with FPP, with what other aspects of the NJNI (or other initiatives with similar goals) have you been involved over the past year?
2. Please describe any major changes in your FPP leadership team over the past year.

[PROBE]: Have there been any changes in roles? If so, when and why?

III. FPP Site Strategies and Activities

We would like to know what you have been doing since we last spoke.

3. Here is what I know about your site's curriculum enhancements for cohort 2: **[fill in information from reporting template]**
 - a. Is there anything else I need to know about them?
 - b. Could you describe the differences between the curriculum enhancements for cohorts 1 and 2?

[PROBE]: What curriculum enhancements did you retain for cohort 2 and why?

- c. What has helped most with the process of enhancing and administering the curriculum for cohort 2?
 - d. What challenges have you encountered with enhancing and administering the curriculum for cohort 2? Have you overcome them? How?
 - e. How do you plan to sustain the current curriculum enhancements?
4. Here is what I know about your site's mentoring and acculturation activities for cohort 2: **[fill in information from reporting template]**
- a. Is there anything else I need to know about them?
 - b. Could you describe the differences between mentoring and acculturation activities for cohorts 1 and 2?

[PROBE]: What mentoring and acculturation activities did you retain for cohort 2 and why?
 - c. What has helped with nurse faculty involvement in providing mentoring and acculturation opportunities for cohort 2?
 - d. What challenges have you encountered in providing mentoring and acculturation opportunities for cohort 2? Have you overcome them? How?
 - e. How do you plan to sustain the current mentoring and acculturation activities?
5. Last year, you noted that the curriculum enhancements and mentoring and acculturation activities were more/less/as important than/as the full scholarship in producing graduates who are well prepared and committed to becoming nurse educators. Do you feel the same?
- a. Is there anything that is missing from the FPP model that would help scholars become nurse educators in New Jersey? (e.g., assistance for scholars in finding employment)
6. Last year, you noted that outside of the FPP many/some/no scholarship opportunities are available for graduate students at your school who are interested in studying to be a nurse educator. Is this still the case?
7. **[For Seton Hall]** Now that the first cohort of scholars has graduated, what are the key lessons you learned about scholars' experiences while in the program.
- a. What barriers to program completion did scholars encounter? How were these resolved?
 - b. What are your thoughts about scholars working while in the program? From your perspective, was this a barrier to program completion?
 - c. How will lessons learned about scholar experiences be applied to working with the second cohort of scholars?

[For Rutgers] Now that the majority of the first cohort of scholars has graduated, what are the key lessons you learned about scholars' experiences while in the program?

- a. What barriers to program completion have scholars encountered? How were these/are these being resolved?
 - b. What are your thoughts about scholars working while in the program? From your perspective, is this a barrier to program completion?
 - c. How will lessons learned about scholar experiences be applied to working with the second cohort of scholars?
8. Based on your experience implementing the FPP, what recommendations do you have for RWJF or other funders interested in supporting the development of nurse faculty?
 - a. What advice would you give to other grantees thinking about implementing the same program in the future?
 9. Generally speaking, what has helped you the most with implementing the FPP project in your school?
 10. Generally speaking, what has been the biggest challenge to implementing the FPP project in your school?
 11. To what extent did the \$100K funding for a designated faculty position help your school implement the FPP?
 - a. Did you allocate the funding to a single faculty person or multiple faculty?
 12. Is your site collecting data or conducting an evaluation beyond what is required in the grantee reporting template? If so, please describe these efforts and the data.

[Ask them to send us their evaluation plan if they are collecting data beyond that specified in the grantee reporting template]

IV. Communication and Collaboration

We are interested in learning how you communicate and collaborate with others about the FPP program. **[Ask questions 13-15 if the grantee reporting template from the school is incomplete]**

13. How often do you communicate (by email, phone, or in person) with other FPP faculty members **at your institution [or within your collaborative]** about your FPP project?
 - a. What aspects of your FPP project do you talk about? (for example, curriculum enhancements, mentorship, program administration issues)

14. How often do you communicate about the FPP with project directors and faculty **from other FPP sites**?
 - a. What aspects of the FPP do you talk about? (for example, the Collaborative Learning Community [CLC], how to implement curriculum enhancements in your program)
15. Are you collaborating on a project or initiative with other FPP sites? If so, what are you collaborating on?
 - a. What helps you collaborate with other FPP sites?
 - b. What are some barriers that hinder collaboration?

Next, we'd like to ask you about your communication with FPP scholars in your program.

16. On average, how often do you communicate (by email, phone, or in person) with FPP scholars in your program outside of formal classroom instruction? **[if answers vary in a joint interview, note individual responses]**
 - a. What are you likely to talk about? **[if answers vary in a joint interview, note individual responses]**

V. Program Scholars

Now we would like to ask some questions about the scholars' career choices and education competencies.

17. To what extent have the cohort 2 scholars in your program expressed a commitment to a career in nursing education in New Jersey?
 - a. How have you communicated this FPP goal to the scholars?
18. What do you think about the career choices of the first cohort of scholars upon graduation from your program?
19. In your opinion, is the first cohort of PhD scholars well prepared to:
 - a. Develop curricula?
 - b. Evaluate curricula?
 - c. Develop creative teaching strategies?
 - d. Develop a creative learning environment?
 - e. Use evidence-based student evaluation tools?

Why or why not?

20. In general, what facilitates scholars' ability to meet education competencies? What are the barriers? Are there differences between the first and second cohorts in terms of scholars' ability to develop education competencies?

VI. Closing

That completes the questions we have for you today.

Is there anything we should have asked about but didn't?

Do you have anything you would like to tell us, or questions you would like to ask us?

Thank you again for taking the time to speak with us. We appreciate and value your input.

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**ROBERT WOOD JOHNSON FOUNDATION NURSE FACULTY PREPARATION PROGRAM
2012 INTERVIEW GUIDE—FPP PROJECT DIRECTORS AND FACULTY
(MSN & PH.D. PROGRAMS)**

Date:

Informant(s):

Interviewer:

Note taker:

I. Introduction

Hi. My name is _____. As you know, the Robert Wood Johnson Foundation has asked Mathematica Policy Research to conduct an evaluation of the New Jersey Nursing Initiative (NJNI). Thank you for giving us this opportunity to discuss the Faculty Preparation Program (FPP) and your site's project. This should take no more than one hour of your time. We will refer to the Faculty Preparation Program as the "FPP" throughout this discussion.

We will identify you as an FPP grantee, but your responses will be kept strictly confidential and will not be reported in any way that will identify you personally, unless you ask us to do so.

Do you have any questions about the evaluation or this interview before we begin?

II. Interviewee Role and Changes in FPP Leadership Team

We would like to learn about your current involvement with NJNI and ask about your project's operation.

1. In addition to your participation with FPP, with what other aspects of the NJNI (or other initiatives with similar goals) have you been involved?
2. Please describe any major changes in your FPP leadership team over the past year.

PROBE: Have there been any changes in roles? If so, when and why?

III. FPP Site Strategies and Activities

We would like to know what you have been doing since we last spoke.

3. Here is what I know about your site's curriculum enhancements: **[fill in information from reporting template]**
 - a. Is there anything else I need to know about them?
 - b. What has helped most with the process of enhancing and administering the curriculum?
 - c. What challenges have you encountered with enhancing and administering the curriculum? Have you overcome them? How?

4. Here is what I know about your site's mentoring and acculturation activities: **[fill in information from reporting template]**
 - a. Is there anything else I need to know about them?
 - b. What has helped with nurse faculty involvement in providing mentoring and acculturation opportunities for scholars?
 - c. What challenges have you encountered in providing mentoring and acculturation opportunities? Have you overcome them? How?
5. Compared to the full scholarship, how important are the curriculum enhancements and mentoring and acculturation activities in producing graduates who are well prepared and committed to becoming nurse educators?
 - a. Is there anything that is missing from the FPP model that would help scholars become nurse educators in New Jersey? (e.g., assistance for scholars in finding employment)
6. Outside of the FPP, what scholarship opportunities are available for graduate students at your school who are interested in studying to be a nurse educator?
7. **[Ph.D. only]** Now that the first cohort of scholars is approaching graduation, are there any lessons you learned from working with the first cohort that you will apply to the second cohort of scholars?
8. **[Master's only]** Based on your experience implementing the FPP, what recommendations do you have for RWJF or other funders interested in supporting the development of nurse faculty?
 - a. What advice would you give to other grantees thinking about implementing the same program in the future?
9. Generally speaking, what has helped you the most with implementing the FPP project in your school?
10. Generally speaking, what has been the biggest challenge to implementing the FPP project in your school?
11. What FPP-related changes do you plan to retain after scholars graduate?
 - a. How will you sustain the curriculum enhancements? If you won't retain them, please tell us why.
 - b. How will you sustain mentoring and acculturation activities? If you won't retain them, please tell us why.
12. Did you use the FPP scholarships to increase total enrollment? How many of the slots that scholars filled were above and beyond the existing capacity in each cohort?
 - a. **[If FPP was used to increase capacity]** Do you plan to retain this additional capacity after the grant ends? If so, how? If not, please tell us why.

13. Is your site collecting data or conducting an evaluation beyond what is required in the grantee reporting template? If so, please describe these efforts and the data.

[Ask them to send us their evaluation plan if they are collecting data beyond that specified in the grantee reporting template]

IV. Communication and Collaboration

We are interested in learning how you communicate and collaborate with others about the FPP program.

14. How often do you communicate (by email, phone, or in person) with other FPP faculty members **at your institution [or within your collaborative]** about your FPP project?
 - a. What aspects of your FPP project do you talk about? (for example, curriculum enhancements, mentorship, program administration issues)
15. How often do you communicate about the FPP with project directors and faculty **from other FPP sites?**
 - a. What aspects of the FPP do you talk about? (for example, the Collaborative Learning Community [CLC], how to implement curriculum enhancements in your program)
16. Are you collaborating on a project or initiative with other FPP sites? If so, what are you collaborating on?
 - a. What helps you collaborate with other FPP sites?
 - b. What are some barriers that hinder collaboration?

Next, we'd like to ask you about your communication with FPP scholars in your program.

17. On average, how often do you communicate (by email, phone, or in person) with FPP scholars in your program outside of formal classroom instruction? **[if answers vary in a joint interview, note individual responses]**
 - a. What are you likely to talk about? **[if answers vary in a joint interview, note individual responses]**

V. Program Scholars

Now we would like to ask some questions about the scholars.

18. To what extent have the FPP scholars in your program expressed a commitment to a career in nursing education in New Jersey?
 - a. How have you communicated this FPP goal to the scholars?
19. **[Master's only]** What do you think about the career choices of the second cohort of scholars upon graduation from your program?

20. **[Master's only]** In your opinion, is the second cohort of master's scholars well prepared to:

- a. Develop curricula?
- b. Evaluate curricula?
- c. Develop creative teaching strategies?
- d. Develop a creative learning environment?
- e. Use evidence-based student evaluation tools?

Why or why not?

21. **[PhD only]** In your opinion, upon graduation will the first cohort of PhD scholars be well prepared to:

- a. Develop curricula?
- b. Evaluate curricula?
- c. Develop creative teaching strategies?
- d. Develop a creative learning environment?
- e. Use evidence-based student evaluation tools?

Why or why not?

VI. Closing

That completes the questions we have for you today.

Is there anything we should have asked about but didn't?

Do you have anything you would like to tell us, or questions you would like to ask us?

Thank you again for taking the time to speak with us. We appreciate and value your input.

APPENDIX H

FPP SCHOLAR ENTRANCE AND EXIT SURVEYS

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NEW JERSEY NURSING INITIATIVE
Faculty Preparation Program
Scholar Questionnaire

Fall 2011

Name: _____

School:

MARK ONLY ONE

- 1 Fairleigh Dickinson University
- 2 Kean University
- 3 Monmouth University
- 4 Richard Stockton College
- 5 Rutgers University
- 6 Seton Hall University
- 7 The College of New Jersey
- 8 University of Medicine and Dentistry of New Jersey
- 9 William Paterson University

We ask that you complete this questionnaire regarding the Faculty Preparation Program (FPP). We are interested in learning about your experiences and contacts while you are an NJNI nurse scholar in one of the NJNI FPP schools. This questionnaire should take about 5 minutes to complete. Your responses will remain confidential and will not be reported in any way that identifies you personally. Further, the information collected will not be used to determine your or your school's participation in the FPP. Throughout the questionnaire you will see the terms 'FPP,' 'scholars,' and 'participating schools.' By these we mean:

FPP: NJNI Faculty Preparation Program

Scholars: Students enrolled in one of the FPP schools

Participating schools: Schools participating in the FPP

Thank you for your participation in this important study.

1. What one factor contributed most to your decision to apply to the Faculty Preparation Program (FPP)?

MARK ONLY ONE

- 1 FPP Scholarship tuition and stipend
 - 2 Mentoring
 - 3 Academic advisement
 - 4 Career advisement
 - 5 Collaboration with other FPP scholars
 - 6 Benefit of RWJF affiliation
 - 7 Desire to become a nurse educator
 - 8 Other (*Please specify*)
-

2. What one factor do you think could be the biggest challenge to your completion of the FPP?

MARK ONLY ONE

- 1 FPP academic workload
 - 2 Working while enrolled in the program
 - 3 Personal/family reasons
 - 4 Other (*Please specify*)
-

3. What one factor do you think could be the biggest challenge to you remaining as a nurse educator in New Jersey after completing the FPP?

MARK ONLY ONE

- 1 Nurse educator workload
 - 2 Nurse educator compensation/benefits
 - 3 Desire for full-time clinical practice as an APRN
 - 4 Competing career opportunities
 - 5 Shortage of nurse educator vacancies
 - 6 Pursuit of advanced education
 - 7 Personal/family reasons
 - 8 Other (*Please specify*)
-

4. In your own words, what are your goals for participating in the FPP?

We would like to know more about your professional networks as an NJNI nurse scholar. The next several questions list other NJNI nurse scholars and FPP faculty/administrators at participating schools with whom you may have had contact during the past six months.

Please indicate whether you have had contact with any of the NJNI nurse scholars and FPP faculty/administrators listed for each of the following participating schools during the past six months regarding nursing education. Please respond for each participating school, including your own.

5a. Have you had contact with any of these Fairleigh Dickinson University NJNI nurse scholars in the past six months regarding nursing education? Jamie Boman; Christine Brewer; Catherine Carlton; Erin Cleary-Graulich; Diane Cukrow; Marjory Desulme; Andrew Fruhschien; Tony Malek; Janice McConnon; and Grace Qarmout

1 Yes

0 No

5b. Have you had contact with any of these Fairleigh Dickinson University faculty/administrators in the past six months regarding nursing education? Minerva Guttman; Elizabeth S. Parietti; and Patricia R. Reineke

1 Yes

0 No

6a. Have you had contact with any of these Kean University NJNI nurse scholars in the past six months regarding nursing education? Elizabeth Arnold; Andrea Taylor; and Laura Zakresky

1 Yes

0 No

6b. Have you had contact with this faculty member/administrator from Kean University in the past six months regarding nursing education? Minnie Campbell

1 Yes

0 No

7a. Have you had contact with any of these Monmouth University NJNI nurse scholars in the past six months regarding nursing education? Nancy Flood; Karen Hoary; Latoya Rawlins; and Michelle Skiber

1 Yes

0 No

7b. Have you had contact with any of these Monmouth University faculty/administrators in the past six months regarding nursing education? Tresa Kaur Dusaj; Barbara Johnston; and Janet Mahoney

1 Yes

0 No

8a. Have you had contact with any of these Richard Stockton College NJNI nurse scholars in the past six months regarding nursing education? Christine Bray; Caitlin Faupel-Lehrfeld; Marlin Gross; and Stephanie Henson

1 Yes

0 No

8b. Have you had contact with this faculty member/administrator from Richard Stockton College in the past six months regarding nursing education? Michelle Sabatini

1 Yes

0 No

9a. Have you had contact with any of these Rutgers University NJNI nurse scholars in the past six months regarding nursing education? Ola Aloba; Rashida L. Atkins; Donna Fountain; Emilia Iwu; Catherine Jirak Monetti; Shanda Johnson; Tracy Kalembe; Aleesa Mobley; Robert Scoloveno; Nanette Sulik; and Mary Thomas

1 Yes

0 No

9b. Have you had contact with any of these Rutgers University faculty/administrators in the past six months regarding nursing education? Karen D'Alonzo; Lucille A. Joel; Mary Ann Scoloveno; and Valerie Smith-Stephens

1 Yes

0 No

10a. Have you had contact with any of these Seton Hall University NJNI nurse scholars in the past six months regarding nursing education? Jeannie Couper; Lisa Heelan; Katherine Hinic; Connie Kartz; Sheila Linz; Maria LoGrippe; Patricia Ricci-Allegra; Kristi Stinson; Munira Wells; and Lori Wilt

1 Yes

0 No

10b. Have you had contact with any of these Seton Hall University faculty/administrators in the past six months regarding nursing education? Gloria Essoka; Marie Foley; Pamela Galehouse; Phyllis Hansel; and Mary Anne McDermott

1 Yes

0 No

11a. Have you had contact with any of these The College of New Jersey NJNI nurse scholars in the past six months regarding nursing education? Caitlin Fett; Hye Jin Gehring; Alexander Manning; and Kristine Martinho

1 Yes

0 No

11b. Have you had contact with this faculty member/administrator from The College of New Jersey in the past six months regarding nursing education? Leslie Rice

1 Yes

0 No

12a. Have you had contact with any of these University of Medicine and Dentistry of New Jersey NJNI nurse scholars in the past six months regarding nursing education? Juliet Aseltta, Karon Branch, Tammy Cooper; Primerose Germain; Renee Kurz; Maryann Magloire-Wilson; Nancy Mills; Shelby Pitts; Patricia Saveriano; Jenée Skinner-Hamler; Lia Valentin; and Dorothy Withers

1 Yes

0 No

12b. Have you had contact with any of these UMDNJ faculty/administrators in the past six months regarding nursing education? Anthony Forrester; Mary C. Kamienski; Wendy A. Ritch; and Susan W. Salmond

1 Yes

0 No

13a. Have you had contact with any of these William Paterson University NJNI nurse scholars in the past six months regarding nursing education? Ruta Brazaitis; Tara Lynne Parker; and Mary (Rusti) Restaino

1 Yes

0 No

13b. Have you had contact with any of these William Paterson University faculty/administrators in the past six months regarding nursing education? Julie Bliss; Yvonne Burgess; Claire P. Donaghy; and Kem Louie

1 Yes

0 No

14. **Across all participating schools, excluding your own school, what proportion of all NJNI nurse scholars have you had contact with in the past six months regarding nursing education?**

MARK ONLY ONE

- 0 None
- 1 Less than a quarter of all NJNI nurse scholars
- 2 About a quarter of all NJNI nurse scholars
- 3 About half of all NJNI nurse scholars
- 4 About three quarters of all NJNI nurse scholars
- 5 Almost all NJNI nurse scholars

15. **Across all participating schools, excluding your own school, what was the nature of your contact with NJNI nurse scholars regarding nursing education?**

MARK ALL THAT APPLY

- 0 No contact with NJNI nurse scholars outside of my own school
 - 1 Co-author and/or co-presenter at professional conference
 - 2 Teaching colleague
 - 3 Collaborative Learning Community
 - 4 Attendance at same professional conferences/organization meetings
 - 5 Other (*Please specify*)
-

16. **Across all participating schools, including your own school, what proportion of FPP faculty/administrators have you had contact with in the past six months regarding nursing education?**

MARK ONLY ONE

- 0 None
- 1 Less than a quarter of all FPP faculty/administrators
- 2 About a quarter of all FPP faculty/administrators
- 3 About half of all FPP faculty/administrators
- 4 About three quarters of all FPP faculty/administrators
- 5 Almost all FPP faculty/administrators

17. **Across all participating schools, including your own school, what was the nature of your contact with FPP faculty/administrators regarding nursing education?**

MARK ALL THAT APPLY

- 1 Advisement on program or class selection
 - 2 Collaborative Learning Community
 - 3 Current or past professor
 - 4 FPP application
 - 5 Mentoring activities
 - 6 Other (*Please specify*)
-

**Thank you for taking the time to complete this questionnaire.
We sincerely appreciate and value your input!**

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**NEW JERSEY NURSING INITIATIVE
Faculty Preparation Program
Masters Nurse Scholar Questionnaire
Exit Survey - Spring 2013**

Name: _____

School: _____

MARK ONLY ONE

- 1 Fairleigh Dickinson University
- 2 Kean University
- 3 Monmouth University
- 4 Richard Stockton College
- 5 Rutgers University
- 6 Seton Hall University
- 7 The College of New Jersey
- 8 University of Medicine and Dentistry of New Jersey
- 9 William Paterson University

We ask that you complete this questionnaire regarding the Faculty Preparation Program (FPP). We are interested in learning about your experiences and contacts while you were an NJNI nurse scholar in one of the NJNI FPP schools. This questionnaire should take about 10 minutes to complete. Your responses will remain confidential and will not be reported in any way that identifies you personally. Further, the information collected will not be used to determine your school's continuing participation in the FPP. Throughout the questionnaire you will see the terms 'FPP,' 'scholars,' and 'participating schools.' By these we mean:

FPP: NJNI Faculty Preparation Program

Scholars: Students enrolled in one of the FPP schools

Participating schools: Schools participating in the FPP

Thank you for your participation in this important study.

1. Will you complete the graduate nursing program in Spring 2013?

1 **If YES:** Expected Graduation Date: / / → **Please continue to the next page to complete the survey.**

0 **If NO:** Expected Graduation Date: / /

If you will not complete the graduate nursing program in which you are currently enrolled in Spring 2013, you do not need to respond to the survey at this time. We will send the survey to you closer to your expected graduation date. Thank you for your interest.

2. How many school or college/university committees have you served on as a participant or chair while you were an NJNI nurse scholar?

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more
- 0 None

3. What types of school or college/university committees have you served on while you were an NJNI nurse scholar?

MARK ALL THAT APPLY

	University Committee	School of Nursing Committee
a. Curriculum	1 <input type="checkbox"/>	1 <input type="checkbox"/>
b. Faculty affairs	2 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Assessment and outcomes	3 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Governance	4 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Student promotion and progression	5 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Student/alumni affairs	6 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Research	7 <input type="checkbox"/>	7 <input type="checkbox"/>
h. Other (<i>Please specify</i>)	8 <input type="checkbox"/>	8 <input type="checkbox"/>
<hr/>		
i. Not applicable, I have not participated in committees as an NJNI scholar	n <input type="checkbox"/>	n <input type="checkbox"/>

4. How many boards have you served on as a participant or chair while you were an NJNI nurse scholar?

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more
- 0 None

5. What types of boards have you served on while you were an NJNI nurse scholar?

MARK ALL THAT APPLY

- 1 University board
- 2 Corporate hospital board
- 3 Not-for-profit hospital board
- 4 Health plan board
- 5 Pharmaceutical company board
- 6 Community board
- 7 Other (*Please specify name and purpose of board*)

n Not applicable, I have not served on boards as an NJNI scholar

6. Please describe the mentoring activities that you participated in while you were an NJNI nurse scholar. For example, how often did you meet with your mentor(s)? What activities were most helpful to you?

6a. What advice would you give others in seeking and working with mentors?

Not applicable, I have not participated in mentoring activities as an NJNI nurse scholar. Please describe why you did not participate in mentoring activities.

7. Which certification exams have you taken or do you plan to take in the next 6 months? (Please specify certification or credentialing body. For example, AANP, ANCC, NLN, etc.)

MARK ALL THAT APPLY AND LIST CERTIFICATION OR CREDENTIALING BODY

Nurse educator certification exam
(Please specify) _____

Nurse practitioner certification exam
(Please specify) _____

Clinical nurse specialist certification exam
(Please specify) _____

Other nursing specialty certification
(Please specify) _____

Other (Please specify)

None

8. Which certification exams do you plan to take in the next five years? (Please specify certification or credentialing body. For example, AANP, ANCC, NLN, etc.)

MARK ALL THAT APPLY AND LIST CERTIFICATION OR CREDENTIALING BODY

- 1 Nurse educator certification exam
(Please specify) _____
- 2 Nurse practitioner certification exam
(Please specify) _____
- 3 Clinical nurse specialist certification exam
(Please specify) _____
- 4 Other nursing specialty certification
(Please specify) _____
- 5 Other (Please specify)

- 0 None

9. Please rate your satisfaction with the following aspects of the FPP scholarship:

	Not Satisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
a. FPP scholarship tuition and stipend.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
b. Post-graduate financial incentive to teach in New Jersey	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
c. Post-graduate financial incentive for beginning a doctoral program in nursing or a related field	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>

10. Please rate the extent to which you are satisfied with how each of the following components prepared you for a nursing faculty role:

	Not Satisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
Education Curriculum				
a. On-line courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
b. In-person courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
c. Course content.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
d. Teaching practicum.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
Mentoring/Acculturation				
e. One-on-one meetings with mentor.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
f. Attending faculty meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
g. Attending conferences with faculty	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
h. Scholarly work/projects with faculty	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
i. Teaching portfolio.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
j. Academic advisement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
k. Career advisement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
l. Opportunities for networking with nursing leaders.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
m. Collaboration with other FPP scholars.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
n. Annual NJNI/FPP Conference	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
o. Benefits of RWJF affiliation.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
Collaborative Learning Community (CLC)				
p. CLC session topics and materials.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
q. CLC speakers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
r. On-line sessions.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
s. In-person sessions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
Other				
t. Any other aspects of the FPP that prepared you for a nursing faculty role? (<i>Please specify</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>

11. How satisfied are you with the extent to which your program prepared you to...

	Not Satisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
a. Develop curricula?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
b. Evaluate curricula?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
c. Develop creative teaching strategies?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
d. Develop creative learning environments?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
e. Assess student learning using evidence-based evaluation tools?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>

12. What was the most important factor in ensuring that you successfully completed the graduate nursing program?

MARK ONLY ONE

- 1 FPP Scholarship tuition and stipend
- 2 Mentoring
- 3 Academic advisement
- 4 Career advisement
- 5 Collaboration with other FPP scholars
- 6 Benefits of RWJF affiliation
- 7 Desire to become a nurse faculty member
- 8 Other (*Please specify*)

13. What was your biggest challenge in completing the graduate nursing program?

MARK ONLY ONE

- 1 FPP academic workload
- 2 Insufficient guidance from mentors/faculty
- 3 Working while enrolled in the program
- 4 Personal/family reasons
- 5 Other (*Please specify*)

14. If you practiced as a nurse (not for course credit) while an NJNI nurse scholar, what was your main reason for doing so?

MARK ONLY ONE

- 1 Maintain clinical certification/skills
- 2 Satisfaction of clinical practice
- 3 Supplement FPP stipend
- 4 Maintain health insurance
- 5 Other (*Please specify*)

n Not applicable, I did not practice as a nurse while an NJNI nurse scholar

15. Over the next five years, what would be your ideal professional workload mix?

MARK ALL THAT APPLY

Position

	Workload	
	Part-Time	Full-Time
a. Nurse faculty	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Clinical practice as advanced practice registered nurse (APRN)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Clinical instructor.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Other (<i>Please specify</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

- a. Nurse faculty
- b. Clinical practice as advanced practice registered nurse (APRN)
- c. Clinical instructor.....
- d. Other (*Please specify*)

16. Why is that your ideal workload mix?

MARK ALL THAT APPLY

- 1 Satisfaction of educating nurses
- 2 Satisfaction of clinical practice
- 3 Maintain clinical certification/skills
- 4 Maintain work/life balance
- 5 Preferred compensation/benefits
- 6 Personal/family reasons
- 7 Other (*Please specify*)

17. If your vision of the ideal workload mix has changed since you started the graduate nursing program, how has it changed?

18. Please describe your immediate post-graduation professional and/or academic plans, listing place(s) of employment and position(s) and/or academic institution(s) and program(s).

19. Over the next five years, do you plan to work as a nurse faculty member (part-time or full-time) in New Jersey?

MARK ONLY ONE

- 1 Yes, I already have a part-time nurse faculty position in New Jersey
- 2 Yes, I already have a full-time nurse faculty position in New Jersey
- 3 Yes, I plan to look for a part-time nurse faculty position in New Jersey
- 4 Yes, I plan to look for a full-time nurse faculty position in New Jersey
- 0 No, I do not plan to work as a nurse faculty member in New Jersey

20. Over the next five years, do you plan to engage in clinical practice or another non-faculty position (part-time or full-time)?

MARK ONLY ONE

- 1 Yes, I already have a part-time clinical practice or other non-faculty position
- 2 Yes, I already have a full-time clinical practice or other non-faculty position
- 3 Yes, I plan to look for a part-time clinical practice or other non-faculty position
- 4 Yes, I plan to look for a full-time clinical practice or other non-faculty position
- 0 No, I do not plan to engage in clinical practice or another non-faculty position

21. Over the next five years, do you plan to enroll in another graduate program (part-time or full-time)?

MARK ONLY ONE

- 1 Yes, I have already enrolled in another graduate program (part-time)
- 2 Yes, I have already enrolled in another graduate program (full-time)
- 3 Yes, I plan to enroll in another graduate program (part-time)
- 4 Yes, I plan to enroll in another graduate program (full-time)
- 0 No, I do not plan to enroll in another graduate program

22. What has helped you the most, or do you anticipate will help the most, in obtaining a nurse faculty position in New Jersey?

MARK ONLY ONE

- 1 Education experience gained as an NJNI nurse scholar
- 2 FPP post-graduate financial incentive
- 3 My professional network of nurse faculty
- 4 Support from RWJF
- 5 Graduating without tuition loans
- 6 Other (*Please specify*)

-
- n Not applicable, not planning to work as a nurse faculty member in New Jersey

23. What do you anticipate will be the biggest challenge to maintaining a nurse faculty position?

MARK ONLY ONE

- 1 Nurse faculty workload
- 2 Nurse faculty compensation/benefits
- 3 Competing career opportunities
- 4 Limited availability of nurse faculty positions
- 5 Pursuit of advanced education
- 6 Personal/family reasons
- 7 Other (*Please specify*)

n Not applicable, not planning to work as a nurse faculty member in New Jersey

24. If you are not pursuing a career as a nurse faculty member in New Jersey, what is your primary reason?

MARK ONLY ONE

- 1 Nurse faculty workload
- 2 Nurse faculty compensation/benefits
- 3 Desire for full time clinical practice as an APRN
- 4 Competing career opportunities
- 5 Limited availability of nurse faculty positions
- 6 Pursuit of advanced education
- 7 Personal/family reasons
- 8 Other (*Please specify*)

n Not applicable, I am planning to work as a nurse faculty member in New Jersey

25. To what extent did being an NJNI nurse scholar expand your professional network as a nurse educator?

MARK ONLY ONE

- 1 Not at all
- 2 Somewhat
- 3 To a great extent

Please explain your response:

We would like to know more about changes in your professional networks as an NJNI nurse scholar. The next several questions list other NJNI nurse scholars and FPP faculty/administrators at participating schools with whom you may have had contact during the past six months.

Please indicate whether you have had contact with any of the NJNI nurse scholars and FPP faculty/administrators listed for each of the following participating schools during the past six months regarding nursing education. Please respond for each participating school, including your own.

26a. Have you had contact with any of these Fairleigh Dickinson University NJNI nurse scholars in the past six months regarding nursing education? Jamie Boman; Christine Brewer; Catherine Carlton; Erin Cleary-Graulich; Diane Cukrow; Marjory Desulme; Andrew Fruhschien; Tony Malek; Janice McConnon; and Grace Qarmout

1 Yes

0 No

26b. Have you had contact with any of these Fairleigh Dickinson University faculty/administrators in the past six months regarding nursing education? Minerva Guttman; Elizabeth S. Parietti; and Maryelena Vargas

1 Yes

0 No

27a. Have you had contact with any of these Kean University NJNI nurse scholars in the past six months regarding nursing education? Elizabeth Arnold; Andrea Taylor; and Laura Zakresky

1 Yes

0 No

27b. Have you had contact with this faculty member/administrator from Kean University in the past six months regarding nursing education? Minnie Campbell and Virginia Fitzsimmons

1 Yes

0 No

28a. Have you had contact with any of these Monmouth University NJNI nurse scholars in the past six months regarding nursing education? Nancy Flood; Karen Hoary; Latoya Rawlins; and Michelle Skiber

1 Yes

0 No

28b. Have you had contact with any of these Monmouth University faculty/administrators in the past six months regarding nursing education? Tresa Kaur Dusaj; Barbara Johnston; and Janet Mahoney

1 Yes

0 No

29a. Have you had contact with any of these Richard Stockton College NJNI nurse scholars in the past six months regarding nursing education? Christine Bray; Caitlin Faupel-Lehrfeld; Marlin Gross; and Stephanie Henson

1 Yes

0 No

29b. Have you had contact with this faculty member/administrator from Richard Stockton College in the past six months regarding nursing education? Edward Walton

1 Yes

0 No

30a. Have you had contact with any of these Rutgers University NJNI nurse scholars in the past six months regarding nursing education? Ola Aloba; Rashida L. Atkins; Donna Fountain; Emilia Iwu; Catherine Jirak Monetti; Shanda Johnson; Tracy Kalembo; Aleesa Mobley; Robert Scoloveno; Nanette Sulik; and Mary Thomas

1 Yes

0 No

30b. Have you had contact with any of these Rutgers University faculty/administrators in the past six months regarding nursing education? Karen D'Alonzo; Linda Flynn; Bill Holzemer; and Lucille A. Joel

1 Yes

0 No

31a. Have you had contact with any of these Seton Hall University NJNI nurse scholars in the past six months regarding nursing education? Jeannie Couper; Lisa Heelan; Katherine Hinic; Connie Kartz; Sheila Linz; Maria LoGrip; Patricia Ricci-Allegra; Kristi Stinson; Munira Wells; and Lori Wilt

1 Yes

0 No

31b. Have you had contact with any of these Seton Hall University faculty/administrators in the past six months regarding nursing education? Gloria Essoka; Marie Foley; Pamela Galehouse; Phyllis Hansel; and Mary Anne McDermott

1 Yes

0 No

32a. Have you had contact with any of these The College of New Jersey NJNI nurse scholars in the past six months regarding nursing education? Caitlin Fett; Hye Jin Gehring; Alexander Manning; and Kristine Martinho

1 Yes

0 No

32b. Have you had contact with this faculty member/administrator from The College of New Jersey in the past six months regarding nursing education? Leslie Rice; Claire Lindberg; and Marcia Blicharz

1 Yes

0 No

33a. Have you had contact with any of these University of Medicine and Dentistry of New Jersey NJNI nurse scholars in the past six months regarding nursing education? Juliet Aseltta, Karon Branch, Tammy Cooper; Primerose Germain; Renee Kurz; Maryann Magloire-Wilson; Nancy Mills; Shelby Pitts; Patricia Saveriano; Jenée Skinner-Hamler; Lia Valentin; and Dorothy Withers

1 Yes

0 No

33b. Have you had contact with any of these UMDNJ faculty/administrators in the past six months regarding nursing education? Anthony Forrester; Mary C. Kamienski; Wendy A. Ritch; and Susan W. Salmond

1 Yes

0 No

34a. Have you had contact with any of these William Paterson University NJNI nurse scholars in the past six months regarding nursing education? Ruta Brazaitis; Tara Lynne Parker; and Mary (Rusti) Restaino

1 Yes

0 No

34b. Have you had contact with any of these William Paterson University faculty/administrators in the past six months regarding nursing education? Julie Bliss; Claire P. Donaghy; and Kem Louie

1 Yes

0 No

35. Across all participating schools, excluding your own school, what proportion of all NJNI nurse scholars have you had contact with in the past six months regarding nursing education?

MARK ONLY ONE

- 0 None
- 1 Less than a quarter of all NJNI nurse scholars
- 2 About a quarter of all NJNI nurse scholars
- 3 About half of all NJNI nurse scholars
- 4 About three quarters of all NJNI nurse scholars
- 5 Almost all NJNI nurse scholars

36. Across all participating schools, excluding your own school, what was the nature of your contact with NJNI nurse scholars regarding nursing education?

MARK ALL THAT APPLY

- 0 No contact with NJNI nurse scholars outside of my own school
 - 1 Co-author and/or co-presenter at professional conference
 - 2 Teaching colleague
 - 3 Collaborative Learning Community
 - 4 Attendance at same professional conferences/organization meetings
 - 5 Other (*Please specify*)
-

37. Across all participating schools, including your own school, what proportion of FPP faculty/administrators have you had contact with in the past six months regarding nursing education?

MARK ONLY ONE

- 0 None
- 1 Less than a quarter of all FPP faculty/administrators
- 2 About a quarter of all FPP faculty/administrators
- 3 About half of all FPP faculty/administrators
- 4 About three quarters of all FPP faculty/administrators
- 5 Almost all FPP faculty/administrators

38. Across all participating schools, including your own school, what was the nature of your contact with FPP faculty/administrators regarding nursing education?

MARK ALL THAT APPLY

- 1 Advisement on program or class selection
 - 2 Collaborative Learning Community
 - 3 Current or past professor
 - 4 FPP application
 - 5 Mentoring activities
 - 6 Other (*Please specify*)
-

39. Is there anything else you would like to share about your experience as an NJNI nurse scholar?

**Thank you for taking the time to complete this questionnaire.
We sincerely appreciate and value your input!**

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NEW JERSEY NURSING INITIATIVE
Faculty Preparation Program
Ph.D. Nurse Scholar Questionnaire
Exit Survey - Spring 2013

Name: _____

Phone: _____

Email: _____

MARK ONLY ONE

- 1 Rutgers University
2 Seton Hall University

We ask that you complete this questionnaire regarding the Faculty Preparation Program (FPP). We are interested in learning about your experiences and contacts while you were an NJNI Ph.D. nurse scholar in one of the NJNI FPP schools. This questionnaire should take about 20 minutes to complete. Your responses will remain confidential and will not be reported in any way that identifies you personally. Further, the information collected will not be used to determine your school's continuing participation in the FPP. Throughout the questionnaire you will see the terms 'FPP,' 'scholars,' and 'participating schools.' By these we mean:

FPP: NJNI Faculty Preparation Program

Scholars: Students enrolled in one of the FPP schools

Participating schools: Schools participating in the FPP

If you need additional time to complete the last series of questions about your scholarly accomplishments, please see the Mathematica representative for a postage paid envelope to return this section at a later time.

Thank you for your participation in this important study.

1. Will you complete the doctoral nursing program in Spring 2013?

- 1 **If YES:** Expected Graduation Date: |__|_| / |__|_| / |__|_|_|_| → **Please continue to the next page to complete the survey.**
Month Day Year
- 0 **If NO:** Expected Graduation Date: |__|_| / |__|_| / |__|_|_|_|
Month Day Year

If you will not complete the doctoral nursing program in which you are currently enrolled in spring 2013, you do not need to respond to the survey at this time. We will send the survey to you closer to your expected graduation date. Thank you for your interest.

BACKGROUND INFORMATION

The New Jersey Nursing Initiative (NJNI) program office values differences among individuals across multiple dimensions, and therefore seeks to gather background information about program participants.

2. Please indicate your gender.

- Female
 Male

3. Do you consider yourself to be of Hispanic or Latino origin?

MARK ONLY ONE

- Yes, of Hispanic or Latino origin
 No, not of Hispanic or Latino origin

4. From the list below, please choose one or more races you consider yourself to be.

MARK ALL THAT APPLY

- American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White
 Other race (*Please specify*)
-

5. Thinking about your educational experiences prior to the FPP, which of the following categories apply to you?

MARK ALL THAT APPLY

- First generation college graduate
 Earned a degree at a historically black college or university
 Earned a degree at a Hispanic-serving institution
 Earned a degree at a tribal college
 Started higher education at a community college

6. In what year did you receive your first nursing degree?

|_|_|_|_| YEAR

7. What type of nursing degree did you receive first?

MARK ONLY ONE

- Diploma in Nursing
 Associates Degree in Nursing (ADN)
 Bachelor of Science in Nursing (BSN)
 Combined Bachelor and Master of Science in Nursing (BSN/MSN)
 Other (*Please specify*)
-

FACULTY PREPARATION PROGRAM EXPERIENCES

8. What was the most important factor in ensuring that you successfully completed the doctoral nursing program?

MARK ONLY ONE

- 1 FPP Scholarship tuition and stipend
 - 2 Mentoring
 - 3 Academic advisement
 - 4 Career advisement
 - 5 Collaboration with other FPP scholars
 - 6 Benefits of RWJF affiliation
 - 7 Desire to become a nurse faculty member
 - 8 Other (*Please specify*)
-

9. What was your biggest challenge in completing the doctoral nursing program?

MARK ONLY ONE

- 1 FPP workload (includes coursework, FPP and CLC meetings, for example)
 - 2 Completing Ph.D. degree in four years as a full time student
 - 3 Insufficient guidance from mentors/faculty
 - 4 Working while enrolled in the program
 - 5 Personal/family reasons
 - 6 Financial concerns
 - 7 Other (*Please specify*)
-
-

10. How satisfied are you with the extent to which your program prepared you to...

	Not Satisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
a. Develop curricula?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
b. Evaluate curricula?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
c. Develop creative teaching strategies?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
d. Develop creative learning environments?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
e. Assess student learning using evidence-based evaluation tools?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>

11. Please rate the extent to which you are satisfied with how each of the following components prepared you for a nursing faculty role:

	Not Satisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
Education Curriculum				
a. On-line courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
b. In-person courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
c. Course content.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
d. Teaching practicum.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
Mentoring/Acculturation				
e. One-on-one meetings with mentor.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
f. Attending faculty meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
g. Attending conferences with faculty	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
h. Scholarly work/projects with faculty	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
i. Teaching portfolio.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
j. Academic advisement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
k. Career advisement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
l. Opportunities for networking with nursing leaders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
m. Collaboration with other FPP scholars.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
n. Annual NJNI/FPP Conference	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
o. Benefits of RWJF affiliation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
Collaborative Learning Community (CLC)				
p. CLC session topics and materials.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
q. CLC speakers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
r. On-line sessions.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
s. In-person sessions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
Other				
t. Any other aspects of the FPP that prepared you for a nursing faculty role? <i>(Please specify)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>

12. Please describe the mentoring activities that you participated in while you were an NJNI Ph.D. nurse scholar. For example, how often did you meet with your mentor(s)? What activities were most helpful to you?

13. What advice would you give others in seeking and working with mentors?

Not applicable, I have not participated in mentoring activities as an NJNI Ph.D. nurse scholar. Please describe why you did not participate in mentoring activities.

14. Please rate your satisfaction with the following aspects of the FPP scholarship:

	Not Satisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
a. FPP scholarship tuition and stipend.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>
b. Post-doctoral financial incentive to teach in New Jersey	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	n <input type="checkbox"/>

15a. In addition to the FPP scholarship tuition and stipend, what other sources of support did you receive solely to complete your Ph.D. degree? Please do not include sources that did not directly enable you to complete your Ph.D. degree.

MARK ALL THAT APPLY

- 1 Employment income/benefits
- 2 Student loans
- 3 Student grants
- 4 Mortgages/lines of credit
- 5 Car loans to finance transportation to/from school
- 6 Child care support to attend school
- 7 Other loans (*Please specify*)

0 None

15b. For the sources of support that you marked in item 15a, please indicate the approximate total value of support that you received that enabled you to complete your Ph.D. degree.

MARK ONLY ONE

- 1 Up to \$10,000
- 2 \$10,000 to \$19,999
- 3 \$20,000 to \$29,999
- 4 \$30,000 to \$39,999
- 5 \$40,000 to \$49,999
- 6 \$50,000 or more
- 0 None (\$0), I received no support beyond the FPP scholarship tuition and stipend

16. If you practiced as a nurse or otherwise worked (not for course credit) while an NJNI Ph.D. nurse scholar, what was your main reason for doing so?

MARK ONLY ONE

- 1 Supplement FPP scholarship tuition and stipend
- 2 Maintain health insurance
- 3 Maintain clinical certification/skills
- 4 Satisfaction of clinical practice
- 5 Maintain current position
- 6 Other (*Please specify*)

- n Not applicable, I did not practice as a nurse or otherwise work (not for course credit) while an NJNI Ph.D. nurse scholar

17. If you practiced as a nurse or otherwise worked (not for course credit) while an NJNI Ph.D. nurse scholar, how many hours per week did you work on average?

18. Which certification exams have you taken or do you plan to take in the next 6 months?
(*Please specify certification or credentialing body. For example, AANP, ANCC, NLN, etc.*)

MARK ALL THAT APPLY AND LIST CERTIFICATION OR CREDENTIALING BODY

- 1 Nurse educator certification exam
(*Please specify*) _____
- 2 Other nursing specialty certification
(*Please specify*) _____
- 3 Other (*Please specify*)

- 0 None

19. Which certification exams do you plan to take in the next five years? (Please specify certification or credentialing body. For example, AANP, ANCC, NLN, etc.)

MARK ALL THAT APPLY AND LIST CERTIFICATION OR CREDENTIALING BODY

- 1 Nurse educator certification exam
(Please specify) _____
- 2 Other nursing specialty certification
(Please specify) _____
- 3 Other (Please specify)

- 0 None

20. Over the next five years, what would be your ideal professional workload mix?

MARK ALL THAT APPLY

Position	Workload	
	Part-Time	Full-Time
a. Nurse faculty	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Clinical practice	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Clinical instructor.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Clinical-academic joint appointment	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Other (Please specify)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

21. Why is that your ideal workload mix?

MARK ALL THAT APPLY

- 1 Satisfaction of educating nurses
- 2 Satisfaction of clinical practice
- 3 Maintain clinical certification/skills
- 4 Maintain work/life balance
- 5 Preferred compensation/benefits
- 6 Personal/family reasons
- 7 Other (Please specify)

22. **If your vision of the ideal workload mix has changed since you started the doctoral nursing program, how has it changed?**

23. **Please describe your immediate post-graduation professional and/or academic plans, listing place(s) of employment and position(s) and/or academic institution(s) and program(s).**

24. **Over the next five years, do you plan to work as a nurse faculty member (part-time or full-time) in New Jersey?**

MARK ONLY ONE

- 1 Yes, I already have a part-time nurse faculty position in New Jersey
- 2 Yes, I already have a full-time nurse faculty position in New Jersey
- 3 Yes, I plan to look for a part-time nurse faculty position in New Jersey
- 4 Yes, I plan to look for a full-time nurse faculty position in New Jersey
- 0 No, I do not plan to work as a nurse faculty member in New Jersey

25. **Over the next five years, do you plan to engage in clinical practice or another non-faculty position (part-time or full-time)?**

MARK ONLY ONE

- 1 Yes, I already have a part-time clinical practice or other non-faculty position
- 2 Yes, I already have a full-time clinical practice or other non-faculty position
- 3 Yes, I plan to look for a part-time clinical practice or other non-faculty position
- 4 Yes, I plan to look for a full-time clinical practice or other non-faculty position
- 0 No, I do not plan to engage in clinical practice or another non-faculty position

26. **What has helped you the most, or do you anticipate will help the most, in obtaining a nurse faculty position in New Jersey?**

MARK ONLY ONE

- 1 Education experience gained as an NJNI Ph.D. nurse scholar
- 2 FPP post-doctoral financial incentive
- 3 My professional network of nurse faculty
- 4 Support from RWJF
- 5 Graduating without tuition loans
- 6 Other (*Please specify*)

-
- n Not applicable, I am not planning to work as a nurse faculty member in New Jersey

27. What do you anticipate will be the biggest challenge to maintaining a nurse faculty position in New Jersey?

MARK ONLY ONE

- 1 Nurse faculty workload
- 2 Nurse faculty compensation/benefits
- 3 Competing career opportunities
- 4 Limited availability of nurse faculty positions
- 5 Personal/family reasons
- 6 Other (*Please specify*)

- n Not applicable, I am not planning to work as a nurse faculty member in New Jersey

28. If you are not pursuing a career as a nurse faculty member in New Jersey, what is your primary reason?

MARK ONLY ONE

- 1 Nurse faculty workload
- 2 Nurse faculty compensation/benefits
- 3 Desire for full time clinical practice
- 4 Competing career opportunities
- 5 Limited availability of nurse faculty positions
- 6 Personal/family reasons
- 7 Other (*Please specify*)

- n Not applicable, I am planning to work as a nurse faculty member in New Jersey

29. To what extent did being an NJNI Ph.D. nurse scholar expand your professional network as a nurse educator?

MARK ONLY ONE

- 1 Not at all
- 2 Somewhat
- 3 To a great extent

Please explain your response:

We would like to know more about changes in your professional networks as an NJNI Ph.D. nurse scholar. The next several questions list NJNI FPP faculty/administrators at participating schools with whom you may have had contact during the past six months.

Please indicate whether you have had contact with any of the NJNI FPP faculty/administrators listed for each of the following participating schools during the past six months regarding nursing education. Please respond for each participating school, including your own.

- | |
|--|
| <p>30. Have you had contact with any of these <u>Fairleigh Dickinson University faculty/administrators</u> in the <u>past six months regarding nursing education</u>? Minerva Guttman; Elizabeth S. Parietti; and Maryelena Vargas</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>31. Have you had contact with this <u>faculty member/administrator</u> from <u>Kean University</u> in the <u>past six months regarding nursing education</u>? Minnie Campbell and Virginia Fitzsimmons</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>32. Have you had contact with any of these <u>Monmouth University faculty/administrators</u> in the <u>past six months regarding nursing education</u>? Tresa Kaur Dusaj; Barbara Johnston; and Janet Mahoney</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>33. Have you had contact with this <u>faculty member/administrator</u> from <u>Richard Stockton College</u> in the <u>past six months regarding nursing education</u>? Edward Walton</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>34. Have you had contact with any of these <u>Rutgers University faculty/administrators</u> in the <u>past six months regarding nursing education</u>? Karen D'Alonzo; Linda Flynn; Bill Holzemer; and Lucille A. Joel</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>35. Have you had contact with any of these <u>Seton Hall University faculty/administrators</u> in the <u>past six months regarding nursing education</u>? Gloria Essoka; Marie Foley; Pamela Galehouse; Phyllis Hansel; and Mary Anne McDermott</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>36. Have you had contact with this <u>faculty member/administrator</u> from <u>The College of New Jersey</u> in the <u>past six months regarding nursing education</u>? Leslie Rice; Claire Lindberg; and Marcia Blicharz</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>37. Have you had contact with any of these <u>UMDNJ faculty/administrators</u> in the <u>past six months regarding nursing education</u>? Anthony Forrester; Mary C. Kamienski; Wendy A. Ritch; and Susan W. Salmond</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |
| <p>38. Have you had contact with any of these <u>William Paterson University faculty/administrators</u> in the <u>past six months regarding nursing education</u>? Julie Bliss; Claire P. Donaghy; and Kern Louie</p> <p>1 <input type="checkbox"/> Yes</p> <p>0 <input type="checkbox"/> No</p> |

39. Across all participating schools, including your own school, what proportion of FPP faculty/administrators have you had contact with in the past six months regarding nursing education?

MARK ONLY ONE

- 1 Less than a quarter of all FPP faculty/administrators
- 2 About a quarter of all FPP faculty/administrators
- 3 About half of all FPP faculty/administrators
- 4 About three quarters of all FPP faculty/administrators
- 5 Almost all FPP faculty/administrators
- 0 None

40. Across all participating schools, including your own school, what was the nature of your contact with FPP faculty/administrators regarding nursing education?

MARK ALL THAT APPLY

- 1 Advisement on program or class selection
- 2 Collaborative Learning Community
- 3 Current or past professor
- 4 FPP application
- 5 Mentoring activities
- 6 Other (*Please specify*)

-
- n Not applicable, I did not have contact with FPP faculty/administrators in the past six months regarding nursing education

The next questions ask about your association with other NJNI Ph.D. nurses during the past six months. Please indicate whether you have had contact with any of the NJNI Ph.D. nurse scholars listed below during the past six months regarding nursing education.

41. Have you had contact with any of these Rutgers University NJNI Ph.D. nurse scholars in the past six months regarding nursing education? Ola Aloba; Rashida L. Atkins; Donna Fountain; Emilia Iwu; Catherine Jirak Monetti; Shanda Johnson; Tracy Kalemba; Aleesa Mobley; Robert Scoloveno; Nanette Sulik; and Mary Thomas

- 1 Yes
- 0 No

42. Have you had contact with any of these Seton Hall University NJNI Ph.D. nurse scholars in the past six months regarding nursing education? Jeannie Couper; Lisa Heelan; Katherine Hinic; Connie Kartoz; Sheila Linz; Maria LoGrippe; Patricia Ricci-Allegria; Kristi Stinson; Munira Wells; and Lori Wilt

- 1 Yes
- 0 No

43. What proportion of NJNI Ph.D. nurse scholars outside of your own school have you had contact with in the past six months regarding nursing education?

MARK ONLY ONE

- 1 Less than a quarter of all NJNI Ph.D. nurse scholars
- 2 About a quarter of all NJNI Ph.D. nurse scholars
- 3 About half of all NJNI Ph.D. nurse scholars
- 4 About three quarters of all NJNI Ph.D. nurse scholars
- 5 Almost all NJNI Ph.D. nurse scholars
- 0 None

44. What was the nature of your contact with NJNI Ph.D. nurse scholars outside of your own school regarding nursing education?

MARK ALL THAT APPLY

- 1 Co-author and/or co-presenter at professional conference
- 2 Teaching colleague
- 3 Collaborative Learning Community
- 4 Attendance at same professional conferences/organization meetings
- 5 Other (*Please specify*)

-
- n Not applicable, I did not have contact with NJNI Ph.D. nurse scholars outside of my own school in the past six months regarding nursing education.

The next series of questions are about your scholarly accomplishments while you were enrolled in the FPP. If you need additional time to complete this section, please see the Mathematica representative for a postage-paid envelope to return this section at a later time. The Mathematica representative will collect the completed sections of your survey.

If you have any questions, or prefer to scan and email the last section, please contact Jennifer McGovern at 609-275-2200, or jmcgovern@mathematica-mpr.com.

Thank you again for participating in NJNI Ph.D. Scholar Exit Survey!

Your Name _____

SCHOLARLY ACCOMPLISHMENTS

45. How many school or college/university or professional committees have you served on as a participant or chair while you were an NJNI Ph.D. nurse scholar?

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more
- 0 None

46. What types of school or college/university or professional committees have you served on while you were an NJNI Ph.D. nurse scholar?

MARK ALL THAT APPLY

	University Committee	School of Nursing Committee
a. Curriculum	1 <input type="checkbox"/>	1 <input type="checkbox"/>
b. Faculty affairs	2 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Assessment and outcomes	3 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Governance	4 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Student promotion and progression	5 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Student/alumni affairs	6 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Research	7 <input type="checkbox"/>	7 <input type="checkbox"/>
h. Other (<i>Please specify</i>)	8 <input type="checkbox"/>	8 <input type="checkbox"/>
i. Not applicable, I have not participated in committees as an NJNI Ph.D. nurse scholar	n <input type="checkbox"/>	n <input type="checkbox"/>

47. How many boards or commissions have you served on as a participant or chair while you were an NJNI Ph.D. nurse scholar?

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more
- 0 None

48. What types of boards or commissions have you served on while you were an NJNI Ph.D. nurse scholar?

MARK ALL THAT APPLY

- 1 National board or commission
- 2 State board or commission
- 3 College/University board
- 4 Corporate hospital board
- 5 Not-for-profit hospital board
- 6 Health plan board
- 7 Pharmaceutical company board
- 8 Community board
- 9 Other (*Please specify name and purpose of board*)

- n Not applicable, I have not served on boards as an NJNI Ph.D. nurse scholar

49. Please identify by award name, awarding organization, and date of award all awards and recognitions received from national professional organizations while you were an NJNI Ph.D. nurse scholar.

Award Name	National Professional Awarding Organization	Date of Award

50. Please identify by journal name and (expected) publication date all manuscripts published, in press, or submitted while you were an NJNI Ph.D. nurse scholar.

Journal Name	Publication Date (Expected)

51. Please identify by journal name any journals where you served on the editorial board while you were an NJNI Ph.D. nurse scholar.

Journal Name	Calendar Year(s) When Board Member

52. Please identify by grant name, awarding agency, (expected) award date, and award status, all grants applied for while you were an NJNI Ph.D. nurse scholar.

Grant Name	Awarding Agency	Award Date (Expected)	Award Status

53. Is there anything else you would like to share about your experience as an NJNI Ph.D. nurse scholar?

**Thank you for taking the time to complete this questionnaire.
We sincerely appreciate and value your input!**

APPENDIX I

FPP SCHOLAR FOCUS GROUP PROTOCOL

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**ROBERT WOOD JOHNSON FOUNDATION NURSE FACULTY PREPARATION PROGRAM
SCHOLAR FOCUS GROUP PROTOCOL 2011 [MASTER'S COHORT 2]**

Thank you for joining us today—we sincerely appreciate your participation in this focus group. As you may know from the NJNI program office, this focus group is part of Mathematica's ongoing evaluation of the Faculty Preparation Program, or FPP. We will record and take notes on this session. We will identify focus group participants as FPP nurse scholars but your responses will be kept strictly confidential and will not be reported in any way that will identify you personally.

1. We'd first like to discuss whether the FPP meets your expectations in terms of preparing you to be a nurse educator? If you could each tell us why or why not?
2. Thank you. We'd now like to move to our next topic. One of the goals of the FPP is to promote the development of education curricula to more adequately prepare nurse faculty to teach. We would like to hear about which features of your school's education coursework (that is, how you are learning to teach) are working well.
 - a. In your opinion, does the content covered by the education coursework adequately prepare you to teach?
 - b. In your opinion, is the delivery mode (for example, in person or online) of the education coursework optimal given the content and the competing demands on your time?
 - c. What would you change about the program's education coursework?

(For example, would there be more or fewer distinct education courses? Would there be more or less integration of teaching principles in the clinical coursework?)
3. Another goal of the FPP is to promote mentoring and faculty socialization activities (such as student attendance at faculty meetings, individual meetings with your mentor, or administration meetings on accreditation) that help students learn about the faculty role.
 - a. Which mentoring and faculty socialization activities at your school are working well in preparing you for the faculty role?
 - b. Which mentoring and faculty socialization activities at your school are not working well?

PROBE: Would you add or modify any mentoring and acculturation activities? Please describe.
4. As you know, the program is offering a financial incentive that rewards you for teaching at a school of nursing in NJ for up to three years after graduation, and/or for matriculation into a doctoral program in nursing or a related field. What other incentives would be effective?

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APPENDIX J

MEETING OBSERVATION PROTOCOL

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NJNI MEETING OBSERVATION PROTOCOL

The following data elements should be documented for each work group and NAC meeting observed by Mathematica staff. Data are organized according to two broad categories: (1) meeting structure, and (2) content and observer impressions. Meeting structure includes objective data elements; observer impressions include subjective responses by the observer(s).

Element	Description
Meeting Structure and Content	
Date	Date meeting took place
Type	Collaborative leadership or work group; if work group, then specify
Location	City where meeting took place; if an organization hosted the meeting, then list the organization
Mode	In person or conference call
Duration	Length of meeting (for example, one hour or one day; document start and end times)
List of Attendees	Individuals who attended the meeting and the organizations they represent
Agenda	Document showing the planned agenda for the meeting
Goals	Objectives for the meeting as identified by the meeting chair/organizer
Minutes	Description of meeting events, activities, and decisions made; note if minutes were not documented
Observer Impressions	
Discussion Topics	Identify the major topics of discussion during the meeting. Did the group get sidetracked from the intended discussion?
Decisions	Identify the key decisions made during the meeting. Describe the process for achieving group consensus. If there was disagreement, how was it handled? What was the group's reaction to the decision?
Challenges	Identify any challenges or barriers raised during the meeting and who raised them. Did the group attempt to address the issue? Was the group able to resolve the issue during the meeting?
Group Dynamics	Did all of the group members participate? Did any one person monopolize the group? Was there any observable tension in the group?
Other Impressions	Staff impressions about the meeting not discussed previously

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APPENDIX K
NURSING DATA SOURCES

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Appendix K: Nursing Data Sources

Data Source Description	Advantages	Limitations
<p>New Jersey State Board of Nursing</p> <ul style="list-style-type: none"> - Annual survey of all nursing schools in New Jersey to gather data on student enrollments, graduations and demographics; also provides information on nursing faculty 	<p>Provides comprehensive data on the demographic, enrollment, and graduation trends of nursing students in all nursing schools in the state of New Jersey, allowing for the analysis of changes across degree programs</p> <p>Provides information on faculty vacancies, allowing for analysis of changes in nursing education capacity</p>	None ^a
<p>NJ Collaborating Center for Nursing</p> <ul style="list-style-type: none"> - Annual survey of all nursing schools in New Jersey capturing in-depth information about students and faculty 	Expands on data collected by the NJ State Board of Nursing by gathering additional student and faculty level information	<p>Surveys not consistently administered annually</p> <p>Data quality concerns</p>
<p>American Association of Colleges of Nursing</p> <ul style="list-style-type: none"> - Annual Survey of Baccalaureate and Graduate Nursing Programs collects data on enrollment, graduation, applications, and faculty salaries - Faculty and Doctoral Student Roster Survey collects demographics, education, and employment data on faculty and doctoral students - Annual Faculty Vacancy Survey of Member Schools collects data on budgeted but unfilled full-time faculty positions by degree, rank, tenure, level of teaching, and teaching responsibilities 	Provides comprehensive information on students and faculty in baccalaureate and graduate nursing programs	<p>Does not include information on associate and diploma degree granting institutions</p> <p>Only includes member schools</p>
<p>National League for Nursing</p> <ul style="list-style-type: none"> - National League for Nursing's Annual Survey of Schools of Nursing provides information on nursing students from all nursing programs in the country - The Nurse Faculty Census collects information on the nation's nurse faculty population - The Annual Survey of State Boards of Nursing produces a comprehensive database of state-approved schools of nursing in the nation 	Provides comprehensive information on the nation's nursing student population and nurse faculty	<p>Lacks detailed state-level data</p> <p>Data quality concerns</p>
<p>The National Sample Survey of Registered Nurses</p> <ul style="list-style-type: none"> - Collects information on education, employment, intentions regarding nursing work, and demographics of the registered nurse population 	<p>Most comprehensive source of information on the nation's registered nursing workforce</p> <p>Data will provide context for the registered nursing workforce</p>	<p>The last administration was 2008 and was not administered in 2012 due to budget cuts</p> <p>Lacks detailed information on nursing schools</p>
<p>Integrated Post-secondary Education Data System</p> <ul style="list-style-type: none"> - Is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics - Gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs 	Comprehensive source of information for institutions that participate in or are applicants for participation in any federal student financial aid program	Lacks detailed information on nursing schools

Source: The NJ Collaborating Center for Nursing, <http://www.njccn.org>; <http://www.aacn.nche.edu/research-data/annual-surveys>; The National League for Nursing, <https://www.nln.org/researchgrants/index.htm>; The National Sample Survey of Registered Nurses, <http://www.healthypeople.gov/2020/data/datasource.aspx?id=107>; and The Integrated Post-Secondary Education Data System, <http://nces.ed.gov/ipeds/>

^a As with other data sources listed in this table, the actual number of qualified applicants to nursing schools is difficult to determine accurately, because the application data do not account for students who applied to more than one program.

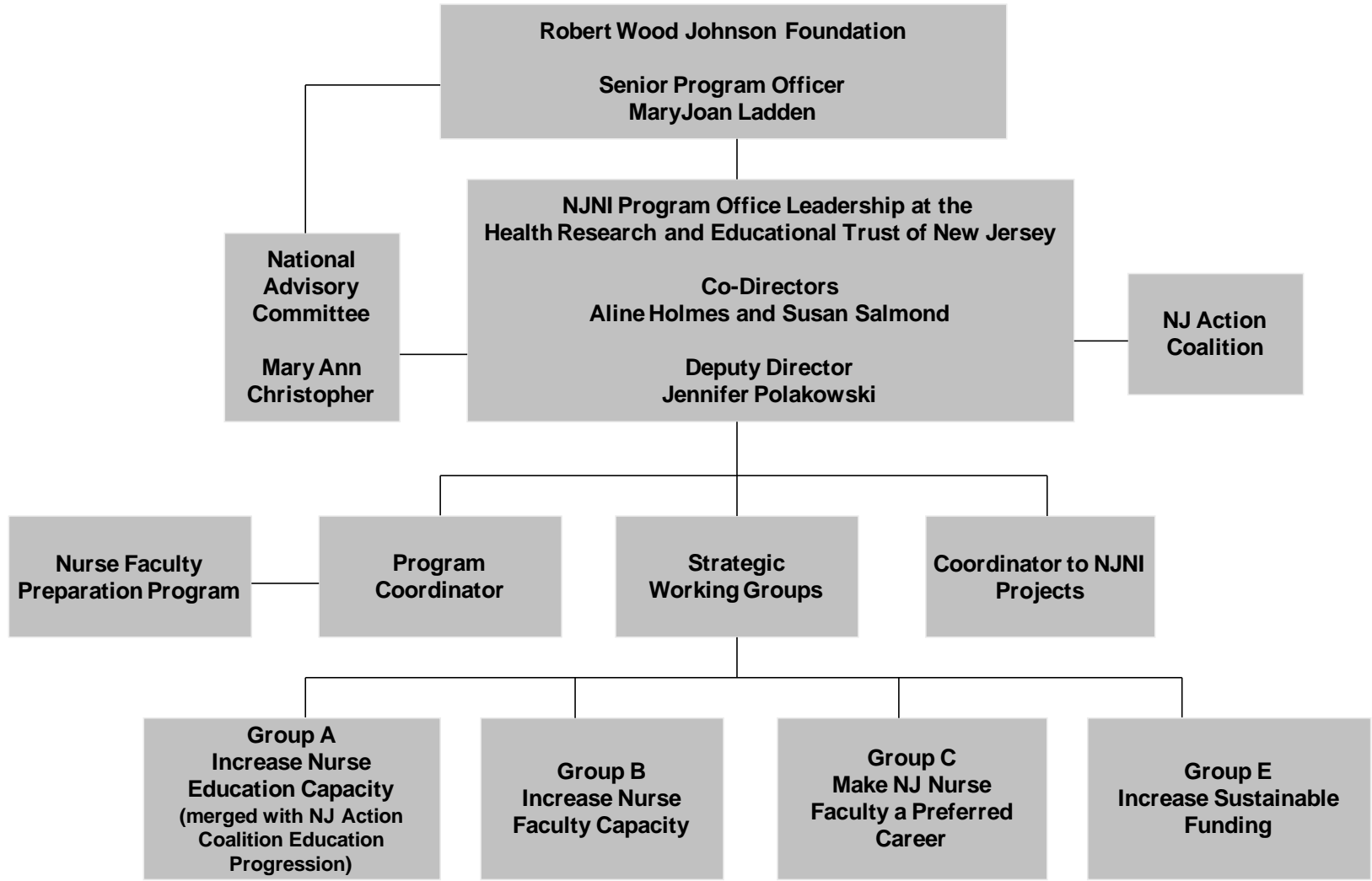
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APPENDIX L

NJNI ORGANIZATIONAL CHART (CURRENT)

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New Jersey Nursing Initiative Organizational Chart (2013)



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APPENDIX M

EVOLUTION OF NJNI GOALS AND STRATEGIES

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NJNI Strategies and Goals Over Time

Outputs (10/26/2007)	Outputs (12/04/2008)	Goals (10/14/2009)	Strategic Plan (3/31/2010)	Draft Strategic Plan To Reposition NJNI 2.0 (9/2013)
<ol style="list-style-type: none"> 1. Increased funding for nursing education from state and federal sources 2. Increased faculty salary and greater equity with other faculty 3. Changes in nursing program content and organization intended to improve efficiency and articulation 4. Increases in volume and quality of the pipeline: <ol style="list-style-type: none"> (i) More qualified applicants to BSN, MSN, and Ph.D. nursing programs (ii) More students entering BSN, MSN, and Ph.D. nursing programs (iii) More BSN, MSN, and Ph.D. nurses graduated (with help of increased loans, scholarships, and stipends) 5. Increased number of graduating students interested in a career teaching nursing 6. Improved workplace conditions for nursing faculty 	<ol style="list-style-type: none"> 1. Increased funding for nursing education from state and federal sources 2. Improved workplace conditions for nurse faculty through increased salary and workload equity with other faculty 3. Changes in nursing program delivery and student learning and organization intended to improve efficiency and articulation 4. Increases in volume and quality of the pipeline: <ol style="list-style-type: none"> (i) More qualified applicants to BSN, MSN, and Ph.D. nursing programs (ii) More students entering BSN, MSN, and Ph.D. nursing programs (iii) More BSN, MSN, and Ph.D. nurses graduated (with help of increased loans, scholarships, and stipends) 5. Increased number of graduating students interested in nursing faculty careers 6. Increased diversity of nurse faculty and students 7. Increased collaboration in NJ nursing community 	<ol style="list-style-type: none"> 1. Changes in nursing program delivery, student learning, and organization to improve efficiency and articulation to higher degrees 2. Increases in the pipeline <ol style="list-style-type: none"> (i) More diverse applicants to BSN, MSN, Ph.D. nursing programs (ii) More diverse students entering BSN, MSN, Ph.D. nursing programs (iii) More diverse, more qualified BSN, MSN, Ph.D. nurses graduated (with help of more loans, scholarships, stipends, and curriculum revisions) 3. Increased number and diversity of graduating students interested in nursing faculty careers 4. Improved workplace conditions for nurse faculty through increased salary and workload equity with other faculty 5. Increased funding for nursing education from government, corporate, and private sources 6. Increased collaboration in NJ nursing community 	<ol style="list-style-type: none"> 1. Innovative Program Delivery <ul style="list-style-type: none"> • Implement at least two innovative models to increase faculty capacity and/or pipeline efficiency 2. Faculty Preparation Program <ul style="list-style-type: none"> • Produce 46 to 50 new faculty • Develop innovative pilot models • Promote sustainable collaboration • Cross-cutting 2010 goals 3. Collaborative Learning Community <ul style="list-style-type: none"> • Create in-person workshops, webinars, and an online platform to promote scholar faculty role development 4. Make NJ Faculty a Preferred Career <ul style="list-style-type: none"> • Increase the percentage of master's and doctoral RNs who select to be faculty as their career 5. Fundraising <ul style="list-style-type: none"> • Ensure sustainability of NJNI projects and priorities through securing additional funding 6. Asset Mapping Social Networking <ul style="list-style-type: none"> • Capture data that can help inform policy and provide a bigger picture and awareness of the state's current health resources 7. Centralized Application Service <ul style="list-style-type: none"> • Create a service to capture the total number of applicants to NJ nursing schools and number of those applicants being turned away, and to streamline the application process for the interested candidates 	<ol style="list-style-type: none"> 1. Faculty Development Program <ul style="list-style-type: none"> • Develop and implement sustainable professional development program for nurse faculty in New Jersey 2. Faculty Preparation Program <ul style="list-style-type: none"> • Develop a tool kit, identify lessons learned, and disseminate the model 3. Align Nursing Education with the Future of Nursing Practice <ul style="list-style-type: none"> • Articulate a vision for the future of nursing and implications for nursing education (baccalaureate, master's, and Doctoral levels) • Implement demonstration projects with curriculum and approaches to education that support the shift in delivery of care from acute settings to community-based/population health 4. Innovative Program Delivery <ul style="list-style-type: none"> • Follow up on Innovations in Clinical Education projects from NJNI 1.0 to assess current status and potential for developing a second cohort 5. Rebrand NJNI <ul style="list-style-type: none"> • Redesign the website and e-newsletter, and enhance social media tools to reflect the initiative's new focus and engage FPP alumni 6. Monitor Partners <ul style="list-style-type: none"> • Monitor partners (e.g., NJ Action Coalition and Organization of Nurse Executives of NJ) who are addressing the development of nursing leaders and faculty

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