

From **NEW CAREERS**
to a **LASTING**
LEGACY



2014-2015

**ANNUAL
REPORT**

About NCIN

NCIN was launched in 2008 to address the national nursing shortage, develop a demographically representative professional nursing workforce, and fuel the pipeline of nurse faculty and leaders.

The program was created by RWJF and AACN to enable schools of nursing to expand student capacity in accelerated baccalaureate and master's programs, and build a more diverse workforce ready to serve the needs of a changing patient population. Schools awarded funding through NCIN provided \$10,000 scholarships directly to students from groups underrepresented in nursing or from disadvantaged backgrounds. These grants amount to an investment of more than more than \$35 million in nursing development and scholarships over the 7 rounds of funding.

In 2012 NCIN launched a pilot study of The Doctoral Advancement in Nursing (DAN) project, designed to enhance the pipeline of future nurse leaders, faculty, and researchers by using strategies to identify, encourage, and support students interested in pursuing doctoral degrees. This important work focuses on graduates of accelerated and traditional nursing programs who come from groups underrepresented in nursing or from disadvantaged backgrounds.

76%

Three in four NCIN scholars say they plan to pursue graduate studies in nursing

Foreword:

In 2008, the Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing (AACN) collaborated on an ambitious and innovative venture to help alleviate the nursing shortage, expand the capacity of nursing programs, and diversify the nursing workforce. In the seven years since *New Careers in Nursing* (NCIN) began, it has not only achieved those goals, it has changed the culture of many nursing schools across the country and helped transform the way they prepare new nurses to take on the challenge of providing culturally competent care to an increasingly diverse population.

Since its inception, NCIN has awarded grants to 130 schools of nursing to provide 3,517 scholarships for second-career nurses from backgrounds underrepresented in the nursing workforce. It has changed people's lives by giving them opportunities to get on the fast track to rewarding careers in nursing. NCIN's legacy will shape the education of generations of nurses for years to come. Over the course of this unique scholarship program, we have heard from faculty and deans at grantee schools about how they have institutionalized many of the programs and resources we developed for them and for our scholars. From our Pre-Entry Immersion Program, which prepares students for the rigors of an accelerated nursing education program, to mentoring that gives scholars the support they need to succeed, schools of nursing are sustaining those offerings and making them available to a wider pool of nursing students.

The culture change we have facilitated at nursing schools is equally significant. Evaluations conducted by Educational Testing Services have documented the ways NCIN's grantee institutions have worked to embrace and encourage diversity, becoming more inclusive, so they not only recruit but also retain and support nursing students from disadvantaged backgrounds and traditionally underrepresented groups. That includes committees, programs, and curriculum review to improve diversity and inclusion across their nursing schools and, in some cases, across entire universities.

In this, our final annual report, we are sharing with you how NCIN has truly made a difference and its lasting legacy.

Vernell P. Dewitty, PhD, RN
Program Deputy Director

Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program



Building a Lasting Legacy

Over the course of seven years, the *New Careers in Nursing* (NCIN) national program office strove to ensure the success of its grantee schools and their scholars by developing a series of toolkits and other resources that provide guidance and support in a variety of ways. Some of those resources were developed in response to suggestions or requests from grantees and scholars, and all were modified over time to ensure they met new and emerging needs.



Nurse Faculty Scholar and DAN Project Mentor Joachim Voss with NCIN Deputy Director Vernell DeWitty and Nurse Faculty Scholar Angela Amar

NCIN's toolkits have helped grantees and scholars with: recruitment, leadership development, readiness to succeed in an accelerated nursing program, mentoring, media, and doctoral advancement. The support did not end there, however; NCIN has also developed programs to ensure its scholars are continually building upon their skills and experience. Scholars have been invited to participate in two innovative and exciting programs NCIN created just for them.

The Scholars Network, now in its third year, was developed by a select group of NCIN alumni, with support from the program office. Its goal is to combine and engage the diverse skills, backgrounds, and education of all NCIN scholars to benefit nursing students, nurses, and most especially, to serve our culturally diverse patient population.

The Network works to: increase NCIN scholars' awareness of the resources available to them through the program, provide opportunities for face-to-face communication among scholars, offer a place for announcing and starting scholar initiatives, and provide a forum for sharing the ways that the experiences and skills scholars bring with them are helping them in their nursing careers.



Scholars Network Regional Meeting Planning Committee in Birmingham, Alabama

The Scholars Network includes a social media site, <http://ncinscholarsnetwork.org/>. It also organizes regular regional meetings. Through virtual and in-person interaction, scholars and alumni share information on a range of topics, and learn from leading experts about key issues in nursing. The Scholars Network held three regional meetings during the 2013-2014 academic year and one in early 2015, with two more scheduled. The scholars organize and plan each meeting—deciding on topics for the sessions and identifying and inviting speakers to address the issues that scholars feel are most important.

NCIN launched the **Doctoral Advancement in Nursing (DAN) Project** in 2013 to help address the recommendation from the landmark Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health*, to increase the number of doctorally prepared nurses.

The DAN Project identifies, encourages, and supports nursing students interested in pursuing doctoral degrees, with an emphasis on graduates of accelerated and traditional nursing programs who come from groups underrepresented in nursing or from disadvantaged backgrounds. Students are paired with mentors who guide them through the process of applying to doctoral nursing programs, and provide advice on identifying sources of financial support.

To facilitate this work, NCIN created a student and a faculty toolkit, an online self-assessment, and a mentoring site. The program office has also held webinars for faculty, mentors, and mentees to provide information about and guidance for the project.

Joachim Voss, PhD, RN, FAAN, an associate professor at the University of Washington School of Nursing and an alumnus of the RWJF *Nurse Faculty Scholars* program, served as a DAN Project mentor to two doctoral students: Blake Smith, RN, BSN and Nick Zumwaldt, RN, MSN who are both NCIN alumni. “Mentoring can really make a difference,” said Voss. “Having someone to help you with the applications and guide you through the process of all the things that must be done can be a great advantage.”

Using Skype, Voss regularly met with his mentees to discuss career goals, which type of doctorate (a PhD or a doctor of nursing practice, DNP) would be most suitable, the relative merits of various doctoral programs, the ones best suited to helping the mentees achieve their career goals, and more. During the application process, Voss worked closely with his mentees on their applications, essays, curriculum vitae, and plans for gathering recommendation letters.

“Mentorship really depends on what the mentee needs and wants,” he said. “You have to listen carefully to what a mentee tells you and be guided by their interests and strengths. You should use your personal networks to help them make connections. And it’s crucial to expect high standards and quality from your mentees. Your name is attached to them.”

Anna Dermenchyan, RN, BSN, CCRN-CSC, is a clinical quality specialist in the Department of Medicine at UCLA Health. She used the DAN Project to guide her through applying to the PhD nursing program at UCLA. She found it to be an excellent roadmap for the application process. She was accepted to UCLA and will begin this fall.

“I found the recommendations regarding the personal essay and recommendation letters very useful,” said Dermenchyan. “The information about the differences between PhD and DNP programs was also very helpful, and the online questionnaire reaffirmed that a PhD was the kind of degree I needed to pursue in order to do the kind of work I’m interested in. The DAN Project materials can not only help potential doctoral nursing students figure out the schools and types of program to apply to, but also the wonderful opportunities available in nursing. Too many people don’t know about the full range of careers available in nursing.”

80% **Four in five NCIN scholars came from a career outside of the health profession**

Creating the Nursing Workforce of the Future

Projections indicate that by 2043, the majority of the U.S. population will consist of people of color. To ensure that the nation’s health care system and health care providers are able to provide culturally competent care, the nursing profession must reflect the populations it will serve.



NCIN alumnus Patrick Wambugu

The National Advisory Council on Nurse Education and Practice has asserted that a culturally diverse nursing workforce is essential to meeting the nation’s health care needs and achieving health equity. Moreover, an increasing body of evidence shows that *not* having a diverse health care workforce can potentially create language and cultural barriers, as well as issues around bias and trust that can decrease the ability of people from vulnerable populations to access the high-quality care they need.

An important part of NCIN’s mission is to increase the number of nurses from groups that are traditionally underrepresented in nursing and from economically disadvantaged backgrounds. Since the program began, grantee institutions have been highly successful in recruiting and retaining diverse scholars.

NCIN scholars are much more diverse than nursing students overall. While nearly seven in 10 (69.9%) entry-level baccalaureate students are white, only four in 10 NCIN baccalaureate degree scholars are; and, conversely, just one in 10 baccalaureate nursing students is African-American, compared with three in 10 (28%) baccalaureate NCIN scholars.



NCIN Scholars at SUNY Downstate

The trend continues with NCIN’s scholars in master’s degree programs. Nearly seven in 10 (68.1%) graduate nursing students are white, in contrast, only 29.7 percent of NCIN scholars pursuing accelerated degrees are white.

The same kind of representation holds true for men in nursing. While 12.5 percent of all BSN students are men, 40.6 percent of NCIN baccalaureate scholars are men. A third (33.9%) of NCIN master’s degree scholars are men, compared with only one in 10 (10.8%) MSN students, overall.

As second-degree nurses, NCIN scholars also bring a diverse set of skills and experiences to their new careers. Nearly one in five (19.7%) were health care practitioners before entering the program, 8.7 percent had jobs in office support, 5.6 percent



Scholars Network Regional Meeting Attendees in Trenton, New Jersey

served in the military, 5.4 percent have backgrounds in education or library sciences, and 4.8 percent were in sales.

Their educational backgrounds are equally varied. Almost a third (28.7%) earned their first degrees in the physical sciences, 18.1 percent earned their first degrees in behavioral sciences, and others studied health sciences, liberal arts, business, computer science, education, and other disciplines.

This diverse cadre of nurses with a broad range of backgrounds brings valuable experience and perspectives to their new profession.

As NCIN has ably demonstrated, diversity in higher education also benefits institutions by exposing students and faculty to a broader range of perspectives, schools of thought, and cultures. NCIN grantee institutions report that their participation in the program has increased the sense of inclusiveness on their campuses, reducing ethnocentricity and increasing the cultural awareness and competence of students and faculty. Some schools also reported that the change in culture improved student retention and made the schools more representative of their surrounding communities.

Preserving the Legacy of NCIN

To sustain and spread the lessons and the legacy of NCIN, in 2014 the program awarded grants to five teams of its grantee institutions. Four teams received Innovations in Accelerated Nursing Education Awards grants of \$10,000. The grants will fund efforts to develop and enhance projects to implement innovative approaches to accelerated nursing education that can be taken to scale and replicated in a variety of educational settings. The projects and grantees are:

- New York University, SUNY Downstate Medical Center College of Nursing and Stony Brook University, which will develop an NCIN Transition to Practice Toolkit;
- Mount St. Mary’s College and Yale University, which will collaborate on a project called “Replicating an Innovative Educational Pedagogy for Physical Examination and Problem-Setting Skills”;
- Quinnipiac University and Southern Connecticut State University, which will collaborate on a project called “Gaming the System”; and
- Ashland University College of Nursing and Health Sciences and Duquesne University School of Nursing, which will collaborate on a project called “Strengthening Cultural Competence in Prenatal Care with a Virtual Community: Building Capacity Through Collaboration.”

The fifth team of schools, Creighton University, Nebraska Methodist College, and the University of Nebraska Medical Center, received a \$2,500 Legacy grant to report on how their institutions were affected by participating in the program, and what has changed as a result. That project will focus on new alliances and partnerships.

Through the Legacy and Innovation grants, NCIN intends to sustain and encourage replication of the program's successful work. The projects funded by these grants will help schools of nursing continue the important work of increasing the diversity of the nursing workforce, including nurse faculty, and increasing the number of nurses holding bachelor of science in nursing or higher degrees.

Investing in the Future of Nursing and Health Care

Eight years ago, the Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing came together to address a complex and serious problem that, if unaddressed, would have serious implications for our nation's health care system: a growing national nursing shortage.

An aging baby boomer generation, growing numbers of patients with multiple chronic conditions, an increasingly diverse patient population, and the strong possibility of a new federal law designed to dramatically expand access to health care coverage and care were creating the perfect health-care storm. The need for a diverse, well-educated nursing workforce was growing at precisely the time when nursing schools could not accommodate students who could help meet these emerging needs.

The nation needed more nurses, more nurse faculty, and more nurses holding BSN or higher degrees. We needed more nurses who were prepared to take on leadership roles in health care. We needed more nurses who came from groups traditionally underrepresented in nursing, including men.

New Careers in Nursing (NCIN) was created to address that gap by developing a cadre of diverse nurse leaders with bachelor's

and master's degrees who would help increase access to quality, culturally competent health care.

Through NCIN, RWJF has invested more than \$35 million in nursing scholars and nursing education to help our nation weather the storm. To ensure that grantee institutions could not only recruit but retain students from groups traditionally underrepresented in nursing, NCIN provided them with toolkits, program guidance, and other resources to enhance recruitment and retention efforts and support the NCIN scholars.

The result has been significant and lasting culture change at the schools of nursing that received NCIN grants. They report that their institutions have become more inclusive, providing an environment in which diverse students succeed and thrive. That is borne out by the fact this program will ultimately graduate more than 3,400 NCIN scholars with bachelor's or master's degrees who are much more diverse than the overall nursing population and even the overall population of nursing students.

Through its investment in nursing students and nursing schools, RWJF has changed the face of the nursing workforce. It has created nurses who are prepared to make change and lead efforts to build a Culture of Health in our country. Some NCIN alumni are enrolled in doctoral nursing programs. Some are pursuing careers as nursing faculty. And others are providing high-quality care in hospitals and health systems, communities, schools, and other settings.

There is no question that RWJF's multi-million-dollar investment is paying enormous dividends and NCIN's legacy will improve health and health care in this country for years to come.

David M. Krol, MD, MPH, FAAP
Senior Program Officer
Robert Wood Johnson Foundation

95% **Nearly all NCIN scholars are confident they made the right decision in choosing to pursue a career in nursing**

FACTS AND FIGURES

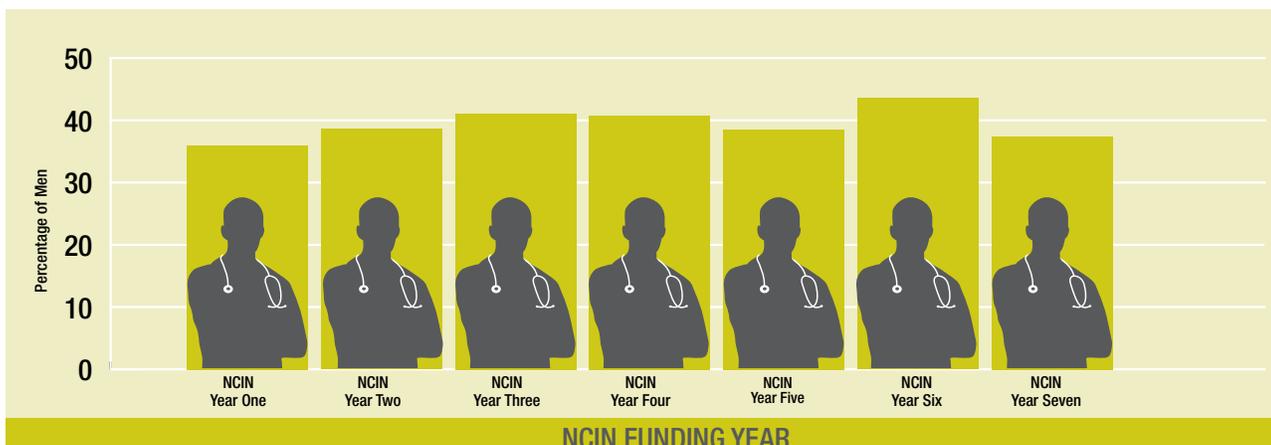
Race/Ethnicity of Enrolled Students by Program, National Population and NCIN Students

	AACN, 2014		NCIN Students	
	N	%	N	%
Entry-Level Baccalaureate	176,636		2,616	
American Indian/Alaskan Native	965	0.5%	21	0.8%
Asian	13,262	7.5%	267	10.2%
Hawaiian/Pacific Islander	1,123	0.6%	15	0.6%
Black or African-American	17,583	10.0%	732	28.0%
Hispanic or Latino	16,267	9.2%	356	13.6%
Two or More Races	3,994	2.3%	195	7.5%
White	123,4421	69.9%	987	37.7%
Unknown/Not Reported	11,223	N/A*	43	1.6%
Men	23,655	12.5%	1,063	40.6%
Master's	101,693		791	
American Indian/Alaskan Native	611	0.6%	9	1.1%
Asian	7,800	7.7%	107	13.5%
Hawaiian/ Pacific Islander	654	0.6%	16	2.0%
Black or African-American	14,911	17.7%	214	27.1%
Hispanic or Latino	6,575	6.5%	118	15.0%
Two or More Races	1,842	1.8%	77	9.7%
White	69,300	68.1%	235	29.7%
Unknown/Not Reported	10,748	N/A*	15	1.9%
Men	12,317	10.8%	268	33.9%

Sources: AACN 2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, Tables 8 and 9; and NCIN Student Biblefile 03/20/2015.

*AACN excludes the category of unknown/not reported in their 2014-2015 Enrollment and Graduation Report.

NCIN Males in Nursing



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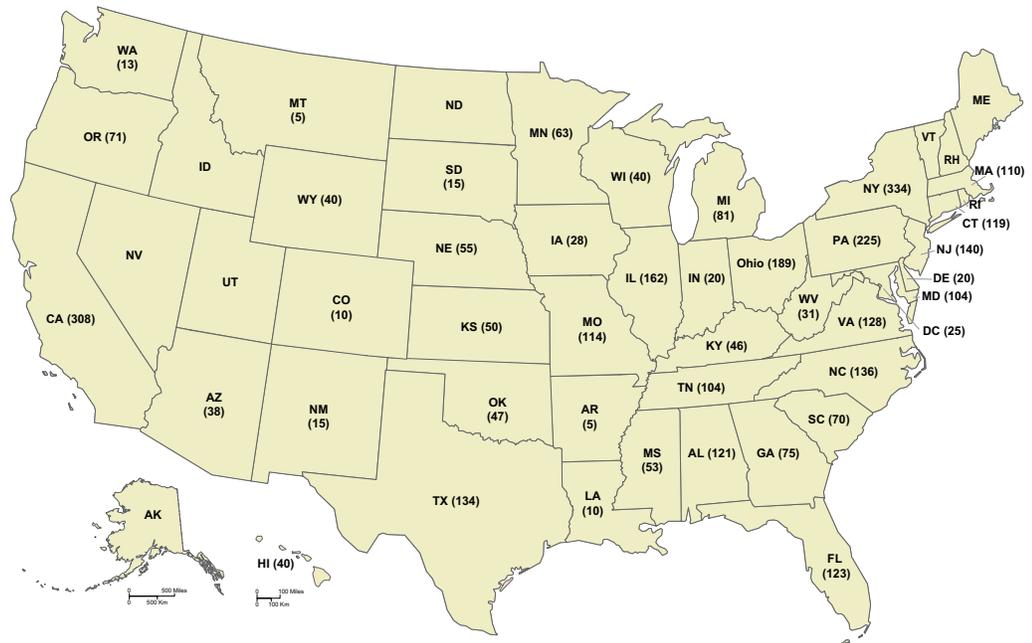
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Geographic Distribution of NCIN Scholarships 2008-2015 3,517 Scholarships Awarded



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