

New Careers in Nursing

A Robert Wood Johnson Foundation program

LEADERSHIP AND LEGACY  A CELEBRATION OF DIVERSITY AND INCLUSION



LEADERSHIP AND LEGACY

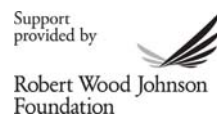


A CELEBRATION OF
DIVERSITY AND INCLUSION



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Published by agreement between the Robert Wood Johnson Foundation and the American Association of Colleges of Nursing for the Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program (NCIN).

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LETTER FROM THE ROBERT WOOD JOHNSON FOUNDATION



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

In 2008, the shortage of nurses and nurse faculty in this country loomed large. There was broad consensus that the nursing workforce was not prepared to care for a more diverse, aging population with millions of people living longer, but also sicker, with multiple chronic conditions. With nurse faculty retiring in droves and few younger nurses prepared to take their places, the outlook was grim.

Fast forward to today and signs of progress are everywhere—and the *New Careers in Nursing* program (NCIN) has been a significant contributor. Established in 2008 as a partnership between the Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing, NCIN has been at the forefront of change.

Over seven years and seven cohorts, NCIN invested \$35 million in scholarships for more than 3,500 students at accelerated baccalaureate and master's degree nursing programs at 130 schools in 41 states and the District of Columbia. This investment improved prospects for each of those scholars and also strengthened the nursing schools that educated them.

The scholars NCIN supported were second-degree nurses. They entered their accelerated nursing programs after earning bachelor's degrees in areas other than nursing and, in some cases, working in other fields. They brought experience—as teachers, biologists, social service providers, aviation safety professionals, and even an opera singer and a professional clown—to nursing.

They also brought fresh perspectives that were badly needed. Some 39 percent of NCIN scholars are male and 63 percent identify as non-white, providing welcome diversity to a profession that, throughout history, has been overwhelmingly white and female. Many NCIN scholars come from disadvantaged communities. They increased the number of nurses holding BSN or higher degrees, and shaped and strengthened accelerated nursing programs in this country.

One of the greatest assets of this program has been the strength and collaboration of its grantee schools of nursing. NCIN's community of nursing programs worked together to develop resources that today are helping the entire field recruit and retain more diverse students and prepare them to become leaders.

NCIN's goals aligned with recommendations from the Institute of Medicine in its landmark report on the future of nursing, which created a blueprint to transform health care through nursing just a few years after NCIN began its work. All of us at RWJF are immensely proud of what NCIN has accomplished.

Even more will be demanded of nurses in years to come, and we look forward to seeing NCIN grantees and alumni on the front lines, helping to improve care, promote health, and build healthier communities so that everyone in America will have the opportunity to live a healthier life.

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

LETTER FROM THE NATIONAL PROGRAM OFFICE



Deborah Trautman, PhD, RN
Program Director (2014-2015)

When the American Association of Colleges of Nursing partnered with the Robert Wood Johnson Foundation to launch *New Careers in Nursing* (NCIN) in 2008, we knew we were breaking new ground. Excited at the prospect of changing the face of the nursing profession, we had high hopes for the program and for the scholars it would support. Yet, though we envisioned positive outcomes, we never imagined the sustained, far-reaching impact NCIN would have on nursing education and practice.

The story of NCIN's accomplishments will be written for decades to come, as the program's more than 3,500 scholars advance in their careers. The ways they transform the nursing profession, our health care system, and our communities will be felt for a generation.

The mission assigned to NCIN grantees was to recruit, retain, and graduate students from disadvantaged communities and from backgrounds underrepresented in nursing. These schools were charged with creating a culture that would help nontraditional students succeed in school, in the workforce, and ultimately as nurse leaders.

The grantees responded with recruitment initiatives, orientation programs, academic supports, mentoring strategies, leadership development, and in other inventive ways. Over time, NCIN identified the most innovative tools and most powerful lessons and developed a full complement of toolkits, programs, and other resources from—and for—its grantees. In the years since, these materials have helped guide student recruitment and retention efforts at nursing schools beyond just NCIN's 130 grantee schools of nursing.

As NCIN grantee schools enhanced their diversity, they also began to create initiatives designed to foster inclusiveness among all students. Those efforts included committees, programs, and curricular reviews that, in some cases, were implemented across entire universities. And that has led to real culture change.

Of course, our scholars have been our primary focus at NCIN. We have been working with grantee schools to create a cadre of nurses with the leadership skills needed to provide high-quality patient care, conduct groundbreaking research, guide the transformation of health care, and build a Culture of Health. The NCIN scholars are the proud, lasting legacy of the *New Careers in Nursing* program.

Deborah Trautman, PhD, RN
Chief Executive Officer, AACN

Vernell DeWitty, PhD, RN
Program Deputy Director, NCIN

Geraldine (Polly) Bednash, PhD, RN, FAAN
Former Chief Executive Officer, AACN



Vernell DeWitty, PhD, RN
Program Deputy Director, NCIN



Geraldine (Polly) Bednash,
PhD, RN, FAAN
Program Director (2008-2014)

NEW CAREERS IN NURSING: A LEGACY OF LEADERSHIP

In 2008, the Robert Wood Johnson Foundation (RWJF) and the American Association of Colleges of Nursing (AACN) launched *New Careers in Nursing* (NCIN) to help alleviate the nursing shortage, expand the capacity of nursing programs, and build a more diverse nursing workforce that could better meet the health care needs of a changing population. The program is also helping to achieve a key recommendation from the landmark 2010 Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health*: to increase the proportion of nurses with baccalaureate degrees or higher.

Supporting Accelerated Degree Nursing Students

NCIN provided scholarships and other key supports to scholars who already held bachelor's degrees in other fields to help them complete accelerated baccalaureate or master's degree programs in nursing. The NCIN program focused on educating second-degree nurses from groups traditionally underrepresented in the nursing workforce or those with economically disadvantaged backgrounds. Over the course of seven years, NCIN has awarded grants to 130 unique schools of nursing that have collectively awarded 3,517 scholarships to second-degree nurses.

Each NCIN scholar received a \$10,000 scholarship, as well as mentoring and academic and social support designed to help him or her successfully complete a rigorous accelerated nursing education program.

Supporting Schools of Nursing

To support its grantee schools and their scholars, the NCIN National Program Office developed and distributed a series of toolkits and other resources. Those included: the Pre-Entry Immersion Program to prepare scholars for the rigors of an accelerated nursing program, which also included an online module for students to complete prior to the start of their programs; the Leadership Development Toolkit to help faculty provide continuous, consistent leadership development activities; the Recruitment Toolkit to assist schools of nursing in recruiting students who are members of groups underrepresented in nursing; and the Mentoring Toolkit and Handbook with guidance on creating and sustaining successful mentoring relationships.

NCIN also hosted annual summits at which school liaisons and other faculty came together each fall to explore best practices and new approaches to strengthen their accelerated degree nursing programs and increase the pipeline of students from groups traditionally underrepresented in nursing. More recently this group was joined by NCIN scholars and alumni.

To keep school liaisons and scholars up-to-date on NCIN activities and to share successes, the program office produced two bi-monthly newsletters: *FastTrack* for faculty at grantee institutions and *NCIN**side for scholars. Scholars and alumni were also encouraged to share thoughts about their second careers through monthly essay contests, "I Believe This About Nursing" and "Realizing the Dream." The winning entries were posted on the NCIN website.

Scholars Network

In 2012, NCIN alumni took the initiative of launching their own platform for networking and sharing information. At the 2012 Annual Summit, a group of alumni announced the Scholars Network. It increases NCIN scholars' awareness of the resources available to them through the program, creates opportunities for face-to-face communication among scholars, offers a place for announcing and starting scholar initiatives, and provides a forum for sharing the ways the experiences and skills scholars bring with them are helping them in their nursing careers.

The Scholars Network created a website, www.ScholarsNetwork.org. It also organizes regular regional meetings. Through this 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 steering committee meets monthly as they continue to grow and forge permanent connections to their fellow NCIN scholars, virtually and face to face. The Scholars Network will be a lasting legacy of NCIN's work.

Doctoral Advancement in Nursing Project

Another project that will live on is the Doctoral Advancement in Nursing (DAN) Project. NCIN launched this project in 2013 to help address the IOM report's recommendation 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 economically disadvantaged backgrounds. Students are paired with mentors who guide them through the process of applying to doctoral nursing programs and provide advice on how to identify sources of financial support.

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

The Scholars Network and DAN Project are just two of NCIN's many legacies. By focusing on recruitment and retention of nursing students from groups traditionally underrepresented in nursing, NCIN grantee institutions have helped to increase the diversity of the nursing workforce. Data on NCIN scholars bears that out and shows that they are much more diverse than nursing students overall.

Increasing the Diversity of the Nursing Workforce

NCIN scholars are also more diverse than nursing students as a group. Sixty-nine percent of baccalaureate nursing students are white, compared with only 36 percent of NCIN baccalaureate degree scholars. Conversely, just one in 10 baccalaureate nursing students is African-American, compared with 28 percent of baccalaureate NCIN scholars.

Similarly, nearly seven in 10 master's degree nursing students are white, compared with just 29.7 percent of NCIN scholars pursuing accelerated master's degrees.

The same kind of representation holds true for men in nursing. While 12.5 percent of all bachelor of science in

nursing students are men, 40.6 percent of NCIN baccalaureate scholars are men. A third of NCIN master's degree scholars are men, compared with only one in 10 master of science in nursing 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 were health care practitioners before entering the program, 8.7 percent had jobs in office support, 5.6 percent 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. Nearly 29 percent 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 is bringing new and valuable experiences and perspectives to nursing.

As it has changed nursing, NCIN has also changed nursing education. An evaluation by the Educational Testing Service revealed that 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 reflective of their surrounding communities.

Through NCIN, RWJF invested more than \$36 million in nursing scholars and nursing education. That effort has created diverse nurse leaders who are prepared to change patient care, research, nursing education, and the nursing profession to improve care and build a Culture of Health in our country. That is the proud and lasting legacy of *New Careers in Nursing*.

A LASTING IMPACT: NEW CAREERS IN NURSING

Launched in 2008 with four distinct priorities, the New Careers in Nursing Scholarship Program has played a pivotal role in the development and expansion of accelerated nursing programs and the preparation of a diverse, culturally competent group of nurse leaders.

SETTING AMBITIOUS GOALS, FULFILLING OUR MISSION

#1 HELP ALLEVIATE THE NATIONAL NURSING SHORTAGE

- \$35 MILLION directed to 130 SCHOOLS of nursing in 41 STATES AND DC

#2 INCREASE DIVERSITY OF NURSING WORKFORCE

- 3,517 SCHOLARSHIPS AWARDED to disadvantaged and minority students

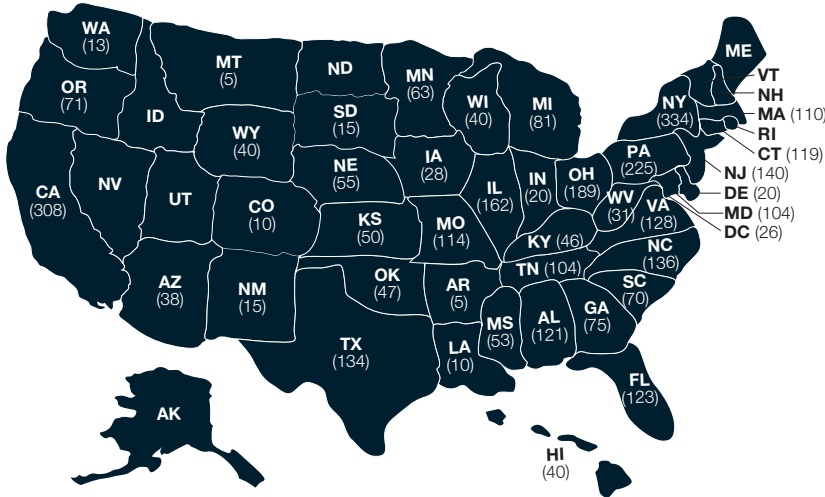
#3 EXPAND CAPACITY IN BACCALAUREATE AND GRADUATE NURSING PROGRAMS

- \$899,500 offered in technical assistance funds

#4 EXPAND THE PIPELINE OF POTENTIAL NURSE FACULTY

- 76% of scholars plan to pursue graduate studies in nursing

GEOGRAPHIC DISTRIBUTION OF NCIN SCHOLARSHIPS



NCIN SUPPORT BY GRANT YEAR

ROUND / YEAR	# OF SCHOOLS AWARDED	# OF SCHOLARSHIPS AWARDED
Round 1 (2008-2009)	58	706
Round 2 (2009-2010)	52	700
Round 3 (2010-2011)	63	511
Round 4 (2011-2012)	52	400
Round 5 (2012-2013)	55	400
Round 6 (2013-2014)	52	400
Round 7 (2014-2015)	52	400

DIVERSIFYING THE NURSING PROFESSION

RACE/ETHNICITY	NCIN SCHOLARS	NATIONAL NURSING WORKFORCE
American Indian/Alaskan Native	0.9%	0.6%
Asian	11%	7.6%
Hawaiian/Pacific Islander	0.9%	0.6%
Black or African American	28%	12%
Hispanic or Latino	14%	8%
White	36%	69%
Two or more races	8%	2%

GENDER STATS

39% of NCIN scholars are male; 23% of the national nursing workforce is male

PROFESSIONAL EDUCATION

80% OF SCHOLARS came to nursing from a career outside of health

American Association of Colleges of Nursing

Robert Wood Johnson Foundation

¹ The U.S. Nursing Workforce: Trends in Supply and Education. Health Resources and Services Administration, Bureau of Health Professions, and the National Center for Health Workforce Analysis, April 2013. <http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/nursingworkforcefullreport.pdf>

² The U.S. Nursing Workforce: Trends in Supply and Education. Health Resources and Services Administration, Bureau of Health Professions, and the National Center for Health Workforce Analysis, April 2013. <http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/nursingworkforcefullreport.pdf>

KAREN JENNINGS BOSTON COLLEGE ■ May 2009



*I believe this about nursing...
“It has given me the opportunity to be a leader
in developing patient care and education while
providing comfort and support.”*

My clinical experience at McLean Hospital made me realize that I desired a career that allowed me to help and comfort individuals as they processed how life events deeply affected them. As a mental health specialist on the eating disorders unit, I had the opportunity to work alongside psychiatric nurses as we helped young women suffering from eating disorders. As each day brought new challenges, and as each patient encountered her own individual struggles, I have learned how to respond efficiently and successfully to critical situations, as well as provide insight, feedback, and a sense of trust and safety with each patient.

I have had the privilege to observe how nurses interact with patients and their families and how each moment provides nurses with an opportunity for intervention or assessment. Our nurses are able to have a significant impact on the lives of others through medical knowledge and skills and by providing patients with comfort and security.

As I continually collaborate with nurses, clinicians, psychiatrists, and administrators to provide our patients with exceptional treatment, I have realized that becoming an advanced practice nurse would provide me with the opportunity to not only be a leader in developing patient care and educating patients, but would also enable me to coordinate health care services and use theory and research to improve the care of nurses. It was not until my best friend’s husband was diagnosed with Hodgkin lymphoma while she was eight months

pregnant that I experienced the competence, dedication, and leadership of nurses from the patient perspective. I vividly remember the way they cared for both my friend and her husband while they suffered enormous emotional and physical strain. Not only did the nurses have medical expertise, they were also extremely comforting and made my friend and her husband feel secure. It was this perspective, coupled with my own understanding of the challenges and rewards inherent in the profession, that so firmly convinced me to become a nurse. This array of experiences has given me a firm grasp of the significance and effectiveness of maintaining an individual connection as people encounter situations that may deeply affect them.

The Robert Wood Johnson Foundation (RWJF), which is committed to embracing racial, ethnic, and economic diversity within the nursing profession, has provided me with the opportunity to make the next step toward my new career. Through my educational experience at Boston College, I will have the opportunity to combine my crisis management experiences with science-based assessment and intervention skills, as well as gain expert knowledge and clinical skills to be able to implement change in the medical field and in the lives of others.

THE NCIN SCHOLARS NETWORK: A COMMUNITY OF LEADERS



The NCIN Scholars Network is one excellent example of how NCIN has developed smart, innovative nurse leaders. NCIN alumnus Blake Smith, BSN, RN, came up with the idea during an NCIN seminar on leadership development at which scholars were encouraged to communicate with each other and to take on leadership roles in nursing.

Said Smith, “You complete your education and go out into the nursing field without a resource to communicate with other future leaders. I decided that someone needed to step up and bring the nursing field into the 21st century with social media resources.”

His concept was a formal network for NCIN scholars and alumni to share experiences, ideas, and information. He shared his idea with staff at the NCIN National Program Office and, with their help, put together a steering committee for the NCIN Scholars Network, comprised of 12 scholars and alumni.

The mission of the Scholars Network 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.” Its goals include improving communication among scholars and schools of nursing; and supporting scholars in leveraging previous skills and credentials in their nursing careers.

The Network also: informs NCIN scholars about resources available to them through the program; provides opportunities for face-to-face communication between scholars and alumni; offers a place for announcing and starting scholar initiatives; and provides a forum for

sharing the ways that the experiences and skills scholars bring to nursing are helping them in their careers.

The hub of the network is a website, www.scholarsnetwork.org, where scholars and alumni share information, ideas, and resources. The Scholars Network also encourages and facilitates face-to-face communication, organizing regional meetings. At those meetings, scholars and alumni not only network and share information, they also have the opportunity to talk to and learn from leading experts in nursing and other health care fields. The scholars organize and plan each meeting—choosing topics for sessions and identifying and inviting speakers to address the issues that scholars feel are most important.

The Network is also encouraging NCIN scholars and alumni to partner with Action Coalitions—state-level groups of nurses and nurse champions who are working across the country to improve health and health care and build a Culture of Health. Action Coalitions are the driving force behind the Future of Nursing: Campaign for Action, a national effort backed by the Robert Wood Johnson Foundation and AARP to transform health care through nursing by mobilizing coalitions with nurses, other health care providers, consumers, educators, businesses, and others.

Created by and for NCIN scholars and alumni to encourage collaboration and leadership development, the Scholars Network will help ensure that the legacy of NCIN endures.

NICOLAS HOANG TUAN NGUYEN UNIVERSITY OF ROCHESTER ■ February 2010



*I believe this about nursing...
“Nursing allows me to express myself.”*

On the day that I became a big brother, I was given the honor of being a part of my younger brother's life. His name is Ben, and he was born a healthy baby with an infectious smile. One year later, however, Ben grew very sick and was diagnosed with Leigh Syndrome. For the next eight years, we were constantly in and out of the hospital with various issues, including severe motor impairment and heart complications.

At an early age, I became interested in a health care career because of Ben. I knew that as a health care worker, I would be able to understand and accommodate Ben's needs. More importantly, through our countless visits to the hospital, I quickly realized that the most rewarding and essential people in the health care setting were the nurses. As I became older, I began to investigate various health care opportunities. I started as a caregiver for developmentally disabled children through the Department of Social and Health Services. There, I assisted children with bathing and becoming self-sufficient. I gained so many invaluable lessons like patience, empathy, and courage.

Now, I am working as a registered nurse's assistant at the Sean Humphrey House, an HIV/AIDS hospice serving low-income individuals. The work environment is similar to that of a tight-knit family; we greatly emphasize the emotional and mental health of our residents and care very much for their well-being.

I have also homed in on my fluency in Vietnamese. I am able to provide assistance to family members and others in the Vietnamese community of Bellingham as an interpreter at medical appointments. I have seen firsthand the cultural barriers, difficulties, and frustrations that arise when families with limited English-speaking skills visit the doctor. It is extremely gratifying to serve as a communication bridge for these patients and to facilitate their access to health care.

All of these experiences have shaped the goals I plan to achieve in the health care field. In a few months, I will be graduating from the University of Rochester and will have my Bachelor of Science in Nursing degree. I envision myself one day as a nurse practitioner. I hope to be able to open a health clinic that deals specifically with underserved populations including minorities, immigrants, and the impoverished. The Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing (NCIN)* scholarship program has prepared me to contribute enthusiastically to my community and enhance diversity in the health care field. Through NCIN, I have learned about barriers to health care, cultural factors, respect in the workplace, and the qualities of leadership. I am proud to say that I am an NCIN Scholar; without this program I would not be the same person that I am today.

DUKE SCHOOL OF NURSING:
A COMMITMENT TO DIVERSITY, 'BEAUTIFULLY ALIGNED'



PROGRAM LIAISON
Kathleen Turner,
DNP, RN

Increasing the diversity of the student body and faculty has long been a strategic goal for the Duke University School of Nursing. Participation in *New Careers in Nursing (NCIN)* helped the school make vital progress.

As Associate Professor Kathleen Turner, DNP, RN, Duke's NCIN program liaison, put it, NCIN's focus on diversity is "beautifully aligned" with Duke's objectives. During the seven years Duke participated in NCIN, the nursing school revised its financial aid policy to offer direct aid exclusively to those with demonstrated economic need, thus increasing funding for need-based scholarships. The school focused on recruiting faculty from groups traditionally underrepresented in nursing, and bringing in 11 new faculty members who were Hispanic, black, or male.

The program led Duke to seek and secure funding to expand its overall accelerated BSN program by 93 percent, supplementing the NCIN funds with grants from the Health Resources and Services Administration of the U.S. Department of Health and Human Services. The school developed institutional partnerships with seven historically black colleges and universities in North Carolina, as well as with two institutions that serve high numbers of Hispanic students. The partnerships helped expand the pipeline of nursing students from minority communities.

Turner says NCIN participation has also underscored the important role of financial support for students as the institution seeks to diversify its program. "As a private educational institution, I think we realize that we need to be looking for funding for our students, and particularly for our underrepresented students in nursing, because of the cost of the tuition. The \$10,000

scholarship is a lot of money, but in the scheme of tuition at Duke, we clearly need to be more strategic about funding sources for our students as we go forward."

Mentoring and Peer-Tutoring

As part of its NCIN work, Duke created student mentoring and student peer-tutoring programs. The tutoring was initially envisioned as a support for those underrepresented in nursing, but according to Turner, "We found that our NCIN students are usually the ones offering to do the tutoring, working with other BSN students." Both programs will continue, outliving NCIN.

Similarly, three new student organizations have arisen at Duke to support distinct groups of nursing students: those from minority racial or ethnic backgrounds; lesbian, gay, bisexual and transgendered students; and men. "Our NCIN scholars have been instrumental in the organizations, assuming leadership positions. So it's had a synergistic effect with the rest of our efforts," Turner said.

"It's really brought a strong sense of community for our students," Turner said of the school's participation. "And it's highlighted for all of us, students and faculty alike, the idea that our students should perceive themselves as leaders. At the same time, it's reinforced the idea that in this profession, mentorship is so valuable, and that it's important to identify mentors for yourself and to mentor others. It really reinforces the need for our students to have a conscious plan, asking, 'How am I going to move forward and what will that take?'"

GEORGIA REGENTS UNIVERSITY: BUILDING A DIVERSITY PROGRAM WITH NCIN TOOLS



PROGRAM LIAISON
Lovoria Williams,
PhD, APRN-BC

For leaders of the Georgia Regents University (GRU) College of Nursing, the scope of the challenge they faced in increasing the diversity of their student body was driven home a few years ago when the 187-year-old institution consolidated with nearby Augusta State University (ASU). The nursing colleges were the only academic programs the two institutions shared, explains GRU's Lovoria Williams, PhD, APRN-BC. "What we recognized from consolidating with ASU was that their student population was different than ours—more diverse gender-wise, and in terms of age and ethnicity," she says.

In her role as co-director of GRU's work with the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing* program, Williams and her colleague, Annette Bourgault, PhD, RN, addressed the implicit challenge head-on, developing a series of initiatives to allow GRU's Clinical Nurse Leader (CNL) program, a 16-month accelerated master's program, to recruit a diverse student body of advanced degree candidates and to support those students to graduation and into practice.

The recruitment effort is built around outreach to historically black colleges and universities in the region—with faculty and students attending recruitment events at Spelman College, Morehouse College, Paine College, and Fort Valley State University, as well as nearby Agnes Scott College, a private liberal arts women's college with similar diversity goals. The GRU team brings diverse student recruiters to such events to reflect the image of those they hope to attract. In addition, the college reworked its online presentation and recruitment materials, stressing diversity and featuring diverse students.

Simultaneously, the college of nursing moved to a more holistic admissions process, taking a broader look at students' life experiences, seeking to build a student body with a broader range of experiences, and increasing the student body's diversity along the way.

Building Scholar Supports

GRU's next priority was to create support structures for its NCIN scholarship recipients, referred to as RWJ Scholars at GRU. Using technical support provided by NCIN, GRU established a mentoring program that matched each with a CNL graduate—often a former RWJ Scholar. Mentor and mentee work through how to achieve professional goals identified by the student. The mentors receive training that draws on an NCIN toolkit.

The CNL program works to build students' leadership skills, hosting professional development sessions that focus on different aspects of leadership, including team dynamics, portfolio development, working with people from diverse backgrounds, and more. The program also strives to foster interest in doctoral education.

The cumulative impact of the diversity push has been a nine-fold increase in students from underrepresented backgrounds. At the same time, the scholarship funds from NCIN have helped grow the overall size of the master's program by 600 percent, with nearly 100 students now studying at two campuses.

"The lasting legacy of NCIN for GRU," concludes Williams, "is that it has increased our sensitivity toward matters of diversity; we now strive to ensure that everything we do reflects our commitment to diversity and inclusion."

UNIVERSITY OF ROCHESTER SCHOOL OF NURSING: BOOSTING FACULTY DIVERSITY



PROGRAM LIAISON
Kathy Rideout,
EdD, PNP-BC, FNAP

As nursing schools across the nation work to increase the diversity of their student bodies and their faculty, some are learning that the latter depends greatly upon the former. Nursing school faculty must first travel through the "pipeline" that leads through nursing school and into academia as a career.

As part of its *New Careers in Nursing* (NCIN) work, the University of Rochester School of Nursing took a direct approach to increasing the diversity of its faculty. "We're really growing our own pipeline," says Dean Kathy Rideout, EdD, PNP-BC, FNAP. As of 2015, seven NCIN graduates served on the school's faculty – five men, two Native Americans, two Hispanics, and two African-Americans.

"The NCIN program has made it possible for these students to pursue their dreams of becoming nurses, and enrich the profession as they advance to become educators, researchers, and leaders," says Rideout. "This would simply not be a reality for them without NCIN."

Other Rochester NCIN graduates have taken faculty positions at other schools, and 16 are pursuing graduate education in master's and doctoral programs.

Mentoring's Role

A linchpin of NCIN's success at the University is its mentoring program. Each student chooses a faculty mentor. Rideout herself mentors several students a semester and continues to meet with them even after they graduate. "Every student has a deeply personal reason for becoming a nurse, whether it's because of caring for a sick loved one, following in a parent's footsteps, or having been hospitalized themselves and being on the receiving end of nursing care," says Rideout. "Being able

to nurture and support that passion and helping them channel their unique talents in the right direction is a privilege."

The school's Center for Academic and Professional Success (CAPS), launched with NCIN support, provides help to students across all of the school's academic programs. CAPS offers one-on-one faculty mentorship and "near-peer" mentorship, both provided by NCIN graduates. Faculty mentors provide academic support, advice, and encouragement to students, and peer mentors work as liaisons between faculty and students, helping students successfully navigate the challenging program. Rideout also meets with NCIN students monthly, joined by other faculty members. At Rideout's invitation, local NCIN graduates join the meetings.

"We have established a diverse, dynamic and supportive family that continues to grow," she adds. "Our general theme is 'support and advise,' so the scholar graduates give the current scholars lots of useful advice about what to expect in the coming semester, how to organize their time, and how to look for opportunities to advance. They also talk about leadership skills and challenge them to think about the unique ways they can not only contribute to, but lead, changes in our profession."

Rideout describes the school's NCIN experience as "transformative," inspiring change and innovation. "Over the course of our participation in NCIN, the diversity of our students, faculty, and staff has grown significantly, and we have been able to demonstrate our commitment to the academic success and progression of our students in many meaningful, new ways," she says.

SAMUEL MERRITT UNIVERSITY SCHOOL OF NURSING: NCIN ‘PLAYBOOK’ TOUCHES ENTIRE INSTITUTION



PROGRAM LIAISON
Aara Amidi-Nouri,
PhD, RN

“If we want to take better care of our nation, we need to reflect our nation,” says Ara Amidi-Nouri, PhD, RN, associate professor and director of diversity at the school of nursing at Samuel Merritt University (SMU) in Oakland, California. Over the six-year course of SMU’s participation in the Robert Wood Johnson Foundation’s *New Careers in Nursing* program (NCIN), the commitment to diversity implied in Amidi-Nouri’s words has engaged not just the nursing school, but the entire university.

“We’re in a diverse city,” Amidi-Nouri explains, noting that roughly 30 percent of Oakland’s residents are African American, 15 percent Asian, 20 percent Latino, and 30 percent white. “But a lot of our students aren’t local, and we’re not as diverse as we could be.” Amidi-Nouri feels a particular need to have a more diverse nursing school and faculty because SMU prepares the largest number of nurses in the state for the NCLEX accreditation exams.

“We felt we had an obligation,” she explains. Even before NCIN was on the school’s horizon, “our board had mandated diversity, and so we’d been looking at enrollment, and looking closely at finding ways to recruit students from underrepresented communities. NCIN just aligned so well with that effort.”

Before NCIN, SMU’s accelerated BSN program was the school’s least diverse, which Amidi-Nouri attributes to the limited scope of financial aid available. “Because it’s a compressed program, students can’t really work while they’re earning their degree,” she explains. “People who’d had high-level jobs, who look to stop working for a year to do the program, don’t qualify for financial aid

because of what they’d earned,” she says, and because the program is for students earning their second baccalaureate degrees, many students have already exhausted available student-loan options by the time they turn to nursing. “So the NCIN scholarships make a big difference to our students.”

“You can tell that, in designing NCIN, there was a lot of thought and intention,” she says. “They asked, ‘What else do they need to graduate?’ ... As NCIN added elements to the program each year, you could see them thinking, ‘What else do these students need to be successful?’ It’s been an incredible experience because of all of the forethought and intentionality, the changing and adding of guidelines. And we’ve grown with NCIN.”

One area of emphasis for NCIN, and thus SMU, has been student retention. Leveraging its NCIN funding to attract a separate grant from The California Wellness Foundation, SMU created alumni mentoring and tutoring programs to serve non-NCIN students from underrepresented communities. SMU required participants to receive four hours of tutoring a week, then hired alumni—many of them former NCIN scholars—to deliver the tutoring. The initiative not only helped bring up grade point averages, but gave students a leg-up on the NCLEX exam because they were able to study with someone who had recently taken it.

The tutors and mentors benefited as well, Amidi-Nouri explains, because it gave them another credentials-burnishing bullet point on their résumés that proved useful in searching for nursing positions in a tight job market.

COLLEGE OF ST. SCHOLASTICA: EXPAND, DIVERSIFY, IMPROVE RURAL CARE



PROGRAM LIAISON
Sheryl Sandahl,
DNP, RN, CNP

Consistent with its Benedictine roots, the College of St. Scholastica (CSS) has long made service to underserved and vulnerable populations part of its core mission. From its main campus in Duluth, Minn., that service often takes the form of serving rural communities. Many students at the CSS School of Nursing are, in fact, from rural communities and are likely to return to those communities when they have their degrees.

The program’s focus on rural health care also drove the decision to offer a rural clinical experience for accelerated-degree students in the second semester of their four-semester program. Students work with an RN preceptor, with CSS faculty oversight, explains Sheryl Sandahl, DNP, RN, FNP-BC, chair of the post-baccalaureate nursing department at CSS. “It’s an intensive program,” she says, with unique challenges for nurses. “There aren’t specialists available every day, so they need to be prepared to be the expert in everything. In a large facility, like the Mayo Clinic, for example, they might have an IV team, but in a rural setting, that’s you. Also, in rural settings, you may know your patients, so the boundaries are different, and the culture is different.”

In their fourth semester, *New Careers in Nursing* (NCIN) students return to the same rural hospital for a leadership clinical, following a nurse who holds a leadership position for several days. “It really brings things full circle for them just as they’re about to graduate,” Sandahl says. “In fact, we have a leadership focus now

for all of our students, not just the NCIN ones. We integrated it into our curriculum because, as BSNs, they’re more likely to be in a leadership position.”

Leveraging Its NCIN Participation

On the strength of its participation in NCIN, the nursing school’s leadership was able to win dual commitments from the college to increase the size of its nursing program at the main campus in Duluth and to expand to a second location in St. Cloud. “NCIN really brought this program to the attention of college administration,” Sandahl says. “It persuaded them that we were viable, and could be expanded to meet a genuine community need.” As a result, the Duluth campus now admits about 48 nursing students a year, more than double the 20 it admitted before it received NCIN support.

The NCIN grant also helped leverage additional funding. Sandahl says its NCIN participation played an important role in securing a grant from the federal Health Resources and Services Administration to fund part of the expansion to St. Cloud. The resulting program offers what Sandahl describes as an “online hybrid” model of instruction that teaches theory online, as well as lab intensives on campus. The model is intended to appeal to students from rural areas, who are more likely to stay in their communities after they graduate.

STONY BROOK SCHOOL OF NURSING: ATTACKING THE NURSING SHORTAGE



PROGRAM LIAISON
Lori Escallier,
PhD, RN, CPNP

As with each of the 130 nursing schools participating in the *New Careers in Nursing* program (NCIN), the School of Nursing at the State University of New York at Stony Brook's objectives with the program are to help diversify the nursing workforce and address the nursing shortage through scholarships and supports to nursing students from groups underrepresented in the profession. At the same time, the school's accelerated-degree program sought to expand the capacity of baccalaureate and graduate nursing programs and enhance the pipeline of potential nursing school faculty—all goals consistent with recommendations from the Institute of Medicine's landmark 2010 report on the future of nursing.

According to Lori Escallier, PhD, RN, CPNP, a professor and associate dean for research, evaluation and outcomes, Stony Brook began with a leg up on some of those priorities. "We have a very diverse student body, and we're very proud of that," she says. "But our [NCIN] work ... has contributed to increasing that." She says the school's relatively low tuition helps with the diversity push as does its ongoing outreach and recruitment efforts on Long Island and elsewhere in the New York City area.

NCIN scholarships allowed Stony Brook to add new student slots that were filled by students from underrepresented groups. As of 2015, 65 NCIN scholars had earned degrees from Stony Brook.

"Recruitment has not been a challenge," Escallier says. "For better or worse, Stony Brook University School of Nursing turns away hundreds of qualified underrepresented applicants due to the limited seats available in

our highly competitive program." With that in mind, Stony Brook also focused on growing its doctoral nursing program, in the hope and expectation that some of those students will one day teach. "We've sent six NCIN scholars straight into the doctor of nursing practice (DNP) program," she says. "Traditionally, nurses who go back for a doctorate do it in the latter portion of their life, so the profession doesn't get longevity from them. So this is a big boost."

Opening Doors

Escallier also credits NCIN with creating other funding and programmatic opportunities for Stony Brook. "Drawing on the success of NCIN and our mentorship work as well as our 100-percent graduation rate with NCIN students," she says, "I've used NCIN as a platform for other grants." That includes a matching grant the program received from another foundation to support several NCIN students in the school's doctoral nursing program. In addition, Stony Brook received a \$1.5 million grant from the federal government to create a new program, Enhancing the Nursing Workforce: Career Ladder Opportunities for Veterans. The program provides veterans who've served as corpsmen or medics in the armed services with a way to apply what they've learned in the field to an academic setting, allowing them to transition into nursing.

As the NCIN program neared its conclusion, Escallier's assessment of its value was unalloyed: "It's been one of the highlights of my 35-year career," she says, "and it has opened the door for our university and the school of nursing to do many other things."

UNIVERSITY OF WYOMING: OVERCOMING THE CHALLENGES OF DISTANCE



PROGRAM LIAISON
Candace Tull,
PhD, RN, WHNP-BC

"Sometimes I think of Wyoming as 'Alaska Light,'" jokes Candace M. Tull, PhD, RN, WHNP-BC, the coordinator of the University of Wyoming's (UW) *New Careers in Nursing* (NCIN) program. "We have a lot of the same challenges. The topography is extremely challenging. We have big deserts, big mountains, long distances, and we're sparsely populated."

In both health care and educational terms, the geography poses challenges, and UW's School of Nursing has tailored its Bachelor's Reach for Accelerated Nursing Degree program (BRAND) accordingly. The school's distance learning program for second-degree nursing students allows students to do much of their coursework and clinical work close to home.

In a state with an overwhelmingly white, non-Hispanic population (84 percent), BRAND's diversity push has had its best results recruiting men: The share of male students has grown significantly and now ranges between 20 and 25 percent per class. The share of minority students and those from underserved communities has grown during the school's participation in NCIN as well, now ranging from 25 to nearly 40 percent.

Building Networks

BRAND has also worked to help students succeed. Given the geography, that has required some creativity, particularly with respect to mentoring distance-learning students and providing clinical opportunities.

"Wyoming's a big state, but the nursing community is fairly small," explains Tull. "It's easy to identify the movers and shakers, and if someone gets involved with their local nursing association, or if they go to nursing

legislative days, we can recruit them to be mentors. In fact, many of them volunteer. So those relationships and word of mouth have gone a long way for us."

The resulting network of mentors covers the state, allowing Tull to pair every NCIN BRAND student with a practicing nurse, and to provide the mentors with training based on NCIN's toolkit.

Tull and her colleagues have developed partners to serve as clinical faculty. Still, many students end up traveling for their clinical work, incurring transportation and housing costs. She says the NCIN scholarships have been helpful in overcoming that problem, and points out that the NCIN participation helped leverage a large grant from a family foundation, and a loan from a program created by the state legislature.

With NCIN funding winding down, Tull sees two principal legacies. First, many components will continue—and the mentorship program may even be extended to the school's baccalaureate program. Second, NCIN has helped the school improve its approach to recruiting a more diverse group of students, and that will live on.

"There's a hallway near my office where we hang pictures of each class of students," Tull says. "One of our NCIN students pointed out that the pictures have changed a lot in terms of diversity over the years of the NCIN grants. That's important to us. We're much more sensitive to diversity issues and more proactive about it in our nursing program now. In fact ... we're having an impact on the rest of the school as well, using these ideas. The impact is profound."

TERESA WRIGHT UNIVERSITY OF WYOMING ■ November 2010



*I believe this about nursing...
“Nurses dispense health, hope, and self-respect,
as well as doses of care and compassion.”*

William Carter grabbed a piece of my heart decades ago when I fixated on pictures of her holding children while working as a Peace Corps nurse. I was mesmerized by her devotion to her work, all while she advanced in age. I burned those images in my mind knowing that someday, somehow, I would follow in Ms. Carter's work. Today, when I walk into a patient's room and introduce myself as a student nurse, my patients look at my gray hair and compute in their mind how old I might be. At 54 years, I'm one of the older students in my class at the University of Wyoming.

My education and experience have uniquely prepared me to pursue nursing as a career. As an undergraduate, I obtained degrees in biology and biochemistry. I was continually animated by the subtle design and execution of experiments, the confidence scientific inquiry places on human reason, and the generalizations in which the world is viewed not only as objects, but as classes, laws, and relations. Past laboratory research, teaching, management, and international work in public health promotion and behavior deepened my interests in the fields of maternal and child health, nutrition, communicable disease, substance prevention, healthy aging, and the wider application of science and social issues. I began to concentrate on the complex array of services that constitute public health, completing my Master of Public Health with an emphasis in health education and service. I always considered myself to be at my best as a teacher. One day it dawned on me that nurses, too, are educators.

Nursing complements who I am and what I believe. I like that nursing as a profession wholeheartedly supports the idea that everyone deserves a chance at a healthy life regardless of his or her religion, nationality, race, gender, economic background, or age. As nurses, we dispense health, hope and self-respect, as well as doses of care and compassion. Nursing can reflect society's continual health concerns and be an instrument of change. I strongly believe, as do President Carter and his mother, that a society should deliver to individuals the Aristotelian idea of *summum bonum*: the essence of the good life. This includes the basic, simple rights of health, education, dignity and justice. Of particular interest to me is the issue of health, because it is a necessary prerequisite for economic and social advance. Heraclitus said, "When health is absent, wisdom cannot become manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied."

I have a strong interest in and concern for others. I'm a compassionate person who believes my opportunity to contribute to improving society can best be accomplished by combining my public health training with a career in nursing. My future as a nurse holds numerous service possibilities. I look forward to being a nurse.

PROFILES OF GRANTEE SCHOOLS OF NURSING

The New Careers in Nursing (NCIN) program may have been perceived, by some, as a scholarship program, but it was much more. The \$10,000 scholarships attracted the attention of many schools of nursing, but being part of the NCIN community offered these institutions even more. Because NCIN's National Program Office engaged with its grantee community, it created a collaborative, reflective process that responded to the needs of both scholars and grantee schools of nursing. The profiles of grantee schools of nursing that follow reflect the outcome of that collaboration, and the influence and cultural impact of the program on the nursing schools and scholars NCIN supported.

Nothing makes NCIN's leaders prouder than seeing that nursing schools are using NCIN resources for all their students, that academic leaders are sharing the lesson that a more diverse student body enriches the educational experience for *all* students at their institutions, and that NCIN scholars are working in diverse community settings, helping lead health care quality improvement efforts, pursuing doctoral degrees and much, much more.

ALLEN COLLEGE Waterloo, IA ■ www.allencollege.edu



Allen College has made a long-term commitment to develop and sustain a diverse community of learners, faculty, and staff.

- Grant Years: 2009, 2011, 2012, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 20

Leadership development and mentoring have become integral components of Allen College's accelerated BSN program, which has a student body that has become more diverse as a direct result of the NCIN scholarship program. Several NCIN scholars have gone on to pursue graduate degrees in nursing and at least one scholar is working toward a nursing



PROGRAM LIAISON
Kendra Williams-Perez, EdD, MSN, CNE

career in the military. Program coordinators point to the NCIN Leadership and Mentoring Toolkits as instrumental to the success of NCIN scholars, and past and present scholars give high marks to the mentoring program.

ARKANSAS STATE UNIVERSITY State University, AR ■ www.astate.edu



The NCIN program supported an increase in enrollment and the addition of one faculty member as well as an adjunct faculty member to support the students.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 5

Arkansas State University was in the enviable position of being able to award all five of its NCIN scholarships to male students. The NCIN grant also made it possible for the University to hire a male clinical adjunct faculty member; since he also practices in a community setting, he was able to share his experiences as a male nurse providing care. The schol-



PROGRAM LIAISON
Sue McLarry, PhD, RN, CNE

ars demonstrated leadership by helping the class plan activities, including a pinning ceremony. They also were able to learn about health policy by attending the Arkansas Nurses Association Health Policy Luncheon and participating in conference calls with the Association's Health Policy Committee.

ASHLAND UNIVERSITY Ashland, OH ■ www.ashland.edu



Program administrators took scholar recommendations to heart by opening its Pre-Entry Immersion orientation to all incoming accelerated nursing students.

- Grant Year: 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 5

NCIN scholars at Ashland University singled out NCIN's Pre-Entry Immersion Program (PIP) as a beneficial resource because it provided a valuable orientation and supported their transition into the accelerated nursing program. Students said it helped them improve study skills, time management, and medical terminology; understand different styles of



PROGRAM LIAISON
Faye Grund, PhD, APRN-BC

learning; and better utilize program resources. Students also said the PIP opened their eyes to the unique value of an accelerated nursing education track. Seventy-five percent of NCIN scholars went on to apply to graduate programs, both at the master's and doctoral levels. Ashland University continues to use the PIP today.

AZUSA PACIFIC UNIVERSITY Azusa, CA ■ www.apu.edu



The toolkits and programs that were implemented to support NCIN scholars continue to benefit all students enrolled in the Entry-Level Master's program.

- Grant Years: 2008, 2009, 2010, 2011
- Degrees Conferred: BSN, MSN
- Scholarships Awarded: 68

NCIN scholarship funds were vital in helping Azusa Pacific University provide additional tools to help scholars graduate and become nurse leaders. These funds helped leverage support to increase the number of faculty and enhance support services. Leadership and mentoring programs remain an integral part of the second-degree programs at Azusa, with peer, faculty, and community members serving as mentors. Each NCIN



PROGRAM LIAISON
Shirley Farr, MSN, CNS, RNC

scholar was involved in at least one community-based project, which ranged from planning a health fair for seniors and the homeless to teaching health care in ethnic communities. NCIN scholars traveled to Japan in 2011 to help earthquake victims. Many graduates continue to work and volunteer in underserved communities. Program coordinators bring in diverse professionals and advanced practice nurses to join forums.

BOSTON COLLEGE Chestnut Hill, MA ■ www.bc.edu



Boston College is now recognized as a place where diverse students are welcomed, supported, and mentored so they will become expert advanced practice registered nurses and nurse leaders.

- Grant Years: 2008, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 50

NCIN scholarships helped support students in Boston College's direct master's entry program, and in particular students from groups underrepresented in nursing. These scholarships also changed the culture at the school of nursing by facilitating the diversification of the student body. Diversity of backgrounds, perspectives, and thought have, in turn, reduced ethnocentricity and enriched the

PROGRAM LIAISON
M. Katherine Hutchinson, PhD, RN, FAAN

school's culture and the cultural awareness and competence of faculty and students. Diversification is a strategic goal for the Boston College School of Nursing and to meet this goal, the school received NCIN grants as well as funds from other sources, including the Helene Fuld Foundation and a Health Resources and Services Administration Nursing Workforce Diversity grant.

CALIFORNIA STATE UNIVERSITY, FRESNO Fresno, CA ■ www.csufresno.edu



The added attention, mentoring, externships, and volunteer opportunities the NCIN scholarships brought helped increase the confidence of NCIN scholars, many of whom developed into leaders.

- Grant Years: 2008, 2009
- Degrees Conferred: MSN
- Scholarships Awarded: 25

With some 70 ethnic groups who speak 105 languages, Central California's Joaquin Valley was extremely diverse and home to the largest concentration of Laotian and Hmong refugees in the United States. The Valley suffered from a severe nursing shortage, and its population had an urgent need for health care due to widespread poverty and poor health of many residents. The economic

PROGRAM LIAISON
Mary Barakzai, EdD, FNP-C, CNM

downturn affected accelerated nursing program students, many of whom either scaled back to part-time studies or dropped out of school altogether to seek work. For disadvantaged students, the NCIN scholarships provided peace of mind as well as financial and psychological support, helping make possible a future in nursing, nursing education, and health care.

BELLARMINE UNIVERSITY Louisville, KY ■ www.bellarmine.edu



The NCIN Scholarship program has been the catalyst for many improvements to Bellarmine University's Department of Nursing that not only benefit NCIN scholars, but all BSN students.

- Grant Years: 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 41

For six consecutive years, Bellarmine University was the recipient of NCIN scholarships. They served as a catalyst for the creation of an Office of Graduate Admissions, relieving faculty of recruiting responsibility and allowing them more time to advise and mentor students. This new office also gave the nursing dean more time to work with local health care agencies and recruit faculty from diverse backgrounds. The university leveraged

PROGRAM LIAISON
Barbara Lee, MSN, MEd, RN-BC

the growth in enrollment to support the addition of a building for nursing classrooms, labs, and offices; six additional full-time nursing faculty, including one who is doctorally prepared and African-American; additional student support services; and enhanced recruiting programs. The NCIN scholarships played an important role in the nursing department's 118-percent growth in Accelerated Bachelor of Science in Nursing enrollments.

BELMONT UNIVERSITY Nashville, TN ■ www.belmont.edu



Leadership activities included participation in community projects and hospital-wide or community continuing education programs supported by local chapters of various nursing organizations, including minority nursing associations.

- Grant Years: 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 20

Belmont University addressed the challenges associated with the economic downturn by embracing growth and expansion. The school created a second spring cohort and increased the diversity of its student body through a media campaign. As a result, male enrollment jumped from 5 percent to 23 percent of nursing students, and minority enrollment



PROGRAM LIAISON
Martha Buckner, PhD, RN

increased from 14 percent to 33 percent. Belmont University's comprehensive recruitment and retention plan included mentorship, leadership development, and an individualized plan for each student. Most benefitted from peer-to-peer tutoring, mentoring from community nurse leaders, and engagement with community service.

CATHOLIC UNIVERSITY OF AMERICA Washington, DC ■ www.cua.edu



The educational supports available through NCIN helped equalize the learning environment for financially strapped students and contributed to the retention and good standing of its scholars.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 15

The School of Nursing at Catholic University used multiple strategies to recruit diverse students into its accelerated nursing program, including advertising, financial aid packages, existing scholarships, resources from the Latino Nursing Career Opportunity Program, a dedicated school of nursing recruiter, on-site job fairs, open houses, and more. Retention efforts

were also robust, and included helping scholars who were immigrants better understand English and learn medical terminology, and ensuring that diverse faculty members could serve as mentors and role models. NCIN scholars also had open access to the computer lab and free printing, and were offered courses to help them prepare for the NCLEX.

PROGRAM LIAISON
Teresa Walsh, PhD, MEE, BSN

CLEVELAND STATE UNIVERSITY Cleveland, OH ■ www.csuohio.edu



NCIN scholars enriched the school and served as effective role models. School leaders say they are proud that the scholars are engaged in active practice and are growing in the profession.

- Grant Years: 2008, 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 30

NCIN grants enabled the school to expand its accelerated nursing program and significantly increase the number of underserved and minority students. Grant support helped raise the nursing program's profile within

the university and in the surrounding community—so much so that it caught the attention of a generous donor who included nursing in his scholarship portfolio.

PROGRAM LIAISON
Cheryl Delgado, PhD, MSN, BSN

CALIFORNIA STATE UNIVERSITY, FULLERTON Fullerton, CA ■ fullerton.edu



Mentoring continues to be an integral part of the student nurse experience at California State University, Fullerton, helping scholars develop leadership skills.

- Grant Years: 2009, 2010
- Degrees Conferred: MSN
- Scholarships Awarded: 28

The NCIN scholarships came at a time when the school of nursing had just launched its accelerated master's program in nursing, so they provided much-needed financial support to students. The tools NCIN made available supported development of a strong curriculum, enabling the school to create new opportunities for students and improve the quality of the program. Students were able

to network with community leaders through meet-and-greet luncheons that exposed them to various leadership styles and helped them understand some of the attributes that make strong leaders. Many NCIN scholars have since continued their education, earning DNP degrees and completing CRNA and NP programs.



PROGRAM LIAISON
Rebecca Otten, EdD, RN

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE Northridge, CA ■ csun.edu



Many NCIN scholars were hired for the jobs they wanted before they even graduated, and others enrolled in graduate programs within one year of graduation.

- Grant Year: 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 5

Faculty members noted that NCIN scholars stood head and shoulders above their classmates, quickly enhancing their leadership skills and boosting their academic achievement and nursing knowledge. They credit the leadership training sessions and

faculty mentoring opportunities available to NCIN scholars for their progress. The NCIN Leadership Toolkit in particular served as a valuable resource.



PROGRAM LIAISON
Samira Moughrabi, PhD, RN

COLLEGE OF MOUNT ST. JOSEPH Cincinnati, OH ■ www.msji.edu



MOUNT ST. JOSEPH UNIVERSITY

The highly successful NCIN grant program helped improve marketing practices, recruitment, curricula, and community involvement at Mount St. Joseph.

- Grant Years: 2009, 2011, 2012
- Degrees Conferred: MSN
- Scholarships Awarded: 25

Support from NCIN tripled the college's population of students from groups traditionally underrepresented in nursing. A reputation for graduating prepared, diverse nurses allowed the program to expand recruitment. It also helped it obtain additional clinical settings, hire diverse clinical faculty, and establish a partnership with a health care organization

in its human resources action plan, which aims to increase the recruitment and retention of ethnically diverse candidates. Today, more than half of the NCIN scholars are in leadership positions at health care institutions.



PROGRAM LIAISON
Darla Vale, PhD, MSN, BSN

THE COLLEGE OF ST. SCHOLASTICA Duluth, MN ■ www.css.edu



The post-baccalaureate department has led the way in advancing inclusivity at the College of St. Scholastica, with lessons from the NCIN program benefiting the entire institution.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 40

The College of St. Scholastica has been awarded funds for all seven rounds of the NCIN program and serves as an exemplar. The NCIN program allowed the college to expand enrollment, increase diversity, and leverage other funds to expand the campus to the St. Cloud area. NCIN's Leadership Toolkit was reviewed by all faculty in the accelerated nursing program and its leadership compe-

encies were integrated into the core curriculum (the four required professional nursing courses). The college also used NCIN's Mentoring Toolkit to develop a program that allowed scholars to select their faculty mentors. The mentoring program is required for NCIN scholars, but all students are encouraged to participate. Workshops on personal and professional development are also offered throughout the year.



PROGRAM LIAISON
Sheryl Sandahl, DNP, RN, FNP-BC

COLORADO STATE UNIVERSITY – PUEBLO Pueblo, CO ■ www.csupueblo.edu



Successful outreach, a quality program, and student success have strengthened the nursing department and won it a strong reputation for offering a quality learning environment for all students.

- Grant Years: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 10

NCIN funding enabled the university's nursing department to diversify its student body so it better reflected the community's culturally diverse population. The nursing department engaged accelerated students in a mandatory "Orientation to Success" program that connected students with faculty advisors and other staff, offering tools and support-

ive services. Throughout the program, students received support and advice if they encountered problems. A front-page local newspaper article touted the NCIN grant, featuring a photo of the accelerated nursing students and instructor in a simulation lab and offering praise for the accelerated nursing program.



PROGRAM LIAISON
Donna Wofford, PhD, RN

COLUMBIA UNIVERSITY New York City, NY ■ www.columbia.edu



Lunches and dinner events provided opportunities for scholars to engage in meaningful discussions with staff and faculty, to reflect on their experiences, and to establish a foundation for lifelong participation in mentoring activities.

- Grant Years: 2012, 2013, 2014
- Degrees Conferred: BS
- Scholarships Awarded: 20

Columbia University's NCIN scholars were paired with peer and faculty mentors who met with them throughout the year to discuss their progress in the accelerated nursing program, their challenges and their experiences. Monthly lunches enabled staff and faculty to check in with students on their progress and address any questions or concerns. At a school-hosted dinner, NCIN

scholars were introduced to NCIN alumni and other nursing leaders at the school who provided a network of support. The scholars also engaged in a discussion with a steering committee member from the NCIN Scholars Network—an alumni network founded by NCIN scholars—to discuss joining the network and learn about the resources it offers to scholars.



PROGRAM LIAISON
Judy Honig, DNP, EdD, MS

COPPIN STATE UNIVERSITY Baltimore, MD ■ www.coppin.edu



PROGRAM LIAISON
Tracey Murray, DNP, RN

NCIN's PIP continues to benefit students at Coppin, even after the NCIN grants ended.

- Grant Year: 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 5

Coppin has incorporated the NCIN Leadership Toolkit into its leadership development activities. Each scholar is encouraged to develop an individualized leadership plan and each is engaged in a leadership project. Several NCIN scholars served as members of the school of nursing's standing committees. Students also worked with faculty members in the community. NCIN scholars and all nursing students attend a Pre-Entry

Immersion Program (PIP) that offers an opportunity to discuss policies and procedures at the school of nursing. Students meet with leaders from the college of health professions and get expert support to strengthen their logic and test-taking skills. Faculty advisors and mentors attend the meeting, which takes place over two days. The goal is to help each student succeed in the accelerated nursing program.

COX COLLEGE Springfield, MO ■ www.coxcollege.edu



Solid faculty and mentor support facilitated engaged learning and helped make NCIN scholars role models for others interested in studying for health care jobs.

- Grant Year: 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 10

Cox College focused on increasing enrollment and retention of students from backgrounds under-represented in nursing. The NCIN grant allowed the college to double enrollment in its accelerated bachelor's degree program, including a 250 percent increase in male enrollment and a 55 percent increase in students from disadvantaged backgrounds. Each NCIN scholar was mentored by an instructor, a senior or graduate

accelerated nursing student, and a nurse leader; they helped the scholars understand the culture and processes in the nursing program and develop skills and techniques to complement their clinical experiences. Scholars participated in breakfast roundtables to discuss nursing, clinical experiences, and coursework and took an active role in college-wide leadership, joining a strategic planning committee and college leadership council.

PROGRAM LIAISON
Patricia Wagner, DNP, MSN, BSN

CREIGHTON UNIVERSITY Omaha, NE ■ www.creighton.edu



PROGRAM LIAISON
Amy Cosimano, EdD, RN

NCIN's toolkits were invaluable resources that guided not only the development, but also management and evaluation, of Creighton's mentoring and leadership programs.

- Grant Years: 2011, 2012, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 18

NCIN program leaders report that scholars gained confidence as their accelerated nursing program progressed, thanks to leadership and mentoring activities that provided academic and personal support and helped them meet the challenges associated with a rigorous accelerated program. Former scholars served as mentors, sharing wisdom and insights. One NCIN scholar led efforts to plan

and implement the first NCIN Student Leadership Conference, and went on to participate in NCIN's Doctoral Advancement in Nursing (DAN) Project, which provides mentors and other supports to help nurses continue their education. Other Creighton NCIN scholars have enrolled in graduate programs, assumed nursing leadership positions, and/or served on hospital committees.

CUNY, LEHMAN COLLEGE Bronx, NY ■ www.lehman.cuny.edu



All the NCIN scholars enhanced their leadership skills and learned about themselves through work with their mentors, use of NCIN's Leadership Toolkit, and through speaking and mentoring experiences.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 8

NCIN scholars put their leadership skills to the test when they mentored 15 high school students seeking academic challenges and opportunities to explore careers through CUNY's Mentor Connection Program. The program is run by the Marie Curie School for Medicine, Nursing, and Health Professions and the Bronx-Westchester Area Health Education Center. The NCIN scholars developed materials on topics includ-

ing obesity/diabetes, alcohol, tobacco and drug prevention, HIV/AIDS, STD prevention and awareness, and other topics to be shared at workshops. Leading by example, scholars viewed themselves as emerging leaders and have since joined national nursing organizations and become active volunteers in their communities. All explored nursing specialties to further their studies.

PROGRAM LIAISON
Judith Dyer, BBA, MEd, EdD

DEPAUL UNIVERSITY Chicago, IL ■ www.depaul.edu



The NCIN program at DePaul has helped create diverse nurse leaders who will strengthen the field of nursing and their communities for years to come.

- Grant Years: 2008, 2010, 2011, 2012
- Degrees Conferred: MSN
- Scholarships Awarded: 38

NCIN grants increased enrollment of students from backgrounds underrepresented in nursing, and provided funds that were leveraged to facilitate and capitalize a bachelor of science degree in the College of Science and Health and to build an alliance for health sciences with the Rosalind Franklin University of Medicine and Science. DePaul's nursing school hired a 2008 NCIN scholar as an adjunct

faculty member; three DePaul NCIN scholars are enrolled in the "Bridges to the Doctorate" program; and one was selected as an RWJF *Future of Nursing* scholar. NCIN scholars worked with DePaul's Irwin W. Steans Center for Community-based Service Learning to develop and implement service projects, including health screenings for residents of Chicago's underserved neighborhoods.

PROGRAM LIAISON
Young-Me Lee, PhD, RN

DREXEL UNIVERSITY Philadelphia, PA ■ www.drexel.edu



The scholars reported greater awareness of organizational structures that support professional practice and the commitment, work, and rewards involved in leadership positions.

- Grant Years: 2008, 2010, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 25

Each NCIN scholar was paired with a faculty mentor and had the opportunity to shadow a nurse, attend research events, and participate in dinners with nursing experts. These structured mentoring activities enhanced scholars' knowledge of the day-to-day responsibilities of professional nurses in various specialties, opening their eyes to new possibilities as they pre-

pared to continue their education and/or enter the job market. Scholars also attended the annual convention of the National Student Nurses' Association, where they networked with peers and learned about leadership opportunities.



PROGRAM LIAISON
Lora Furman, MS

DUKE UNIVERSITY Durham, NC ■ www.duke.edu



Duke leaders recognized the importance of having faculty who connect with students from backgrounds underrepresented in nursing, so those students will stay in school, progress on time, and meet the challenges of contemporary clinical practice when they enter the workforce.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 87

Diversity is a pillar of the Duke Leadership, Excellence, Access, and Diversity Scholarship in Nursing program. To embrace diversity, program officials created a faculty/staff advisory team to recruit and retain diverse students, and held workshops to teach faculty how best to support students from backgrounds underrepresented in nursing. Recruitment efforts were targeted at Historically Black

Colleges and Universities and at two of the nation's largest Hispanic-serving institutions. The NCIN program supported Duke School of Nursing initiatives to recruit, retain, mentor, and graduate persons underrepresented in nursing. Many NCIN scholars at Duke stepped up to meet the challenges of the accelerated nursing program, and evolved into leaders.



PROGRAM LIAISONS
Kathleen Turner, DNP, RN
and Michael Reif, PhD, RN, FAAN

DUQUESNE UNIVERSITY Pittsburgh, PA ■ www.duq.edu



The school benefited from NCIN program resources and toolkits, and program coordinators said they appreciated the ability to tailor the toolkits to meet the needs of their scholars.

- Grant Years: 2008, 2009, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 40

With NCIN support, the Duquesne University School of Nursing offered leadership, development, and mentoring programs to scholars in the school's accelerated second-degree nursing program. This support not only helped scholars succeed, but also helped administrators and faculty better understand students' personal and professional needs.

Students welcomed the opportunity to be mentored and to mentor others, and eagerly participated in the annual NCIN mentor event. Nursing school program staff noted that, over the five years of NCIN awards, the scholars enthusiastically shared their insights and expertise with each other.



PROGRAM LIAISON
Joan Such Lockhart, PhD, RN, FAAN

EAST TENNESSEE STATE UNIVERSITY Johnson City, TN ■ www.etsu.edu



By leveraging and stretching the NCIN grant, the nursing program was able to increase its capacity by 10 students. Officials revised their recruitment plan to include a team focused on the ABSN program and on recruiting and retaining students from backgrounds underrepresented in nursing.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 5

The NCIN program succeeded in large part because of the appointment of an Accelerated Bachelor of Science in Nursing (ABSN) program coordinator, who was afforded the time and resources needed to implement NCIN requirements. Strong relationships and individual talent allowed the coordinator to implement NCIN's Pre-Entry Immersion Program (PIP) to help students succeed in what was then a new ABSN program. Scholars



PROGRAM LIAISON
Sandra K. Diffenderfer, PhD, MSN, RN

networked among themselves and with faculty and staff, and met with nurse leaders from the school's partner, Mountain States Health Alliance. The coordinator shared tools that helped the scholars with time management, goal-setting, and LASSI (Learning and Study Strategies Inventory) evaluation, and seminars helped students understand their own learning styles and develop strategies to succeed in the fast-paced ABSN program.

EDGEWOOD COLLEGE Madison, WI ■ www.edgewood.edu



Administrators publicized NCIN funding, which attracted other major donors. New funds have helped the college expand so that it can accommodate more, and more diverse, students.

- Grant Years: 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 25

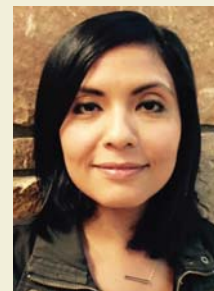
NCIN not only helped the Edgewood College School of Nursing boost enrollment of students from backgrounds underrepresented in nursing in its Accelerated Bachelor of Science in Nursing program, it also enabled the school to expand the number of faculty positions. NCIN's Pre-Entry Immersion Program (PIP) Toolkit was used to advise and mentor students, and the NCIN scholarship program helped improve its orien-



PROGRAM LIAISON
Margaret Noreuil, PhD, RN

tation, mentoring, and leadership support. As a result of success with the NCIN scholars, the school used the same resources for all its ABSN students. All students in the accelerated program now benefit from NCIN's PIP and its mentoring and leadership programs. NCIN funds helped attract funding for renovation, which in turn allowed for growth in the nursing program, which will help address nursing shortages in Wisconsin.

CRISTINA MURO LINFIELD COLLEGE ■ June 2011



*I believe this about nursing...
"It has entirely influenced my life and my long-term education and career goals."*

My parents made a major decision for our family that significantly affected my life and my education when we moved from Mexico to the United States in search of equal opportunity and better education. I grew up in an impoverished community on the Mexico-Texas border, but I consider myself fortunate and blessed to come from a family that places great value on education and the pursuit of upward mobility. Although English is my second language, the obstacles to my higher education were overcome through determination and a persistence to achieve my advanced educational goals.

I have had the opportunity to work closely with the Oregon Latino community by focusing on diabetes prevention and the health promotion of this disease. As a chronic disease self-management coordinator, I have worked one-on-one with patients and provided education, advocacy, and support to a growing migrant community in Oregon that was greatly affected by the current diabetes epidemic. Through this experience, I became part of a grassroots movement taking place in our neighborhoods that helps at-risk populations develop the skills they need to improve and maintain individual and family health.

Nursing is a stepping stone toward my purpose of becoming an important contributor to the current efforts impacting public policy related to Hispanic health care needs. As part of this goal, I plan to pursue an education beyond a bachelor's degree and continue to nurture my desire to be a master's- or doctorally prepared nurse in the future. An advanced degree, in combination with my knowledge of the Latino culture and fluency in Spanish, will help offset the severe shortage of Latina/Latino nurses in our community. Through nursing, I hope to continue to be part of the movement that promotes culturally sensitive models of intervention and effective health care to the growing Hispanic population.

I am proud to say that I received a scholarship from the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing (NCIN)* program; my educational achievements are possible thanks to RWJF's support and generous funding. This scholarship lessened my financial needs and allowed me to focus entirely on school. I look forward to being able to give back to the community when I begin my career and, with the help of this scholarship, complete my degree in nursing.

FAIRFIELD UNIVERSITY Fairfield, CT ■ www.fairfield.edu



The school has continued to market its nursing programs and enhance diversity in the school and throughout the university.

- Grant Years: 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 15

Fairfield University School of Nursing faced challenges in meeting recruitment and enrollment goals for students from backgrounds underrepresented in nursing. However, the school of nursing did *retain* all of its students, and all NCIN graduates passed the nurse licensure examination. The nursing school modified its leadership and mentoring programs using the NCIN Leadership Development Plan and Pre-Entry Immersion



PROGRAM LIAISON
Carol Pomarico, EdD, CNM, APN

Program (PIP). Students are now exposed to leaders in nursing in the first nursing course and paired with a mentor in their first summer/clinical course. Publicity highlighted second-degree accelerated students from diverse backgrounds, as recommended in the university's strategic plan, which emphasizes expanding diversity based on income, race, and ethnicity among students and faculty.

FAIRLEIGH DICKINSON UNIVERSITY Teaneck, NJ ■ www.fdu.edu



Program coordinators said community involvement fostered cohesion among nursing students, many of whom identified multiple opportunities to work together to help individuals and communities.

- Grant Years: 2009, 2010, 2011, 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 35

The NCIN grant included provisions to increase community awareness of the nursing profession and of the contributions that nurses make in the community. NCIN scholars achieved that by providing blood pressure monitoring and weight checks at a local wellness fair; participating in environmental projects, including an effort to clean up Hackensack River on Earth Day; volunteering at a "Relay for Life" sponsored



DIRECTOR OF THE SCHOOL OF NURSING
Minerva S. Guttman, EdD, RN, APN

by the American Cancer Society and a five-kilometer race organized by a local chapter of the American Red Cross; collecting holiday gifts from retail storeowners to support a "Shelter Our Sisters" initiative for domestic violence survivors; and helping rebuild Bergen County through a Habitat for Humanity project in the aftermath of Hurricane Sandy.

FELICIAN COLLEGE Lodi, NJ ■ www.felician.edu



The college's communications staff worked to call attention to NCIN scholars, elevating the visibility of the NCIN and ABSN programs and helping Felician College attract a broader pool of students from backgrounds underrepresented in nursing.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 8

NCIN scholarships were used as a recruitment tool to increase the number of students from backgrounds underrepresented in nursing who apply to, and enroll at, Felician College's nursing school. To strengthen their leadership skills, NCIN Scholars attended the New Jersey Nursing Students Annual Convention. Program officials reached out to news media to build awareness about the NCIN grant



PROGRAM LIAISON
Muriel Shore, EdD, RN

and to promote Felician's new Accelerated Bachelor of Science in Nursing (ABSN) program. Coverage included announcements on NorthJersey.com and in the *Bergen County Star-Ledger* and *Focus on Felician* magazine. In addition, *Nursing Spectrum* magazine, the *Catholic Advocate*, and *Health* magazine covered Felician's goal to increase the number of qualified, well-prepared nurse graduates.

FLORIDA ATLANTIC UNIVERSITY Boca Raton, FL ■ www.fau.edu



The school held a faculty retreat to discuss cultural competency skills and how best to support students from culturally diverse backgrounds. New faculty members were assigned a teaching mentor to enhance their effectiveness.

- Grant Years: 2008, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 15

NCIN scholars indicated a need for a more diverse faculty. Based on these comments, the college of nursing recruited faculty at national meetings of the Association of Black Nursing Faculty, Hispanic Nurses Association, and the National Alaska Native American Indian Nurses Association. In three years, full-time minority faculty increased from 12 percent to 22 percent. The strategies adopted due to the NCIN grant



PROGRAM LIAISON
Karethy Edwards, DrPH, APRN, FNP-BC

provided faculty with tools to assist students. A retention program, the 'Heart-Math' curriculum, is now used to teach students resilience, improve testing skills, and enhance clinical decision-making and performance so nurses are better able to provide safe, compassionate, patient-centered care. Florida Atlantic leveraged its NCIN grant for additional funding, which will support the progression of NCIN scholars into a graduate program.

GEORGE WASHINGTON UNIVERSITY Washington, DC ■ www.gwu.edu



PROGRAM LIAISON
Stephanie K. Wright, PhD, NP

The school continues to expand its ABSN program and the number of underrepresented and disadvantaged students it serves. It created new positions in the departments of admissions and recruitment to conduct direct outreach and provide support to applicants.

- Grant Year: 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 10

George Washington University's School of Nursing used the NCIN Pre-Entry Immersion Toolkit to help faculty examine and modify how students were adjusting to the program, and used other NCIN resources to strengthen its mentoring program. As a relatively new school of nursing, George Washington did not yet have a large pool of alumni to draw on as mentors, so leaders matched incoming

students with seniors in the Accelerated Bachelor of Science in Nursing (ABSN) program. To help diversify the student population, the school of nursing's admission committees worked to eliminate unconscious bias using Harvard's Implicit Association Test. The school of nursing emphasized whole file review of each applicant. Committee members responded positively to these efforts.

GEORGIA REGENTS UNIVERSITY Augusta, GA ■ www.gru.edu



PROGRAM LIAISON
Lovoria Williams, PhD, APRN-BC

Committed to excellence and student success, GRU College of Nursing joined the NCIN initiative to increase resources for attracting and retaining more students from backgrounds underrepresented in nursing... but gained much more.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 65

A seven-time NCIN grantee, Georgia Regents University (GRU) College of Nursing will continue to apply lessons from the NCIN program well into the future. School leaders intend to build on targeted recruitment and marketing, strategic educational partnerships, and NCIN's Pre-Entry Immersion Program to sustain the

momentum. According to the GRU liaison, "These strategies will be hard-wired into the College's programming for years to come." Scholars will enjoy career-long benefits from the program, which included panels on student diversity, discussions with doctoral students, and workshops on developing professional portfolios.

HAMPTON UNIVERSITY Hampton, VA ■ www.hamptonu.edu



PROGRAM LIAISON
Shevellaine Lott, MSN, RN, CNE

Scholars had the opportunity to see what organizations and companies were looking for in their hiring. One student observed, "Faculty can teach us the skills to become a nurse, but we have to develop our character by modeling professionalism."

- Grant Year: 2011
- Degrees Conferred: BSN
- Scholarships Awarded: 5

For several years, enrollment in Hampton University's Accelerated Bachelor of Science in Nursing program had failed to reach enrollment targets. NCIN helped reverse that trend; in one year, enrollment jumped by 31 percent. Internally, the school faced challenges, including project delays and cancellations. While heavier teaching loads undermined full implementation of NCIN's leadership

program, the university was able to implement a thriving mentoring program that has contributed to the continued success of its graduates. Staff members said the NCIN program had a "profound impact" on the school and its scholars, exposing them to provocative panel discussions and insightful conversations with nurse leaders from various health care organizations.

ILLINOIS STATE UNIVERSITY Normal, IL ■ www.illinoisstate.edu



PROGRAM LIAISON
Catherine Miller, EdD, RN, CNE

Illinois State University emphasizes the benefits of increased enrollment, diversity, and leadership/mentorship development for all students, whether they are eligible for scholarships or not.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 10

The NCIN grant helped the Illinois State University School of Nursing boost enrollment in its Accelerated Bachelor of Science in Nursing program by 50 percent and hire new clinical faculty. Communication about the grant helped prepare the institution, students, prospective students, and stakeholder institutions for upcoming changes. Program administrators held

one-on-one interviews with students and prospective students to help them understand the program's timeline, rigors, and the required prerequisite courses. School officials reached out to stakeholders, including those at community hospitals and nursing homes, to build partnerships with future employers and others.

INDIANA UNIVERSITY NORTHWEST Gary, IN ■ www.iun.edu



PROGRAM LIAISON
Linda Delunas, PhD, RN, CNE

The college is exploring ways to leverage or replicate the success it had with NCIN. It may develop an ongoing minority recruitment initiative that extends into its traditional BSN program.

- Grant Year: 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 5

NCIN garnered much attention on the Indiana University Northwest website, in its nursing school publication, and in local media, including the *Northwest Indiana Times* and the *(Gary) Post Tribune*. Program administrators hoped the publicity would help recruitment efforts into the future. They engaged area hospitals in discussions about partnerships early in the grant

period and beyond; and an in-kind joint appointment of faculty from area hospitals allowed the College of Health and Human Services to enroll one of its largest sophomore BSN classes ever. The school had to turn away almost as many deserving candidates as it accepted for the five available scholarships.

INDIANA UNIVERSITY—PURDUE UNIVERSITY INDIANAPOLIS Indianapolis, IN ■ www.iupui.edu



PROGRAM LIAISON
Marshallheia Baker, MS

Student ambassadors helped with new student orientation programs, sharing their experiences as scholars and discussing the positive impact the NCIN scholarships had on their lives.

- Grant Years: 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 10

NCIN scholars were recognized as student ambassadors on the school of nursing campus and represented the Indiana University-Purdue University Indianapolis School of Nursing (IUSON) at campus and community events. Scholars served as mentors for high school students in a special summer camp, “Breaking the Myths of Nursing,” which raised awareness about the profession. They spoke on panels, participated in

simulations, and helped students with hands-on activities. IUSON leveraged its NCIN funding and was awarded a grant for accelerated students from the Helene Fuld Trust. Additionally, IUSON leveraged its NCIN funding by providing free tutoring for the scholars, funding for the scholars to attend a national nursing conference, and paid for the scholar’s membership to a national nursing organization.

INDIANA WESLEYAN UNIVERSITY Marion, IN ■ www.indwes.edu



VICE PRESIDENT OF ACADEMIC AFFAIRS
Barbara Ihrke, PhD, RN

Previously, core leadership competencies were included in a course about nurse management and leadership, which took place at the end of study. Thanks to NCIN, scholars are now able to learn and develop leadership skills throughout the program.

- Grant Year: 2011
- Degrees Conferred: BSN
- Scholarships Awarded: 5

NCIN scholars engaged in core leadership competency activities early in their academic journeys and put their leadership skills into practice as they transitioned into their first nursing jobs. Registered nurses, including four who were alumni of the university, mentored the NCIN scholars. NCIN’s success resulted from interdisciplinary collaboration, leadership

training, and lower attrition due to the additional financial and leadership support. The five \$10,000 NCIN student scholarships, awarded to students from backgrounds underrepresented in nursing, were announced in the Marion, Indiana *Chronicle-Tribune* and in the school’s bi-annual *Spotlight on Nursing* magazine.

JACKSONVILLE UNIVERSITY Jacksonville, FL ■ www.ju.edu



PROGRAM LIAISON
Cheryl Bergman, PhD, MSN, ARNP

Graduating mentors shared their ideas to promote the success of scholars and encouraged their mentees to maintain contact with them.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 8

To support the NCIN program, officials created a task force consisting of the school’s director of enrollment, lab coordinator, and director of the undergraduate program. Each task force member assumed responsibility for some aspect of scholar success. The leader who was responsible for mentoring assigned an upper-class, second-degree student to serve as a

student and community mentor to each scholar, and organized discussions. Scholars maintained biweekly electronic contact with their mentors throughout the 16-month program and met with them each quarter in person. Scholars who missed scheduled sessions were gently reminded that participation was mandatory.

JOHNS HOPKINS UNIVERSITY Baltimore, MD ■ www.jhu.edu



PROGRAM LIAISON
Patricia Davidson, PhD, RN, FAAN

The “boot camp” focused on pre-entry preparation activities and provided valuable support to the scholars, who continue to rely on each other.

- Grant Years: 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 12

The Johns Hopkins University School of Nursing held a “boot camp” for its NCIN scholars, who quickly bonded in the small-group setting the camp offered. Guest speakers and NCIN Pre-Entry Immersion Program activities helped students prepare for the fast pace of academic studies. The dean of the nursing school and the associate dean for student affairs

both held events for scholars at their homes, and these events gave the scholars unique opportunities to meet nurse leaders and discuss career paths. The NCIN scholars had diverse backgrounds and experiences—for example, one had been a pastoral counselor and another a White House military officer. Their diverse experiences enriched the class.

KENT STATE UNIVERSITY Kent, OH ■ www.kent.edu



PROGRAM LIAISON
Tracey Motter, MSN, RNC

Kent State University’s post-grant plans include maintaining its satellite sites to recruit a diverse group of students, continuing to encourage college athletes to become nurses, and continuing the online Pre-Entry Immersion Program.

- Grant Years: 2008, 2009, 2010, 2011, 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 60

The NCIN grant enabled the college of nursing to expand its Accelerated Bachelor of Science in Nursing program to communities that serve disadvantaged and urban populations, especially in Akron and Cleveland. Evening and weekend programs, conducted via satellite and through partnerships with Summa Health Systems and University Hospitals of Cleveland, allowed students to work

full time while studying. These satellite programs also helped the college enhance the diversity of its clinical faculty. Summa Health Systems invited the college to develop a diversity pipeline to encourage students from backgrounds underrepresented in nursing to apply and work as nurse technicians while they were enrolled in the program, until they graduated and passed licensure examinations.

LEWIS UNIVERSITY Romeoville, IL ■ www.lewisu.edu



PROGRAM LIAISON
Jane Trainor, MSN, RN

Lewis CONHP used the NCIN Leadership Toolkit to create additional modules and activities. The leadership activities provided the scholars with a sense of empowerment and accomplishment.

- Grant Years: 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 10

There has been a clear culture shift at Lewis University’s College of Nursing and Health Professions (CONHP). Today, faculty members make mentorship and leadership training the rule rather than the exception. Program coordinators say this focused effort, aided by NCIN’s Leadership and the Pre-Entry Immersion Program Toolkits, has increased student satisfaction. Enthusiasm for learning is

evident, and active engagement in and outside of the classroom has improved. Students and faculty meet regularly, and leadership and mentoring activities present opportunities for networking. Due to NCIN’s focus on mentorship and leadership for second-degree scholars and the helpful toolkit, faculty have an increased awareness for the need for mentorship and leadership for traditional students as well.

LINFIELD COLLEGE McMinnville, OR ■ www.linfield.edu



PROGRAM LIAISON
Lisa Burch, MEd

The NCIN Mentoring Toolkit significantly improved the school’s nurse mentoring because it was informed by the success of similar programs at other NCIN-funded institutions.

- Grant Years: 2008, 2009, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 50

Participating in the NCIN program facilitated the launch of the Linfield College nursing school’s Peer Resource Network mentor program. Initially developed for NCIN scholars, the program was eventually extended to all nursing majors because of its positive reception and evaluations. Each NCIN scholar was assigned a peer resource network mentor during

his or her first semester; by their fourth semester, many were serving as mentors to other students, and exercising and developing their own leadership skills in the process. NCIN grants helped the school attract \$450,000 in additional grants from other foundations to support nursing scholarships.

LOUISIANA STATE UNIVERSITY New Orleans, LA ■ www.lsuhscc.edu
HEALTH SCIENCES CENTER



The focus on research and presentation by scholars in the accelerated nursing program helped improve their ability to understand and apply research.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 10

The NCIN program at Louisiana State University Health Sciences Center allowed several scholarship recipients to continue at the accelerated pace and add a scholarship/research focus to their studies. The NCIN scholars were expected to research an evidence-based nursing area of practice and use the information to create an informational poster. Undergraduate nursing students at this institution



PROGRAM LIAISON
Stephanie Pierce, PhD, RN, CNE

had not been asked to do this before, and they presented their research at a conference alongside research presentations by graduate students. This encouraged the accelerated undergraduate students to function at a higher level. The NCIN scholars and the accelerated program received local TV and newspaper coverage for receiving the NCIN grant.

LOYOLA UNIVERSITY CHICAGO Chicago, IL ■ www.luc.edu



Preparing people to lead extraordinary lives

The annual NCIN conference for funded schools proved to be an enriching, stimulating experience that strengthened scholars' leadership and other skills.

- Grant Years: 2009, 2011
- Degrees Conferred: BSN
- Scholarships Awarded: 20

Through the NCIN program, Loyola University of Chicago's School of Nursing developed an integrated team-based orientation for all accelerated nursing students and encouraged all students to get a "study buddy" and participate in study groups. The NCIN Leadership Toolkit helped NCIN scholars identify their unique leadership qualities. In conjunction with the Nursing Alumni



PROGRAM LIAISON
Phyllis Solari-Twadell, PhD, RN, FAAN

Association, the school of nursing coordinated mock interviews for each graduating student. NCIN scholars found this experience valuable in instilling confidence and professionalism. Scholars benefited from mentoring, opportunities to meet with leaders of health care systems throughout Chicago, and the chance to participate in the annual meeting of schools of nursing that NCIN hosts.

MARQUETTE UNIVERSITY Milwaukee, WI ■ www.marquette.edu



PROGRAM LIAISON
Maureen O'Brien, PhD, RN, PCNS-BC

NCIN funds allowed school officials to provide more resources to support the scholars' academic success, and spurred officials to initiate strategies to train students to become nurse leaders.

- Grant Years: 2011, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 15

Milwaukee's population is 55 percent non-white, a statistic that underscores the need for a diverse health care workforce. Diversity in nursing continues to be a priority for Marquette's nursing school, and the NCIN program has helped it achieve its goal to diversify its student body. NCIN scholarships enabled the school to recruit students from backgrounds underrepresented in nursing. These scholars share a commitment to en-

hancing the quality of patient care and improving the health care systems in which they work. The program also enabled the school to expose the scholars to leaders and mentors from the local nursing community. The school paid for scholars to attend a meeting of the local Sigma Theta Tau International chapter and paired scholars with former scholars and faculty members focused on each student's area of practice interest.

MARYMOUNT UNIVERSITY Arlington, VA ■ www.marymount.edu



PROGRAM LIAISON
Jeanne Matthews, PhD, MS, BS

School officials reach out to prospective applicants from backgrounds underrepresented in nursing as much as a year before application deadlines to help them navigate application and financial aid processes.

- Grant Year: 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 20

Each year, financial barriers cause 15 to 20 minority or disadvantaged students to decline to enroll in Marymount's BSN program, even though they had applied and been accepted. Marymount used its NCIN grant to help these students enroll in the program and used other NCIN tools to help them remain enrolled and succeed. NCIN scholarships allowed

the university to hire an adjunct faculty member to lead and implement a leadership development program for scholars, and made it possible for the chair of the school's BSN program to reduce her teaching hours, devote more attention to managing and supporting a faculty-led student group, and create a more formal mentoring program.

MEDICAL UNIVERSITY OF SOUTH CAROLINA Charleston, SC ■ musc.edu



The NCIN program continues to influence the college's admissions process; one example is a newly required essay question asking applicants to describe how they would work to enhance diversity in nursing.

- Grant Years: 2008, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 70

Six rounds of NCIN funding helped the Medical University of South Carolina's (MUSC) College of Nursing increase awareness about the need for cultural competency and better meet that need. MUSC now has a Multicultural Student Nurses Association, and all of its presidents have been NCIN scholars. The school also has a Men in Nursing interest group, which many NCIN scholars have been



PROGRAM LIAISON
Tiffany H. Williams, DNP, APRN, CPNP-PC

a member of, supported by NCIN scholars. Faculty members are helping create a more inclusive, diverse environment. The NCIN program liaison is leading an active College of Nursing Diversity Committee and serves as the College of Nursing Diversity Officer. MUSC leaders have taken the entire NCIN program to heart and are using its tools to transform the institution's culture and environment.

MGH INSTITUTE OF HEALTH PROFESSIONS Boston, MA ■ www.mghihp.edu



NCIN scholars strengthened their leadership skills by serving as teaching assistants, school representatives to nursing organizations and alumni associations, speakers at recruitment events, and more.

- Grant Year: 2010
- Degrees Conferred: MSN
- Scholarships Awarded: 8

The NCIN program helped MGH's nursing school prepare its students to become nurse leaders. All scholars completed the Myers-Briggs Type Indicator instrument, which measures how people perceive the world and make decisions. The scholars then participated in discussions about what it taught them about their perception and judgement, and how to apply that knowledge to their development as leaders. MGH used NCIN tools to



PROGRAM LIAISON
Patricia Lussier-Duynstee, PhD, RN

provide academic support services to students and to respond to their needs, in some cases pre-empting crises that could have derailed their education. Students were vocal about the academic support they needed to succeed. Support services, which had previously been managed through the Office of Student Affairs, were now provided by the school of nursing, which enhanced the relationship between it and the students.

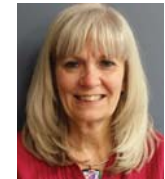
MIDAMERICA NAZARENE UNIVERSITY Olathe, KS ■ www.mnu.edu



The school continues to proactively seek opportunities to enhance diversity because its leaders are convinced that doing so adds a depth and richness to the program and brings in highly talented students.

- Grant Years: 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 50

NCIN enabled the MidAmerica Nazarene University School of Nursing and Health Science to recruit and retain more students from under-represented backgrounds in nursing. One NCIN scholar was a refugee who escaped the war-torn streets of Vietnam on a wooden fishing boat. The school implemented a comprehensive marketing strategy to enhance the di-



PROGRAM LIAISON
Deborah M. Highfill, PhD, RN

versity of its student body; it included advertisements and stories about the program in magazines, newsletters, and online publications, and on billboards. Still, word-of-mouth referrals continue to be the most effective recruitment tool. In later grant years, the school used student input to enhance the NCIN program and hired a faculty member dedicated to overseeing it.

MONTANA STATE UNIVERSITY Bozeman, MT ■ www.montana.edu



Most NCIN scholars participated in clinical experiences on the Fort Peck Indian Reservation and at the State Psych/Mental Health Hospital. Both offered opportunities to develop as leaders.

- Grant Year: 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 5

Due to the NCIN support, Montana State was able to accept five scholars who were economically disadvantaged and considered to be at risk of not completing their degrees. Not only did all five scholars successfully complete the program, but they excelled. All passed their NCLEX examinations the first time they took them, obtained their state nursing licenses, and found meaningful employment within two months of graduation.

One scholar was enrolled in a DNP program that started just three weeks after she graduated. The scholars, of course, earned their success but the tools provided by NCIN helped support it by strengthening their orientation, leadership, and mentoring experiences. Scholars participated in the local chapters of Sigma Theta Tau International, the international nursing society, and Zeta Upsilon.

PROGRAM LIAISON
A. Gretchen McNeely, DNSc, RN

MOUNT CARMEL COLLEGE OF NURSING Columbus, OH ■ www.mccn.edu



Programs and activities originally designed for NCIN scholars were so successful that faculty members expanded and made them available to all students in the Second-Degree Accelerated Nursing program.

- Grant Years: 2009, 2011, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 31

NCIN supports the commitment of the college's parent company, Trinity Health, to diversify the nursing workforce. The college created an Individual Leadership Nursing Seminar using the NCIN Leadership Toolkit as a guide, and all NCIN scholars completed the seminar. Understanding that building leadership skills is a process, the Second-Degree Accelerated program (SDAP) faculty voted to incorpo-



PROGRAM LIAISON
Tanika Cherry-Montgomery, PhD, RN-BC

rate leadership learning opportunities into all core nursing classes. Program officials met the objectives of NCIN's mentoring program. They also created a committee to identify candidates for NCIN scholarships. As a result of this work, faculty affiliated with the school's SDAP sought resources that allowed all SDAP students to participate in activities that were originally intended only for the NCIN scholars.

MOUNT SAINT MARY'S UNIVERSITY Los Angeles, CA ■ www.msmu.edu



The legacy of the NCIN scholarships will endure in the college's curriculum and its alumni mentoring program.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 57

The nursing school has made mentorship and leadership development cornerstones of its Accelerated Bachelor of Science in Nursing program. It has worked in partnership with the Office of Alumnae Relations to create a multi-level program that supports peer, faculty, alumni, and professional mentoring. This vital professional and educational support tool for scholar mentees has provided a



PROGRAM LIAISON
Sarah Shealy, MSN, RN, CNM

deeply rewarding experience for mentors as well. Grateful scholars point to the benefits when alumni share their insights on work-life balance, stress management, and other issues. The program's leadership and management class and its clinical component enable students to learn about managing employees through leadership exploration, critical thinking exercises, and reflective journaling.

JED HANSEN NEBRASKA METHODIST COLLEGE ■ June 2012



*I believe this about nursing...
"Nursing is an opportunity."*

Unlike many nurses and fellow students, when deciding on a career in health care I wasn't sure what I wanted to do. I took a systematic look at several different career paths and educational routes, making sure I was going to enter into a career that made sense for where I was in my life and where I wanted to go. I was looking for a career that offered personal flexibility and autonomy; a career that allowed me to help others; and a career that offered various professional routes. After diligent research, I found that nursing was the certain path that would offer me all of these career traits.

Now, halfway through my accelerated nursing program, I feel that the decision I made more than two years ago to leave my position as a corporate manager was the right one for me. My classes have been challenging, my clinicals have been enlightening, and my fellow classmates and instructors have been outstanding. Even as a nursing student I have been provided with opportunities to make a difference. I have positively affected the lives of many of the patients I have had the privilege to help in clinical rotations and have had wonderful experiences meeting a driven and diverse group of nursing students.

Yet, thanks to the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing (NCIN)* scholarship program, I realize that many more opportunities exist post-graduation. Through NCIN, I have been paired

with a current professional as a mentor and participated in leadership building exercises. I am beginning to recognize the significance of being an NCIN scholar and the importance of being an agent of positive change in nursing—as a professional leader and as a patient advocate.

Thanks to the leadership opportunities and the very gracious scholarship provided through NCIN, I am now refocusing my goals to include opportunities that will allow me to impact the field of nursing as a whole, not just the patient base I will serve. Instead of finding myself under considerable student-loan debt, because of the scholarship I feel that I will be in a position to continue my education after receiving my BSN and become a true leader in health care.

Because of the financial aid and leadership opportunities provided by RWJF, a more highly educated and diverse nursing population will be able available to address the challenges and constraints of the ever-changing face of health care and better serve patients. I am proud to be an NCIN Scholar, and I am grateful for the opportunities the program has given me already and the potential I have to make a difference in the future.

NEBRASKA METHODIST COLLEGE Omaha, NE ■ www.methodistcollege.edu



PROGRAM LIAISON
Susie Ward, PhD, RN

The NCIN program helped Nebraska Methodist College produce nurse leaders who are invested not just in excelling in their nursing careers, but in creating an enduring institution for their NCIN peers as well.

- Grant Years: 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 32

The success of the NCIN program at Nebraska Methodist College may be best reflected by the impressive nurse leaders the school has produced. Former NCIN scholars mentor new cohorts of accelerated nursing students. These former scholars have also met with executive nurse leaders from Methodist Hospital for further guidance about their careers. One scholar recognized the need for an

alumni network for all NCIN scholars, and his vision and leadership were instrumental in the creation of the thriving NCIN Scholars Network, created in 2012. All NCIN scholars can join, and Network leaders have participated in several NCIN annual summits. The Scholars Network will soon become an independent association. At present, two scholars from Nebraska Methodist serve on its steering committee.

NEW JERSEY CITY UNIVERSITY Jersey City, NJ ■ www.njcu.edu



PROGRAM LIAISON
Barbara B. Blozen, EdD, MA, RN, BC

Having mentors who are inspirational role models helps NCIN scholars recognize the value of mentorship and the importance of teamwork, and helps them become strong advocates for the nursing profession.

- Grant Year: 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 5

The NCIN scholarship program helped students from groups traditionally underrepresented in nursing achieve success. In doing so, the program improved prospects for their communities as well. The university has begun to invest in a transformational leadership program that pairs scholars with mentors and leaders from local agencies. Nursing school

officials teamed with nurse faculty and leaders to encourage and prepare nurses to lead change in health and health care. Faculty mentors provide ongoing support and, at the same time, remind them to "own" their nursing career goals and capitalize on their learning experiences.

NEW MEXICO STATE UNIVERSITY Las Cruces, NM ■ www.nmsu.edu



PROGRAM LIAISON
Pamela Schultz, PhD, RN

The NCIN grant helped second-degree students access the accelerated nursing program, and these are often the students most committed to serving underserved rural communities.

- Grant Years: 2011, 2012
- Degrees Conferred: MSN
- Scholarships Awarded: 10

With NCIN support, New Mexico State University's school of nursing developed a number of innovative initiatives and school-wide strategies to promote the recruitment and retention of minority, low-income, and rural students and others from backgrounds underrepresented in nursing. These strategies include minority recruitment through health career clubs; a distance-learning

program partnering with a community college; individualized and/or formal group remediation by nursing faculty for struggling students; a simulation lab to develop clinical reasoning skills and enhance professional judgment; distance learning technologies to allow flexible scheduling to help students meet the demands of family and work; and participation in the statewide nursing education consortium.

NEW YORK UNIVERSITY New York, NY ■ www.nyu.edu



PROGRAM LIAISON
Ann Marie P. Mauro, PhD, RN, CNE

The college invites members of its nursing community to NCIN leadership development seminars and incorporates content from the NCIN Leadership Toolkit and Doctoral Advancement in Nursing Project into a leadership and management nursing course.

- Grant Years: 2008, 2011, 2012, 2013, 2014
- Degrees Conferred: BS
- Scholarships Awarded: 45

New York University's college of nursing's success with NCIN results from several key factors: a strong application and screening process including finalist phone interviews; an advisory board of community stakeholders; intensive academic advisement and supportive resources; advance planning of program activities around student and faculty schedules; clear communication of program re-

quirements and student expectations; student engagement in academics as well as leadership, research, practice, and volunteer opportunities; a mentoring program that matched scholars with doctorally prepared nurses; peer advisors; guidance for scholars on professional growth opportunities; NCIN's Pre-Entry Immersion Program; and professional networking for scholars.

NORFOLK STATE UNIVERSITY Norfolk, VA ■ www.nsu.edu



All incoming nursing students, not just NCIN scholars, now benefit from NCIN's Pre-Entry Immersion Program (PIP). Evaluation of the PIP indicated that students wanted more time to review math concepts and test-taking strategies, and officials were able to meet their needs.

- Grant Years: 2008, 2010, 2012, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 40

A weekly "lunch and learn" meeting grew out of the NCIN mentoring program at Norfolk State University's nursing school. These meetings brought together scholars and their faculty mentors for informal, weekly lunch gatherings to discuss school-related issues. The meetings were limited to 10 students to ensure everyone could participate and get their ques-

tions addressed. Topics included multiple course subject matter, test taking, coping with stress, and organization. These sessions inspired other faculty members to volunteer to hold weekly sessions for other students in the program.



PROGRAM LIAISON
Jessica Parrott, DNP, RN, CPNP-PC

NORTHERN ARIZONA UNIVERSITY Flagstaff, AZ ■ www.nau.edu



Many NCIN graduates work in rural and underserved areas, are active in professional organizations, and are pursuing graduate education, diversifying enrollment for Northern Arizona University's graduate programs.

- Grant Years: 2008, 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 38

Administrators at Northern Arizona University's (NAU) school of nursing hoped the NCIN program would help the school maintain steady enrollment in its accelerated second-degree baccalaureate program and increase the diversity of applicants. Leaders at the school of nursing credit participation in the NCIN program with helping it reach those goals; the possibility of a scholarship helped increase the applicant pool and the

accelerated-degree program reached capacity. The number of men in the program increased by 10 percent and students from minority and financially disadvantaged backgrounds remained steady at 23 percent. Males and students from backgrounds underrepresented in nursing share their perspectives and mentor other students in the program.



PROGRAM LIAISON
Sally Doshier, EdD, MSN, RN

OAKLAND UNIVERSITY Rochester, MI ■ www.oakland.edu



Thanks to the NCIN grant, the school created an obstetrics faculty position, grew the number of applicants to its ASDN program, and further enhanced its reputation in the community.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 15

NCIN scholars in the school of nursing at Oakland University served as role models and a source of support for other Accelerated Second-Degree Nursing (ASDN) students. These scholars initiated projects such as developing a calendar of courses and clinical rotations, tutoring other students, and offering review sessions

on course content. The NCIN grant also enabled the school of nursing to hire a faculty member dedicated to teaching obstetrics and serving as a clinical faculty member. This filled a much needed teaching gap, allowing the program to now offer faculty in all its specialty areas.



DEAN SCHOOL OF NURSING
Gary Moore, PhD, RN

OHIO STATE UNIVERSITY Columbus, OH ■ www.osu.edu



Scholars reported that exploring their talents boosted their confidence and helped them through the sometimes-difficult transition into nursing.

- Grant Year: 2008
- Degrees Conferred: MSN
- Scholarships Awarded: 5

The Ohio State University (OSU) worked with an organization development consultant at the OSU's Office of Human Resources to generate a list of five leadership development activities, and asked its NCIN scholars to rank them from most to least beneficial. The scholars gave the highest ranking to StrengthsFinder, an online self-report assessment that reveals how the user's top talents can

be translated into personal and career success. The scholars then reviewed their top talents during a workshop at which they developed "elevator speeches" that promoted those strengths; identified opportunities to use this knowledge in their personal and professional lives; and identified ways to maximize their talents within the cohort, working collaboratively as a team.



DEAN OF COLLEGE OF NURSING
Bernadette Mazurek Melnyk, PhD, RN, FAAN

OKLAHOMA CITY UNIVERSITY Oklahoma City, OK ■ www.okcu.edu



The NCIN grant allowed the school of nursing to create a more inclusive environment for its male students.

- Grant Years: 2008, 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 27

The main focus for Oklahoma City University's school of nursing was to recruit and retain male scholars. The university conducted a national recruitment campaign that publicized its scholarship opportunities for men, which resulted in 27 percent of its 2010 cohort being male. To retain these new recruits, the university relied on an advisory council of men in nursing from the community. The



DEAN OF THE SCHOOL OF NURSING
Lois Salmeron, EdD, RN, ANEF

council planned a series of meetings with the male scholars that were called "Monday Knights Nursing"—a takeoff on Monday Night Football. Council members mentored the male scholars. Meetings featured speakers on gender differences in communication and caring, nurse-physician relationships across genders, the history and future of men in nursing, and more. Meetings were well attended.

OREGON HEALTH & SCIENCE UNIVERSITY Portland, OR ■ www.ohsu.edu



Across the school, the NCIN project increased awareness, focused attention, and enhanced the commitment to diversifying the student body. It has also contributed to the development of a school of nursing diversity action plan.

- Grant Years: 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 21

NCIN scholarships were awarded to students on two university campuses that offered accelerated baccalaureate programs. Some activities were completed together, including monthly leadership meetings, and others were held on the separate campuses with local engagement. Scholars from both campuses attended the National Student Nurses Association meeting and connected for a lead-



PROGRAM LIAISON
Peggy Wros, PhD, RN

ership meeting and social activities. Scholars become a tightly knit group of students who supported each other. Mentoring was a challenge on one campus, in Ashland, where there were no students from previous cohorts to serve as mentors. Instead, those students paired with mentors who had a second degree but were enrolled in the three-year baccalaureate program.

PACE UNIVERSITY New York, NY ■ www.pace.edu



PROGRAM LIAISON
Martha Greenberg, PhD, MSN, BSN

Many NCIN scholars have continued their education. They serve as role models, encouraging other students to participate in research and professional initiatives. One NCIN scholar was awarded a Fulbright fellowship to study barriers that prevent access to primary care in Bangladesh.

- Grant Years: 2008, 2010, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 30

During the course of the NCIN grants, faculty members at Pace learned to expect the NCIN scholars to be socialized into the profession quickly and to take on leadership roles inside and outside of the classroom. Over time, more faculty expressed interest in participating in the NCIN mentoring program. NCIN scholars learned the level of leadership that was expected from them and often rose to the occasion during their studies and

after they graduated. Scholars reported that serving as team leaders for their EBP (evidence-based practice) projects taught them valuable lessons about accountability, time management, and group dynamics. The NCIN grant covered the cost of having each scholar group's EBP poster professionally prepared and printed. The posters highlighted the scholars' work and that of other accelerated nursing students.

PENNSYLVANIA STATE UNIVERSITY State College, PA ■ www.psu.edu



PROGRAM LIAISON
Paula Milone-Nuzzo, PhD, RN, FAAN

Faculty preparation was important but actual experience working with NCIN scholars led faculty to change their teaching approaches for this unique population of learners.

- Grant Year: 2011
- Degrees Conferred: BSN
- Scholarships Awarded: 10

Receiving the NCIN grant allowed leaders at the accelerated second-degree nursing program to focus on leadership and mentoring of scholars. Implementation of the NCIN Pre-Entry Immersion Program was extremely successful. Feedback indicated that the program should be made available to all students. Program coordinators realized that

excellence in delivery of an accelerated program for second-degree nursing students is an evolutionary process that requires a change in mindset by faculty accustomed to teaching other pre-licensure students who are not on an accelerated track.

QUINNIPIAC UNIVERSITY Hamden, CT ■ www.quinnipiac.edu



PROGRAM LIAISON
Cory Ann Boyd, EdD, RN

The Quinnipiac scholars have well-defined goals for the future that include advancing their education and pursuing positions in nursing that allow them to give back by providing care to underserved populations.

- Grant Years: 2010, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 23

Quinnipiac University's strong mentoring program aims to maximize NCIN Scholars' leadership potential, help them build long, successful careers, and uncover their passions for meeting the needs of patients. Scholars begin by reading a book that presents a novel view of leadership. Their mentors help them gain meaningful experience in their

areas of interest such as anesthesia, veterans with post-traumatic stress disorder, and health care policy. They conduct and disseminate research projects, and the program culminates with the annual *Conversations with Leaders*, which connects them to renowned nurse leaders in small groups, after which they present about the experience to the nursing community.

RUSH UNIVERSITY Chicago, IL ■ www.rushu.rush.edu



PROGRAM LIAISON
Lisa Rosenberg, PhD, MSN, RN

Telling the story of Rush University and its school of nursing now involves emphasizing the culture of diversity and inclusion.

- Grant Years: 2008, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 76

Increasing student diversity is not only a matter of recruitment, but of initiating a more comprehensive effort that weaves diversity into the fabric of an organization like Rush. This requires a three-tiered approach of organizational commitment, financial support, and right-fit recruitment and retention strategies, which are essential components for a sustainable model to increase diversity. This model has

served as the foundation at Rush for creating a pipeline of students from under-represented populations. Relationships with colleges and universities with diverse student bodies, expanded social media presence, and creation of videos such as "Why Not Men in Nursing" and "A Culture of Inclusion" are just a few of the recruitment strategies the school has used.

RUTGERS Newark, NJ ■ www.rutgers.edu
(formerly the University of Medicine and Dentistry New Jersey)*



PROGRAM LIAISON
Mary Jo Bugel, PhD, RN, CNE

Rutgers will continue to work on recruiting and retaining students from backgrounds underrepresented in nursing to help increase the diversity of the health care workforce.

- Grant Years: 2008, 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 62

* This grant relationship began before the former University of Medicine and Dentistry of New Jersey was integrated into Rutgers.

NCIN helped the University of Medicine and Dentistry NJ (UMDNJ) increase enrollment of underrepresented and economically challenged nursing students. To recruit, enroll, and retain a diverse student body and increase the diversity of program graduates, the school of nursing added faculty and staff; instituted academic support programs on two campuses; identified and supported students at academic risk;

launched a peer-mentoring initiative that paired ethnically diverse students so they would work together; and built relationships with minority nursing associations to identify role models and mentors. The program provided opportunities for NCIN scholars to develop their leadership and mentorship skills by mentoring incoming scholars, presenting at recruitment events, and serving as representatives on school committees.

SAINT LOUIS UNIVERSITY St. Louis, MO ■ www.slu.edu



PROGRAM LIAISON
Sheila A. Leander, PhD, RN

Faculty members recognize that the NCIN program offers much more than tuition assistance, and are invested in the retention of all students. They pay particular attention to the academic performance of the NCIN scholars as they progress.

- Grant Years: 2008, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN, MSN
- Scholarships Awarded: 53

As an NCIN grantee, Saint Louis University School of Nursing has made significant progress in increasing the number of males and African-Americans in both its BSN and MSN accelerated classes. The school is working to increase the number of Hispanic students and students from disadvantaged backgrounds as well. During each year of the NCIN grant, the school of nursing has worked

to build on its success and enhance elements of the NCIN program. The university now has a retention specialist, and nursing school faculty have modified their teaching strategies to accommodate the learning styles of a more diverse student body. They also have become more sensitive to issues facing students, such as "fitting in" to clinical placements, transportation, and financial challenges.

SALISBURY UNIVERSITY Salisbury, MD ■ www.salisbury.edu



NCIN was a catalyst for other initiatives, including a medical simulation center, shared hospital clinical faculty positions, 12 new part-time faculty (25 percent of whom are from groups underrepresented in nursing), and a DNP program.

- Grant Years: 2009, 2010, 2011
- Degrees Conferred: BS
- Scholarships Awarded: 24

Faculty and administrators at the school of nursing have learned several lessons as NCIN grantees, including the importance of securing buy-in from as many faculty members as possible; keeping faculty updated and engaged; and ensuring that NCIN scholars understand the department's expectations of them. Faculty and staff engage in ongoing communication and contact with scholars; they have



PROGRAM LIAISON
Lisa A. Seldomridge, PhD, RN

created an events calendar and utilized weekly emails, invitations to small-group updates, and bulletin board posts to help students find faculty mentors. To facilitate the mentorships, the department posted a table of faculty interests (both scholarly and personal) on its website. The department also used an online survey and focus group findings to guide improvements in the program, with a focus on mentoring.

SAMFORD UNIVERSITY Birmingham, AL ■ www.samford.edu



Undergraduate faculty course coordinators evaluated the Accelerated Second-Degree Program curriculum and planned to revise it to meet the specific needs of adult learners in an accelerated learning environment.

- Grant Years: 2010, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 18

As a result of NCIN funding, the Samford University, Ida V. Moffett School of Nursing has been able to increase partnerships with area hospitals and place new graduate nurses in jobs. The school also increased partnerships with health care technology companies like Vocera, introducing students to new products. A community health nursing course offered leadership and learning opportunities, especially during the summer



PROGRAM LIAISON
Lisa Gurley, MSN, RN, CNE

of 2011, following devastating tornadoes in the state. All students in the accelerated nursing program participated in a public health forum, Tornado Recovery and Vulnerable Populations. The project helped make faculty more aware that adult, second-degree students must be taught differently than traditional students. A presentation on the accelerated nursing program, supported by NCIN, was featured at an international conference in 2012.

SAMUEL MERRITT UNIVERSITY Oakland, CA ■ www.samuelmerritt.edu



Samuel Merritt University used its participation in the NCIN program to leverage a grant from the California Wellness Foundation to support students who need financial, academic, and mentorship support in the university's traditional BSN program.

- Grant Years: 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN and MSN
- Scholarships Awarded: 75

The school of nursing enhanced its peer mentoring work by hiring as tutors NCIN alumni who had passed the NCLEX exam. Many of them were having difficulty finding RN positions in a tight job market, and this effort provided them university jobs, as well as the opportunity to stay connected. The alumni also served as role models for those they tutored. Taking on these



PROGRAM LIAISON
Araa Amidi Nouri, PhD, RN

new roles helped increase the tutors' confidence, and because they were employed by the university and working to pass on their nursing knowledge, they were more competitive candidates for jobs. Many are now getting jobs as nurses.

SEATTLE UNIVERSITY Seattle, WA ■ www.seattleu.edu



SEATTLE UNIVERSITY

NCIN scholars have demonstrated leadership and served as effective liaisons between college administrators and students.

- Grant Year: 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 5

Nursing school officials identified five students new to the MSN-entry immersion program as NCIN scholarship recipients. After receiving one-on-one mentoring and continuous support, these scholars embraced their leadership roles at the college of nursing, and the result was cultural change that transformed the nursing education experience for all nursing students at Seattle University. All the NCIN



PROGRAM LIAISON
Anne Hirsch, PhD, ARNP, FAANP

scholarship recipients participated in admissions interviews this year, providing high quality feedback to the faculty selection committee. This was a major culture change for the college, as students have not been involved in these interviews in the past. Collectively, the NCIN scholars committed to several quality improvement projects.

SETON HALL UNIVERSITY South Orange, NJ ■ www.shu.edu



The college intends to maintain mentoring, leadership training, and other supports for students because they have proven invaluable to the success of the accelerated second-degree MSN-CNL program.

- Grant Years: 2009, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 25

During its final year in the NCIN program, the college of nursing focused primarily on developing leaders in the university setting and in regional professional programs. NCIN scholars participated in regional NCIN leadership conferences and reported being inspired. Scholars also participated in meetings of the NJ Chapter of Men in Nursing. They demonstrated leadership by volunteering to draft a proposal for a study-abroad



PROGRAM LIAISON
Pamela Galehouse, PhD, PMHCNS-BC, CNL

program for nursing and other health care professions students; serving as peer advisors in the Freshman Studies Office; participating in the university's multidisciplinary student organization, Leaders in Healthcare; joining meetings to plan for the 2014-2015 academic year; and conducting a mentorship training workshop for accelerated second-degree MSN-Clinical Nurse Leader (CNL) students.

SHENANDOAH UNIVERSITY Winchester, VA ■ www.su.edu



NCIN scholars especially appreciated the opportunity to meet personally with nursing leaders, to explore career options, and to develop and practice communication skills, including public speaking.

- Grant Years: 2008, 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 33

A key goal for the school of nursing was to provide NCIN scholars with experiences that would help them matriculate into graduate nursing programs and/or assume leadership positions as nurses. To that end, the school organized group activities including monthly "Leadership Concepts" discussions with guest speakers; orientation sessions at which previous



DEAN OF SCHOOL OF NURSING
Kathryn M. Ganske, PhD, RN

NCIN scholars shared advice with incoming students; a Sigma Theta Tau International (STTI) Rho Pi Chapter Research Day; private Q&A sessions with the president-elect of STTI; and meetings with the NCIN Project Director to address various issues and explore career options. The scholars also attended the Virginia Nurses Foundation's annual gala.

SIMMONS COLLEGE Boston, MA ■ www.simmons.edu



Since the NCIN grants, Simmons has increased minority and under-represented students in the program by more than 20 percent. Active recruitment of NCIN Scholars sent a message that the Simmons College Department of Nursing is committed to serving all students.

- Grant Year: 2010
- Degrees Conferred: BSN, MSN
- Scholarships Awarded: 12

To help increase the diversity of the school of nursing and health sciences, Simmons College developed an effective recruitment plan, which included developing an agreement with Bennett College, an ethnically diverse college for women. The recruitment plan also included sending mailings to hospital partners, the New England

Regional Black Nurses Association (NERBNA), and the local chapter of the American Association of Hispanic Nurses (AAHN), as well as hosting social events with these organizations. The local NERBNA and AAHN presidents also serve as mentors to NCIN scholars.



PROGRAM LIAISON
LaDonna Christian, BSN, MSN, APHN-BC

SOUTH DAKOTA STATE UNIVERSITY Brookings, SD ■ www.sdstate.edu



The emphasis on practicing for the NCLEX proved helpful. The 2010 class had one of the highest mean scores on the HESI Exit Exam in the school's history (the HESI Exit Exam evaluates a student's readiness for the NCLEX exam).

- Grant Years: 2008, 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 15

Experts recommend that nursing students learn to make clinical judgments and that they practice taking NCLEX-style questions as part of their regular coursework. The NCIN program allowed faculty at South Dakota State University to help students prepare for the NCLEX exam by adding a module on study and testing strategies to the professional

nursing course offered during the first term of the accelerated BSN program. Student response system questions, CD-ROM practice tests, and review book questions helped students practice answering NCLEX-style questions. Faculty met students one-on-one to further strengthen their test-taking and other skills.



PROGRAM LIAISON
Cynthia Elverson, PhD, RN

SOUTHERN CONNECTICUT STATE UNIVERSITY New Haven, CT ■ www.southernct.edu



Almost all of Southern Connecticut State University's nursing students practice in the state after graduation. NCIN's grants have directly benefited the state, which the Health Resources and Services Administration predicted will face a shortage of nurses.

- Grant Years: 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 48

To recruit diverse students and foster a culture that embraces diversity, the school of nursing at Southern Connecticut State University has conducted outreach to health care agencies in the area; continued a partnership with Eastern Connecticut State University; engaged with campus organizations such as the Black Student Union, the Organization of Latina American Students, and the South Asian Student Association;

worked collaboratively with the university's Multicultural Center; and conducted information sessions about the program at club meetings to increase awareness. Scholars' leadership activities involve community outreach, including a Wellness Education Day for families at the YMCA, a health information fair at a senior center, and a blood pressure screening/diabetic education session at a local soup kitchen.



PROGRAM LIAISON
Mary Ann Glendon, PhD, RN

SUNY BUFFALO Buffalo, NY ■ www.buffalo.edu



Student testimonials confirmed that the NCIN scholarships made it possible for them to attend school, and that leadership and mentorship activities made professional growth possible and helped them take a proactive approach to addressing issues in nursing and health care.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 8

The school of nursing partnered with the Workforce Investment Board (WIB) to identify displaced workers who were looking to re-enter the job market or to further their education and training, and who were interested in nursing and qualified for admission to the program. Six of SUNY Buffalo's eight NCIN scholars were identified through the WIB. An expanded orientation program helped students entering the program make

connections within the group so scholars could assist each other with housing and transportation. The orientation activities also helped students become better acquainted with faculty. The leadership and mentoring activities helped scholars learn what it is like to be a health care professional and gave them tools and strategies to support their work both in the classroom and in clinical settings.

PROGRAM LIAISON
Susan Grinslade, PhD, RN, PHCNS

DEANNA MACKEY SALISBURY UNIVERSITY ■ December 2012



*I believe this about nursing...
"Nursing is not simply a job but it is a way of life; it is a true passion that never subsides."*

I have always been interested in the health field. Nothing else has ever piqued my interests. Originally, I thought I would want to become a doctor, but, as I learned about the differences between what makes a doctor and what makes a nurse, I realized that a nurse is who I am and what I am meant to be. One of my greatest realizations is that nurses take the initiative to provide the proper care for their patients. Everything that describes a nurse describes me – patience, integrity, loyalty, caregiver, leader, and courageous.

Becoming a nurse is what I've anxiously been waiting to finally achieve. In addition to my early high school experiences in the health field, I was given the opportunity to become a member of the Acceleration Program for Health Careers at my first college, Virginia Commonwealth University (VCU). This required me to complete a four-week program the summer before the school year started, and I was assigned a specific area of the hospital to do a 40-hour internship. I completed mine on the radiology floor, which was very interesting because it allowed me to broaden my knowledge in a different area of the health field. I also completed a 10-week research program the summer before my junior year. I must say this was quite an experience, and I definitely saw how tedious and challenging research can be and applaud those who do that kind of work. Although it was nice to explore something different, I knew that my heart and passion still remained in the nursing field.

Originally, I was a pre-nursing major at VCU, but every time I applied to the nursing school, I was placed on the wait list. In order to graduate on time, I changed my major to psychology and then reapplied. I ended up taking 26 credits my last semester before graduation in order to fulfill my graduation requirements and complete my pre-requisites for the nursing program. Fortunately, I was accepted to three schools, and I am finally one step closer to becoming a nurse! Through my experiences, I have learned to never give up or let anyone or anything get in the way of what I am truly passionate about.

Words cannot describe how grateful I am to receive the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing (NCIN)* scholarship. I was quite surprised and ecstatic when I got the call from my school that I was one of eight recipients to receive such a prestigious scholarship. This award has allowed me to eliminate the use of loans and helped me pay for my tuition, books, and other necessities. Thank you, NCIN!

SUNY DOWNSTATE Albany, NY ■ www.rfsuny.org



SUNY Downstate Medical Center renovated and expanded the college of nursing's Learning Resources Center, which is equipped with a state-of-the-art simulation laboratory that will benefit not only NCIN scholars, but all nursing students.

- Grant Years: 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 17

The college of nursing takes enormous pride in the diversity of its student body, faculty, and staff and is committed to recruiting and retaining a culturally diverse student population in both its undergraduate and graduate programs. To that end, SUNY integrated a "scholars as mentors" program into its Pre-Orientation Immersion Program. NCIN scholars helped



PROGRAM LIAISON
Maria Rosario-Sun, EdD, RNC-OB, PNP-BC

incoming nursing students transition into the accelerated nursing program. SUNY Downstate Medical Center administrators have been key to the success of the program. The college of nursing received "High Needs Program" grant funds from SUNY Central that have supported hiring additional faculty to support program expansion.

SUNY STONY BROOK Stony Brook, NY ■ www.stonybrook.edu



Escallier says the NCIN program has been "one of the most treasured experiences" of her career. She experienced first-hand how the NCIN program shaped the lives of diverse nursing students.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BS
- Scholarships Awarded: 67

The mission of SUNY Stony Brook's Office of Diversity and Affirmative Action is to create an inclusive campus climate. The NCIN program helped to build and strengthen diversity, not only at the school of nursing but at the entire university. During its seven-year NCIN grant period, the school strengthened its



PROGRAM LIAISON
Lori A. Escallier, PhD, RN, CPNP-PC

mentorship and leadership programs by soliciting feedback from NCIN alumni and using it to guide changes to its programs. The school has expanded its NCIN mentoring program to include other nursing students, including veterans earning their nursing degrees.

TEXAS CHRISTIAN UNIVERSITY Fort Worth, TX ■ www.tcu.edu



Harris College
of Nursing & Health Sciences

The college hopes to eventually offer the leadership activity to all its students to help meet its broader TCU mission to develop ethical leaders.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 8

NCIN enabled Texas Christian University's Harris College of Nursing and Health Sciences to award scholarships to applicants from groups underrepresented in nursing. It then leveraged new revenue generated by higher student enrollments to increase the number of nursing school faculty, hire an academic specialist, provide

additional funds for financial aid and a learning lab, and contribute \$20,000 to its operating budget. A small grant enabled the college to coordinate a leadership and development activity for NCIN scholars, which covered assessing personality styles and demonstrating understanding of select leadership theories and best practices.

PROGRAM LIAISON
Paulette Burns, PhD, RN

TEXAS TECH UNIVERSITY Lubbock, TX ■ www.ttu.edu



Texas Tech expanded NCIN's mentorship and leadership development programs to include all students in its accelerated nursing program. All students were also assigned a clinical mentor and coach for the duration of the academic program.

- Grant Years: 2008, 2009, 2010, 2011
- Degrees Conferred: BSN
- Scholarships Awarded: 60

The leadership development program at Texas Tech University's school of nursing included online modules developed using the NCIN Leadership Toolkit and the "True Colors" leadership training seminar, which teaches how to identify and work with various personality types that are labeled by color. Participants

in the seminar learned about their personality types and how to break down barriers in order to work effectively with those with other personality types. Scholars were also invited to attend local Sigma Theta Tau International and American Nurses Association chapter meetings.

PROGRAM LIAISON
Melinda Jones, MSN, RN, JD

THOMAS EDISON STATE COLLEGE Trenton, NJ ■ www.tesc.edu



PROGRAM LIAISON
Denise Tate, EdD, APRN-BC

Attendance at annual nursing-related conferences reinforced the importance of continued education to maintain competence in practice.

- Grant Year: 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 5

The NCIN scholarships have had a profound effect on the W. Cary Edwards School of Nursing, heightening awareness about the need to increase diversity among its student population. Faculty and administrators applied concepts, strategies, and values from the NCIN toolkits to classroom and clinical assignments and throughout the curriculum. As a result, NCIN and other scholars have increased confidence in their presentation and

communications skills. NCIN scholars attended the New Jersey Student Nurses conference, and one was elected as a delegate. Toward the end of the accelerated nursing program, a 60-hour clinical immersion experience with a nurse mentor integrates core NCIN values into practice with the expectation that these values will drive the scholar's work as a nurse leader and a care provider to underserved populations in Trenton.

THOMAS JEFFERSON UNIVERSITY Philadelphia, PA ■ www.jefferson.edu



PROGRAM LIAISON
Julia Ward, PhD, RN

NCIN scholars at Thomas Jefferson University were given multiple opportunities to engage with other members of health care teams as well as with nursing experts during their rigorous 12-month curriculum.

- Grant Years: 2008, 2010, 2011, 2012, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 48

Since 2008, NCIN has awarded \$480,000 in scholarship funding to the Jefferson College of Nursing and all 48 scholars have graduated, passed the NCLEX-RN, and are employed in health care settings across the United States. Throughout their academic program, scholars were engaged in various interprofessional activities such as: hand-off communication techniques with medical and

radiologic science students, rehabilitation team presentations with occupational and physical therapy students, clinical rounding with medical and pharmacy students, interprofessional grand rounds with students from all schools, and TeamSteps simulation scenarios with medical students.

UNIVERSITY OF ALABAMA AT BIRMINGHAM Birmingham, AL ■ www.uab.edu



DEAN SCHOOL OF NURSING
Doreen Harper, PhD, RN, FAAN

Students reported that they initially felt overwhelmed by the two-day PIP orientation but later in the semester recognized and appreciated how the information was helping them with their studies.

- Grant Years: 2008, 2010, 2011
- Degrees Conferred: MSN
- Scholarships Awarded: 33

The NCIN program helped the school of nursing refine its accelerated MSN program (AMNP). The school made the Pre-Entry Immersion Program (PIP) available to all students in the AMNP program to introduce them to the accelerated learning process and help them with time management skills, study skill development, professional socialization, and transitions to nurse leadership. The

faculty provided shadowing opportunities for AMNP students in their clinical specialty areas so they would be exposed to a variety of advanced practices. NCIN also helped the school improve its recruitment and retention of underrepresented minority and disadvantaged students.

UNIVERSITY OF CALIFORNIA, LOS ANGELES Los Angeles, CA ■ ucla.edu



PROGRAM LIAISON
Suzette Cardin, RN, PhD, FAAN

NCIN scholars at UCLA said the NCIN grants made them feel appreciated and that their experiences coming from disadvantaged communities were respected in the program.

- Grant Years: 2008, 2010, 2012
- Degrees Conferred: MSN
- Scholarships Awarded: 20

UCLA's school of nursing serves as a major pipeline to help meet the need for a diverse, well-qualified, and highly educated nursing workforce. NCIN program coordinators report that the NCIN tools, including the Mentoring and Leadership Development Toolkits and the Pre-Entry

Immersion Program, were extremely helpful and easy to use. Nineteen of UCLA's 20 NCIN scholars completed the accelerated MSN program, passed the NCLEX, and are employed at hospitals in California.

UNIVERSITY OF CALIFORNIA, San Francisco, CA ■ www.ucsf.edu
SAN FRANCISCO



Recognizing the positive attributes and purpose the NCIN program serves, the school of nursing is actively looking for new funding sources to support the academic pursuits of underrepresented students in nursing.

- Grant Year: 2013
- Degrees Conferred: MSN
- Scholarships Awarded: 5

The five NCIN scholars who entered the Masters' Entry Program in Nursing progressed steadily and successfully. The NCIN scholarships helped to reduce the debt load and

financial hardship our scholars would otherwise have faced due to the costs of education and living in the San Francisco Bay Area, without an ability to work.



PROGRAM LIAISON
Judith Martin-Holland, PhD, RN, FAAN

UNIVERSITY OF CENTRAL FLORIDA Orlando, FL ■ www.ucf.edu



The NCIN cohort was diverse, and included scholars from various ethnic, cultural, and socioeconomic backgrounds. That diversity helped enrich the classroom experiences for all students as scholars shared their experiences and perspectives on the health and social service systems.

- Grant Year: 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 5

All NCIN scholarship recipients participated in a two-day orientation program that addressed learning and study strategies, time management, and goal setting, among other topics. These scholars were engaged in leadership activities beginning at the time they enrolled. All became members of a local chapter of the Student Nurses Association, and all attended

state and national conventions of student nurses. One scholar shared his experiences as a nursing student with incoming students at an orientation of the new class. He provided tips on how to stay focused and manage the program's rigorous assignments and study demands.



PROGRAM LIAISON
Kelly Allred, PhD, RN-BC, CNE

UNIVERSITY OF CINCINNATI Cincinnati, OH ■ www.uc.edu



The NCIN program served as a catalyst for officials to review the school's resources for students, and provided direction for the development of new resources and programs to support students.

- Grant Year: 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 5

NCIN has helped increase the diversity of the student body in the accelerated BSN program and supported greater collaboration between the college of nursing and the university in supporting these students, including through the Emerging Ethnic Leader program and workshops on finance, time management, and prioritization. Even before becoming an NCIN grantee, the school of nursing was

using NCIN's Pre-Entry Immersion Program and mentor toolkits. Upon becoming an NCIN grantee, the university developed a mentoring program that paired students with two mentors, one in practice and the other in academia. These mentoring relationships support students while they are in school and in their professional careers after they graduate.



PROGRAM LIAISON
Eileen Werdman, DNP, RN-BC, CNS

UNIVERSITY OF DELAWARE Newark, DE ■ www.udel.edu



NCIN scholars were afforded a variety of leadership opportunities and two scholars provided testimonials on the school's website.

- Grant Years: 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 20

Leadership has been a primary focus of the NCIN program at the University of Delaware, where NCIN scholars had opportunities to serve as research or teaching assistants with faculty mentors. Mentors also helped scholars develop leadership goals and competencies. NCIN scholars consistently spoke at open houses for the accelerated nursing program,

which was a step forward as students from underrepresented groups had rarely helped recruit new students in the past. The NCIN scholarships positioned the university to receive a Health Resources and Services Administration diversity grant in 2014; it will be used to continue the work begun under the NCIN grant.



PROGRAM LIAISON
Kathleen Schell, PhD

UNIVERSITY OF DETROIT MERCY Detroit, MI ■ www.udmercy.edu



PROGRAM LIAISON
Maureen Anthony, PhD, RN

By returning to the university to assist current students, NCIN scholars continue to develop their leadership skills long after graduation.

- Grant Years: 2008, 2011
- Degrees Conferred: BSN
- Scholarships Awarded: 25

NCIN scholar alumni at the University of Detroit Mercy “pay it forward” by returning to assist in classrooms and in the learning lab and by mentoring current scholars. While in the program, all scholars used their previous degrees to enrich the learning experiences of their fellow students.

One scholar with an engineering degree brought a wealth of helpful knowledge to the classroom. That interprofessional effort extended to a project in which faculty from the college of engineering partnered with the school of nursing to develop adaptive equipment for people with disabilities.

UNIVERSITY OF HAWAII, MANOA Honolulu, HI ■ www.manoa.hawaii.edu



PROGRAM LIAISON
Allen Hanberg, PhD, RN, CHSE

NCIN scholars are paired with three kinds of mentors: professional nurses, peers, and faculty. All provide support and advice.

- Grant Years: 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 40

Giving back to the community is a tradition at the school of nursing, which has a successful track record of recruiting, retaining, and graduating students from underrepresented and disadvantaged backgrounds. Historically, these have included students with Japanese, Korean, and Filipino backgrounds. Many NCIN alumni have returned to their homes on neighboring islands or to rural communities to care for those in

underserved communities. The NCIN program emphasizes leadership and mentorship. Scholars work to develop key leadership competencies including self-knowledge; strategic vision; risk-taking and creativity; interpersonal and communication effectiveness; and to find ways to inspire and lead change. The mentoring work focuses on skill building and role modeling that includes cultural sensitivity and awareness.

UNIVERSITY OF ILLINOIS AT CHICAGO Chicago, IL ■ www.uic.edu



The school used a variety of vehicles to recruit scholars, including the website, internal and external updates, and the University of Illinois Chicago (UIC) News, increasing both the class size and the number of students from backgrounds underrepresented in nursing.

PROGRAM LIAISON
Linda Scott, PhD, RN, NEA-BC

- Grant Year: 2008
- Degrees Conferred: MSN
- Scholarships Awarded: 8

The NCIN scholarship program allowed the school of nursing to increase the class size as well as the diversity of the class. The school of nursing also added a faculty position with responsibility for the scholars' clinical

work. To get feedback on the program and ensure scholars' engagement, the school conducted a survey of scholars and administrators and then faculty members met with the scholars on a regular basis.

UNIVERSITY OF IOWA Iowa City, IA ■ www.uiowa.edu



To ensure scholars had adequate mentoring support, the school of nursing scheduled frequent meetings for mentors and mentees, and developed a toolkit.

PROGRAM LIAISON
Rita Frantz, RN, FAAN

- Grant Year: 2008
- Degrees Conferred: MSN
- Scholarships Awarded: 8

The University of Iowa used its NCIN grant to leverage resources and hire a faculty member to teach pre-licensure students as part of their practice assignment. The University of Iowa was one of the first schools to initiate an NCIN Scholar Mentor Program. The university also conduct-

ed a review of literature to identify best practices for a successful mentorship program and produced a toolkit. University officials conducted a survey about the program; it revealed that mentors and mentees were in close and frequent contact.

UNIVERSITY OF LOUISVILLE Louisville, KY ■ www.louisville.edu



The five NCIN scholars at the University of Louisville have impressed a range of people as having diverse backgrounds, as well as a passion for and commitment to nursing.

- Grant Year: 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 5

Using the NCIN Pre-entry Immersion Program (PIP) Toolkit as a guide, the school of nursing conducted a week-long executive-style program for accelerated BSN students that required them to complete some on-line activities through the summer semester. The PIP served as an excellent model for a similar program for all incoming nursing students. Faculty who teach the beginning courses report that



PROGRAM LIAISON
Ruth Schoen Staten, PhD, PMHCNS, BC

the PIP has been successful in preparing students for their classes and that the students began the clinical courses with an awareness of expectations and a deeper understanding of what nurses do and how nurses think. Students and faculty alike gave the program high marks, and faculty voted to have all incoming BSN students participate in a PIP.

UNIVERSITY OF MARYLAND, BALTIMORE Baltimore, MD ■ www.umaryland.edu



The NCIN program has increased opportunity and driven efforts to identify and meet the academic needs of students from diverse groups, while strengthening the school of nursing's mentoring and leadership tools.

- Grant Years: 2008, 2009, 2010, 2012, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 63

The mentoring program at the school of nursing has helped NCIN scholars improve their academic performance. The NCIN program enhances the academic support services available to all scholars through the school's Student Success Center (SSC); this, in turn, has helped students improve their academic performance, especially in challenging courses such as pathopharmacology



PROGRAM LIAISON
Gail Lemaire, PhD

and adult health. NCIN scholars also serve as peer mentors through the SSC, which monitors student progress, identifies those who are at risk, and develops needs-based interventions. Professional nursing leaders from the community, including clinical nurse leaders (CNLs), visit classes and participate in orientation programs to inform students about the state of CNL leadership and practice in the area.

UNIVERSITY OF MASSACHUSETTS, AMHERST Amherst, MA ■ www.umass.edu



The scholars all joined the university's Center for Multicultural Advancement and Student Success program, which gave them opportunities to participate in activities aimed at increasing networking skills and facilitating academic and career success.

- Grant Years: 2008, 2009, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 40

The school of nursing recently expanded the NCIN mentoring program so that all accelerated second bachelor's degree program students and all students in the traditional undergraduate nursing program benefit from it, in addition to the NCIN scholars. Senior NCIN scholars have helped coordinate the mentoring program, planning activities and matching mentors and mentees. As

a result, students report more beneficial and more frequent contact with their mentors, which many say has helped them navigate entry into the nursing program. Students also took advantage of the university's Center for Multicultural Advancement and Student Success, which offers academic support, student development, and cultural enrichment.



PROGRAM LIAISON
Linda Lewandowski, PhD, RN, FAAN

UNIVERSITY OF MIAMI Coral Gables, FL ■ www.miami.edu/sonhs



The NCIN program includes leadership activities that expose scholars to local leaders in nursing and health care, and provide networking opportunities.

- Grant Years: 2008, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 72

NCIN scholars at the University of Miami school of nursing participate in a seven-week online NCIN Pre-Entry Immersion Program that helps them develop study and program survival skills through a Blackboard Learning Management System. Each week, scholars participate in an online seminar during which the program director presents discussion questions for the scholars to explore

during the week that follows, using Blackboard's Discussion Board. The school holds a monthly Leadership Luncheon Series at which prominent nurse educators and other health care leaders discuss important issues in nursing and health care. Scholars are encouraged to follow up by networking with the speakers and also have an opportunity to shadow the leader for a day.



PROGRAM LIAISON
Kenya Snowden DNP, ANP-BC, ACNP-BC

UNIVERSITY OF MICHIGAN Ann Arbor, MI ■ www.umich.edu



DEAN SCHOOL OF NURSING
Kathleen Potempa, PhD, RN, FAAN

School of Nursing alumni mentor accelerated nursing students, providing guidance on careers and opportunities for interactions that nurture professional socialization.

- Grant Year: 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 13

Partly due to the NCIN grants, the school of nursing developed a Second Career Alumni Mentoring Program. Staff knew that mentoring relationships were vital to accelerated second-career nursing programs, given the intensity and speed with which students complete their studies. The mentoring program includes both personal and professional support for students, with a focus on academic

achievement, career planning and development, and networking with health care systems and practicing nurses. School of Nursing alumni have been enthusiastic mentors and have demonstrated clinical and professional leadership and a range of specialties, so scholars could be matched based on their interests and the attributes they were seeking in a mentor.

UNIVERSITY OF MICHIGAN – FLINT Flint, MI ■ www.umflint.edu



PROGRAM LIAISON
Melva Craft-Blacksheare, DNP, MS, RN

The school of nursing continued to grow, learning from its scholars about how to further develop its peer mentoring initiatives.

- Grant Years: 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 20

NCIN scholars at the University of Michigan-Flint say that receiving the scholarship compelled them to give back to the community through volunteering. They also appreciate the financial support, the leadership training, the confidence they develop over the course of the program, and

the mentoring they receive. Scholars are matched with peer mentors with whom they meet at least twice a month. During the academic year, a joint mentor/mentee event is scheduled, and often led by a community partner.

UNIVERSITY OF MINNESOTA Minneapolis, MN ■ www.twin-cities.umn.edu



PROGRAM LIAISON
Christine Mueller, PhD, RN, FAAN

The NCIN scholars developed their leadership capacity through mentoring, interacting with national nursing leaders, participating in national- and state-level health policy summits, and exploring research careers in nursing.

- Grant Years: 2008, 2014
- Degrees Conferred: MN
- Scholarships Awarded: 23

As part of its NCIN program, the school of nursing provided the scholars with planned leadership opportunities related to practice, research and policy. They were exposed to national nurse leaders and opportunities to increase their knowledge and experience around health policy.

Faculty were committed to preparing a diverse nursing workforce. Students were paired with faculty members who provided intensive mentorship during the 16-month education program.

UNIVERSITY OF MISSISSIPPI Jackson, MS ■ www.umc.edu
MEDICAL CENTER



PROGRAM LIAISON
Tina Martin, PhD, RN, CFNP

Based on the success of the accelerated BSN program on its Jackson campus, the school of nursing introduced a new 12-month accelerated BSN program on its Oxford campus, which increased accelerated BSN student enrollment by 50 percent.

- Grant Years: 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 53

The University of Mississippi Medical Center has the only accelerated BSN program in the state. The NCIN program has helped the school build a strong leadership development program, which includes multiple oppor-

tunities for scholars to meet and learn from nursing leaders in Mississippi. The scholars also engage in peer-to-peer mentoring with traditional BSN students.

UNIVERSITY OF MISSOURI Columbia, MO ■ www.missouri.edu



An NCIN alumnus created the Diversity in Nursing Association at the school of nursing. It helps aspiring nurses from backgrounds under-represented in the field succeed in nursing school and in their careers.

- Grant Years: 2010, 2011, 2012, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 25

NCIN scholars at the University of Missouri experienced many transformational moments under the guidance of nurse mentors and faculty in and out of the university. Scholars improved the lives of their patients, educated opinion leaders about the



PROGRAM LIAISON
Sherri Ulbrich, PhD, RN, CCRN

need for newborn screening, and helped strengthen cultural competence in the nursing curriculum. These experiences fueled their desire to inform health policy and work with culturally diverse groups.

UNIVERSITY OF MISSOURI – KANSAS CITY Kansas City, MO ■ www.umkc.edu



Leaders at the University of Missouri-Kansas City used NCIN toolkits to plan and implement the school's Pre-Entry Immersion Program and its mentoring and leadership programs.

- Grant Year: 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 5

NCIN scholars accepted into the accelerated BSN program at the University of Missouri-Kansas City School of Nursing and Health Studies have diverse backgrounds; they earned their first bachelor's degrees in music, public health, communications, history, or other fields. NCIN Leadership development activities included mentoring pre-licensure students during



PROGRAM LIAISON
Ann Cary, PhD, MPH, RN

health assessment class and in the orientation of new families for newly admitted students. Leadership training also occurs through structured interactions with horses. Scholars participate with faculty during which they discussed a range of issues, including nurse leadership, how nurses function in clinical settings, and the importance of nonverbal cues.

LUIS SANCHEZ-VERA NEW YORK UNIVERSITY ■ February 2013



*I believe this about nursing...
"Nursing is an act of love through healing of mind, body, and soul."*

As I quietly looked down toward my warm bowl of oatmeal and slowly forced spoonfuls of food into my mouth, I realized eating offered no relief. Occasionally, my watery eyes would make contact with my grandmother's half-open eyes as my mother fed her bits of food. This was the last time I would have breakfast with my lovely grandmother.

When I reminisce about the moments we spent together cooking, and the countless hours we spent talking during her medical appointments, I become extremely grateful for the grand inheritance she left for me. She modeled kindness, hard work, and a superhuman joy for service. As these virtues slowly matured in me, it began to form the foundation of my nursing career.

I embraced my passion for studying health and my natural ability to connect with people. Naturally, I found myself working in various clinical settings. Globally, I interned at a humble village clinic in the mountains of Oaxaca and various mobile clinics in Honduras. In my community, I was fortunate enough to participate in Compassion South East, an annual health clinic in Portland, Ore., and volunteer with beautiful children in the hematology and oncology department of a children's hospital for three years. A fiery desire emerged within me for a holistic health care approach and, soon enough, I was on my journey to becoming a nurse.

As I remained true to the core values my family and peers have helped me build, my commitment and dedication to nursing became stronger. These invaluable experiences have tailored my approach to patient-centered care. I refused to reduce nursing down to job security and a list of duties.

I believe nursing is an act of love through healing of body, mind, and soul. We have the privilege to serve people in their most vulnerable states, when the body is broken, the mind discouraged, and the soul simply tired. Nurses have the creativity, humor, knowledge, and courage to care for their patients. Involving a radically different unconditional love in our patient-nurse relationship strengthens trust and ultimately permeates through every delicate layer of the body, mind, and spirit that fuels the healing process.

UNIVERSITY OF MISSOURI – ST. LOUIS St. Louis, MO ■ www.umsl.edu



For some NCIN students, completing the accelerated BSN program was a life-changing experience. It helped them rise out of poverty and move into new worlds, where they could become self-sufficient, help others, and flourish.

- Grant Years: 2008, 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 21

After completing the two-day Pre-Entry Immersion Program, the five NCIN scholars in the 2010 cohort at the University of Missouri-Saint Louis participated in an orientation program for all accelerated nursing students. The NCIN program liaison and the retention coordinator served as their faculty mentors, and

were available to help scholars when they encountered academic challenges or needed guidance in areas such as time management, study habits, test-preparation and test-taking, dosage calculations, and more.



PROGRAM LIAISON
Susan Dean Baar, PhD, RN, FAAN

UNIVERSITY OF NEBRASKA MEDICAL CENTER Omaha, NE ■ unmc.edu



Over the course of the program, NCIN scholars made such good progress that the college continued the NCIN Pre-Entry Immersion Program, as well as its mentoring, networking, and recruitment activities, even after the NCIN grant ended.

- Grant Year: 2012
- Degrees Conferred: BSN
- Scholarships Awarded: 5

As an NCIN grantee, the nursing school implemented new strategies to recruit diverse students. School administrators participated in the Heartland Latino Leadership Youth Empowerment Summit College Fair to recruit Latino youth and invited officials from inner-city high schools and nonprofit organizations to attend a Nursing Showcase Open House at the college of nursing. School officials

also worked with colleagues from the University of Nebraska Omaha to recruit students into its accelerated BSN program. Activities included briefings to academic advising groups and meetings with groups representing students in the health professions; African-American, Latino, Iranian, and Asian student associations; and the Global Friends international group.



PROGRAM LIAISON
Louise LaFramboise, PhD, RN, CNE

UNIVERSITY OF NEW MEXICO Albuquerque, NM ■ hsc.unm.edu
HEALTH SCIENCES CENTER



The NCIN program benefited the entire student body. The university made the skills coaching program available to all undergraduate students and the grant helped the nursing school develop a more comprehensive plan to recruit more students from backgrounds underrepresented in nursing.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 5

The five NCIN scholars at the University of New Mexico (UNM) Health Sciences Center received support from a “student success manager,” who guided them through NCIN’s Pre-Entry Immersion Program, its leadership development activities, and its mentorship program. In addition, four scholars took advantage of a program offering students “individual

success” skills coaching. Faculty and staff also benefited from the school’s participation in the NCIN program. The Division of Equity and Inclusion at UNM was asked to create a diversity workshop to strengthen cross-cultural communication and a university-wide “town hall” meeting was held to discuss a new diversity and excellence plan.

PROGRAM LIAISON
Debra Brady, PhD, RN

UNIVERSITY OF OKLAHOMA Norman, OK ■ www.ouhsc.edu
HEALTH SCIENCES CENTER



Scholars reported that the intense focus on leadership development and mentoring helped them succeed in a rigorous accelerated BSN program.

- Grant Year: 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 20

To enhance their leadership skills, NCIN scholars at the University of Oklahoma Health Sciences Center participated in the College of NOBLE (Nursing Organization for Building Leadership) Ambassador Program. They also received mentoring from alumni of the accelerated BSN pro-

gram and senior-year students, who helped them quickly connect to student services, activities, and programs which helped them succeed in the fast-paced program. Students met with their mentors as often as 10 times per semester.

PROGRAM LIAISON
Gary Loving, PhD, RN, CNE

UNIVERSITY OF PENNSYLVANIA Philadelphia, PA ■ www.upenn.edu



School leaders said they had no doubt the NCIN scholars would continue to develop their leadership and professional skills and to become “movers and shakers.”

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 63

Early in the awards process, college leaders noticed NCIN scholars’ enthusiasm for and commitment to nursing and their interest in becoming leaders. Several scholars worked in the United Community Clinic—a student-staffed health clinic for people of all ages and ethnicities that offers health screenings, physical examinations, counseling, and other services.



PROGRAM LIAISON
Kathleen McCauley, PhD, RN, ACNS-BC

NCIN scholars with athletic interests moved beyond the campus to coach and mentor youth in nearby communities. In general, NCIN students were active in the school and joined a range of groups and committees, often assuming leadership roles.

UNIVERSITY OF PITTSBURGH Pittsburgh, PA ■ www.pitt.edu



To ensure all students had clinical experiences, the nursing school increased its use of simulation-based learning and used the university’s multidisciplinary training and research facility. Simulation is now a part of almost all of the school’s clinical courses.

- Grant Years: 2009, 2010, 2011, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 29

Thanks to the NCIN program, the school of nursing was able to expand enrollment in its Accelerated Bachelor of Science in Nursing (ABSN) program. To accommodate the additional students, the university hired six more clinical faculty members and created new curricular approaches to nurse education. The



PROGRAM LIAISON
Michael Beach, DNP, RN

school also hired a new coordinator, who had switched careers to become a nurse, to oversee its ABSN program. He served as an important male role model for the NCIN scholars. Scholars’ progress was tracked throughout the program to evaluate retention, as well as students’ class participation, test scores, and graduation rank.

UNIVERSITY OF ROCHESTER Rochester, NY ■ www.rochester.edu



Since the NCIN program started, students in the Accelerated Program for Non-Nurses have developed and participated in many projects targeting low-income and disenfranchised people. This has deepened students’ understanding of health care and the factors that influence it.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN and MSN
- Scholarships Awarded: 91

Since receiving its first NCIN grant, the school of nursing has more than doubled the number of faculty members from groups under-represented in nursing and doubled the number of male faculty. It has also hired seven NCIN program graduates



PROGRAM LIAISON
Kathy Rideout, EdD, PPCNP-BC, FNAP

as faculty, and several of them mentor new NCIN scholars. School leaders also meet monthly with scholars to help them succeed academically and prepare them to become leaders.

UNIVERSITY OF SAN DIEGO San Diego, CA ■ www.sandiego.edu



The impact of the NCIN Program is evident in the school of nursing and in the community, as information about the program and its diversity initiatives have been shared widely and featured at several school events.

- Grant Years: 2008, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 25

NCIN scholars at the University of San Diego are leaders in student governance and on key committees, serving as elected officers of the Graduate Student Nurses Association and as student liaisons to school committees. The University has leveraged the NCIN Program to help win grants from the California Office of State-wide Health Planning and Develop-

ment, which allowed for additional community health practicum sites, more simulation case studies focused on diversity and a Spanish class requirement for the entire cohort of students. The entire graduate student body now benefits from NCIN program activities to our entire graduate student body, thus broadening the scope of impact of the program.



PROGRAM LIAISON
Linda Urden, DNSc, RN

UNIVERSITY OF SOUTH ALABAMA Mobile, AL ■ www.southalabama.edu



PROGRAM LIAISON
Sheila C. Whitworth, DNP, MSN, RN

The school plans to maintain its higher enrollment levels and will continue to seek funds to support the recruitment of students from under-represented and disadvantaged backgrounds.

- Grant Years: 2008, 2009, 2010, 2011, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 70

Participating in the NCIN program enabled the school of nursing to increase the diversity of the student body and hire designated faculty for its Accelerated Bachelor of Science in Nursing (ABSN) program. After the first year of NCIN grants, the school was able to house the program in a central location on campus. To meet NCIN criteria, nursing faculty devel-

oped new teaching strategies to build students' leadership and mentoring skills. As a result, the school turned out highly capable graduates who have critical decision-making, communication, and relationship-building skills and are prepared to work as members of interprofessional health care teams.

UNIVERSITY OF SOUTH FLORIDA Tampa, FL ■ www.usf.edu



PROGRAM LIAISON
Rita D'Aoust, PhD, ACNP, ANP-BC

The accelerated BSN program posted exceptionally high graduation rates; nearly all scholars (97%) graduated on time. The program's mentorship and leadership activities helped ensure their academic success and retention during the program.

- Grant Years: 2008, 2010, 2011
- Degrees Conferred: BSN
- Scholarships Awarded: 23

Courses that offered strategies for academic success, participation in student associations, and formal and informal faculty-student mentoring relationships all contributed to the success of NCIN scholars. During the program, they took advantage of numerous opportunities to enrich their education, including attending a national conference sponsored by the University of South Florida on nurse education and research in vet-

eran's health. At the conference, they networked with doctorally prepared nurse leaders, learning about nursing's contributions to research on issues identified by the White House and the Veterans Administration as priorities for veterans' health. Through a monthly leadership program, the scholars met and spoke with numerous prominent nurse leaders, including nursing school deans, scientists, practitioners, educators, and community leaders.

UNIVERSITY OF TENNESSEE Memphis, TN ■ www.uthsc.edu
HEALTH SCIENCE CENTER



PROGRAM LIAISON
Patricia Cowan, PhD, RN

Scholars' involvement in leadership activities on campus led to an increase in student-led activities in local communities and interprofessional community projects.

- Grant Years: 2008, 2009, 2010, 2011, 2012
- Degrees Conferred: BSN and MSN
- Scholarships Awarded: 61

All the NCIN scholars at the University of Tennessee Health Science Center participated in monthly service-learning leadership activities. Scholars worked with homeless people and people living in parts of the city with high poverty and poor health outcomes through their work in soup kitchens, community agencies, and churches. Activities included serving

meals, talking with homeless people, and providing health screenings for and promoting health among adults and youth in underserved communities. Scholars enjoyed using their nursing skills to help others in the community and said that early participation in these community activities exposed them to real-world situations.

UNIVERSITY OF TENNESSEE – KNOXVILLE Knoxville, TN ■ www.utk.edu



PROGRAM LIAISON
Gary Ramsey, DNP, RN

The NCIN program helped increase the diversity of the student body. Nearly 40 percent of ABSN students are from backgrounds underrepresented in nursing, thanks in large part to NCIN-led efforts to recruit minority and low-income students.

- Grant Years: 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 18

The NCIN leadership team at the University of Tennessee-Knoxville incorporated many of the tools from the NCIN program into the entire accelerated BSN (ABSN) program, so that all ABSN students could benefit from the NCIN resources. The school

used the Learner Centered Mentoring Model and mentoring exercises extensively. NCIN alumni and scholars from previous rounds were also matched with new scholars and served as their mentors.

UNIVERSITY OF TEXAS AT AUSTIN Austin, TX ■ www.utexas.edu



PROGRAM LIAISON
Jean Taxis, PhD, RN, LPC

The scholars made a lasting impact on the graduate program. They set a high standard for themselves and those who followed in their footsteps.

- Grant Year: 2009
- Degrees Conferred: MSN
- Scholarships Awarded: 12

The NCIN scholars brought rich cultural, racial, and ethnic diversity, as well as academic excellence, to the Alternate Entry Master of Science in Nursing (MSN) program, deepening other students' cultural knowledge. They received mentoring from peers and faculty and heard from community, state, and national leaders who shared career experiences and strategies

for success. The scholars also participated in campus and community service activities, which were integral to the program's success. NCIN scholars excelled academically and all graduated with their MSNs. Today they are active members of professional nursing organizations and engaged educators, managers, and advanced practice nurses.

UNIVERSITY OF TEXAS AT EL PASO El Paso, TX ■ www.utep.edu



PROGRAM LIAISON
Bernadette Banda, MSN, MHA

The NCIN scholars came from a diverse area and intend to become leaders in their communities when they join the workforce.

- Grant Years: 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 44

The University of Texas at El Paso (UTEP) is the nation's only research university with a Mexican-American majority student body. The school aims to build a more diverse nursing workforce to meet the health care needs of the country's growing ethnic minority population. During the NCIN program, scholars have participated in an orientation program to help promote student success, and in clinical experiences with community

partners such as the Del Sol Medical Center, Las Palmas Medical Center, William Beaumont Army Medical Center, and Tenet Healthcare. The program has been so successful that the university committed to sustaining its accelerated BSN program, even after NCIN funding ends. UTEP was able to leverage its NCIN grant to receive scholarship funding from private donors for students in the Nursing BSN Fast Track program.

UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON Houston, TX ■ www.uth.edu



PROGRAM LIAISON
Lorraine Frazier, PhD, RN, FAAN

Meetings and counseling sessions with a graduation coach helped at-risk students in the accelerated BSN program succeed.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 10

School administrators recognized that accelerated BSN students faced unique challenges and used the NCIN grants to develop a mentoring program that helped students with

time management and study and test-taking skills. Thanks to that support, all but one of the NCIN scholars graduated, and did so on time.

UNIVERSITY OF VIRGINIA Charlottesville, VA ■ www.virginia.edu



PROGRAM LIAISON
Kathryn Reid, PhD, APRN, FNP-BC

To gain experience with interprofessional education and research, NCIN scholars collaborated with the School of Engineering at the University of Virginia on new student initiatives.

- Grant Years: 2008, 2010
- Degrees Conferred: MSN
- Scholarships Awarded: 30

The University of Virginia school of nursing leveraged its NCIN grants to form new partnerships with the Veteran's Administration Medical Center in Salem, Virginia, as well as with agencies in Charlottesville, Richmond, Culpeper, and Fairfax, Virginia. The goal was to provide both clinical experiences and MSN-prepared faculty to expand program capacity by 20 percent. The MSN-Clinical Nurse Leader (CNL) program provides global

learning opportunities to NCIN scholars and other students, and up to 50 percent of the MSN-CNL students complete their community clinical learning requirements in an international setting. These include rural impoverished locales in countries such as South Africa, Lesotho, Guatemala, Nicaragua, El Salvador, the Bahamas, India, and the Marshall Islands, as well as in formal exchange programs with New Zealand, Denmark, and Colombia.

UNIVERSITY OF WASHINGTON Seattle, WA ■ www.washington.edu



PROGRAM LIAISON
Margaret Baker, PhD, RN, FAAN

The school provided a mentoring program that guided students through the accelerated BSN program and gave them the skills to take on leadership roles in the future.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 8

NCIN scholars were mentored by faculty in the nursing program, who developed materials to foster students' leadership skills. Student then used these skills to forge partnerships between the nursing school and both

community and professional organizations. Thanks to support from faculty mentors, all but one scholar successfully completed the program.

UNIVERSITY OF WYOMING Laramie, WY ■ www.uwyo.edu



PROGRAM LIAISON
Candace Tull, PhD, RN, WHNP-BC

NCIN scholars had the opportunity to provide health care in more rural and frontier parts of the state, and helped the school expand its "footprint" in those areas.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 40

The NCIN grants helped increase the diversity of students in the Bachelors Reach for Accelerated Nursing Degree (BRAND) program, a unique accelerated and distance program. BRAND has enabled Wyoming to "grow its own" nurses, including many who will serve in its most remote areas. Thanks in part to NCIN, BRAND has been able to provide care in more underserved areas; encourage its clinical partners to provide faculty;

recruit more men and underrepresented students; and enroll more economically disadvantaged students in its BSN program. The NCIN program includes numerous leadership and mentoring activities, and has resulted in updates to the nursing curriculum. The school also made both its Pre-Entry Immersion Program and its leadership activities available to all accelerated BSN students.

URSULINE COLLEGE Pepper Pike, OH ■ www.ursuline.edu



PROGRAM LIAISON
Patricia Sharpnack, DNP, RN, CNE

ROTC also benefits from its partnership with NCIN. Participating in the Leadership Challenge gives ROTC an opportunity to market its program and recruit nursing cadets.

- Grant Years: 2009, 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 20

Enrollment in the school of nursing expanded by 21 students in the 2010-2011 academic year, and the number of students in Ursuline's second-degree accelerated BSN program more than doubled. The number of male students increased from zero to seven and has remained steady. The number of black and Latino students doubled. Project liaisons learned that

sometimes assistance can be readily obtained from other college organizations. The university's Reserve Officers Training Corps (ROTC) chapter, for example, worked with NCIN scholars to help them complete the Leadership Challenge—a course designed to improve leadership skills, group problem-solving, critical thinking, and decision-making.

VALDOSTA STATE UNIVERSITY Valdosta, GA ■ www.valdosta.edu



PROGRAM LIAISON
Rebecca Green, DNS, MSN, RN

NCIN funding increased the visibility of the nursing program and enhanced its recognition and credibility in the community. In 2014, the college received a \$1 million private endowment to provide scholarships for students who aspire to enter community or behavioral nursing.

- Grant Years: 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 10

Valdosta State met its goal to expand enrollment in its accelerated BSN program from 30 to 40 students. The university's College of Nursing and Health Sciences relied on NCIN's "turn-key" resources and on NCIN staff to create a successful program. The school of nursing implemented several interventions based on the NCIN toolkits, and continues to champion diversity. For example, the school implemented a faculty training

aimed at promoting understanding of diversity and has begun collecting additional data from incoming nursing students. Valdosta State used NCIN's Pre-Entry Immersion Program for its entire class, not just its NCIN scholars. Valdosta State's NCIN scholars have had attention from community mentors and activities designed to introduce them to the profession and boost their study and testing skills.

VILLANOVA UNIVERSITY Villanova, PA ■ www.villanova.edu



NCIN scholars worked with mentors, who were carefully matched with students based on shared backgrounds or similar educational or work experiences.

- Grant Year: 2009
- Degrees Conferred: BSN
- Scholarships Awarded: 10

Program leaders took a holistic approach to leadership development, implementing a plan that addressed academic performance, professional growth, community service, mentoring, recruitment, and more. The Villanova leadership development program began before the start of school and continued through the academic year. It helped students take

stock of their leadership experiences, better understand their leadership styles, and identify personal and professional leadership goals. NCIN scholarship recipients also reached out to more senior students to get insights about their experiences in the nursing program, and had the opportunity to meet with nurse leaders, who offered them advice and counsel.



PROGRAM LIAISON
Maryanne Lieb, MSN, RN

WAYNE STATE UNIVERSITY Detroit, MI ■ www.wayne.edu



The NCIN program provided retention activities to help second-degree and second-career students finance their education and meet their responsibilities at school and at work, so they could stay in school until they earned their degrees.

- Grant Year: 2010
- Degrees Conferred: BSN
- Scholarships Awarded: 8

College officials welcomed the NCIN grant because it helped offset scholar expenses and break down some of the barriers that make it difficult for second-degree and/or second-career students to succeed. Prior to admission, school staff interviewed applicants to its accelerated program to assess their knowledge of the nursing profession and to determine if they were ready to transition

to nursing careers. All NCIN scholars in the program were assigned individual mentors—senior-level students at the college—who were available to help them better understand material and further develop their skills. When the NCIN scholars had progressed in their education, they in turn were expected to demonstrate leadership by becoming mentors to other nursing students.

PROGRAM LIAISON
Jean Davis, PhD, RN

WEST VIRGINIA UNIVERSITY Morgantown, WV ■ www.wvu.edu



As a result of their involvement with NCIN, nurse educators at West Virginia University wove themes of cultural sensitivity, cultural awareness, and acceptance of diversity throughout the nursing school curriculum.

- Grant Years: 2008, 2009, 2010, 2011, 2012, 2013
- Degrees Conferred: BSN
- Scholarships Awarded: 31

Twelve percent of applicants to the university's NCIN program were from backgrounds underrepresented in nursing, while only five percent of the state's population is from underrepresented backgrounds. Program officials credit their marketing materials, which included articles in a local newspaper and on the university's website, advertisements, and outreach to alumni, faculty, and career and campus groups, for their success. The NCIN scholars

participated in leadership and mentorship activities. They sat on a West Virginia University Health Sciences Center committee on interprofessional collaboration. They learned how legislation affects nursing practice. They were inducted into Sigma Theta Tau International, the international honor society for nursing. And they attended the national convention of the National Student Nurses Association.



PROGRAM LIAISON
Elisabeth Shelton, PhD, RN

WINSTON-SALEM STATE UNIVERSITY Winston-Salem, NC ■ www.wssu.edu



The NCIN program underscored the critical need for programs to foster interprofessional collaboration in health care delivery in order to meet the needs of those in underserved communities.

- Grant Years: 2010, 2011, 2012, 2013, 2014
- Degrees Conferred: BSN
- Scholarships Awarded: 49

Using NCIN toolkits, program officials designed an advanced leadership development and mentoring plan to develop cultural competency and enhance students' leadership abilities. Scholars participated in roundtable discussions and wrote journal entries describing their experience with leadership and mentoring. They were assigned peer and professional mentors and attended a national leadership development conference.

They participated in webinars and workshops sponsored by the North Carolina Board of Nursing, and took a seminar examining how cultural characteristics influence leadership styles. These leadership and mentoring programs enhanced scholars' experiences. Former NCIN scholars mentor current scholars. The NCIN scholars provide care to people in low-income neighborhoods via the university's mobile clinic.



PROGRAM LIAISON
Cecil Holland, EdD, PhD

WRIGHT STATE UNIVERSITY Dayton, OH ■ www.wright.edu



When the NCIN cohort was admitted, the economy was in recession, the university was facing budget cuts, and local health care systems had reduced support for the college. The NCIN grant allowed the school to support students from backgrounds underrepresented in nursing.

- Grant Year: 2008
- Degrees Conferred: BSN
- Scholarships Awarded: 8

To be good stewards of the NCIN grant money, College of Nursing and Health officials selected scholarship recipients after they had completed the first quarter of the program. They used that strategy because they wanted scholarship recipients to demonstrate their potential for success

prior to receiving scholarship aid. Financial support lessened scholars' anxiety, allowing them to focus more on their studies. All eight NCIN Scholars completed the accelerated BSN program.

PROGRAM LIAISON
Kathy Keister, PhD, RN, CNE

YALE UNIVERSITY New Haven, CT ■ www.yale.edu



The Yale School of Nursing is a small school which must raise its own funds. The dean is committed to decreasing graduates' loan burden, and the NCIN grant has helped make that possible for lower-income students.

- Grant Years: 2008, 2012, 2013, 2014
- Degrees Conferred: MSN
- Scholarships Awarded: 33

The school of nursing at Yale University has the nation's only accelerated BSN program that does not require prerequisite coursework prior to matriculation. School officials believe that "farming out" these courses is a financial burden to students, increases the amount of time it takes for them to earn their degrees, and undermines efforts to diversify the student body. As a result, many students in Yale's accelerated nursing

program have backgrounds in the arts and humanities rather than the sciences. School officials believe this diverse knowledge base strengthens the student body. The dean successfully leveraged NCIN funding to raise more than \$5 million in 2013 from citizens, alumni, and organizations, and many donors expressed support for the school's mission to serve underserved groups.



PROGRAM LIAISON
Linda Pellico, PhD, MSN, CNS-BC

ANNESLEY O'NEAL PACE UNIVERSITY ■ November 2014



*I believe this about nursing...
"When you're a nurse you know that every day you will touch a life or a life will touch yours."*

Nursing is a career characterized by resilience, empathy, intuition, compassion, and intellect. Nurses lead with passion and purpose and have a positive impact on the lives of their patients, patient families, and loved ones every day. As a nursing professional, some of the most important attributes you need to possess include being caring, sensitive and kind. These qualities build rapport and establish trust between the nurse and patient, which is the most important component of the nurse-patient relationship. Concern and empathy for others, being sensitive, and a pleasant frame of mind are virtues that not all individuals have innately. Possessing all of these attributes is extraordinary and is what makes nurses so exceptional.

These distinguishing qualities are all attributes I believe I possess. The life-changing experience that prompted me to embark on such a phenomenal path was my time as a caregiver for my father, who passed away from liver cancer unexpectedly. In December of 2012, he was diagnosed with stage 4 liver cancer with the prognosis of two weeks to live. He was provided with home hospice and I was responsible for his upkeep, medications, comfort level, and his overall emotional and physical well-being. The nurses were always accessible and supported me during this difficult time. They were extremely empathetic, caring, and dedicated to my father and family. Watching my father deteriorate and having to deal with such unforeseen circumstances so quickly became my foundation and the genesis of a future in nursing.

My passion for nursing is evident from the commitment of caring for my terminally-ill father. This was such an eye opening experience and really provided me with the confidence that I could make a difference in the lives of others through nursing. It has by far aided me in being a stronger individual and given me the tools to support others and their loved ones in similar situations. Undoubtedly, in every single clinical session, a life has touched my heart. I hope I've been able to do the same for all of my patients.

The Robert Wood Johnson Foundation (RWJF) has been pivotal in helping to jumpstart my nursing career. I'm grateful for the scholarship and the boost from advisors to pursue networking and educational opportunities. All of these resources have motivated me to accomplish a higher degree of education. I would like to further my studies and continue to develop my skill and knowledge base in an effort to gain self-actualization. Nurse anesthesia is in my future, and I plan to hone my skills by building a foundation in critical care units.

NCIN TOOLS AND RESOURCES – HELPING SCHOOLS OF NURSING SUPPORT SCHOLARS’ SUCCESS

Since its inception, NCIN has provided resources to help its grantees succeed in recruiting, retaining, educating, and graduating scholars, while helping build those scholars’ leadership skills. The National Program Office solicited and reviewed feedback from all grantees to develop materials, resources, and tools that met grantees’ needs. Among those resources are a set of toolkits developed that have guided grantees as they created and implemented programs and organized activities to support their NCIN scholars. The toolkits were designed to help NCIN schools give scholars the skills and knowledge base they need to succeed academically and professionally, for the duration of their accelerated programs and beyond. Some of those programs and activities were so successful and popular that schools of nursing expanded them to include all accelerated BSN or MSN students, and in some cases, all BSN or MSN students.

These toolkits include:

The **Recruitment Toolkit**, which provides information to help schools of nursing recruit students from groups traditionally underrepresented in nursing. The toolkit is based on the best available research findings, and has been updated based on schools’ experiences and program evaluations. It provides grantees with the strategic concepts, ideas, and tools necessary to reach and engage target populations.

The **Pre-Entry Immersion Program (PIP) Toolkit** was developed to help schools of nursing prepare incoming NCIN scholars for the rigors of an accelerated nursing degree program. PIP has successfully helped NCIN scholars improve their time management, critical thinking, study, and other skills crucial to completing

an accelerated nursing degree. It is supplemented by an online program that includes video, PowerPoint presentations with voice-over, and post-test questions and covers issues like the roles of nurses, strengthening math skills, medical terminology, and much more.

The **Leadership Development Toolkit** is a comprehensive planning guide that helps faculty support students in becoming nursing leaders by providing continuous, consistent leadership development activities over the course of the accelerated BSN or MSN program. It includes information on the best ways to support scholars in seeking out and taking on leadership roles in class, on campus, and in their communities.

The **Mentoring Toolkit and Handbook** provides in-depth information for faculty and administrators on how to approach and sustain mentoring relationships. It also provides worksheets, assessments, and exercises to help make the mentoring process successful. A special webpage, *Mentoring Toolkit Dissected*, further supports this vital component of the scholar experience.

Administrators, deans, program liaisons, and scholars have praised the toolkits for providing excellent and much-needed guidance in driving activities that support scholars’ success in the accelerated programs and prepare them to be leaders in nursing. All the toolkits can be downloaded from the NCIN website. NCIN has encouraged its grantees to continue to engage in the practices outlined in the toolkits even after the program has ended. It also hopes to see other schools of nursing adopt these practices, so that the future nursing workforce is diverse, and well-prepared to lead in a transformed health care system and help build a Culture of Health.

MICHAEL PALAZZO PACE UNIVERSITY ■ November 2014



*I believe this about nursing...
“Nurses are the heart of health care and the
hospitality of hospitals.”*

Life does not always go as planned and is not always easy or fair but, with a little luck and a lot of hard work, second chances are possible and can be extremely rewarding. I know all about giving second chances and recently, thanks to the Robert Wood Johnson Foundation (RWJF), I have been fortunate enough to receive one.

The fall of 2003 was an unforgettable time in my life. I was a sophomore in college, and I traveled home every weekend to spend time with my friend, Brian, who was dying from cystic fibrosis. I provided him with as much comfort as I could while he waited for a transplant. When the likelihood of him receiving a transplant grew bleaker and his death seemed imminent, I displayed my true colors by participating in a living-donor lung transplant program. By doing so, I helped give Brian a second chance at life.

After a long and complicated recovery, I returned to college and earned a master’s degree in elementary education. Teaching was a rewarding career, and I expected my successes to result in a tenured position. Instead, after four years, I found myself laid off—the product of economic downsizing in school districts nationwide. I was frustrated by this occurrence and I honestly did not know what my future held for me at that time. But my family helped me realize the positive impact I could have on people if I applied my intelligence, kindness, and devotion to the field of nursing.

Convinced that I could not only excel as a nurse but that I could also be fulfilled with this career choice, I began to search for the best nursing programs in my area. Pace University’s Accelerated Bachelor of Science in Nursing program was the clear choice for me, but it came at a steep price – a price that would be difficult for me to pay. Luckily, the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing (NCIN)* scholarship program came to my rescue and granted me a second chance at life by providing a substantial amount of money to use toward my education.

As a soon-to-be graduate and future nurse, I cannot thank RWJF enough for enabling me to turn my goal of becoming a nurse into a reality. I am eager to enter the workforce and make a difference in the lives of many people. I am also excited to continue my education in the future and advance my skillset in the field of nursing.

THE DOCTORAL ADVANCEMENT IN NURSING PROJECT

“A large number of nursing faculty are at the age where they will be retiring in the next five to 10 years. It is our responsibility to look at succession and to prepare the next generation of nursing leaders. To that end, we are developing a strategic plan to encourage nurses to get doctoral degrees. That plan will include connecting students to schools of nursing, identifying and overcoming barriers to doctoral education, and identifying ways to create academic environments that help students become leaders.”

– **Elias Provencio-Vasquez**, PhD, RN, FAAN, FAANP,
dean of the School of Nursing at the University of
Texas at El Paso, DAN Committee Chair.

The Doctoral Advancement in Nursing (DAN) Project was 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. By establishing mentoring relationships, students are guided through the application process into doctoral study and receive expert advice on identifying sources of financial support.

A key recommendation of the groundbreaking Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health* is that the nation double the number of nurses holding doctoral degrees by 2020. Achieving that goal is crucial to ensuring that there will be enough faculty to prepare the next generation of nurses with the skills, knowledge, and experience needed to pursue science and discovery, and to provide high quality care to a larger population of patients in an increasingly complex and technology-driven health care system.

NCIN launched the DAN Project to increase the number of doctorally prepared nurses and capitalize on the fact that upon completing their accelerated degree programs, 88 percent of NCIN scholars said they intended to pursue advanced degrees. Students are paired with mentors who guide them through the process of selecting, applying to and enrolling in doctoral nursing programs, and provide advice on identifying sources of financial support.

Resources include:

- an online self-assessment for students to determine whether doctoral education is right for them;
- a student toolkit that includes information about the need for doctorally prepared nurses, facts about doctoral education, the application process, entrance exams, interviews, funding, admission, and more;
- a faculty toolkit with information on the best ways to support students interested in applying to doctoral programs;
- a web-based mentoring site; and
- student and faculty videos.

The program office has also held webinars for faculty, mentors, and mentees to provide information and guidance about participating in the project.

The structure of the project and available resources are based on a White Paper commissioned in 2012 that reviews strategies and resources to support doctoral advancement. Among them are: processes for identifying schools of nursing offering doctoral programs; student recruitment and retention strategies that can be used by schools of nursing offering doctoral programs; comprehensive approaches to leadership and scholarship development for students; and suggestions for models of innovative doctoral curriculum.

ANA A. LOGAN UNIVERSITY OF MIAMI ■ March 2015



*I believe this about nursing...
“Nursing is a way of life that is constantly changing and creating different opportunities to mold and strengthen the structure of the nursing field.”*

My previous career experience was as a funeral director and embalmer for about five years. Being a funeral director was rewarding, but it was not fulfilling enough for me. I decided to pursue a second career in nursing because it addresses all of life’s facets, not just the end. Nursing is a rewarding career that will allow me to touch the lives of many different people while witnessing and celebrating their progression. For example, the birth of a newborn baby, recovery from an illness, rehabilitation, and disaster relief are all events that I will be able to experience as a nurse and see the positive impacts of my labor.

Growing up in a poor neighborhood in Jamaica, I have seen many people die from illnesses and even from nosocomial infections due to a lack of timely care, which ended in death. It is heartbreaking to see the rich get the proper health care and the poor suffer based on economic status. If poor people get sick, it is almost a death sentence for them in Third World countries and even in some parts of the United States. As a future nurse, I know that I can have an impact on lowering the rates of hospital-acquired infections by teaching health care workers proper hygiene, especially hand hygiene, and disease transmission precautions.

Many low-income countries like Jamaica do not have the proper resources or the education systems to properly train health care workers. In underserved communities of the United States, health care is not easily

accessible and, if it is, patients are treated with lower levels of care based on their economic status. For many years I could not afford health care and had to receive health care from government clinics. I want to tackle the inferior treatment that is provided at these facilities. After completing my nursing degree, I would like to approach health care workers and make them knowledgeable about the different ways to lower hospital-acquired infection rates and treat patients with a higher level of overall care.

Receiving the Robert Wood Johnson Foundation (RWJF) *New Careers in Nursing (NCIN)* scholarship is a tremendous honor that will support my educational and future career goals. This scholarship award gives me more motivation to excel academically and professionally. Knowing that the Foundation, along with my mentors, believe in me makes me want to contribute to my community and the world. NCIN has been a great experience, and the scholarship has reinforced my belief that the doors to a nursing career have opened up for me and nursing is the path I should choose and follow.

ACKNOWLEDGMENTS

The Robert Wood Johnson Foundation and the American Association of Colleges of Nursing thank the following for the guidance and support they provided to the *New Careers in Nursing* (NCIN) program, as well as to NCIN's Doctoral Advancement in Nursing program.

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