Published in final edited form as:

Nurs Outlook. 2014 ; 62(6): 394–401. doi:10.1016/j.outlook.2014.06.004.

Initial evaluation of the Robert Wood Johnson Foundation Nurse Faculty Scholars program

Kathleen T. Hickey, EdD, FNP-BC, ANP-BC, APNG, FAHA, FAAN^{a,*}, Eric A. Hodges, PhD, FNP-BC^b, Tami L. Thomas, PhD, RN, CPNP, RNC, FAANP^c, Maren J. Coffman, PhD, RN, CNE^d, Ruth E. Taylor-Piliae, PhD, RN, FAHA^e, Versie M. Johnson-Mallard, PhD, ARNP, MSN, MSMS^f, Janice H. Goodman, PhD, RN, PMHCNS-BC^g, Randy A. Jones, PhD, RN, FAAN^h, Sandra Kuntz, PhD, APRN, CNS-BCⁱ, Elizabeth Galik, PhD, CRNP^j, Michael G. Gates, PhD, RN^k, and Jesus M. Casida, PhD, RN, APN-C, CCRN-CSC^l

^aColumbia University School of Nursing, New York, NY

^bUniversity of North Carolina at Chapel Hill School of Nursing, Chapel Hill, NC

^cEmory University, Nell Hodgson Woodruff School of Nursing, Atlanta, GA

^dUniversity of North Carolina at Charlotte School of Nursing, Charlotte, NC

^eUniversity of Arizona, College of Nursing, Tucson, AZ

^fUniversity of South Florida, Tampa College of Nursing, Tampa, FL

^gMGH Institute of Health Professions, Boston, MA

^hUniversity of Virginia School of Nursing, Charlottesville, VA

ⁱMontana State University College of Nursing, Bozeman, MT

^jUniversity of Maryland School of Nursing, Baltimore, MD

^kSan Diego State University, San Diego, CA

^lUniversity of Michigan School of Nursing, Ann Arbor, MI

Abstract

Background—The Robert Wood Johnson Foundation Nurse Faculty Scholars (RWJF NFS) program was developed to enhance the career trajectory of young nursing faculty and to train the next generation of nurse scholars. Although there are publications that describe the RWJF NFS, no evaluative reports have been published. The purpose of this study was to evaluate the first three cohorts ($n = 42$ scholars) of the RWJF NFS program.

Methods—A descriptive research design was used. Data were derived from quarterly and annual reports, and a questionnaire (seven open-ended questions) was administered via Survey Monkey Inc. (Palo Alto, CA, USA).

Results—During their tenure, scholars had on average six to seven articles published, were teaching/mentoring at the graduate level (93%), and holding leadership positions at their academic institutions (100%). Eleven scholars (26%) achieved fellowship in the American Academy of Nursing, one of the highest nursing honors. The average ratings on a Likert scale of 1 (not at all supportive) to 10 (extremely supportive) of whether or not RWJF had helped scholars achieve their goals in teaching, service, research, and leadership were 7.7, 8.0, 9.4, and 9.5, respectively. The majority of scholars reported a positive, supportive relationship with their primary nursing and research mentors; although, several scholars noted challenges in connecting for meetings or telephone calls with their national nursing mentors.

Conclusions—These initial results of the RWJF NFS program highlight the success of the program in meeting its overall goal—preparing the next generation of nursing academic scholars for leadership in the profession.

Keywords

Faculty development; Early career award; Mentoring

Introduction

The Robert Wood Johnson Foundation Nurse Faculty Scholars (RWJF NFS) program was established in 2008 to support the development of promising junior faculty as future academic nurse leaders in a teaching-focused or a research-intensive university (Conn, 2013). The program offers both financial and mentorship support for scholars to facilitate the development and advancement of their programs of research, leadership, and teaching effectiveness, with visibility in nursing, scientific, and policy communities at state and national levels. Notably, the program provides the scholars with experiential learning opportunities related to health policy development through research and scholarship.

The program is highly competitive and selective; each academic institution may sponsor no more than one applicant per year and may have no more than two scholars at once. The application process includes submission of a concise proposal, which consists of the applicant's research goals, project description (background, approach with time line, and potential impact), and academic and leadership experience. The applicant's proposal is reviewed by the National Advisory Committee (NAC), which consists of senior scientists and leaders in the areas of nursing, public health, policy, and medicine. Based on this review, semifinalists from the pool of applicants are selected for face-to-face interviews by the NAC (Conn, 2013). Those selected to be nurse faculty scholars are provided \$350,000 over 3 years to implement their research and to take part in the leadership training activities.

One of the unique features of the program is the intensive mentorship provided to the scholar. He or she has a primary nursing mentor (a senior nurse scientist/leader) in his or her school of nursing, a senior non-nurse researcher outside the school (but within the applicant's home institution), and a national nursing mentor. The RWJF NFS NAC serves to recommend possible national mentors; however, the RWJF NFS program home office makes the final decision based on the scholar's goals in research, teaching, and service (Coffman, Goodman, Thomas, & Roberson, 2013; Conn, 2013).

Over the 3-year period of the fellowship, scholars are required to attend meetings, trainings, and networking activities. During this period, the scholar initiates a program plan designed for his or her own future goal in academic nursing, personally and professionally, in the areas of research, teaching, and service. The scholar, in collaboration with his or her primary, research, and national mentors, initiates the program development goals. The scholar is expected to be self-directed and is responsible for keeping his or her mentors abreast about the degree to which he or she is achieving the objectives that they have mutually developed, agreed, and submitted to the national program office. Notably, scholars are required to submit reports quarterly and annually about their accomplishments and how they are meeting the goals of the program (Conn, 2013).

The first (2008) and second (2009) cohorts of the RWJF NFS programs consisted of 30 scholars (15 scholars per cohort). Subsequent cohorts were reduced to 12 per year, from 2010 to present, because of reduced funding from the RWJF for most of their programs. As of August 2013, there were 42 faculty scholars who successfully completed the 3-year program coming from a variety of universities nationwide. The scholars are diverse in terms of their programs of research and scholarship; leadership and teaching experiences; academic nursing aspirations; research intensiveness; and demographic characteristics including geography of their institutions, gender, and race. Although there are two publications (Coffman et al., 2013; Conn, 2013) about the description and the promise of the RWJF NFS program as one of the initiatives fundamental to retaining junior faculty and shaping the future generations of academic nurse leaders in the country, there are no published reports about the evaluation of the program.

The overarching goal of this study was to evaluate the first, second, and third cohorts of the RWJF NFS program. Specific aims were to identify the scholars' accomplishments in the areas of teaching, research, scholarship, leadership, and service and describe the importance and contributions of primary (senior nurse scientist), research (non-nurse scientist), and national (academic nurse leader) mentors in assisting scholars to achieve the program goals and objectives and develop skills as future academic nurse leaders.

Methods

Participants and Design

Forty-two scholars from three consecutive cohorts (2008, 2009, and 2010) who completed the 3-year RWJF NFS program participated in this descriptive research study. This study was approved by the Columbia University Medical Center Institutional Review Board before the collection of any data. All of these scholars were e-mailed invitations to complete an online questionnaire. Before completing the confidential online questionnaire, participants were prompted to read and electronically sign an informed consent.

Conceptual Framework for Program Evaluation

This study used a modified version of the Donabedian Model (Donabedian, 1988) as the conceptual framework for the initial evaluation of the RWJF NFS program (Figure 1). This model uses the categories of structure, process, and outcomes to evaluate a system

(Donabedian, 1988). The RWJF NFS program (overall “structure”) integrates scholarship, research, teaching, and leadership as the “process” to yield successful “outcomes” such as academic advancement and specialized programs of research.

Study Questionnaire

A study questionnaire was developed for this investigation and consisted of seven open-ended questions that asked the participants to describe (a) the support they received from their mentors (primary, research, and national mentors) in their career development, (b) how the RWJF NFS program has supported their career development, (c) which aspect of the RWJF NFS program was most beneficial, and (d) if and how the program has impacted their schools or colleges of nursing. The seven items of the questionnaire provided the specific components central to the RWJFNFS program (which include scholarship, research, teaching, and leadership).

Data Collection and Analyses

Study questionnaire data were collected via administration of an electronic questionnaire (Survey Monkey Inc.) that was sent to the prospective study participants via e-mail. Repeat e-mail reminders were sent once a month for 3 months to encourage the qualitative responses. The participants’ e-mail addresses were obtained from the RWJF NFS national office. All responses were deidentified to protect the participants’ confidentiality and maintain anonymity. Deidentified quarterly and annual reports were obtained, reviewed, and analyzed independently by two faculty scholars. These data were used to supplement the data derived from the study questionnaire about the faculty scholars’ accomplishments during their tenure in the program.

A summary of descriptive statistics of the data derived from the quarterly and annual reports were analyzed using Microsoft Excel (Microsoft, Redmond, WA). Likewise, two scholars independently analyzed the data derived from the open-ended questions based on the content analytic procedure recommended by Krippendorff (1980). Participants’ responses to the open-ended questions were transcribed; then, words or phrases were coded and sorted into initial categories. These categories were analyzed and organized into meaningful patterns or themes. Finally, the two scholars compared and contrasted their findings before summarizing the final themes. (Because of the small number of study participants and their names are publicly listed in the RWJF NFS website, their demographic data were not obtained to protect their privacy and to elicit objective and honest responses on the questionnaire, specifically the responses to the open-ended questions that can be traced from individual respondents).

Results

Scholars’ Accomplishments

Table 1 offers a summary of the scholars’ ($n = 42$) accomplishments in the areas of research, scholarship, teaching, service, leadership, promotion, and/or awards. Throughout the duration of the program, 271 articles were published with an average range of six to seven publications per scholar over a 3-year period. Moreover, scholars presented their scholarly

work (e.g., research) at various meetings and conferences at state, national, and/or international levels. Each scholar had an average of eight presentations (332 presentations for 42 scholars) during this time period. After the completion of the program, the 42 scholars reported 117 articles published in peer-reviewed journals, an average of three publications per scholar. Additionally, 42 scholars applied for a total of 202 intramural and extramural grants with a funding rate of 24%.

Questionnaire Results

The average ratings on a Likert scale of 1 (not at all supportive) to 10 (extremely supportive) of whether or not RWJF had helped scholars achieve their goals in teaching, service, research, and leadership were 7.7, 8.0, 9.4, and 9.5, respectively. Several of the scholars were very productive in implementing and/or completing other research opportunities and being a part of or leading a local/national group to enhance health care and research.

Of the 42 scholars, 15 (36%) responded to the open-ended questions on the study questionnaire. All of them had expressed favorable appraisal of their primary mentors' roles. The majority of the scholars highlighted their primary mentor's support, encouragement, and guidance related to their academic nursing development including the promotion and tenure process. The availability and responsiveness of the primary mentor were identified as important, as was facilitating networking opportunities and focusing the scholar's goals to meet the expectations of the RWJF NFS program. When asked how did RWJF NFS assist in the scholars' career development, one scholar stated, "It has helped me come in closer contact with significant nursing leaders that I have been able to further learn from and network with." Another scholar stated, "The RWJF NFS is a wonderful program that offers a lot of opportunity for its scholars. The program gives you a better understanding of leadership and how to promote the profession of nursing and other issues in national and local scenes. Also, it values mentorship. I would recommend this program to others." Another scholar said, "She [the mentor] helped me navigate an ever-changing work environment due to state budget constraints and leadership changes within the School of Nursing. She also helped me extend my NFS research project to include a new population of nurses."

Emergence of Study Themes

Importance of Teaching, Leadership, and Peer-to-peer Mentorship—The majority of the scholars (93%) reported that they were engaged in teaching and/or mentoring graduate students. Likewise, 64% of the scholars reported having primary teaching responsibilities in undergraduate nursing programs and/or other disciplines. Regarding leadership, all scholars held various levels of leadership positions in their respective academic institutions, professional nursing, and/or interdisciplinary organizations. Twenty-eight (67%) of the 42 scholars had active leadership roles in nonacademic community settings. One scholar stated, "My teaching approach is interactive, and mentorship is an integral approach to students at all levels. My efforts were recently acknowledged when I received the Research Collaborative Award that focused on providing a world-class education. I have integrated technology into the curriculum in a new way that is receiving excellent feedback from students and faculty." A scholar stated that she became the "chair of

the evaluation committee who collects and prepares data for successful accreditation visits at both the undergraduate and graduate levels [and] was also voted as chair of faculty.”

Although evaluations are essential, the benefit of peer-to-peer mentoring and networking in the small 12- to 15-person cohorts allowed for the development of leadership for scholars of varying personality types. The initial training and team building during orientation provides the framework for a novice nurse scholar to explore different options and move toward exponential growth as a scholar, whereas peer-to-peer mentoring reinforces and supports the individual scholar’s growth and subsequent achievements.

Importance of Enhancing the Career Trajectory with Mentor Support—Some scholars reported that their mentors were also supportive in reviewing and coauthoring articles; reviewing grant proposals; and nominating the scholars for honors, awards, and committees. A scholar stated, “She [the mentor] discussed and assisted me in creating a successful promotion/tenure portfolio. She was able to help me prioritize my goals to move my career forward. She assisted in trouble-shooting issues that may have come up in my research. She helped set out a dissemination plan for my data results. In addition, she helped me network with other nurses and health care researchers in my field.”

The majority of the scholars also reported favorable appraisal of their research mentors’ roles. The most frequently reported areas of support from their research mentors included linking the scholars with other researchers, advice regarding publishing and/or dissemination of research, and guidance regarding the development of research projects. Other types of support identified included providing guidance on (a) the scholar’s research project funded by the RWJF NFS, (b) strategies to achieve tenure/promotion, (c) research career development, and (d) general research process. One scholar stated, “My mentor is always available to discuss research grants and specific aims of projects. She is well established as a nursing scholar, expert, and able to provide personal insights to guide my career development.” Two scholars mentioned that developing grants together with their research mentor as coinvestigators was important.

Specific Weaknesses Identified by Scholars

Overall, almost all of the scholars (97%) who responded reported favorable appraisal of the RWJF NFS program. However, some scholars’ perceptions of the roles of their national nursing mentors on their career development and achievement of RWJF NFS program goals were mixed. The most frequently cited source of support from national mentors was guidance for academic nursing career development as well as the promotion and tenure process. National mentors also offered scholars the opportunities for networking within the academic nursing community. However, some scholars reported a lack of support from their national mentors because of limited opportunities to connect, or, simply put, there was “poor connection” between the scholars and the national mentors. One scholar was disappointed that opportunities for coauthorship or participation in grants with the mentor were not realized.

Discussion

This study is the first to perform an initial evaluation of the first three cohorts of the RWJF NFS program. Findings of the study showed early success of the program's goals to develop, nurture, and retain promising junior faculty as future leaders in academic nursing. The development and retention of junior faculty is particularly significant if we are to educate future nurses to meet the ever-growing demands of health care (Dunham-Taylor, Lynn, Moore, McDaniel, & Walker, 2008) and develop nursing scientists who will further develop the evidence base to inform practice (Garand et al., 2010). Scholars in the RWS NFS program showed a sustained record of scholarly work during and immediately after completing the program with an average of eight professional presentations and six to seven publications per scholar over the 3-year program period. The scholarly productivity of the RWJ NFS is comparable with the achievements of the postdoctoral fellows from the Building Academic Geriatric Nursing Capacity, which provided support for research, mentoring, and leadership training (Franklin et al., 2011), and the recommendations of University of Pittsburgh faculty in their Faculty Progression Tool that helps junior faculty plan and prioritize scholarly activities as they pursue promotion and tenure (Garand et al., 2010). Previous research indicates that junior faculty often meet requirements for teaching and service; however, their level for scholarly productivity is low (Bartels, 2007). According to a nursing faculty census, more than 50% of junior faculty had not met criteria for scholarship that supports promotion and tenure, including publication, grant funding, and national presentations (NLN, 2002). The assumption of multiple roles; dealing with competing priorities; balancing the tripartite mission of research, education, and service (Banks, 2012; Garand et al., 2010); and the lack of mentoring (Bittner & O'Connor, 2012; Nies & Troutman-Jordan, 2012; Specht, 2013) often serve as barriers to junior nursing faculty success as they enter academia.

Scholars were also successful in balancing the teaching role because all continued to teach at the graduate and/or undergraduate level, a requirement of the program (Coffman et al., 2013). Scholar engagement in service, a cornerstone of the nursing profession (Riley & Beal, 2010), was central to and a natural extension of scholar productivity at local, regional, and national levels. Scholars showed an ability toward meeting their individual development plans, with nearly half already promoted to associate professor and 26% achieving accomplishments worthy of designation as fellowship in the American Academy of Nursing. This may be attributed to what Riley and Beal (2013) call "contributions (essential) to the holistic notion of a career" (p. e22) including a personal commitment to excellence, outstanding mentors, and an organizational culture that supports achievement. Qualitative findings reflect that many scholars found the program inspiring and are actively engaged in nursing scholarship and moving nursing education, science, and knowledge forward. The majority of the authors on this publication have been promoted to associate professor, inferring the establishment of a cumulative research trajectory with quality publications and citations.

The RWJF NFS program crafts three components to ensure scholar success. First, promising early career teaching/research faculty are recruited to the program through nominations from deans or directors of schools of nursing. Potential applicants are vetted through a vigorous

process that includes evaluation of a written proposal; semifinalists are then engaged in structured face-to-face interviews with NAC members. The interview and selection process hones the development of efficient and effective proposal and presentation skills (Coffman et al., 2013). Although other funded programs build capacity among education, health policy, or research faculty (Franklin et al., 2011; Harrington et al., 2006; Maas, Conn, Buckwalter, Herr, & Tripp-Reimer, 2009; McBride, Fagin, Franklin, Huba, & Quach, 2006; Wyman, 2013), few included a face-to-face panel interview like that required of potential scholars. After qualifying, scholars are awarded with 60% protected time and funding to launch a research project (Coffman et al., 2013).

Second, mentors have long played a significant role in the career development of nurses (Riley & Beal, 2013; Wills & Kaiser, 2002). However, the RWJF NFS program has an intensive mentoring model consisting of formal and informal mentors. The formal mentoring plan consists of three different mentors per scholar to support a web of inclusion and well-rounded scholar development related to the tripartite role of faculty in teaching, research, and service, whereas informal mentoring takes place among peers (scholars). The primary (nursing) mentor provided guidance in the scholars' respective academic institution and assisted scholars in navigating and tapping into institutional resources and leadership opportunities as well as progression toward tenure. The research mentor facilitated entry to the university's research enterprise, networking and interprofessional contacts, and opportunities for funding. The national mentor encouraged opportunities for leadership and recognition at regional and national levels. However, two scholars reported that an improvement in the national mentor-mentee (scholar) relationship is needed. Improving connections between the national mentor and scholar may be accomplished by having a clear delineation of mentor and mentee's responsibilities and selecting the right mentor congruent to the scholar's area of research and personality. To alleviate this problem, the RWJF NFS program home office hosted orientation telephone sessions with national mentors to help them better understand their roles. It will also be helpful to select national mentors that are fully able to take on another professional obligation.

Every RWJF NFS was paired with a scholar from a previous cohort. This acted as a peer-to-peer mentoring support system in which scholars with similar interests were paired together. This intercohort relationship-based mentoring plan provided encouragement and connectivity among individuals from schools across the nation. Nursing faculty have focused on peer mentoring of students (Dennison, 2010); however, peer mentoring of nursing faculty has only more recently been discussed (Jacelon, Zucker, Staccarini, & Henneman, 2003; Nies & Troutman-Jordan, 2012; Riley & Fearing, 2009) as an additional strategy to promote the retention of junior faculty. Faculty peer mentoring is based on knowledge from doctoral and postdoctoral programs and shared experiences from previous mentoring experiences (Jacelon et al., 2003). These peer mentoring experiences are valuable because they provide a sense of camaraderie and create additional opportunities for collaboration on publications, presentations, and research (Heinrich & Oberleitner, 2012; Jacelon et al., 2003). Although academia's individual mandate to succeed by achieving tenure is emphasized, the value of relationships, belonging, friendship, peer-to-peer support, and the wise counsel of fellow scholars is carried on as cohort members receive the RWJF NFS alumni status. For example, scholars frequently read each other's manuscripts and

grants before submission as well as collaborate on different research endeavors. Mentorship and learning to mentor others are powerful components of the RWJF NFS program.

Networking among the scholars and interactions with prominent nursing leaders on a national level were vital to their experiences as scholars. Furthermore, funding from the RWJF NFS grant provided protected time, allowing scholars to focus on their research and scholarship. In addition, scholars received leadership and health policy training during RWJF NFS meetings, which was viewed by scholars as invaluable for their roles in academic nursing and health care in general. Overall, scholars reported that the program had shaped them to become effective in their roles in teaching and leadership within their institution and leadership roles in a local, regional, national, or international organization. Increased visibility and recognition for the scholars' college or school of nursing were the areas impacted the most by the RWJF NFS program.

Finally, and likely most importantly, scholars were exposed to a 3-year, comprehensive and carefully orchestrated leadership development curriculum created by the National Advisory Committee and guided by Maryjoan Ladden, the RWJF senior program officer, human capital team; Jacquelyn Campbell, the RWJF NFS national program director; Angela McBride, chair of the NAC; and NAC members. Curriculum topics included university finances, foundations, and scholarly leadership; health policy and the role of the Institute of Medicine, Department of Health and Human Services, the Agency for Healthcare Quality, National Institute of Health, and Policy with congressional leaders; organizational change and intervention research; institutional leadership, key trends in academia, and diversity; and communication, community engagement, board training, and media training. Although the guidance and objectives for the biannual RWJF NFS leadership meetings and the national meetings were preplanned, scholars were involved with planning, presentations, and introductions of guest speakers or training facilitators. This intensive development opportunity helped accelerate the next generation of nurse leaders, with many accepting challenges commensurate with their academic roles and connections to national resources.

Because the RWJF NFS program has only had three cohorts completely finish the program, a majority of the scholars are still early in their career trajectories, making it difficult to judge the full impact of the program. However, the data in the present study suggest a potentially significant impact of the RWJF NFS program in developing the next generation of leaders in academic nursing. For example, scholars are already taking leadership positions in academic, professional, and community organizations and receiving promotions and awards such as earning tenure or being selected as a fellow in their professional organizations (e.g., fellowship in the American Academy of Nursing and fellow of the American Heart Association). Scholars are also completing innovative research projects that have the potential to affect health and health care across the nation and around the world.

Limitations and Future Directions

The major limitation of this study is the research design and the low response rate obtained from the open-ended questions. In addition, the questionnaire used to capture descriptive findings did not undergo reliability testing. True to any type of study using nonrandomized, convenient sampling designs; the findings of this study cannot be generalized. Furthermore,

the open-ended questions may reflect a response bias in favor of those scholars with multiple accomplishments to report and/or higher degrees of satisfaction with the RWJF NFS program. Additionally, this study combined the responses of three different cohorts of the RWJ NFS program that may serve as a threat to the validity of the findings. In addition, the findings may be influenced by a time lapse between cohorts. Thus, future evaluation of the program should address these limitations, further understand the context and rationale of the small number of scholars (3%) who provided unfavorable ratings of the program, and analyze the scholars' accomplishments beyond the immediate 3-year time period. Having long-term outcome data of the program will offer the RWJF, other stakeholders, and perhaps prospective funders a broader perspective on the extent to which this type of program may influence a scholar's long-term commitment to academic nursing.

Future Directions

Starting in 2017, the RWJF NFS program will close along with 10 of the other RWJF scholars and fellows programs. These programs will be strategically integrated to create new interdisciplinary programs (<http://www.rwjf.org/en/about-rwjf/newsroom/features-and-articles/A-Bold-New-Direction-for-Leadership-Programs.html>). Because the program has been addressing the shortage of nursing faculty, it will be important to create new junior faculty support programs. The RWJF NFS program has been successful in enhancing the career trajectory of many junior nursing faculty members based on the preliminary results of this investigation. For this reason, similar programs should be developed to continue supporting future generations of nurse scholars. Additionally, future programs should continue to use mentorship and peer-to-peer support because the majority of nurse scholars found these relationships to be important in the development of their careers.

Conclusion

These initial accomplishments of the scholars in the RWJF NFS program highlight its success by facilitating scholars' research and scholarship productivity, leadership development, and commitment in academic nursing. Further evaluation of the RWJF NFS program is needed to determine the long-term accomplishments and contributions of the scholars to the profession and academic nursing. However, the initial results are aligned with the RWJF NFS program's goals, objectives, and curriculum fundamental to the development of successful and effective academic nurse leaders in the 21st century.

Acknowledgments

We would like to thank Drs. Jacquelyn Campbell and Angela McBride for their leadership and thoughtful input and Ashton P. Frulla and Nicole R. Hauser for their editorial assistance and preparation of this article.

REFERENCES

- Banks J. Development of scholarly trajectories that reflect core values and priorities: A strategy for promoting faculty retention. *Journal of Professional Nursing*. 2012; 28(6):351–359. [PubMed: 23158198]
- Bartels JE. Preparing nursing faculty for baccalaureate-level and graduate-level nursing programs: Role preparation for the academy. *Journal of Nursing Education*. 2007; 46(4):154–158. [PubMed: 17474484]

- Bittner NP, O'Connor M. Focus on retention: Identifying barriers to nurse faculty satisfaction. *Nursing Education Perspectives*. 2012; 33(4):251–254. [PubMed: 22916629]
- Conn V. Preparing academic nursing's future leaders: The Robert Wood Johnson Foundation's Nurse Faculty Scholar Program. *Western Journal of Nursing Research*. 2013; 35(9):1104–1106. [PubMed: 23997042]
- Coffman MJ, Goodman J, Thomas TL, Roberson D. The Robert Wood Johnson Foundation Nurse Faculty Scholars Program: An opportunity for junior nurse faculty. *Nursing Outlook*. 2013; 61(1): 25–30. [PubMed: 22818282]
- Dennison S. Peer mentoring: Untapped potential. *Journal of Nursing Education*. 2010; 49(6):340–342. [PubMed: 20210287]
- Donabedian A. "The quality of care: How can it be assessed?". *Journal of American Medical Association*. 1988; 260(12):1743–1748.
- Dunham-Taylor J, Lynn CW, Moore P, McDaniel S, Walker JK. What goes around comes around: Improving faculty retention through more effective mentoring. *Journal of Professional Nursing*. 2008; 24(6):337–346. [PubMed: 19022206]
- Franklin PD, Archbold PG, Fagin CM, Galik E, Siegel E, Sofaer S, Firminger K. Building academic geriatric nurse capacity: Results after the first 10 years and implications for the future. *Nursing Outlook*. 2011; 59(4):198–205. [PubMed: 21757074]
- Garand L, Matthews JT, Courtney KL, Davies M, Lingler JH, Schlenk EA, Burke LE. Development and use of a tool to guide junior faculty in their progression toward promotion and tenure. *Journal of Professional Nursing*. 2010; 26(4):207–213. [PubMed: 20637442]
- Harrington C, Beverly CJ, Maas ML, Buckalter KC, Bennett JA, Young HM, Sochalski J, Naylor M. Influencing health policy for older adults: initiatives by the John A. Hartford Centers of Geriatric Nursing Excellence. *Nursing Outlook*. 2006; 54(4):236–242. [PubMed: 16890044]
- Heinrich KT, Oberleitner MG. How a faculty group's peer mentoring of each other's scholarship can enhance retention and recruitment. *Journal of Professional Nursing*. 2012; 28(1):5–12. [PubMed: 22261599]
- Jacelon CS, Zucker DM, Staccarini J-M, Henneman EA. Peer mentoring for tenure-track faculty. *Journal of Professional Nursing*. 2003; 19(6):335–338. [PubMed: 14689389]
- Krippendorff, K. *Content analysis: An introduction to its methodology*. London: Sage Publications; 1980.
- Maas ML, Conn V, Buckwalter KC, Herr K, Tripp-Reimer T. Increasing nursing faculty research: The Iowa Gerontological Nursing Research and Regional Research Consortium strategies. *Journal of Nursing Scholarship*. 2009; 41(4):411–419. [PubMed: 19941587]
- McBride AB, Fagin CM, Franklin PD, Huba GJ, Quach L. Developing geriatric nursing leaders via an annual leadership conference. *Nursing Outlook*. 2006; 54(4):226–230. [PubMed: 16890042]
- National League for Nursing. *NLN faculty census*. New York: 2002.
- Nies MA, Troutman-Jordan M. Mentoring nurse scientists to meet nursing faculty workforce needs. *Scientific World Journal*. 2012; 2012:345085. [PubMed: 22448130]
- Riley JM, Beal JA. Public service: Experienced nurses' views on social and civic responsibility. *Nursing Outlook*. 2010; 58(3):142–147. [PubMed: 20494689]
- Riley JM, Beal JA. Scholarly nursing practice from the perspective of early-career nurses. *Nursing Outlook*. 2013; 61(2):E16–E24. [PubMed: 23036689]
- Riley M, Fearing AD. Mentoring as a teaching-learning strategy in nursing. *Medsurg Nursing*. 2009; 18(4):228–233. quiz 234. [PubMed: 20552849]
- Specht JA. Mentoring relationships and the levels of role conflict and role ambiguity experienced by novice nursing faculty. *Journal of Professional Nursing*. 2013; 29(5):e25–e31. [PubMed: 24075268]
- Wills CE, Kaiser L. Navigating the course of scholarly productivity: The protégé's role in mentoring. *Nursing Outlook*. 2002; 50(2):61–66. [PubMed: 12029298]
- Wyman JF. Facilitating nurse scientist career development: The CANS grant program. *Nursing Outlook*. 2013; 61(2):120–121. [PubMed: 23630978]

Figure 1. Conceptual framework for the RWJF NFS program based on the Donabedian Model (Donabedian, 1988).

Table 1Robert Wood Johnson Nurse Faculty Scholars Achievements ($n = 42$)*

Research and Scholarship	Total Number	Average per Scholar
Publications		
During RWJF NFS tenure	271	6.5
After RWJF NFS tenure [†]	117	2.8
Presentations		
Accepted and presented	332	7.9
Grants (intramural and extramural)		
Submitted	202	4.8
Awarded	48	1.0
	Number of Scholars	%
Media coverage of scholar's research [‡]	8	19
Teaching/mentoring		
Undergraduates in nursing	27	64
Graduates in nursing	39	93
Interdisciplinary students	30	71
Service/leadership		
Academic institution	42	100
Professional organization	42	100
Community	28	67
Promotions and awards		
Promotion to associate professor	20	48
American Academy of Nursing induction	11	26
Other fellowship inductions	4	9

* 2008, 2009, and 2010 cohorts of RWJF NFS.

[†] Within year 2013, 1 year post-tenure.[‡] Local or national news (including radio).