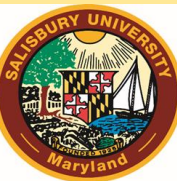


Promoting Teaching Excellence Through CNE[®] Certification: A Statewide Initiative

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Conflict of Interest and Disclosures

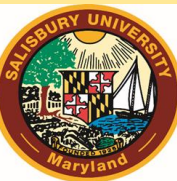
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Honoring our Colleague



Dr. Peg E. Daw
Grant Administrator
Nurse Support Program II
Maryland Higher Education Commission



Objectives

- Describe elements of a statewide initiative to increase the number of faculty with CNE® certification
- Examine five-year outcomes of these initiatives (2018 to present)
- Discuss challenges and future goals

Background

- Why certification?
 - External validation of specialized knowledge and skills (Poindexter et al., 2019)
 - Mark of professionalism, distinction, and expertise
 - Communicates that highest standards of excellence are met (NLN, 2023)
- For academic nurse educators, it establishes nursing education as a specialty area of practice (NLN, 2023).



Motivators to Pursue Advanced Certification

- Personal accomplishment and empowerment
 - Validation of knowledge and job satisfaction
 - Greater earning potential and better job opportunities
(Barbé & Kimball, 2017).
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- Recognition, institutional support, and financial incentives
(Lindell et al., 2020)



Barriers to Pursue Certification

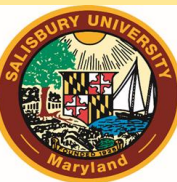
- Lack of time
- Cost (Barbé & Kimble, 2017)
- Uncertainty about eligibility
- Personal preparation burden
- Test anxiety
- Professional development requirements to maintain the credential (Lindell et al., 2020).

Promoting Success on the CNE® Exam

- 2022 CNE® national certification pass rate = 64%

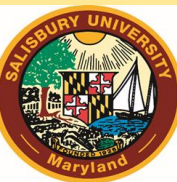
<https://www.nln.org/awards-recognition/certification-for-nurse-educators-overview>

- Formal direction from nursing education leadership
- Personal investment
- Completing a review course
 - Content
 - Test-taking strategies
- Creating a timeline



How we got started

- 2017 Deans and Directors set goal to double the number of faculty with CNE® certification in 5 year period
- Personalized contract with NLN to deliver CNE® prep workshops
 - Face-to-face (2018-2020)
 - Virtual (2020-present)
 - Enrollment limit of 40
- MHEC Nurse Support Program II funded
- Nomination process for workshop attendance
 - Dean/Director recommendation
 - Full or part-time faculty at a Maryland nursing program
 - Pledge to take CNE® exam within 3-6 months



Workshop Outcomes

- Fourteen free workshops (2018-present)
 - February and September
 - \$84K investment from NSP II
- Presenter – Dr. Diane Billings
- Attendee characteristics
 - N = 483
 - All 28 Maryland nursing programs participated
 - Diversity- average of 54% from underrepresented groups
 - Range 35.7%-64.51%

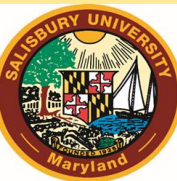


Certification Outcomes

Year	New CNE® certifications	Total Statewide CNE®s
2018		112
2019	28	138
2020	24	162
2021	35	197
2022	23	222
2023	22	244
Total	132	244

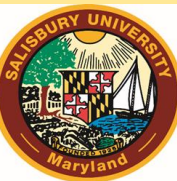
Additional Recognitions/Incentives

- Goal: recognized excellence in teaching and encourage CNE® certification
- Outcome: creation of the Maryland NSP II Academic Nurse Educator Certification (ANEC) award
 - \$5,000 to support cost of certification preparation, exam registration, professional development and continuing education to maintain credential
- Nomination process:
 - Submission of CNE® exam score sheet or certificate and RN license
 - Short summary of preparation efforts
 - Nomination letter from Dean/Director of a Maryland nursing program
 - Due March 15th



ANEC Awards

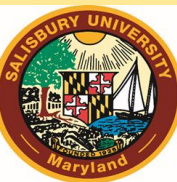
- Established in 2019
- N = 178 recipients
- \$890,000 awarded to date
- All Maryland nursing programs represented
- Recognition in NLN convention ad
 - Names of faculty and school
- CNE® honor cords given
- Can re-apply in 5 years to support CNE® certification renewal



Discussion

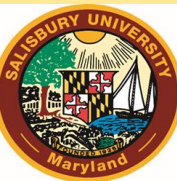
Maryland is first state to award faculty for achieving and maintaining CNE[®] credential

- Multi-prong approach
 - Speaks to intrinsic and extrinsic factors
 - Responds to feedback
- CNE[®] workshop provides focused study
 - Reduces anxiety
 - Increases confidence
- ANEC award addresses financial concerns and provides public recognition
- Maryland faculty test at twice the rate of other states
 - 87.5% pass rate



Opportunities for Program Improvement

- Increase number of workshop attendees who test
 - 60% of workshop attendees actually take CNE® exam
- Increase number of workshop attendees from under-represented groups who test
 - 53% of attendees are from under-represented groups
 - Only 18% of CNE® certified faculty are from under-represented groups
- Encourage schools to support faculty preparation for CNE® exam
 - Workload release and reimbursement for practice tests
- Develop system of peer support to improve CNE® completion rate
 - CNE® certified faculty serve as mentors

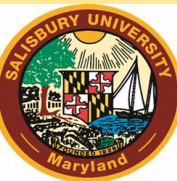


New Goals for 2025

- At least 50% or 300 Maryland nursing faculty will hold the CNE® credential
- CNE® certification among underrepresented groups will mirror prep workshop attendance

Future Research

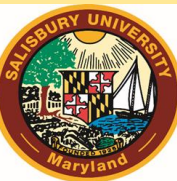
- Factors associated with first-time CNE® exam success
 - Average study time
 - Elapsed time from workshop attendance to testing
 - Workload release
 - Use of study groups, timelines, and other strategies
 - Differences for underrepresented groups
- Workshop participant satisfaction
- Certification testing and pass rates
- Characteristics of ANEC award recipients
 - Longitudinal study-impact of ANEC on faculty satisfaction, retention, and CNE® renewal



Conclusion

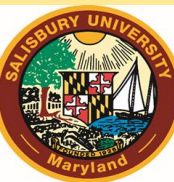
Maryland's Nurse Support Program-II (NSP II) leads the way in creating a culture that values and rewards teaching excellence.

- Demonstrates the power of collaboration
- Serves as a model for other states
- Stimulates workforce development opportunities
- Tackles the nurse faculty shortage



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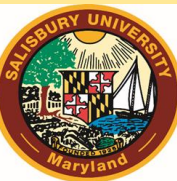
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