

Minutes

Meeting: **Illinois Nursing Workforce Center**
 Meeting Date: June 16, 2021
 Meeting convened: 11:03 am
 Meeting Adjourned: 1:09 pm
 Meeting Locations: Video Conference: Remote

Board Members Present: Linda D. Taylor, Chairperson
 Lynda M. Bartlett, Member
 Laura W. Bernaix, Member
 Pamela Bigler, Member
 Krista L. Jones, Vice-chairperson
 Fran LaMonica, Member
 Cynthia Maskey, Member
 Theresa E. Towle, Member

Board Members Absent: Amanda Buechel, Member
 Marsha A. Prater, Member

Staff Present: Linda B. Roberts, Manager
 Michele Bromberg, Nursing Coordinator

Guests: IBHE Karen Helland, Senior Associate Director, Policy Studies
 IDFPR, DPR Acting Director Cecilia Abundis

IBHE Nurse Faculty Fellows: (alphabetical order by last name)

Alisha Betka, DNP, MSN/Ed, RN, CHSE; Tamara Boll, MSN, MBA, RN-BC; Sheri Compton-McBride, DNP, RN;
 Jorgia B. Connor, PhD, RN; Therese Gallagher, DNP, APRN, FNP-BC, CNL; Angela Gilbreth, MSN, RN, CLS;
 Teresa Gulley, MSN, RNC-OB; Monica E. Hall, PhD, RN; Sara McPherson, PhD, RN, CNE;
 Salimah Muhammad, DNP, MSN/Ed, RN; Lynnann B Murphy, MN, RN; Kara Richardson, MSN/Ed, RN;
 Cristan Sabio, PhD, MSN, RN; Michele Shropshire, PhD, RN; Cynthia D. Young, MSN, RN, CMSRN;
 Lindsay A. White, MSN, RN, CNE, SANE.

In accordance with the provisions of Governor JB Pritzker’s Executive Order 2020-07 issued on March 16, 2020, the Board will meet remote via an interactive webinar, which may also be accessed telephonically. That Order provided that a public body may convene a properly noticed meeting with any number of members physically present or no members physically present, so long as the total participating members constitute a quorum. Please note that this meeting will be conducted remotely, and that members of the public are encouraged to attend by accessing the meeting via the interactive webinar.

Topic	Action
I. Call to Order	Meeting called to order by L. Taylor, Chairperson
Reorder Agenda Agenda reordered as Division of Professional Regulation (DPR) Acting Director Abundis has another meeting at 1130am. There was no objection to reordering agenda from board members.	
V. New Business 1. Illinois Board of Higher Education (IBHE) FY21 Nurse Educator Fellows Remarks by Division of Professional Regulation (DPR) Acting Director Abundis. Thank you to the Nursing Workforce Center Board of Directors, thank you to IBHE for this continued partnership. As we enter Phase 5 of Illinois Restored, we can look back on the role the pandemic has and continues to have in	

<p>exposing the inequities in healthcare. It has forced us to look at teaching modalities and at community partnerships in the racial, ethnic minority and the LGBTQ communities. We want to thank nursing education for leading the way, with the creative education modalities used to prepare students to graduate and for licensure.</p> <p>IBHE: Karen Helland Senior Associate Director: welcome to this esteemed group of nurse educators, who were nominated by their employer. Nursing has been a fantastic field this past year of great challenges. We are here to celebrate their success and dedication in helping students to reach their goals, you are truly inspirational.</p> <p>Illinois Board of Higher Education (IBHE) Nurse Educator Fellows presentations. Chair Dr. Linda Taylor called on each Fellow who provided an oral report of project plans funded by the IBHE grant and project take-aways. Abstracts are in Appendix A.</p> <ul style="list-style-type: none"> ○ Alisha Betka, DNP, MSN/Ed, RN, CHSE University of Illinois Chicago ○ Tamara Boll, MSN, MBA, RN-BC Trinity Christian College ○ Sheri Compton-McBride, DNP, RN Southern Illinois University Edwardsville ○ Jorgia B. Connor, PhD, RN Loyola University of Chicago ○ Therese Gallagher, DNP, APRN, FNP-BC, CNL Rush University ○ Angela Gilbreth, MSN, RN, CLS Southwestern Illinois College ○ Teresa Gulley, MSN, RNC-OB Millikin University ○ Monica E. Hall, PhD, RN Illinois Wesleyan University ○ Sara McPherson, PhD, RN, CNE University of Illinois Chicago in Springfield ○ Salimah Muhammad, DNP, MSN/Ed, RN Chamberlain University-Chicago ○ Lynnann B Murphy, MN, RN University of Saint Francis ○ Kara Richardson, MSN/Ed, RN Heartland Community College ○ Michele Shropshire, PhD, MSN, RN Illinois State University ○ Cynthia D. Young, MSN, RN, CMSRN Morton College ○ Cristan Sabio, PhD, MSN, RN Northern Illinois University ○ Lindsay A. White, MSN, RN, CNE, SANE Western Illinois University <p>A picture was taken at the end of the presentations.</p>	
<p>Break 12:10-12:15</p>	
<p>Return to the agenda.</p>	
<p>II. Declaration of a Quorum at 12: 15 pm</p>	<p>L. Taylor declares quorum</p>
<p>III. Approval of Minutes (Action) Approval of the April 14, 2021 Illinois Nursing Workforce Center Advisory Board meeting minutes. Motion was made/seconded: C. Maskey/K. Jones move to approve the April 14, 2021 meeting minutes.</p>	<p>April 14, 2021 minutes approved</p>
<p>IV. Announcements</p> <ol style="list-style-type: none"> 1. COVID-19 Illinois Department of Public Health (IDPH) update. 2. Illinois Board of Higher Education (IBHE) announces FY22 Nurse Faculty Fellow application deadline June 24: there will be 19 awards, each award is a \$10,000 salary stipend. 3. IBHE FY22 Nursing Grants application deadline June 15 (\$373,900). 4. Illinois Nurses Foundation 40-under-40 Nurse Emerging Nurse Leader annual recognition ceremony is virtual on September 23, 2021. 	
<p>V. New Business</p>	

<p>a. Robert Wood Johnson Foundation (RWJF): Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity</p> <ul style="list-style-type: none"> ○ There was a national summit June 4 and 5 to review the 9 recommendations and 54 sub-recommendations. Each state sent in 2 representatives; Susan Swart/ANA-Illinois and I represented Illinois. Small groups met, reviewed and created a plan to implement one sub-recommendation each day. Results will be shared by RWJF on September 9, 2021. 	
<p>VI. Reports</p> <p>1. Chairperson Report</p> <ul style="list-style-type: none"> • IDPH Diversity in the Healthcare Workforce Task Force – has not met since last board meeting. • Resilience task force update ANA-Illinois, Illinois Organization of Nurse Leaders (IONL) and the Nursing Workforce Center are creating a workgroup of thought leaders to develop an on-line version of the surveys and decide on where the data is to be housed. <p>2. Illinois Nursing Workforce Center Manager Report</p> <ul style="list-style-type: none"> • Data reports: continue LPN report data analysis; RN report draft to be voted on today. • National Forum State Nursing Workforce Centers annual conference, <i>Nurses Reshaping the Workforce: from crisis to innovation</i>; virtual/remote June 8-10, 2021. Sponsors: National Forum State Nursing Workforce Centers (NY, NJ, Penn), National Nurse-Led Consortium. • Outreach: <i>The Impact of COVID-19 on the Nursing Workforce: A National Perspective</i>; Online Journal of Issues in Nursing, Vol.26, No. 2, Manuscript 2. Illinois participated in composing. • RNConnectIL – an opt-in text messaging support program for nurses offered through ANA-Illinois; DPR posted on social media guiding Illinois nurses about program and how to sign up. • Other, there are board vacancies. 	
<p>3. Nursing Organization updates</p> <ul style="list-style-type: none"> • Public Health Nurse Leaders(PHNL): <ul style="list-style-type: none"> ○ Successful presentation at the National Forum State Nursing Workforce Center Annual meeting: Academic Practice Partnerships: A review of a statewide population health nursing leadership initiative ○ A second article has been written and submitted for publication. ○ The leadership team will be meeting to discuss next steps with projects, webinars, etc. <p>4. Nursing Coordinator</p> <ul style="list-style-type: none"> ○ Board of Nursing , the next meeting is July 9, 2021. The pre-licensure programs continue to meet on-line and in person through the summer semester. ○ COVID-19 temporary practice permits expire December 31, 2021 ○ National Council State Board of Nursing annual meeting is August 18-19, 2021, virtual. 	
<p>VII. Old Business</p> <ol style="list-style-type: none"> 1. RN 2020 voluntary individual license renewal draft report reviewed; there was limited discussion and suggested edits. Motion was made/seconded: C. Maskey/K. Jones: to approve with edits. 2. LPN 2021 Key Findings – discussed with full report discussion. 3. LPN Report – review and discuss structure of report, data tables, additions, clarifications. Plan: to finalize report at the next board meeting. 	<p>Motion to approve RN Workforce Survey Report 2020 with edits: Approved.</p>
<p>VIII. Public Comment</p>	<p>None.</p>
<p>IX. Adjournment The next meeting of the Illinois Nursing Workforce Center will be Wednesday, September 8, 2021. Motion was made/seconded: F. LaMonica/C. Maskey to adjourn.</p>	<p>Approved.</p>
	<p>There being no further business to be brought before the</p>

Members of the Illinois Nursing Workforce Center (INWC) Advisory Board of Directors: Lynda Bartlett, Chicago, IL; Laura Bernaix, Edwardsville, IL; Pamela Bigler, Savoy, IL; Amanda Buechel, Oak Forest, IL; Krista Jones, Broadlands, IL; Fran LaMonica, Chicago, IL; Cynthia Maskey, Springfield, IL; Marsha Prater, Springfield, IL; Linda Taylor, Normal, IL; Theresa Towle, Tinley Park, IL.

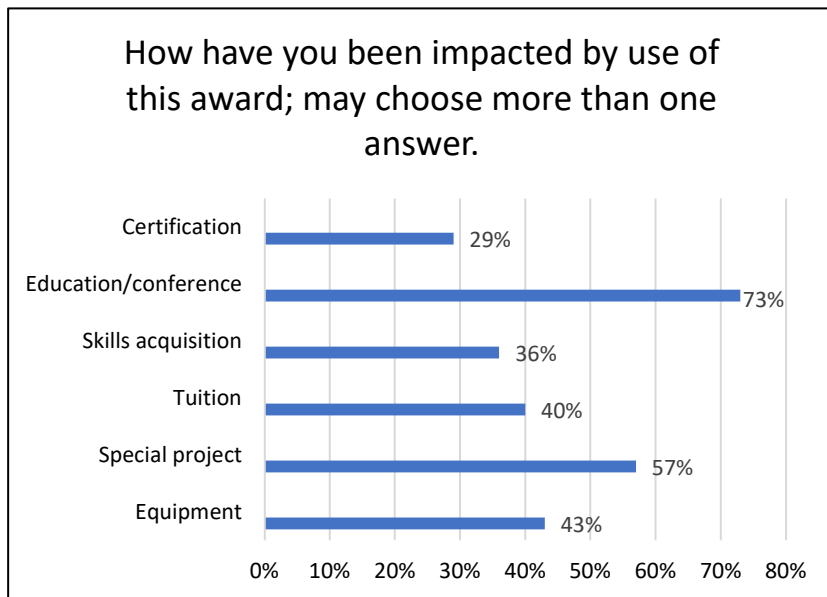
The Illinois Nursing Workforce Center (INWC) (formerly the Illinois Center for Nursing) was established in 2006 to advocate for appropriate nursing resources necessary to meet the healthcare needs of the citizens of Illinois. INWC is working with industry professionals and educational institutions to ensure that Illinois has a nursing workforce necessary to meet the demands of a growing and aging population. INWC Website: <http://nursing.illinois.gov>

APPENDIX A FY21 Nurse Educator Fellows Abstracts and Survey Results June 2021

The Illinois Nursing Workforce Center Advisory Board (INWC) and the Illinois Board of Higher Education (IBHE) recognized the Fiscal Year 2021 Nurse Educator Fellows during the Nursing Workforce Center’s advisory board meeting June 16, 2021. Each Fellow received a \$10,000 salary supplement and presented verbal remarks on the use or the intended use of the award for professional development activities. Sixteen educators were selected from thirty- eight nominations from twenty-four institutions in FY21 and were awarded the Fellowships through the Illinois Board of Higher Education (IBHE).

The Illinois Board of Higher Education maintains strong support of the Nurse Educator Fellowship. During FY21 the funding was placed on a temporary hold through March 2021. One of the Fellowship requirements is to maintain the requisite 6-month period of continued employment (February to August), through the Summer 2021 semester. Nominees contracts were verified prior to award recognition. Recipients were notified in March 2021, which impacted the ability of Fellows to do full projects. Many used the funds for professional development between receipt of recognition and the end of December 2021.

The FY21 Nurse Educator Fellows completed a short online survey regarding the Fellowship. All of the respondents continue to be employed in nursing education at the institution that nominated them for this recognition, this is a Fellowship requirement which has been verified with the institution. Thirteen (or 81%) of the respondents are employed as faculty, three (or 19%) have a dual role as administrator and faculty member.



As shown in the chart, the majority (73%/11) of Fellows responded that they plan to use the award to attend conferences or other educational events. Forty percent (6) responded that they would use the award to help pay for tuition; 36% (5) will use funds for skills acquisition. Fifty seven percent (8) answered that the award would be used toward a special project, some of which are listed below. Twenty-nine percent (4) indicated that funds would be used to acquire certification (such as Certified Nurse Educator). Please note that respondents could choose more than one answer, so the percentage totals are more than 100%.

The Fellows were asked if the recognition made any changes to their practice as nurse educators including special projects and equipment purchased. The four comments on special projects are also described in the abstracts. Individual comments about changes to their practice included: (1) two comments regarding acquisition of increased knowledge and skill; (2) three comments about supporting ongoing research, including paying

for statistician, surveys; (3) three equipment comments: 2 laptops, a stand-up work station, amplified stethoscope of students with disabilities, clickers for class participation; (4) two comments about moving through the doctoral program more quickly, including paying off a portion of tuition and to complete training in one year's time instead of two; and finally: "I feel like I have been given an opportunity to breathe and think, to be able to create something new and learn new things, which will help me stay engaged in teaching".

The final question about how educating nurses post COVID-19 pandemic might change elicited comments in four areas: the transition to online teaching; the future to include continued flexibility with didactic and online teaching; clinical settings will broaden to include more non acute care, community settings; the need to include educating students re: self-care. A few comments:

- Nurse educators have adapted remarkably well during the pandemic. It has brought to light options many have not entertained before but have since embraced. The education of nurses post-COVID-19 might now be a combination of the best parts of our academic delivery and technology options merged with hands on contact.
- Educating post-pandemic will provide challenges with triumphs. I think that we learned that we can deliver some content virtually, however I think that the all-virtual format reinforced the benefits and importance of face-to-face engagement. We need to find more ways to connect with students in the online format
- New and innovative ways need to be sought so students are still able to have immersive and meaningful clinical rotations. Nurse educators will need to strengthen their ability to be flexible and learn new innovative ways to move nursing education forward by any means necessary.
- Nursing education needs to change the traditional didactic and clinical model. Didactic - a flipped classroom of small groups instead of relying upon lecturing by a professor. Clinical - move out of the hospital, meet patients where they are in the community. Smaller clinical groups so community clinics/organizations can better accommodate students.
- Health-care professional educators must elevate nursing education by addressing the curriculum while preparing graduates for practice. We must institute more simulation opportunities, clinical opportunities, and extended training exercises within the healthcare nursing practice of nursing institutions.
- Opportunities for teaching about public health, resources, medical supplies. Students were involved in community testing for COVID-19 last summer and since fall students have been involved with giving vaccinations. It impacts every course in nursing from health assessment to nursing interventions to medical surgical to community health. Hopefully it shows them the role of nursing, advocating for public health resources, community impact. We will be learning about this and teaching about this for decades.
- I believe that there will be more apprehension and stress post COVID. There are going to need to be initiatives that focus on self-care for nursing students.
- As a coordinator of an ADN program, ensuring we are assisting students with the tools to strive through high work loads, stressful environments, and intense work conditions can assist with the high nurse turnover.
- The impact of COVID-19 impacted the clinical practice due to the changes in clinical partners. This ultimately and sincerely hinders the graduate to be ready to practice clinically upon graduation.-This is the biggest challenge in a practice heavy profession like ours.

These survey responses indicate that the Fellowship is achieving its intended goals, i.e., to help institutions retain their well-qualified nurse educators to educate and train nursing students so that Illinois can continue to address the long-term demand for well-trained registered professional nurses.

Salimah Muhammad, DNP, MSN/Ed, RN

Chamberlain University-Chicago

The Illinois Board of Higher Education fellowship award is an honor. In professional nursing, education we have a distinct ability to continue to educate an efficient healthcare workforce. The fellowship award allows flexibility in work requirements to allow more time for scholarship and publishing. The fellowship award will contribute to the doctoral dissemination projects of diabetes health, and transitional programs for new graduates of professional nursing. Publishing in peer-reviewed journals will require some mentorship. The fellowship will allow the ability to network and publish these evidence-based programs. The fellowship award will assist with the programs needed to enhance and support continued scholarship in nursing. The goals are to submit an abstract for poster presentation and publishing.

Lastly, the fellowship award will assist with the certification completion of advance practice nursing. As a doctoral prepared nurse, attaining an advanced practice certification is necessary to continue to develop and promote enhanced patient care health literacy and health outcomes nationally and global. This will enhance opportunities to focus on developing robust programs for healthcare institutions in training the next generations of health care professionals. A true development of larger learning modalities is necessary in the current educational arena as well the institution of health. Transitional growth of newly licensed professionals will require an integrated proactive approach from nursing professionals at the macro-level, meso-level and micro-level of leadership.

In all the distinct honor of fellowship recognition, will promotes broadened opportunities to participate in a national health community, develop post pandemic standards of practice that support positive patient outcomes for all communities. As well, participating in networking opportunities that will enhance the effectiveness of teaching methods in undergraduate nursing programs.

Kara Richardson, MSN/Ed, RN

Heartland Community College

My name is Kara Richardson; I have been an emergency department registered nurse for ten years. While I love emergency nursing I have a passion for nursing education. As a professor I am always questioning my instructional practices; is it engaging, is it interactive, and most importantly is it relative? My teaching philosophy is founded on the Outcome-based Educational Theory (OBE). OBE focuses on role and skill based learning. Simulation learning is a tool that supports OBE and my educational practices. My intent is always to recreate the realism of a clinical setting, but there is no substitution for the therapeutic communication between a nurse and patient. This grant will allow me the time and resources to design a course to train theater students to be standardized patients (SP). The University of Illinois College of Medicine offers a weeklong intensive course designed for simulation educators. This course teaches faculty to train and develop SP programs, recruit and select SPs, design assessments, and train SPs to act out medical cases.

The Global Network for Human Simulation Education offers a lifetime membership. This organization provides standards for best practice, professional development, and conferences. Additionally, the membership allows access to committees to share ideas and help revise current curriculum to meet the ever-changing educational needs. Faculty will travel to The Global Network annual conference in June of 2022.

Michele Shropshire, PhD, RN

Illinois State University

First, I would like to extend my humble appreciation for this fellowship to assist in my retainment as a nurse educator in Illinois. As a 2021 recipient of the Illinois Board of Higher Education Fellowship, I am grateful for the newfound teaching and research opportunities. The fellowship will assist in retaining my current faculty position and attend professional development conferences. This fellowship also will support research and scholarship activities including University of Illinois Qualitative research conference.

I plan to join Sigma Theta Ta International, which is an international nursing organization promoting nursing scholarship and leadership. I have a presentation accepted and will attend the 2021 Sigma Theta Ta International Conference to disseminate my research and gain essential knowledge in nursing education and research. I continue my research that focusing on improving quality of care for older adults in long-term care environments. I am passionate about improving the quality of life and nursing care for older adults, in addition to student education when caring for older adults living in long-term care environments.

I will continue to seek research opportunities to improve and innovate care for older adults in long-term care environments. Thank you for this wonderful opportunity to develop as a researcher and nursing educator.

Monica E. Hall, PhD, RN

Illinois Wesleyan University

I am very thankful for receiving the IBHE Nurse Educator Fellowship. I plan to use this award to continue the research I started while earning my PhD. I have always had a passion for education. I enjoy educating both patients and students. While working as a diabetes educator, I noticed how many Black patients were hesitant to initiate insulin therapy. With the disproportionate level of complications from diabetes among Black people, I know it is very important to control blood glucose levels as quickly as possible. I want to conduct research looking at psychological insulin resistance (PIR) in the Black community.

I plan to use the money to further my research by possibly conducting a qualitative study to see if any themes emerge regarding PIR so tailored diabetes self-management education can be developed for this population. I will include students in my research as I think it is my duty to mentor and expose them to joys of research. I will also use the money to attend the American Diabetes Association Scientific Sessions Conference and other conferences that I feel will help me foster my scholarship.

With the money that is still available, I would like to research other areas of diabetes management. Diabetes management in the acute med/surg setting needs improvement. The American Diabetes Association has stated a call to action with 8 specific areas needing more research in order to improve patient outcomes. I look forward to exploring any of these areas while mentoring my students in research.

Jorgia B. Connor, PhD, RN

Loyola University of Chicago

I am so grateful and honored to be a recipient of the Illinois Board of Higher Education (IBHE) Nurse Educator Fellowship award. I have not yet received the monetary portion of the award, but I plan to utilize the award to support my professional development to develop expertise on LGBTQ+ health. This is an area that has not been addressed well in our nursing curricula because faculty do not have the requisite knowledge, experience, and readiness for teaching LGBTQ health.

In order to improve my knowledge and help me prepare to teach about LGBTQ health issues, I will attend educational programs, workshops, and training that are provided by renowned institutions such as The Fenway Institute, National LGBTQIA+ Health Education Center. I would also use these funds to seek consultation from professionals with expertise in curriculum development in this area. Additionally, I will use the funds to pay for membership fees for the GLMA Health Professionals Advancing LGBTQ Equality, to network and collaborate with others, particularly those from other disciplines to build resource capacity and enhance my awareness and understanding of LGBTQ issues. I will also use the funds to support my attendance at national conferences that focus on teaching and scholarship specific to LGBTQ topics.

Thank you for this support. It is essential that we prepare our nursing students to have the knowledge, skills and attitude to meet the challenges and needs of the population we serve.

Teresa Gulley, MSN, RNC-OB

Millikin University

The Nurse Educator Fellowship by the Illinois Board of Higher Education will significantly support my scholarship activities. I will be attending the Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) national conference. Attending the AWHONN conference will assist with ensuring I remain current with the latest evidence based practice when teaching nursing students in my specialty Maternal Newborn. Previously between the fees and travel, attending the national conference has been cost prohibitive for me.

In addition, the fellowship will support my preparation and my sitting for the Certified Nurse Educator (CNE) exam. Devoting time to prepare with appropriate resources for the CNE exam will validate my current knowledge while expanding on areas that need developed. Obtaining the CNE certification has been a goal since I joined the nurse faculty team. Meanwhile, I will be finishing my PhD. The PhD journey has been a tremendous opportunity for personal growth and scholarship. All of these activities will directly impact my scholarship and teaching. I am dedicated to continually growing my skills as a nurse educator to ensure the quality of our future nurses. I am honored and grateful for being a recipient of this fellowship, thank you.

Cynthia D. Young, MSN, RN

Morton College

First and foremost, I would like to thank the IBHE nominating committee for choosing me to be a recipient of the Fellowship Award. I currently work as a full-time Simulation Coordinator for Morton College. I plan to use the award money to complete my NLN Simulation Innovation Resource Center courses to strengthen and build my knowledge in simulation training.

I'm planning to attend the Virtual 2021 International Nursing Association for Clinical Simulation (INACSL) and Learning Conference. This conference will offer a wealth of simulation information on new innovations and revisit evidence-based practices that have proven to be successful in simulation training. I'm really excited about registering for the Fall 2021 INACSL Simulation Education Program. This program offers a comprehensive online learning experience which integrates concepts of simulation, instructional design methodologies, participant group projects, discussion boards and course facilitators.

Currently I am enrolled in the Doctorate in Nursing Practice program at Loyola University Chicago. This award will be of great assistance in covering part of my tuition expenses. I'm humbled to be an award recipient. I can truly say this award has provided me the opportunity to achieve several educational milestones over this next year. Without the help of this award I know I would have put off participating in some of the simulation training to a later date. This award helps to offset those additional expenses and brings ease of mind in knowing I have support during my journey as a nurse educator.

Cristan Sabio, PhD, MSN, RN

Northern Illinois University

The IBHE Fellowship Grant will have a great impact on the dissemination of my research at professional conferences, and for continuing my scholarly work and research activities. By attending conferences, I am hoping to develop networks with other researchers and educators on a more personal level, thus expanding my scholarship universe further.

I have already registered and is scheduled to be one of the panel of presenters at the American Association for Men in Nursing (AAMN) Annual Conference in October. As Co-chair of the organization's research task force, examining the persistent underrepresentation of men in nursing, the task force will present the results of our investigation into the problem based on extant literature and our plans for further research to identify solutions toward increasing gender diversity, contribute toward culturally relevant care, and tap the talent of men toward forwarding the profession and nursing science.

I also had my eye toward attending the American Association of Colleges of Nursing (AACN) Annual Summer Seminar to develop nursing leaders. Unfortunately, this was postponed to 2022. Nevertheless, the grant should be instrumental in my plans to attend the seminar that year.

Lastly, as Chair of the Undergraduate Curriculum and Evaluation committee, the grant should help support my continuing work involving curricular revisions, which is almost complete. I am also in the middle of writing 2 other articles for publication, based on my programs of research. I therefore thank IBHE for the support through the grant. Thank you for supporting us, Nurse Educators!!!

Therese Gallagher, DNP, APRN, FNP-BC, CNL

Rush University

I honored to be awarded the 2020 Nurse Educator Fellowship from the Illinois Board of Higher Education. I am pleased to live in a state that understands the importance of nursing faculty retention, especially in light of the COVID-19 pandemic where nurses played a central role in testing for, treating, and vaccinating against the virus. As a result of this financial award, I will be able to ease the burden of student loans from my own education as well as being allowed the time to transform the clinical education of pre-licensure master's students.

The model of nursing clinical education has traditionally been eight students to one clinical instructor (8:1) on an inpatient unit. Health care is moving out of the hospital and back into the community, as well as the home. The 8:1 clinical model is unsustainable as we move to educate our students in community clinics, in-home visits, and via telehealth. I will expand partnerships with community organizations and clinics who provide health care on the West side of Chicago. Students will be exposed to a variety of clinical settings, as well as a variety of nursing roles, giving students the opportunity to experience the full scope of nursing practice. Students who participate in this modified clinical model will be better able to identify and address health disparities in their patients and to dismantle the systemic barriers negatively impacting their patients' health and wellness.

Sheri Compton-McBride, DNP, RN

Southern Illinois University Edwardsville

I am honored to have been chosen for the IBHE Nurse Educator Fellowship 2021. This award will contribute to my continued efforts to advance my professional development as a teacher-scholar in an academic nursing environment.

Being awarded this fellowship provides me the opportunity to continue my study of quality improvement and leadership for curricular integration, exploration of innovative and diversified strategies for online teaching and learning, and to continue investigating transformational learning and ethics of short-term global health experiences across inter-professional programs.

Funding will be used to enhance my knowledge and skill by completing a Quality Matters (QM) Teaching Online Certificate. As indicated by the American Association of Colleges of Nursing and the Institute of Medicine regarding the importance and value of quality and leadership in educational essentials, I plan to attend to the QSEN and IHI

conferences to identify critical content to integrate into our current senior nursing leadership courses. Recommendations from nursing organizations include that experiences in global health efforts are vital to advance nursing practice and the nursing workforce. In addition to the aforementioned development opportunities, the knowledge that I will gain from attending the AACN Diversity Symposium and Faculty Forum will augment the humility, diversity and inclusion concepts shared with our students via predeparture training who embark on our established short-term global health initiatives. Each of the aforementioned opportunities firmly roots me in nursing education.

Angela Gilbreth, MSN, RN, CLS

Southwestern Illinois College

As a recipient of the Nurse Educator Fellowship Award, the funds will provide the opportunity to retain my current position as a full-time nursing education faculty member while I complete my Doctorate in Nursing Practice. A doctoral degree has always been a goal, and now I can complete my academic objectives while pursuing my passion for academia and assisting others with their academic goals. My doctoral project centers around incivility and overcoming adversity. Graduating nurses are entering the nursing profession during an historical pandemic where high stress working conditions are abundant. My focus is the study of a healthy work environment and the impact a healthy work environment has on limiting incivility and reducing nurse turnover during a high stress time. The fellowship funds will defray the cost of tuition as I focus on my project and pursue my terminal degree.

Healthcare is one of the most rapidly changing professions. As a nurse educator, being fluid to manage the ever-evolving teaching environments and academic platforms is the only way to provide students the most up-to-date information in an environment that resembles the clinical environment. Continued education not only benefits me, but also benefits the nursing students and the nursing workforce by providing and maintaining high quality nurses in the profession. I am thankful for this award and the support of the fellowship committee. This will be a memorable opportunity.

Tamara Boll, MSN, MBA, RN-BC

Trinity Christian College

Receiving the Nurse Educator Fellowship Grant is allowing me the opportunity to return to school to pursue a Doctorate in Nursing Practice (DNP). Obtaining this degree has been a goal of mine since starting as a faculty member. However, returning to school would not be possible for me without this grant, and without the DNP degree, I would likely not be able to sustain a career in nursing education. A DNP will allow me more knowledge and expertise to share with my students, and it will greatly impact the way I am preparing and teaching students. It has an immense impact on my ability to remain teaching and educating future nurses, which are in great demand. During 2021, I will be working on my DNP project, which focuses on teaching undergraduate nursing students the medication reconciliation process. This is a process that is still not streamlined in healthcare and has a great impact on patient outcomes. The ability to be able to focus on this project will help prepare new graduate nurses entering the field to understand the importance of the medication reconciliation process and be confident with the process. The ability to further my education and research with this grant not only holds a benefit for being able to educate students to become nurses but will also have important implications to patient outcomes.

Alisha Betka, DNP, MSN/Ed, RN, CHSE

University of Illinois Chicago

I am honored to be a recipient of the Illinois Board of Higher Education Nurse Educator Fellowship. Nursing education is my passion. This award will assist me to achieve my professional goals by supporting scholarship and teaching activities directed toward enhancement of the simulation pedagogy provided to students on my campus, maintenance of certification as a simulation educator, and promotion to an assistant professor position.

A portion of the funds will be used to attend the International Nursing Association for Clinical Simulation & Learning (INACSL) conference for professional development and the American Public Health Association (APHA) meeting to disseminate the findings from my DNP project. These conferences provide opportunities for networking and collaboration with experts in my fields of interest and to learn best practice standards within these fields, which will increase my ability to educate students with the most current information. Another portion of the funds will be used to purchase educational supplies to expand the simulation activities offered to students within our pre-licensure programs. I will implement some clinical skills escape rooms, a systems-thinking game, and a full-scale disaster scenario. These simulations will better prepare nursing students for clinical practice and to become nursing leaders. Each of these simulation activities will be evaluated as part of my scholarship.

Thank you again for honoring me with this Fellowship. I am very grateful for this generous opportunity to become a better nurse educator and mentor.

Sara McPherson, PhD, RN, CNE

University of Illinois Chicago in Springfield

The Nurse Educator Fellow will allow many opportunities for me to continue to grow as a nurse educator. I am a Certified Nurse Educator and I plan to use some of my funds to join the National League for Nursing. I am currently on the board for the Illinois League for Nursing and the funding from this fellowship will allow me to be more involved at both the state and national level. To continue to build on my teaching expertise, I plan to attend continuing education conferences that focus on new innovative teaching strategies. I would also like to purchase a Microsoft Surface Pro. This laptop will allow me to provide more individualized feedback in a quicker timeframe which will allow for more time to devote to teaching and scholarship.

My scholarship focus is on nursing education and surgical smoke. I have been accepted to speak at the Association of periOperative Registered Nurses (AORN) National Conference in Orlando, Florida. We conducted a Nationwide Survey on Surgical Smoke and this conference will allow for dissemination of our research. I am currently conducting a study on nursing faculty and the funds will help to purchase equipment for data analysis. I applied for the Elevating Leaders in Academic Nursing program through the AACN. The funds will allow me to pay for this program and some travel expenses. I look forward to the availability of funds to continue my work in nursing education.

Lynnann B. Murphy, MN, RN

University of Saint Francis

The Nurse Educator Fellowship is a highlight of my career. It has recognized my expertise in nursing education and will allow me resources to enhance my knowledge, revitalize me, and help provide needed resources.

When I receive the funding, I will be able to purchase reference books and teaching tools to enhance my courses for students. It will allow me to attend a conference on clinical simulation: to learn new skills, enhance my knowledge base, and ultimately allow me time to envision and create new simulation scenarios. I will be able to pay for professional memberships in Oncology Nursing Society, Sigma Theta Tau International and American Nurses Association, to advance my professional development. Additionally, it will allow me to provide needed resources for students with disabilities.

Finally, with the funding I am planning a program for all our nursing faculty related to self-care - for themselves and their students. Nursing Educators work extremely long hours, with low salaries and face significant levels of stress and burn out. I will bring in various speakers and create toolboxes for our nursing faculty. Topics will include meditation, journaling, mindfulness, prayer, humor, and nutrition. It is my goal to help my fellow faculty stay in nursing education and to role model self-care techniques to our students, who are the future nurses.

The fellowship reaffirmed my passion for nursing education and gave me the opportunity to reenergize with the resources to accomplish it.

Lindsay A. White, MSN, RN, CNE

Western Illinois University

As a recipient of the Illinois Board of Higher Education Nurse Educator Fellowship Award I plan to finish my PhD in Nursing. Working as a full-time nurse educator while completing my doctorate and struggling with a chronic illness has been the battle of my life but I am now seeing the light at the end of the tunnel. I plan to use these funds to assist with costs of my tuition and dissertation research that includes a statistician, participant incentives, and instrument usage.

Several years ago, a wise person said to me "do what you are passionate about" in regard to my research. I held on to this advice and decided to use my background as a sexual assault nurse examiner to guide my research. I plan to provide an educational intervention about what to do after a rape to college students. College rape victims have low incidence of seeking formal help after a rape, but most will go to their friends. Unfortunately, as a college professor, I still see this need much too often. I want to see if we can educate the friends to help the victims connect to resources such as health care, counseling, law enforcement and university resources to get the help that these rape victims need. I am incredibly grateful for this nursing fellowship award, thank you.