

Minutes

Meeting: **Illinois Nursing Workforce Center**
 Meeting Date: September 12, 2018
 Meeting convened: 10:12 am
 Meeting Adjourned: 1:16 pm
 Meeting Locations: Video Conference: Chicago, Conference Room #9-375; 100 W. Randolph Street
 Springfield, Conference Room #258; 320 W. Washington Street

Board Members Present: Laura W. Bernaix, Member
 Kathleen Delaney, Vice-chairperson
 Susan Edamala, Member
 Corinne Haviley, Member
 Krista L. Jones, Member
 Cynthia Maskey, Member
 Marsha A. Prater, Member
 Linda D. Taylor, Member
 Theresa E. Towle, Member

Board Members Absent: Lynda M. Bartlett, Member
 Carmen C. Hovanec, Chairperson

Staff Present: Michele Bromberg, Nursing Coordinator
 Chau Nguyen, General Counsel
 Linda B. Roberts, Manager

Guests Present:

Chicago: Illinois Board of Higher Education (IBHE) Nurse Educator Fellows:
 Marcia Bulthuis, Jie Chen, Tisha Goad, Toulia Kelikian, Maripat King, Carol Kostovich, Georgine Maisch, Kelli Nickols,
 Nanci Reiland

Springfield: IBHE: Melissa Hahn, Public Information Officer and Karen Helland, Senior Policy Advisor
 IBHE Nurse Educator Fellows:
 Denise Caldwell, Ann Eckhardt, Amanda Hopkins, Anne Hustad, Pam Lewandowski, Jamie Nickell, O. Ed Reitz, Kelly
 Tisdale

Topic	Action
I. Call to Order Welcome, Introductions Board members, Illinois Department of Financial and Professional Regulation (IDFPR) staff and Illinois Board of Higher Education (IBHE) staff introduce themselves.	Meeting called to order by K. Delaney, Vice-chairperson
II. Declaration of a Quorum Reorder agenda, move to Old Business, IBHE Nursing Grants	K. Delaney declares quorum
III. Old Business <ol style="list-style-type: none"> 1. Illinois Board of Higher Education (IBHE) Nursing Grants <ol style="list-style-type: none"> a. Nursing Expansion and Improvement Grants, the purpose is to increase the number of RNs in Illinois: brief review of new grant application; deadline for submission to IBHE is October 31, 2018. https://www.ibhe.org/nsgp.html b. FY2018 Nurse Educator Fellows project presentations and awarding of certificates. Each Fellow presented about the project accomplished with the IBHE grant; group pictures taken for a future news release. Individual project details are found in Appendix #A of these minutes. 	Certificates presented to each individual.

<p>(11:20-11:30am) Break</p> <p>Agenda reordered: move to M. Bromberg Nursing Coordinator Report followed by C. Nguyen Board Orientation</p> <p>Reports: Nursing Coordinator, M. Bromberg: National Council State Boards of Nursing (NCSBN) annual meeting August 15-17, 2018; there 59 boards represented by state delegates; new board members were elected. The Illinois State Board of Nursing: The Nurse Practice Act (NPA) Rules focus for this year is APRN Rules only.</p> <p>Board Orientation: C. Nguyen began Board Member Orientation with a review of board responsibilities and limitations; state officials and employees ethics act; and the Rule-Making process. Discussion was primarily regarding the Nurse Practice Act (NPA) Rules. IDFPR will be sending proposed Rules to the Joint Committee on Administrative Rules (JCAR) for processing http://www.ilga.gov/commission/jcar/. After JCAR reviews and posts the proposed NPA Rules, there is a 45-day period for public comment. The public comment period is closed, comments are reviewed by JCAR and after the second 45-day period of public comment followed by JCAR review, the Rules are part of the Illinois NPA.</p>	
<p>(11:55-12:10am) Break</p>	
<p>Return to Agenda</p> <p>IV. Announcements Announcements made available for board perusal.</p>	N/A
<p>V. Approval of Minutes December 13, 2017 The December 13, 2017 minutes were reviewed. K. Delaney moved, C. Haviley seconded to approve the December 13, 2017 minutes.</p>	Minutes approved as written.
<p>VI. New Business</p> <ol style="list-style-type: none"> 1. Board Orientation continued: L.B. Roberts reviewed: <ul style="list-style-type: none"> • Annual trainings required to maintain appointment. • The board’s charge: Illinois Nurse Practice Act: Article 75. • Travel & Expenses: process for reimbursement. • National Forum State Nursing Workforce Centers https://nursingworkforcecenters.org/ • Illinois Healthcare Action Coalition: (IHAC) 3 co-chairs: beginning in 2015 three nursing organizations agreed to co-chair IHAC: INWC, ANA-IL, and IONL. • Reports: data analysis and construction of reports has been through IDFPR and members of INWC board for the past few years. 2. Illinois Nursing Workforce Center: meetings currently scheduled on Wednesdays, second or third Wednesday of September, October and then every other month through June. An informal discussion to consider a different day of the week due to commitments of current board members. 3. Election of Officers, Chairperson and Vice Chairperson. K. Delaney self-nominate for Chairperson. L. Taylor and K. Jones self-nominate for Vice-chairperson. a (Action) Elections must be during first board meeting of fiscal year, so September. 	<p>Prior to October board meeting K. Delaney to send draft logic models for board review.</p> <p>Send poll to board, report results October 2018 meeting. The nomination of K. Delaney passed by unanimous vote. L. Taylor Vice-chair by secret ballot vote.</p>

<p>VII. Reports</p> <ol style="list-style-type: none"> 1. Vice-chairperson Report, K. Delaney: discussion of low response rate to 2018 APRN survey offered with individual on-line relicensure, that this is a pivotal year given the upcoming Nurse Practice Act changes allowing independent practice for APRNs. In 2016 the survey was distributed to all Illinois APRNs listed in the licensure database. 2. Illinois Nursing Workforce Center Manager Report, L. Roberts Review outreach, including IONL webinar about APRN 2016 Report, limited discussion on other Workgroup activities. Informal discussion on status of all reports: LPN, RN and APRN. 3. Illinois Coalition of Nursing Organizations: L. Taylor, review organization background, purpose, current focus, next meeting date. 4. Nursing Organizations: informal discussion of organizational updates: Illinois Organization of Nurse Leaders (IONL)-C. Haviley; Illinois Society of Advanced Practice Nurses (ISAPN)-T. Towle; Public Health Nurse Leaders Workgroup (PHNL)- K. Jones. S. Edamala offered to provide future updates from the Indian Nurses Association of Illinois at the next board meeting. 	<p>Motion: K. Delaney move/C. Haviley second: to communicate via email in the next few weeks to initiate a special APRN survey, using MDS and to occur before November 1, 2018. Motion passed unanimously.</p>
<p>VIII. Old Business</p> <ol style="list-style-type: none"> 2. Licensed Practical Nurse 2017 Report- draft, L. B. Roberts Data analysis complete, including heat map distribution of LPNs throughout Illinois. Report revision by K. Delaney. Discussion included review of report format and results. Plan: post report on INWC website and distribute to other organizations. 3. IHAC: Public Health Nurse Leaders (PHNL): Improving and Sustaining Academic-Practice Partnerships – reviewed by K. Jones during presentations from nursing organizations. 	<p>Consensus approval of LPN report. Plan: L. Taylor to draft report talking points</p>
<p>IX. Public Comment</p>	<p>none</p>
<p>X. Adjournment The next meeting of the Illinois Nursing Workforce Center will be Wednesday, October 17, 2018</p>	<p>There being no further business to be brought before the Board, the meeting adjourned at 1:16 pm</p>

Members of the Illinois Nursing Workforce Center (INWC) Advisory Board of Directors: Lynda Bartlett, Chicago, IL; Laura Bernaix, Edwardsville, IL; Kathleen Delaney, Evanston, IL; Susan Edamala, Des Plaines, IL; Corinne Haviley, Geneva, IL; Carmen C. Hovanec, Chicago, IL; Krista Jones, Broadlands, IL; Cynthia Maskey, Springfield, IL; Marsha Prater, Springfield, IL; Linda Taylor, Normal, IL; Theresa Towle, Tinley Park, IL.

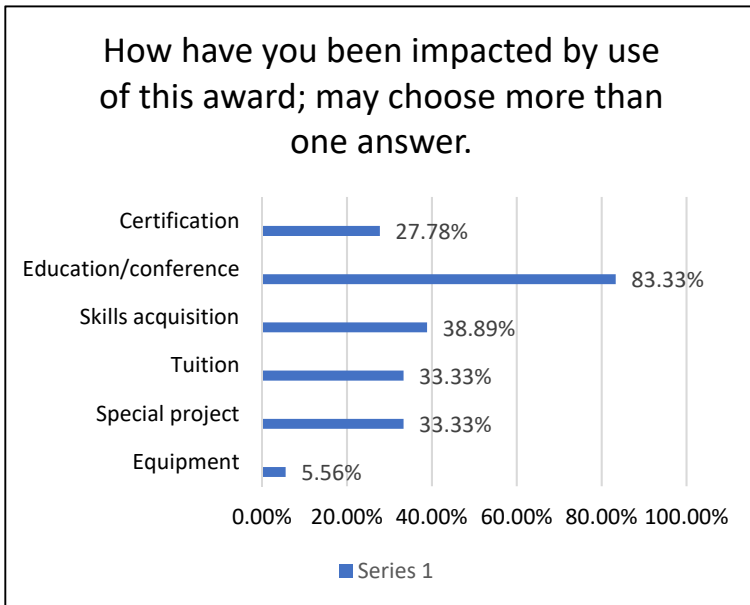
The Illinois State Healthcare Action Coalition (IHAC) was convened to advance *The Future of Nursing: Campaign for Action™*, a collaboration created by the Robert Wood Johnson Foundation and the AARP Foundation <http://championnursing.org/>.

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
Illinois Board of Higher Education FY18 Nurse Educator Fellows Abstracts and Survey Results
June 13, 2018

The Illinois Board of Higher Education (IBHE) FY18 Nurse Educator Fellow recipients submitted a summary of activities, either planned or achieved, in relation to receipt of this award, which includes a \$10,000 salary stipend. Each FY18 IBHE Nursing Educator Fellow will present verbal remarks of the summary in September during the recognition ceremony which will be during a Nursing Workforce Center Advisory Board meeting. In addition, award recipients completed a short online survey. Survey summary results:

All (100%) Nurse Educator Fellows continue to be employed in nursing education at the institution that nominated them for this recognition; 90% are employed as faculty, 10% have a dual, administration/faculty role.



In response to the question “how will you be impacted by receipt of these funds” approximately 75% (15) indicated they would attend a conference, education; one-third would use to funds towards tuition, and a third towards a special project, such as CNE; respondents could choose more than one answer. The question: how has your practice changed, individual responses included: have changed the way teach in large groups; teaching strategies in quality improvement, information management, collaboration and teamwork and in course curriculum; reduction in student attrition rates and implementation of new curriculum; 3 respondents spoke of aligning simulation using INASCL and NCSBN standards, increased competency in debriefing simulation, and training faculty in integrating simulation; one respondent indicated would spend time preparing grants, writing reports; another to become more actively involved in professional organizations.

Marcia Bulthuis, MS, RN, CNOR

Prairie State College, Chicago Heights, Illinois

Thank you again for the honor of being recognized as a Nurse Educator Fellow.

With this generous award, I anticipate that the activities I engage in will impact my ability to remain in nursing education by providing resources which enhance my professional development, scholarship and teaching. These resources will help me demonstrate expertise in my role as a nurse educator, and gain new knowledge and skills in Simulation education.

This year I have renewed my certification as a Perioperative Nurse, and hope to become certified as a Nurse Educator. The major emphasis of my Master’s Degree in Nursing was in a practice role. Becoming a Certified Nurse Educator will create a means for me to demonstrate that I have the specialized skills, knowledge and abilities required for the role of nurse educator as well. To that end, I am enrolled in a CNE prep course through NLN and plan to take the CNE exam before the end of the year.

To heighten my knowledge in Simulation education, I am exploring course work through accredited institutions, and hope to become certified in Simulation education. I have joined a professional organization (INACSL-The International Nursing Association for Clinical Simulation and Learning) and will be traveling to their annual conference this June. Knowledge acquired through these activities will help me to improve my institution’s laboratory and enhance the Simulation learning experience for our students as we prepare them for the future.

Denise Caldwell, MSN, RN

Lewis and Clark Community College, Godfrey, Illinois

As a 2015 award recipient and again in 2018, I am hopeful that funding will be awarded. In 2015 I had planned to use funding to obtain certification as a nurse educator and continue membership in professional organizations. Lack of

funding made it impossible to do both, so I never obtained my certification. The desire to continue my education still existed. I continued to research educational programs. Graduate school is very expensive, and I was nearing the end of making loan payments for my nursing degrees. Last summer I paid off the loans and it was time to return to school.

I applied for and was accepted into a Doctor of Nursing Practice (DNP) program. I took two pre-requisites in the summer and started the DNP program in August 2017. I was hoping to make payments each semester and avoid student loans, but the payments were too high. I took out new loans. I soon learned that 2015 award recipients were being gifted the opportunity to apply again for the IBHE Nurse Educator Fellowship Award. Being chosen as a recipient for 2018 is an honor and a privilege. Funding will allow me to defray some of the cost of my DNP education.

The DNP will allow me to continue my work and pay it forward for those I educate. There is a faculty shortage and increasing demand for doctoral prepared nursing faculty. I wish to remain an asset to the teaching community. The DNP will provide me that opportunity. I love education and cannot imagine doing anything else. I currently teach in an associate degree program and encourage my students to continue their education. I am a firm believer in lifelong learning and pass that on to new graduates. I want to lead by example. My DNP is in ethical leadership, students will see that not only do I tell them to keep learning, but that I have done the same. I want to be a positive role model and mentor. I want the students to see me as a leader and set high goals for themselves because of my influence. I know the DNP will open doors and provide opportunities to reach even more students and lead them toward the path of continued education.

Jie Chen, PhD, RN

Northern Illinois University, DeKalb, Illinois

I feel honored and grateful to have received the IBHE Fellowship. This funding provides an opportunity to enhance my knowledge and expertise in integration of the Quality and Safety Education for Nurses (QSEN) competencies into the curriculum of our baccalaureate nursing programs. My QSEN learning journey has been focused on the following areas:

1) I have been exploring various literature including the QSEN website, with focuses of quality improvement, information management, teamwork and collaboration, which have been identified as the challenging areas to improve in nursing curriculum. With the funding support, I am able to attend the 2018 QSEN International Forum, to learn about the innovative strategies of aligning the QSEN competencies across academic and clinical institution. I also plan to attend the 2018 American Association of Colleges of Nursing Baccalaureate Education Conference to gain the insights and trendsetting ideas to meet the challenges that impact the quality of health care and nursing education.

2) As an instructor teaching the didactic course Adult Health Nursing and a course coordinator for Adult Health Nursing clinical, I am working on developing teaching strategies in both classroom and clinical settings, to improve students' knowledge, skills, and attitudes on quality improvement, information management, and teamwork and collaboration. Meanwhile, utilizing my learning from the literature and conferences, my experience of curriculum development, and my partnership with clinical agencies, I plan to build a toolkit with various teaching resources to assist my colleagues in integrating QSEN content into their curriculum.

Ann Eckhardt, PhD, RN

Illinois Wesleyan University, Bloomington, Illinois

The Illinois Board of Higher Education (IBHE) Nurse Educator Fellowship is aiding in my professional development as a nurse educator by allowing attendance at conferences I could not attend without the support. Through funds received from the IBHE fellowship, I will attend and present at the Sigma Theta Tau International Research Congress in July 2018. Attending this conference will allow me to network with colleagues from around the world. My presentation entitled "Acute Coronary Syndrome Symptoms in Japan" will focus on findings from an international collaboration with a colleague in Tokyo, Japan. Through discussion before, during, and after my presentation, I hope to expand my network of colleagues with the potential for future collaborative efforts. In addition to the Sigma Theta Tau International Research Congress in July, I plan to attend the American Association of Colleges of Nursing Baccalaureate Education Conference and Executive Development Series.

Attendance at these conferences will allow me to network with educators from across the country as I attend sessions geared toward best practices in education. Enhancing my teaching ability will benefit my current and future students. In addition to the Baccalaureate conference, attendance at the Executive Development Series will aid in my development of executive level leadership and management skills which will help me prepare for a long career in academia. The funding support from IBHE will provide the support needed to expand my research network and assure my success as an educator for decades to come.

Richard Ellis, MSN, MSHA, RN

Methodist College, Peoria, Illinois

www.facebook.com/ILDFPR

www.idfpr.com

<http://twitter.com/#!/IDFPR>

Methodist College was unable to provide the fellowship award.

Tisha Goad, MSN, RN

Lake Land College, Mattoon, Illinois

The Illinois Board of Higher Education (IBHE) Nurse Educator Fellowship award is an honor. This award will impact my ability to remain in nursing education in Illinois by providing financial support to stay current and knowledgeable in the profession; grow student-centered active teaching and learning strategies in both the classroom and community; and continue to transform nursing faculty quality within our nursing programs. I plan to utilize the fellowship funds for: (1) The NLN Nurse Educator Summit in Chicago, professional memberships and continuing education within my areas of teaching responsibility; (2) Funding to support student service learning activities within the homeless community, as well as a more realistic community health simulation environment; and (3) Certified Nurse Educator (CNE) preparation and examination for myself and another nursing faculty mentor.

Financial resources are scarce in nursing education, especially for professional development. Knowing that the IBHE values nurse educators and our efforts to provide high quality nurses for our communities, continues to keep my faculty career path here in Illinois. I am grateful and humbled to all involved for this professional opportunity.

Amanda Hopkins, PhD, RN

Illinois Wesleyan University, Bloomington, Illinois

I plan to use funds to expand my expertise as a nurse educator in three critical ways. First, I plan to purchase materials (e.g. books, memberships to professional organizations, webinars, etc.) that will enhance my effectiveness in teaching nursing by facilitating new pedagogy and curricula including the integration of evidence-based practice and culturally sensitive care for vulnerable populations. Second, funding will provide support for faculty-student collaborative research projects which provide undergraduate students hands-on learning opportunities while advancing opportunities to publish in the professional literature. The funding to support an existing study to explore attitudes toward hijab wearing nurses has advanced my program of research by allowing for the hire of a research assistant which allows me to remain in nursing education while conducting research, and adds value to what little is known about the healthcare needs of these disenfranchised professionals. I previously received a small amount of funds to advance health education and curricular development at IWU specific to underrepresented populations; this new initiative beautifully combines teaching and scholarship foci and reflects the success I can achieve when financial barriers to innovative research are removed. Lastly, attendance at professional conferences allows for interactions with nurse academics, scholars, and clinicians at several nursing education and leadership conferences, and provides a venue to expand research findings. Additionally, conference attendance provides an opportunity to disseminate novel research findings on hijab-wearing healthcare providers. With adequate resources which support required scholarship endeavors of nursing professors, I am well positioned for tenure and promotion success.

Anne Yates Hustad, MSN, RN, CNE, PEL-CSN Illinois Eastern-Olney Central College, Olney, Illinois

My proposed use of funds from the IBHE Nurse Educator Fellowship is to continue my education and receive my Doctorate in Nursing Practice from Southern Illinois University-Edwardsville. I have applied to and been admitted with the cohort starting in the fall of 2018.

I have been a nurse educator in the community college system for fourteen years. I see the value of continuing education and being a life-long learner. Professional development is a passion of mine and one that I try to instill in the students I interact with on a daily basis. By demonstrating the commitment to nursing as a profession, I am modeling the behavior I would like to see in my students also. Students are socialized into the role of professional nurses through what they observe in their instructors in both classroom and clinical settings as well as with the nurses they observe and work with in the clinical and work settings. Too many times, we let education fall aside as we continue to work to provide for families and ourselves on a daily basis. The use of this fellowship to help me achieve my goal of a terminal degree will demonstrate to students and co-workers alike that it is a worthy achievement and one that will serve to increase both my knowledge base and personal growth.

Thank you to the IBHE for giving me the opportunity to pursue this dream of higher education in the state of Illinois.

Toula Kelikian, MS, PhD(c), MS, RN

Morton College, Cicero, Illinois

To be an effective educator and a vibrant asset to our nursing program at Morton College it has become clear to me that we need to model our teaching strategies to fit our diverse nursing student population. The IBHE fellowship grant will help me to continue my work in this area. I am presently in the final stages of my PhD dissertation which is a study of the processes and outcomes of an academic coaching intervention on diverse, at risk, first semester nursing

students. The results from the study thus far have been very positive and we have incorporated coaching into our C.A.R.E. (Compassionate, All-inclusive, Retention, Effort) that begins this Fall 2018. The core value that is supported by this endeavor is that of faculty-student relationship and the impact of that relationship on student success.

I plan to utilize the award funds to strengthen my understanding and application of Watson's Science of Caring/Caring Theory to present and future nursing students at Morton College. The Caritas Coach Education Program is an innovative six-month professional development program (October 2018-April 2019) that incorporates interactive online instruction, virtual small group intensives, and an assigned Caritas Coach faculty mentor. I am required to attend two, in-person, on-site intensive seminars with the Watson Caring Science Institute. The first takes place in Denver, Colorado, October 26-28, 2018. As a Caritas Coach I will bring to the college new insight, intellect, and skills to give voice as 'living caritas': more able to translate and live-out the theory and philosophy of human caring-healing in service for deep system change. The Caritas framework is a natural fit for my interest in creating a more caring curriculum and atmosphere for our nursing students.

I'm humbled and grateful to have received this fellowship and look forward to adding some insight to the field of nursing education, diversity, and success with Hispanic nursing students. It has been my honor to work with these students and I would like to continue my work in changing the way we teach and support our future nurses. My ultimate vision in nursing education is that we teach our students to deliver compassionate care to patients, by modeling compassionate care towards our students!!

Maripat King, DNP, ACNP, RN

University of Illinois at Chicago, Chicago, Illinois

I have not yet received the IBHE award, but as pre-licensure nursing faculty at the University of IL at Chicago, I plan to attend at least two conferences this year with the fellowship award so that I can enhance my classroom and simulation teaching. My ultimate goal is to utilize the funds from this award to find ways to engage large groups of students so they may develop the skills and knowledge to become critical thinkers. This is one of the most important aspects of the courses I teach, and I am always looking for better ways to engage the students and encourage the development of thinking on a deeper level.

I plan to attend a Nurse Educators Conference this summer in Vail, CO where they will be giving presentations on active learning in large classrooms. One of the struggles we have is making sure all students in large classrooms have the opportunity to engage with the content and develop the tools they will need to become able to make sound clinical judgements about and for their patients.

Another consideration is the addition of 3D4 Medical, which is a 3 dimensional computer program which can be added to our current content, but shows very clearly the internal anatomical structures of the body in real time. Whenever students can get a better visualization of the anatomical structures we are discussing from a pathological standpoint, it cements their knowledge in a way that no memorization of facts can accomplish. I would like to inquire about the purchase of some of these anatomical programs for our specific needs in our pre-licensure program.

Carol Kostovich, PhD, RN, CHSE

Loyola University of Chicago, Marcella Niehoff School of Nursing, Chicago, Illinois

As a nurse educator with over 25 years of experience, my goal as Associate Dean for Simulation-Based Teaching and Learning is to develop and mentor a core group of current and aspiring faculty that are educated and dedicated to teaching simulation in nursing, as well as contributing to the scholarship of simulation science. This past year, I worked with one doctoral student and one junior faculty to develop, implement and evaluate simulations that were used as a teaching strategy for pre-licensure nursing students. Abstracts describing these initiatives were submitted for presentation consideration at the National League for Nursing Education Summit to be held in Chicago in September, 2018. After a blind peer review, both abstracts were selected for podium presentations. I was able to use the funds granted to me by the IBHE Nurse Fellowship to pay for the conference registration fees for the junior faculty, doctoral student and I to attend and present at this conference.

I plan to use the remainder of the award to pay for the registration fee to attend the Standardized Patient Workshop offered by the University of Chicago Simulation Center and pay standardized patients to participate in simulations with pre-licensure nursing students. Having never worked with standardized patients previously, this workshop will give me insight into hiring, training, and evaluating their work.

This award has allowed me to provide additional opportunities to junior nursing faculty and graduate students, thereby fostering the development of future nurse educators. Further, it has allowed me to expand my area of research and contribute to the body of knowledge in simulation science. Thank you for this opportunity.

Pam Laskowski, MSN, PhD (c), RN, CNE

Millikin University, Decatur, Illinois

It is a great honor to have been chosen as a recipient for the IBHE Nurse Educator Fellowship. This award has provided the necessary support for continued pursuit of my doctoral education. I have been able to use the funds for travel, accommodations, and supplies needed to complete my dissertation research and for paying tuition for the remaining credit hours of my doctoral program. I will also use these funds to attend a nurse educator conference, where I hope to disseminate the findings of my research. The work I have done is focused on best practices in nursing education, specifically on whether concept mapping enhances student nurses' acquisition of conceptual nursing knowledge. I am in the process of finishing up my dissertation work and hope to graduate in August. When I graduate, I will add to the number of doctorally-prepared nurse educators in Illinois, which is greatly needed. I am truly grateful for this fellowship, without which, I would have struggled financially to finish my doctoral education. Thank you for this tremendous opportunity.

Georgine Maisch, MSN, RN, CHSE

Aurora University, Aurora, Illinois

I am honored and thankful to be a recipient of the Illinois Board of Higher Education Nurse Educator Fellowship Award. Although I have not received the funds at the time of this summary, I plan on utilizing the funds to develop my role as a simulation educator, through conferences and continued education in all components of simulation, most importantly, debriefing. My participation in these experiences will improve my capability as a simulation educator, while also increasing of my knowledge of the recommended standards of the National Council of State Boards of Nursing and the International Nurses Association for Clinical Simulation and Learning. Additional funds will be used to support my goal to become a Certified Nurse Educator (CNE), through course review and exam preparation offered by the NLN.

In anticipation of receiving the funds, I have attended the Center for Medical Simulation (CMS) "Gateway to Debriefing" course, held in March, at Robert Morris University, Moon Township, PA. This course provided great understanding to a debriefing method that is highly recommended by the CMS. The funds will alleviate the financial component and allow me to attend the International Nurses Association of Clinical Simulation and Learning (INACSL) Conference, being held in Toronto, Canada, which I have never attended.

This award has and will greatly impacted my knowledge and skill as a nurse educator, providing the opportunity to enhance my learning and expertise, as a qualified simulation educator.

Jamie Nickell, MSN, RN

Millikin University, Decatur, Illinois

I am honored to be a recipient of the 2018 Illinois Board of Higher Education Nurse Educator Fellowship Award.

I decided late in my career to return to college to earn a Doctorate in Nursing Practice with a focus on Leadership. One of my greatest concerns was how I was going to pay for it. And would I be paying for student loans during my retirement (not something I wanted to have to do).

When I entered the DNP program I was able to secure some grant money to help get started. About half way through the program, the grant money ended. I was seriously considering dropping out of the program. And then I learned that I had been selected to receive the Fellowship. It was an answer to a prayer. When I receive the award I will be able to pay for nearly two semesters of my program. If I had not received this fellowship, I wouldn't be able to continue.

Completing a DNP means many things to me. I teach at Millikin University in Decatur, Illinois in the baccalaureate nursing program. Earning a DNP is already helping to improve on the education I provide to my students by providing insight into many different elements of the healthcare delivery system. A DNP will also allow me to teach in and contribute to our master's nursing program.

It has long been a goal of mine to serve on a state and/or national nursing organization and I believe that having a DNP will enhance my ability to be an effective team member.

On a personal level, I have two daughters and now a granddaughter. I want to demonstrate to them that it doesn't matter what our age is, education is a lifelong process. If we work hard, we can achieve anything.

Receiving this award means I will be able to continue my education and earn a DNP so that I may be a more effective in multiple roles such as teacher, mentor and volunteer.

Kelli Nickols, DNP, APRN, FNP-BC

Moraine Valley Community College, Palos Hills, Illinois

As a member of the nursing profession and a nurse educator at Moraine Valley Community College (MVCC), I would like express gratitude to the Illinois Board of Higher Education, for choosing me as a recipient of the Nurse Educator Fellowship. I aspire to help students become academically successful in the same way people have done for

me in the past. I believe in academic and professional growth not only in the classroom setting, but within the community. I have worked in the field of nursing for the last 11 years and within higher education for the last six years.

With the funds received from the fellowship my next step in my professional plan is to obtain my Certified Nurse Educator (CNE) Certificate. The CNE Certification will teach me how to develop curriculum, improve my teaching strategies in the classroom setting, and how to blue print exams. Also, professionally I would like to obtain additional knowledge through nursing leadership conferences and NCLEX training courses. Once I've completed the CNE certification and additional professional development, I plan to develop and deliver a free math workshop to help current nursing students gain a better understanding of medication dosages and how they impact upon patient safety.

Overall, my goal is to continue to grow and learn to be the best nurse educator I can be in higher education. At the same time, the knowledge and skills learned at the professional development activities will enhance the college's nursing program.

Nanci Reiland, MSN, DNP(c), RN, PHNA-BC

Lewis University, Romeoville, Illinois

With the upcoming funding from the Nurse Fellow award, I am planning on using a portion to pay the final semester of my Doctor of Nursing Practice program. I am currently in the implementation stage of my scholarly project that includes a program evaluation to improve primary care practice at a local FQHC. My background and experiences in community/public health enhance my effectiveness as a community health course and clinical faculty member.

With the award funding, I expect to be able to attend more professional conferences and increase my involvement in such organizations such as the APHA. I have submitted an abstract to the APHA fall conference related to a new civic engagement assignment and focus in my community health course. I am excited to enhance my own civic and professional engagement and model such for my students. I find community/public health nursing to be dynamic and being able to stay current and involved with best practices and scholarly projects assists with staying aware and passionate about the impact of public health interventions.

As I prepare to apply for promotion in faculty rank this next fall, I believe the activities that have been supported by the Nurse Fellow funding will provide evidence of my experience and dedication to both the profession of nursing and educator.

O. Ed Reitz, PhD, MBA, RN, NEA-BC

**Illinois State University, Mennonite College of Nursing,
Normal, Illinois**

Although the Illinois Board of Higher Education Nurse Fellowship has not been paid, it has allowed me to hone my grantmanship skills, having been nominated for the award four times and winning twice (2015 & 2018). Instead of spending time teaching, I have been able to concentrate on my program of research, learning how to write grants, file outcome reports and apply for scarce resources to support my research. If the grant is paid, I will be able to conduct a survey regarding intimate partner violence for transgender women. If not paid, I would make up the difference to complete the study and fund the study myself. I will have to work approximately forty shifts over the summer (\$250 x 40 = 10,000). However, I am committed to this research and this study will get completed regardless of funding realities. If funded I would be able to reduce my practice load working as a bedside Registered Nurse to concentrate both teaching and scholarship.

Jennifer Smith, MSN, MBA, RN

William Rainey Harper College, Palatine, Illinois

The focus of my dissertation research is to explore ways to build new graduate nurses' professional resilience, in the presence of occupational stress and incivility. Currently, the incidence and prevalence of incivility, at various levels of nursing, is well established in nursing literature, so now it is imperative to identify strategies and interventions to address this phenomenon. I believe that occupational stress and incivility play significant roles in the charge of retaining nurses. I would like to further explore how nurse educators can teach resilience strategies, which new graduates may employ when faced with these challenges. My current research interest is focused on reaching nurses earlier in their professional development. Specifically, I am exploring how nursing faculty teach resilience strategies to nursing students. I plan to conduct qualitative interviews with, and possibly field observations of, nursing faculty in pre-licensure programs at both the Associate and Baccalaureate level. Through my research, I hope to learn more about how faculty use reflection, or other tactics, to support nursing students in building their own resilience practices. My hope is that through this exploration, the profession of nursing can learn effective strategies in education and practice to promote perseverance, addressing issues of recruitment and retention, as well as nurturing each nurse's own personal fulfillment in the profession.

Receiving the Illinois Board of Higher Education Nurse Educator Fellowship has been an enormous honor but also supported my DNP project on nursing faculty retention. First, the monetary award will repay some of the money spent on tuition and supplies needed for the implementation of this project. Secondly, my DNP project focused on the retention of nursing faculty through an organized, structured, comprehensive orientation process for novice nursing faculty. The literature clearly supports the fact that there is a critical need for both nurses and nursing faculty. Qualified nursing faculty are necessary in order to meet the need for registered nurses in the United States. CNN recently reported that nursing schools are rejecting thousands of applicants due to nursing faculty shortage. In order to meet the need for nursing faculty, nursing colleges are relying on a limited number of advanced degree nurses, most with little or no experience in academia.

Various campaigns are underway in order to increase the number of qualified nursing faculty, yet few if any nursing programs offer an organized, structured, comprehensive orientation for new nursing faculty. Newly hired nursing faculty have reported feelings of apprehension, frustration and hence, the desire to leave academia. This DNP project implemented an online orientation program for nursing faculty at an undergraduate nursing program and measured the levels of self-efficacy before and after faculty took part in this program. Data demonstrated that self-efficacy improved in content areas that the National League for Nursing has recommended as core competencies for nursing faculty. Although this was a small sample, it is recommended that nursing faculty receive an organized, structured, comprehensive orientation in order to minimize the feelings of inadequacy and frustration. This process will increase the pool of qualified nursing faculty and therefore decrease the nursing shortage overall.