

<p>Greetings from the USG</p>	<ul style="list-style-type: none"> • Dr. Rebecca Corvey, Associate Vice Chancellor for Academic Affairs discussed several topics • 1-Sends thanks from Dr. Denley for our response to the COVID pandemic and how quickly and effectively changes were made to support the students • 2-Major revisions to core curriculum where Anatomy and Physiology will be moved from Area F to Area D. This will allow students to become immersed in their chosen disciplines as freshmen and sophomores. To be implemented next January. • 3-Professional Development Modules were created during the pandemic to assist faculty and can be found on the academic affairs faculty development website • 4-Peter Berryman, a specialist in digital instruction, is now working for the USG • 5-Momentum year summit, a 2-week virtual summit, is archived and now available on the Archive momentum year summit complete GA section of the website • 6-Update on new RN completion module to decrease load of RN-BSN faculty so that they can teach in the generic programs which will ultimately increase the enrollment numbers for pre-licensure students. Pilot to begin in August 2021. 	<ul style="list-style-type: none"> • Questions were asked regarding the tracking of the number of students and catapult courses in which Dr. Corvey will follow up 	
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<p>Meet and Greet from the GBON</p>	<ul style="list-style-type: none"> Executive Director, Zelma Delgado, and Dr. Linda Morgan, the new Nurse Educator Consultant, introduced themselves and took questions from the audience 	<ul style="list-style-type: none"> Questions were asked regarding NCLEX reports-Dr. Morgan will automatically sent those to us CCNE visits-will make visits to SONs close to the time of accreditation License search for nurses in a compact in another state-directed to use Nursys and must further research 	
<p>Update on NGN</p>	<ul style="list-style-type: none"> Jason Schwartz, Director of Outreach for NCSBN, offered updates on Next Generation NCLEX Will launch 2023 Had questions about whether NCLEX was measuring what should be measured. The new exam is focused on clinical judgment which is important for the safety of the public even at the entry level nursing Will measure judgement with case studies and stand alone items Spring 2020 Newsletter has a sample case study Discussed trend and bow-tie items which is explained in the Spring 2021 Newsletter Testing will be based on layer 3 of the NCSBN Clinical Judgment Model (Recognize Cues-Analyze Cues-Prioritize Hypotheses-Generate Solutions-Take Actions-Evaluate Outcomes Students can get partial credit for some items The exam will be 5 hours in length, 70-135 items, 3 case studies each with 6 items, 52-110 knowledge items, approx. 7 clinical judgment standalones, 15 unscored pretest items Save the date 9-30-21 NCLEX Conference 	<ul style="list-style-type: none"> Will share PowerPoint presentation with faculty 	<p>Jason Schwartz</p>

Breakout Sessions	<ul style="list-style-type: none"> • Two rooms for Pre-licensure/RN-BSN Bridge and the other for Graduate Programs 	<ul style="list-style-type: none"> • Reports will be sent to Dr. Linda Upchurch 	
Committee Breakouts	<ul style="list-style-type: none"> • Rooms provided for each committee and one person designated to take minutes 	<ul style="list-style-type: none"> • Reports will be sent to Dr. Linda Upchurch 	
Wrap Up	<ul style="list-style-type: none"> • Each committee gave a mini report of items addressed in each meeting • Faculty Affairs-wants the STEPS program to resume. 12-month full-time faculty also discussed • Programming-Possible summer retreat as a webinar. Wants keynote speaker to address diversity and inclusion. Discussed new essentials that will launch in 2025. Would like an IT specialist for the retreat? • Student Affairs-Displeased with NP students having to pay preceptors. Tax credit exists, but probably not as lucrative as getting payments from students. Also, discussed COVID vaccine hesitancy • Bylaws-Last amended on 2017. Would like to change the reviewing of the bylaws from biannually to every other year. Would like to combine the Student Affairs and Faculty Affairs combined into one committee. Would also like to see changes to how committees are structured so that movement off of committees is staggered. • Nominating-Document sent to all where you can edit and choose officers and committee members for the upcoming year 	<ul style="list-style-type: none"> • 	

Announcements	<ul style="list-style-type: none"> • Congratulations to our Retirees • Dr. Lisa Eichelberger • Dr. Catherine Gilbert • Dr. Sheila Sutton • Fall Meeting 	•	All members
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Attendees

Attendee	University
Tamara Dennis	Abraham Baldwin Agricultural College
Cathy Williams	Albany State University
Jean Paul	Augusta University
Tanya Sudia	
Lisa Eichelberger	Clayton State University
Michael Scott	
Victoria Foster	
Dawana Gibbs	College of Coastal Georgia
Sylvia Driver	Dalton State College
Linda Upchurch	East Georgia State College
Patrice Pierce	
Sharon Grason	Georgia Gwinnett
Debbie Greene	Georgia College and State University
Sallie Coke	
Catherine Gilbert	Georgia Southern University
Melissa Garno	

Sandra Daniel	Georgia Southwestern State University
Teresa Teasley	
Joan Cranford	Georgia State University
Traci Sims	
Carol Grantham	
Sheila Sutton	Georgia Highlands College
Yvonne Eaves	Kennesaw State University
Tara Underwood	Middle Georgia State University
Jaime Carter	South Georgia State College
Susan Clement	
Sandra Daniel	Georgia Southwestern State University
Joanna Carrega	University of North Georgia
Sharon Chalmers	
Jennifer Schuessler	University of West Georgia
Susan Welch	
Michelle Ritter	Valdosta State University
Mark Reinhardt	

AACON Annual Meeting Spring 2021BSN Breakout session

1. What is one thing your program needs to achieve success in the following areas:
 - a. Recruitment of qualified applicants
 - i. No discussion
 - b. Retention of enrolled students
 - i. Cheating is not an option. Students able to find workarounds even to online AI platforms. Dismissal from programs.
 - ii. Increase in psychological services needed; however, support services still available online. Flexibility needed for faculty with having children at home. Much grace and mercy was necessary to keep the waters calm. Faculty and students competing with devices with family members during COVID. Lack of internet access (high speed) was an issue for faculty and students. Increase in student anxiety on normalization of classroom in-person, etc.
 - c. Retention of qualified faculty
 - i. Turnover of faculty—Move to 12 month contract to assist with expectations and turnover given nursing program enters new cohort every spring, summer and fall. This eliminates summer contracts.
 1. 12 month faculty for RN-BSN and 10 month contract for pre-licensure. Provides vacation and sick time which can cause issues in managing. This provides a higher salary that is guaranteed, however, restricts their ability to work outside during the summer. Hinders recruitment when cannot secure summer pay. Make sure you define what summer teaching load is and what it is not.

2. 12 month faculty contract has created more issues with faculty retention at one institution. Reconsidering and moving back to 10 month contract.
 3. 12 month faculty contract can create a burnout issue and little time for reflecting on how to be creative.
 4. 10 month contract provides APRNs time to work in the clinical areas for their certifications.
- ii. Retirements have played a large role in retention and expertise as many retirees were at the full professor level. Skill level will be heavy at the Assistant professor level. Will need to develop mentorship programs.
 - iii. RN-BSN faculty move to Pre-licensure program—most faculty work across the curriculum so little to no help with faculty retention and increasing enrollment. Many vacancies from previous year with little mentoring available.
 1. Consortium not yet assisting with faculty needs.
 - iv. Mentoring for new faculty—designated faculty member to help new faculty.
- d. Retention of support staff
- i. No discussion
- e. Lab and simulation space, equipment
- i. No discussion
- f. Other
- i. Faculty and students concerned with coming back to campus and have become accustom with working from home. This may or may not be related to COVID health risk. There are consequences with changing the delivery method of content (accreditation, institution infrastructure, etc.).

2. What one change did you make in response to student and/or faculty needs this past academic year?
 - a. Accommodations for faculty, staff, and students for high risk health concerns; however, not in place for fall 2021.

Notes from the Graduate Breakout group on April 20, 2021 for AACON

Posted the list of questions to use as a guide to start discussion

Discussed the following:

1. Lack of Graduate Clinical Sites—harder now with COVID-19 restrictions. What has been your process to address the lack of sites?

- Lack of clinical sites resulted in some students receiving an “I” (Incomplete) with an extension of their graduation time
- Some schools reduced the clinical hours to meet the minimum requirement of 500 hours
- Some schools offered didactic courses, i.e., “front loaded” to keep students moving and allowed them to do the clinical portion of the courses later
- Some offered more courses than usual at the same time, or same semester and there was no graduation delay
- Some school utilized existing partnerships with physician groups (like Dedicated Educated Units [DEUs] models) to collaborate and offer clinical hours
- One school brought up the concern of preceptors requiring pay for clinical; other schools also noted that this has been a major recurring issue, “out of control”; Mention made about with tax incentive program and requiring payment, this results in double dipping with practices; one school mentioned use of companies that procure clinical sites for students; mentioned by a couple of schools that students do this, but don’t reveal it to faculty and that there is a sense of desperation to graduate; recommendation to discuss with USG and stand as a collective team

2. Has the continuous mandate that clinical hours have to be direct patient care been a challenge?

3. Have you had challenges with students not wanting to attend face-to-face or telehealth clinical hours when they are given a clinical site? Faculty Practice sites? Do schools have such sites?

- Telehealth opportunities: One school developed a toolkit and will be presenting at the virtual National Organization of Nurse Practitioner Faculties (NONPF) April 21st through April 24th, 2021; Title of Presentation: Telehealth Toolkit: Planning, Preparing, and Providing and Evaluation (One of presenters: Dr. Sallie Coke, Georgia College and State University)
- A couple of schools have faculty practice sites-one with telehealth “stations”; T. Sudia (Augusta University) reported that faculty who practice have been able to absorb some of the practice clinical hours with students; Augusta University received a HRSA grant that enables this opportunity; T. Sudia will be giving a presentation on a similar topic; another Director commended faculty who practice in that they “rose to the occasion” and that several students would not have been able to complete their clinical hours with this nursing faculty

4. **Have you had challenges with the credentialing of students for clinical sites?**
5. **What barriers have you faced with the credentialing process with reduced testing sites for immunizations, etc.?**
6. **Have you changed your class/course times to meet due to COVID-19 Have you changed from face-to-face to online or were they online in the beginning?**

7. **Have you changed orientations or intensive formats due to COVID-19?**

8. **Has your curriculum had to be altered due to COVID-19? Program Issues??**

- Related response, but not specific to question is with DNP programs and implementation of and carry through with projects—COVID-19 impacted access to participants, institutions, etc., as well as a delay in project completion
- Several mentioned that the existing and consistent faculty shortage has had significant ramifications with being able to offer various programs/track, and to “build” existing programs/tracks
- Ability to assist SON faculty with costs of education so that they can pursue additional education, or seek their terminal degree (more funds for STEPS program and/or resuming; not being able to provide workload release of some sort because there are not enough faculty to cover courses and such)
- Report due to be disseminated soon: “The Future of the Nurse Committee Report [2020-2030]: Charting a Path to Achieve Health Equity”; significant changes, and will result in a need for Schools of Nursing to extensively revise our existing curriculum

9. **How many students have been delayed graduating due to COVID-19?**

- Applicable notes regarding this question seen with #1; Also, discussion regarding increased stressors between home, childcare, work, and other responsibilities which caused some students to delay beginning programs and/or deferring admission to a later time
- Additional comment(s) were that investigation of how to re-initiate the STEPS program for students where applicable would be beneficial because of the negative financial sequelae related to COVID-19

10. **Have you adjusted your admission rates due to COVID-19? Impact of COVID-19 on total number of applications?**

- One school noted that they have had a decrease in the total number of applicants, while another school mentioned that they, in fact, have had an increase in the number of applications
- With a DNP program, with the cohort admitted 2020, three decided to defer until this year

11. Alternatives for acute care if unable to get clinical sites?

12. Are programs incorporating telehealth into their programs and how?

- This question's response with first couple of questions

13. How are others integrating LGBTQ content?

- Some schools reported that they are working on integration of LGBTQ content
- At Augusta University (T. Sudia), the plan is to re-start a clinic that focuses on the special needs of this group; have had simulation experiences and other associated learning activities

14. Are admissions down or are students delaying admission/graduation?

- Previously included notations earlier

Faculty Affairs

Meeting Minutes

April 20, 2021

Members Present: Kendra Russell, (Chair), Tammy Condrey, Joanna Carrega, and Victoria Foster

Topic	Discussion	Action
1. Faculty recruitment and retention	The committee discussed the concerns with faculty across programs with onboarding of junior faculty and with losing seasoned faculty through retirements and the early retirement option. There is a need to make the faculty role more attractive and offer support to programs with growing the faculty role. We also discussed various policies for a practice day for faculty.	1. The committee recommends that the STEPS program be reconsidered for implementation by the USG based on a needs assessment.
2. Faculty Development Funding	The committee discussed how operational funding had been cut and that funding was prioritized for faculty who were presenting. The cut in funding has delayed progression toward tenure and promotion of faculty.	

Respectfully,

Kendra Russell

Student Affairs Committee

Present: Cathy Williams, Paula Bryant

Discussion

1. Graduate students paying preceptors from several online programs and those outside of the USG system. This is problematic for the nursing programs.
2. Flexibility for graduate students and graduate faculty during the COVID – 19. This fall NP programs will return to regular clinical.
3. Mental Health Issues due to isolation, fear of COVID – 19, Misinformation regarding the virus. Increase in Suicides and Homicides.
4. Increase in number of faculty and students receiving the vaccine.
5. Some Colleges and Universities requiring students to take the vaccine.
6. FNP students are back in clinical .