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I. SCHOOL OF NURSING MISSION

The School of Nursing, an academic community, embraces an innovative and collaborative approach that:

- **Facilitates** learning through an interactive and inter-professional educational environment.
- **Inspires** engagement in service and lifelong learning through high quality and diverse experience.
- **Engages** in research and education to enhance quality of life, reduce health disparities, and improve access to care within communities across the lifespan.

Faculty Organization Approved: Revised, 9/23/19

II. SCHOOL LEADERSHIP AND ORGANIZATION

**Leadership**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Linda Siktberg, PhD, RN</td>
</tr>
<tr>
<td>Associate Director for Baccalaureate Program</td>
<td>Debra Siela, PhD, RN, ACNS-BC, CCRN-K, CNE, RRT</td>
</tr>
<tr>
<td>Associate Director for Graduate Program</td>
<td>Diana Bantz, PhD, FNP-BC</td>
</tr>
<tr>
<td>Baccalaureate Program Director</td>
<td>Kalyn Renbarger, PhD, RN</td>
</tr>
<tr>
<td>Nursing Simulation &amp; Information Technology Director</td>
<td>DeLisa Flynn, MS, RN</td>
</tr>
</tbody>
</table>

**Professional Staff**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Senior Technology Specialist and Analyst</td>
<td>Britain Bryant</td>
</tr>
<tr>
<td>Graduate Advisor</td>
<td>Shantelle Estes, MS</td>
</tr>
<tr>
<td>Nursing Clinical Laboratory Specialist (12 month)</td>
<td>Becky Fights, RN</td>
</tr>
<tr>
<td>Nursing Clinical Laboratory Specialist (10 month)</td>
<td>Allison Ottinger, RN</td>
</tr>
</tbody>
</table>

**Staff**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts and Budgets Coordinator</td>
<td>Doc Hunter, MS</td>
</tr>
<tr>
<td>Compliance Coordinator</td>
<td>Kelly Hughes, MBA</td>
</tr>
<tr>
<td>Baccalaureate Program Coordinator</td>
<td>Julie Rosenbaum</td>
</tr>
<tr>
<td>Graduate Program Coordinator</td>
<td>Melissa Lucas</td>
</tr>
<tr>
<td>Nursing Simulation Operations Coordinator</td>
<td>Janet Bertram</td>
</tr>
<tr>
<td>Nursing Technical Specialist</td>
<td>Chris Davis</td>
</tr>
<tr>
<td>Nursing Technical Specialist</td>
<td>Jason Cooper</td>
</tr>
</tbody>
</table>
III. Executive Summary

1. Program Pass Rates
   a. National Council Licensure Examination for Registered Nurse (NCLEX-RN)
      N = 111 (102 passed)
      
      | Program Pass Rate (first time)       | Ball State | National |
      |--------------------------------------|------------|----------|
      | Baccalaureate, Associate, Diploma, invalid or special codes | 90.29%     | 86.57%   |
      | CCNE\(^1\) Accreditation NCLEX-RN® Pass Rate requirement | 80% or higher | 80% or higher |

   b. American Academy of Nurse Practitioners Certification (AANP)
      
      | Family Nurse Practitioner | SON Pass Rate | N | Program Average | National Average |
      |---------------------------|---------------|---|-----------------|------------------|
      | Master's                  | 98%           | 56| 648             | 576              |
      | Post-Grad                 | 75%           | 4 | 651             | 559              |
      | CCNE\(^1\) Certification Pass Rate requirement | 80% or higher | 80% or higher |

\(^1\) Commission on Collegiate Nursing Education
2. Baccalaureate Program Number of Graduates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>30</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>81</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>0²</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>59</td>
</tr>
<tr>
<td>2020 Total</td>
<td>140</td>
</tr>
</tbody>
</table>

3. Master’s Program Number of Graduates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>33</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>45</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>22</td>
</tr>
<tr>
<td>2020 Total</td>
<td>85</td>
</tr>
</tbody>
</table>

4. Enrollment

Overall Enrollment (Table A-3)

<table>
<thead>
<tr>
<th></th>
<th>Spring 2020</th>
<th>Summer 2020</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>373</td>
<td>32</td>
<td>377</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>512</td>
<td>420</td>
<td>592</td>
</tr>
<tr>
<td>Master’s</td>
<td>164</td>
<td>118</td>
<td>150</td>
</tr>
<tr>
<td>Family NP</td>
<td>119</td>
<td>87</td>
<td>104</td>
</tr>
<tr>
<td>Leadership</td>
<td>45</td>
<td>31</td>
<td>46</td>
</tr>
</tbody>
</table>

5. Admissions

Table A-4. Baccalaureate Program: Admissions and Average Incoming GPA Fall 2019?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Admitted</th>
<th>Average Incoming GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2020</td>
<td>80</td>
<td>3.467</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>0³</td>
<td>N/A³</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>90</td>
<td>3.754</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>3.610</td>
</tr>
</tbody>
</table>

² Covid-19
³ Covid-19
Table A-5. Master’s Program: Admissions and Average Incoming GPA

<table>
<thead>
<tr>
<th>Semester</th>
<th>Admitted</th>
<th>Average Incoming GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2020</td>
<td>49</td>
<td>3.43</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>47</td>
<td>3.44</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>3.43</td>
</tr>
</tbody>
</table>

Table A-6. Master’s Program: Average Admissions GPAs

<table>
<thead>
<tr>
<th>Master’s Tracks</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership (Educator &amp; Administrator)</td>
<td>3.44</td>
</tr>
<tr>
<td>NP (Adult &amp; Family)</td>
<td>3.43</td>
</tr>
</tbody>
</table>

6. Scholarly Release / Assigned Time

<table>
<thead>
<tr>
<th></th>
<th>Spring 20 Hours</th>
<th>Spring 20 FTE</th>
<th>Fall 20 Hours</th>
<th>Fall 20 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abebe, Sheila</td>
<td>3.0</td>
<td>.25</td>
<td>5.0</td>
<td>.42</td>
</tr>
<tr>
<td>Brand, Juanita</td>
<td>0.0</td>
<td>0.0</td>
<td>6.0</td>
<td>.5</td>
</tr>
<tr>
<td>Goldsby, Beth</td>
<td>4.0</td>
<td>.33</td>
<td>3.0</td>
<td>.25</td>
</tr>
<tr>
<td>McIntosh, Connie</td>
<td>3.0</td>
<td>.25</td>
<td>3.0</td>
<td>.25</td>
</tr>
<tr>
<td>Renbarger, Kalyn</td>
<td>N/A</td>
<td>N/A</td>
<td>6.0</td>
<td>.5</td>
</tr>
<tr>
<td>Thomas, Cindy</td>
<td>0.0</td>
<td>0.0</td>
<td>1.0</td>
<td>0.08</td>
</tr>
<tr>
<td>Twibell, Renee</td>
<td>3.0</td>
<td>.25</td>
<td>3.0</td>
<td>.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.0</strong></td>
<td><strong>1.08</strong></td>
<td><strong>27</strong></td>
<td><strong>2.25</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.2</strong></td>
<td><strong>0.18</strong></td>
<td><strong>3.9</strong></td>
<td><strong>0.32</strong></td>
</tr>
</tbody>
</table>

IV. Accreditations

<table>
<thead>
<tr>
<th>Program</th>
<th>Agency</th>
<th>Through Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Nursing</td>
<td>Commission for Collegiate Nursing Education (CCNE)</td>
<td>June 30, 2021</td>
</tr>
<tr>
<td>Baccalaureate Nursing</td>
<td>Indiana State Board of Nursing</td>
<td>Annually</td>
</tr>
<tr>
<td>Master’s Nursing</td>
<td>Commission for Collegiate Nursing Education (CCNE)</td>
<td>June 30, 2021</td>
</tr>
</tbody>
</table>
V. Activities and Achievements Related to Undergraduate Excellence and Innovation

1. Graduates with Honors
   a. Magna Cum Laude: 11 graduates
   b. Summa Cum Laude: 7 graduates
   c. Cum Laude: 54 graduates

2. Beta Rho at-large Chapter of Sigma Theta Tau International (Sigma) Nursing Honorary
   Inducted 6 new members.

3. National Ranked & Recognized Programs
   a. National League for Nursing (NLN) Center of Excellence (COE) second designation – Enhance
      Student Learning and Professional Development 2017 – 2022 for Baccalaureate and Master’s.
      
      Goals of NLN COE – Identify and reward schools that excel in creating environments that
      enhance student learning and professional development; continuous progress improvement of
      their school; encourage nursing education research; encourage development of innovative
      schools that attract and retain highly qualified students and faculty; and promote excellence in
      nursing education.

4. The Nursing Simulation and Information Technology Center has provided 34 unique and distinct
   simulation experiences during this calendar year. The combination of individual and group
   simulations has accounted for 1,409 simulated learning experiences.

5. In a partnership with the Athletic Training Department, the Nursing Simulation and Information
   Technology Center provided 3 unique simulations where students in the Athletic Training
   Department had the opportunity to practice skills and use clinical reasoning.

6. The Nursing Simulation and Information Technology Center partnered with other disciplines in the
   College of Health to provide simulated learning experiences in a realistic practice setting. Students
   benefiting from these experiences were from Counseling Psychology, Speech Pathology and
   Audiology, Dietetics, and Athletic Training.

7. The Nursing Simulation and Information Technology Center coordinated multiple marketing
   photography and video filming events depicting various hospital, office, and home-based simulation
   lab rooms.

8. The Nursing Simulation and Information Technology Center partnered with nursing and theater
   faculty in developing 10 unique scripts for theater students. The theater students increased the
   fidelity of the simulations by role playing family members in multiple runs of 9 different simulations
   across the undergraduate nursing clinical courses.

9. The Nursing Simulation and Information Technology Center created workshop materials for nursing
   and other College of Health disciplines to facilitate their own development of unique simulation
   opportunities for their students.
10. The Nursing Simulation and Information Technology Center created and communicated policies for COVID simulation lab based on CDC guidelines, and coordinated major efforts for safe social distancing in all 38 simulation lab rooms.

11. The Nursing Simulation and Information Technology Center continued supporting students and faculty with technology due to increased simulation lab video recording and online class modality during the pandemic.

VI. Activities and Achievements Related to Graduate Education and Lifetime Learning

1. National Ranked & Recognized Programs

   Goals of NLN COE – Identify and reward schools that excel in creating environments that enhance student learning and professional development; continuous progress improvement of their school; encourage nursing education research; encourage development of innovative schools that attract and retain highly qualified students and faculty; and promote excellence in nursing education.

   b. U.S. News & World Report 2020– Best Online Programs: No. 17 – Master’s Degree in Nursing

2. The Nursing Simulation and Information Technology Center collaborated with Dietetics faculty in creating and running their first high fidelity simulation, Pancreatitis, for graduate students.
VII. Activities and Achievements Related to Community Engagement and Impact

1. Immersive Learning Opportunities (See Appendix A.)

<table>
<thead>
<tr>
<th>Projects</th>
<th>Faculty</th>
<th>Students</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Mental Health Education for IU/Ball Hospital Staff</td>
<td>Beth Goldsby</td>
<td>17</td>
<td>NUR 350</td>
</tr>
<tr>
<td>Population Focused Project: Babysitting Safety</td>
<td>Barbara Phelps</td>
<td>10</td>
<td>NUR 404</td>
</tr>
<tr>
<td>Population Focused Project: Preparing Grace Evangelical Lutheran Church for a Healthy Winter</td>
<td>Barbara Phelps</td>
<td>10</td>
<td>NUR 404</td>
</tr>
<tr>
<td>Population Focused Project: Mitchell Early Childhood and Family Center - Families of Essential Workers</td>
<td>Barbara Phelps</td>
<td>4</td>
<td>NUR 404</td>
</tr>
<tr>
<td>Muncie Children’s Museum Healthy Kids Fair</td>
<td>Amy Yakos</td>
<td>9</td>
<td>NUR 404</td>
</tr>
</tbody>
</table>

2. Experiential and Service Learning
   a. Baccalaureate program – 945 clinical hours, including on campus laboratory, simulations (low and high-fidelity simulators), hospital, and community-based settings
   b. RN to BS program – 180 clinical hours
   c. Master’s Family Nurse Practitioner - 690 clinical hours
   d. Master’s Nurse Educator – 270 clinical hours
   e. Master’s Nurse Administrators – 225 clinical hours

3. Students in Clinical Settings Nationwide (See Appendix C.)

<table>
<thead>
<tr>
<th>Sites</th>
<th>Agencies / Companies</th>
<th>All Cities</th>
<th>Indiana Cities</th>
<th>Indiana Counties</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>179</td>
<td>94</td>
<td>90</td>
<td>76</td>
<td>58</td>
<td>10</td>
</tr>
</tbody>
</table>

4. Multiple in-person tours of Nursing facilities took place in 2020 prior to COVID-19 closures for community, university, prospective students, and other college populations. After March 2020, tours for prospective students/families were done twice a week virtually, including photos of nursing students and hospital and home-based simulation lab spaces.
   a. January 15, 2020 – Freshman Advisors STIC tour
   b. January 23, 2020 – BSU Master Planning Committee STIC tour
   c. February 7, 2020 – Wellness Matters STIC tour
   d. February 14, 2020 – Honors College STIC tour
   f. February 25, 2020 – Whitely Neighborhood Association Meeting
   g. February 26, 2020 – College of Architecture STIC tour
   h. March 3, 2020 – Manchester University STIC tour
   i. March 11, 2020 – CBC Meeting (Community Business Connections)
5. Featured stories on Facebook of BSU graduates working in the field during the pandemic. The School of Nursing has also taken advantage of opportunities to increase its social media presence. The School’s Facebook page has a total of 1,297 likes. The Ball State Student Nursing Association has also enjoyed 547 likes with a total of 993 page views.

VIII. Activities and Achievements Related to Scholarship and Societal Impact

1. Conference Presentations (See Appendix D.)

<table>
<thead>
<tr>
<th>DEPT</th>
<th>Total</th>
<th>National / International</th>
<th>Regional / State</th>
<th>Local</th>
<th>Student Lead</th>
<th>% National / International</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>23</td>
<td>12</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>52.17%</td>
</tr>
</tbody>
</table>

2. External Grants (See Appendix D.)
   a. Proposals/Submissions

<table>
<thead>
<tr>
<th>DEPT</th>
<th>Total Proposals</th>
<th>SON PIs &amp; Co-PIs</th>
<th>Total &gt; $25,000</th>
<th>Requested Funds</th>
<th>% tenure/tenure-line faculty with assigned time for scholarship that were PI on external proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>$606,362</td>
<td>57.14%</td>
</tr>
</tbody>
</table>

   b. External Funding Data

<table>
<thead>
<tr>
<th>DEPT</th>
<th># Funded</th>
<th># With IDC</th>
<th>Total FY Funding</th>
<th>Mean Size</th>
<th>IDC Recovered</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON</td>
<td>4</td>
<td>3</td>
<td>$156,143</td>
<td>$39,036</td>
<td>$0</td>
</tr>
</tbody>
</table>

3. Faculty Engagement in Professional Organizations
   (See Appendix B.)

   American Association of Nurses, Indiana State Nurses Association, National League for Nursing, Commission on Collegiate Nursing Education, American Association of Colleges of Nursing, Sigma Theta Tau International and Beta Rho at-large Chapter (Ball State University School of Nursing and Anderson University), American Association of Critical Care Nurses, International Nursing Association for Clinical Simulation and Learning, Society for Simulation in Healthcare, American Organization for Nursing Leadership, American Association of Nurse Practitioner, National Association of Nurse Practitioners in Women’s Health, and American Association of Clinical Nurse Specialist

4. Publications (See Appendix D.)
   a. Refereed Journal Articles (Published): 13
   b. Refereed Journal Articles (In-Press): 1
   c. Refereed Journal Articles (Submitted): 6
   d. Journal Articles (Work-in-Progress): 1
   e. Student-Lead Publications: 1
5. Refereed Journal Editorial Boards (See Appendix B.)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali, Nagia</td>
<td>Health Behavior and Policy Review</td>
</tr>
<tr>
<td>Goldsby, Beth</td>
<td>International Journal of Nursing Sciences and Clinical Practices</td>
</tr>
<tr>
<td>McIntosh, Connie</td>
<td>NASN School Nurse</td>
</tr>
<tr>
<td>Siela, Debra</td>
<td>Critical Care Nurse</td>
</tr>
<tr>
<td>Thomas, Cindy</td>
<td>Clinical Simulation in Nursing</td>
</tr>
</tbody>
</table>

6. Faculty Honors/Awards

<table>
<thead>
<tr>
<th>Faculty Member(s)</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>McIntosh, Connie</td>
<td>Outstanding Alumnus</td>
<td>Ball State Nursing Alumni Society</td>
</tr>
</tbody>
</table>

7. Faculty National Engagement – Other (See Appendix B.)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Activity</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abebe, Sheila</td>
<td>Editorial Advisory Council</td>
<td>Journal of School Health</td>
</tr>
<tr>
<td>Brand, Juanita</td>
<td>Ambassador</td>
<td>National League for Nursing</td>
</tr>
<tr>
<td>Siktberg, Linda</td>
<td>On-site evaluator team leader</td>
<td>Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>Siela, Debra</td>
<td>Reviewer</td>
<td>Clinical Nurse Specialist</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>Critical Care Nurse</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>American Journal of Critical Care</td>
</tr>
<tr>
<td></td>
<td>Practice Alert Review Panel</td>
<td>American Association of Critical Care Nurses</td>
</tr>
<tr>
<td>Thomas, Cindy</td>
<td>Reviewer</td>
<td>Nurse Education Today</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>Journal of Nursing Education and Practice</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>Clinical Simulation in Nursing</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>Journal of Christian Nursing</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>Nurse Educator</td>
</tr>
<tr>
<td>Twibell, Renee</td>
<td>Continuing Education Committee</td>
<td>American Association of Critical Care Nurses</td>
</tr>
<tr>
<td></td>
<td>Ambassador</td>
<td>American Association of Critical Care Nurses</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>Heart &amp; Lung Journal</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>International Journal of Nursing Studies</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>Critical Care Nurse</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>American Journal of Critical Care</td>
</tr>
</tbody>
</table>
IX. Opportunities and Challenges for Academic Year 2021-2022

1. Advertise, interview, hire, and retain doctoral-prepared tenure-line faculty. (Ball State University salaries are not competitive with academic salaries in the Midwest region based on the American Association of Colleges of Nursing’s Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing.)

2. Succession planning - A process for accessing, identifying, and mentoring/coaching internal faculty members who meet the minimum qualifications and have the potential to fill leadership positions in the School of Nursing.

3. Expand academic and clinical partnerships for clinical experiences, faculty capacity, collaborative and inter-professional research, and faculty practice.

4. Implement and manage the new incentive budget model for the School of Nursing.
APPENDIX A: IMMERSIVE LEARNING

Title: Mental Health Education for IU/Ball Hospital Staff
I. Overview
   A. Description of Project: Engaged with Meridian Services Staff to provide researched based education to staff. The education included posters on substance abuse, stress and coping, personality disorders, and assault precautions.
   B. Course(s): NUR 350 Psych/Mental Health
   C. Number of Students Involved: 17
II. Immersive Learning Characteristics
   A. Number of Credit Hours: 4
   B. Client/Community Partner: Meridian Services
   C. Cities Impacted: Muncie
   D. Counties Impacted: Delaware
   E. States Impacted: Indiana
   F. Countries Impacted: United States
   G. Faculty Mentor: Goldsby, E. A.
   H. Student Disciplines Represented: Undergraduate Nursing Students
   I. Tangible Products: Posters, teaching materials to be used by staff for ongoing staff education
   J. Student Learning Outcomes: Provide evidence-based education related to the needs of the staff. Develop teaching-learning materials and produce teaching tools. Involved group processing.
   K. Describe how the experience helps students define a career path or connect to a profession/industry: Involved in evidenced-based practice that is necessary for their careers as nurses. Involve with group setting that provide for interprofessional education.
   L. Describe the real-world problem: Inter-profession education is needed in healthcare in a variety of settings.

Title: Population Focused Project: Babysitting Safety
I. Overview
   A. Description of Project: Education on safety and injury prevention, and basic emergency response was provided to adolescent girls who are members of a babysitting club in a rural community. Resources for additional education were provided.
   B. Course(s): NUR 404 - 05K Community Health (Fall 2020)
   C. Number of Students Involved: 10 (Fall 2020)
II. Immersive Learning Characteristics
   A. Number of Credit Hours: 4
   B. Client/Community Partner: Adolescent Girls in Randolph County (Babysitting Club)
   C. Cities Impacted: Farmland and Parker City
   D. Counties Impacted: Randolph
   E. States Impacted: Indiana
   F. Countries Impacted: United States
   G. Faculty Mentor: Barbara Phelps
   H. Student Disciplines Represented: Nursing
I. Tangible Products: Community participants will be able to:
   1. Identify safety and injury prevention measures when alone or babysitting, evidenced during Kahoot evaluation
   2. Demonstrate knowledge of hands-only CPR by teach-back and return demonstration
   3. Demonstrate knowledge of the Heimlich maneuver by teach-back and return demonstration

J. Student Learning Outcomes:
   1. Applies theoretical knowledge of nursing, public health, and related disciplines to provide therapeutic nursing interventions in community settings.
   2. Applies the nursing process in primary, secondary, and tertiary levels of prevention across the lifespan in community settings.
   3. Analyzes health care system and policy issues and trends related to individual society and global needs that impact community health nursing practice.
   4. Applies research findings from public health science, nursing science, and epidemiology to the nursing process in primary, secondary, and tertiary levels of prevention.
   5. Uses effective communication to collaborate with community health professionals, peers, faculty, clients, and other members of the community
   6. Demonstrates professionalism in nursing practice.

K. Describe how the experience helps students define a career path or connect to a profession/industry: Students use communication and assessment skills to gather and analyze data, identify priority health needs for an aggregate, then develop and evaluate an intervention. These are all skills utilized in nursing.

L. Describe the real world problem: Adolescents in the rural community have a knowledge deficit in safety, injury prevention and caregiver roles.

Title: Population Focused Project: Preparing Grace Evangelical Lutheran Church for a Healthy Winter

I. Overview
   A. Description of Project: Community Health Nursing students provided middle-aged parishioners of Grace Evangelical Church with education related to healthy habits and recommended health screenings.
   B. Course(s): NUR 404 - 06K Community Health (Fall 2020)
   C. Number of Students Involved: 10 (Fall 2020)

II. Immersive Learning Characteristics
   A. Number of Credit Hours: 4
   B. Client/Community Partner: Grace Evangelical Church
   C. Cities Impacted: Muncie
   D. Counties Impacted: Randolph
   E. States Impacted: Indiana
   F. Countries Impacted: United States
   G. Faculty Mentor: Barbara Phelps
   H. Student Disciplines Represented: Nursing
I. Tangible Products:
1. Middle-aged parishioners will identify and return demonstrate five simple exercises to decrease their risk for chronic disease.
2. Middle-aged parishioners will discuss healthy meals they enjoy as well as healthy eating to decrease their risk for chronic disease
3. Middle-aged parishioners will verbalize the importance that exercise and healthy eating have on their overall health and wellness.

J. Student Learning Outcomes:
1. Applies theoretical knowledge of nursing, public health, and related disciplines to provide therapeutic nursing interventions in community settings.
2. Applies the nursing process in primary, secondary, and tertiary levels of prevention across the lifespan in community settings.
3. Analyzes health care system and policy issues and trends related to individual society and global needs that impact community health nursing practice.
4. Applies research findings from public health science, nursing science, and epidemiology to the nursing process in primary, secondary, and tertiary levels of prevention.
5. Uses effective communication to collaborate with community health professionals, peers, faculty, clients, and other members of the community.

K. Describe how the experience helps students define a career path or connect to a profession/industry: Students use professional communication and assessment skills to identify priority health needs, develop an evidence-based intervention and evaluate the intervention for a community aggregate.

L. Describe the real-world problem: The aggregate in this community has higher than state and national averages of behavior and lifestyle related health conditions, such as obesity. The intervention aims to help promote health and prevent negative health outcomes.

Title: Population Focused Project: Mitchell Early Childhood and Family Center – Families of Essential Workers

I. Overview
A. Description of Project: Digital Pamphlet created to provide resources and stress reduction/coping strategies to families of essential workers utilizing the Mitchell Early Childhood and Family Center during the summer of 2020 COVID-19 pandemic.
B. Course(s): NUR 404 - 800 Community Health (Summer Session 2020)
C. Number of Students Involved: 4 (Summer Session 2020)

II. Immersive Learning Characteristics
A. Number of Credit Hours: 4
B. Client/Community Partner: YMCA of Muncie and Mitchell Early Childhood and Family Center
C. Cities Impacted: Muncie
D. Counties Impacted: Delaware
E. States Impacted: Indiana
F. Countries Impacted: United States
G. Faculty Mentor: Barbara Phelps
H. Student Disciplines Represented: Nursing RN-BS

I. Tangible Products:
   Digital Pamphlet with information aimed at meeting Healthy People 2020 Goals:
   1. Increase the proportion of parents who report a close relationship with their child, who read to their young child, and who use positive communication skills, ideas, or talk about things that matter.

J. Student Learning Outcomes:
   1. Applies theoretical knowledge of nursing, public health, and related disciplines to provide therapeutic nursing interventions in community settings; research findings from public health science, nursing science, and epidemiology to the nursing process in primary, secondary, and tertiary levels of prevention; and the nursing process in primary, secondary, and tertiary levels of prevention across the lifespan in community settings.
   2. Analyzes health care system and policy issues and trends related to individual society and global needs that impact community health nursing practice.
   3. Uses effective communication to collaborate with community health professionals, peers, faculty, clients, and other members of the community.

K. Describe how the experience helps students define a career path or connect to a profession/industry: Engagement in this project helps students connect with the community health nursing profession as they communicate, assess and identify priority health needs for individuals and a community. This project also helps students utilize research findings and apply these findings to interventions aimed at improving health outcomes for these individuals and the community.


Title: Muncie Children's Museum Healthy Kids Fair

I. Overview
   A. Description of Project: This entire project was about focusing on a population in Delaware county and researching priority problems for the aggregate. The NUR 404 group determined through research, interviews and observations that the spread of illness, caretaker responsibility, nutrition, poverty, and obesity were the top 5 problems for this aggregate. The students decided to focus our intervention on the spread of illness because it can cause children to miss school, parents to take off work, create medical bills, and may cause even more spread of illness because of the lack of education. For our intervention, the students participated in the Healthy Kids Event at the Children’s Museum. The student had two different stations for participants of the Health Fair to visit. One station was focused on parent education. This station included pamphlets about the spread of illness, how to prevent it like proper hand washing, and when their child should stay home from school when experiencing certain symptoms like a high fever. The other station was a hands-on activity that showed how germs spread. We had glow in the dark “germs” that we put on balloons. We had the children put on gloves and play with the balloons for a few minutes. Then we had them show us their hands under a black light and it showed all the “germs” on the balloon and on their gloves. We were able to explain how we don’t always see germs on our hands, but they are there and why it’s important to wash our hands. The children
were very surprised to see all the “germs” on their gloves and responded well to our intervention. The children then all washed their hands to see all the “germs" washed away.

B. Course(s): NUR 404 Community Health
C. Number of Students Involved: 9

II. Immersive Learning Characteristics
A. Number of Credit Hours: 4
B. Client/Community Partner: Muncie Children’s Museum
C. Cities Impacted: Muncie
D. Counties Impacted: Delaware
E. States Impacted: Indiana
G. Faculty Mentor: Yakos, A. C.
H. Student Disciplines Represented: Nursing
I. Tangible Products: Excerpt from student submission:
   J. Student Learning Outcomes:
      1. Applies theoretical knowledge of nursing, public health, and related disciplines to provide therapeutic nursing interventions in community settings.
      2. Applies the nursing process in primary, secondary, and tertiary levels of prevention across the lifespan in community settings.
      3. Applies research findings from public health science, nursing science, and epidemiology to the nursing process in primary, secondary, and tertiary levels of prevention.
      4. Uses effective communication to collaborate with community health professionals, peers, faculty, clients, and other members of the community
      5. Demonstrates professionalism in nursing practice.
   K. Describe how the experience helps students define a career path or connect to a profession/industry: The Population Focused Project provides an opportunity for students to work as a team. The team selects an aggregate to complete a community assessment on (primary and secondary data which includes key informant interviews, windshield survey, participation observation, public health statistics, Healthy People 2020, etc.), identify and prioritize a health needs/problem list, write a community diagnosis, and develop and evaluate a plan for education addressing the priority problem. The team provides education to the aggregate and community partner. Materials created are shared for future use by the community partner. This experience provides students with the opportunity to work as a team to research, evaluate, communicate, and educate which are all necessary for a successful nursing career.
   L. Describe the real world problem: The spread of illness in children can lead to missed school days, missed work days for parents, medical bills, and increased spread of illness.
APPENDIX B: FACULTY ENGAGEMENT AND LEADERSHIP

Abebe, Sheila Y.

**Department/program**
Committee Member, Faculty Council Representative. (September 2020 - Present).
Committee Member, Nurse Practitioner Advisory Sub-committee. (September 2018 - Present).
Committee Member, Master’s Curriculum. (January 2017 - Present).
Committee Chair, Faculty Organization. (April 2019 - May 2020).

**College**
Volunteer, Healthy Lifestyle Education. (January 2019 - Present).
Member, Leadership Team HLC, Fisher’s Institute of Health and Well Being. (August 2017 - Present).

**University**
Committee Member, Faculty Salary and Benefits. (September 2020 - Present).
Committee Member, Provost Task Force Faculty Compensation and Benefits Task Force. (September 2020 - Present).
Committee Member, University Level Strategic Implementation Plan for Academic (USIP) for Academic Innovation. (November 2018 - Present).
Committee Member, Tenure Track Advisory Group. (August 2018 - May 2020).

**Professional**
Committee Member, American School Health Association Research and Publication Whole Child Journal Proposal. (April 2019 - Present).
Sub-Committee Member for Journal of School Health, American School Health Association. (February 2019 - Present).
Committee Member, American School Health Association Research and Publications. (December 2018 - Present).
Ad-Hoc Reviewer, IU Health Ball Memorial Nursing Research. (January 2020 - February 2020).
Member, National League for Nursing.

**Public/community**
Committee Member, Addictions Coalition of Delaware County. (July 2020 - Present).
Attendee, Alliance for Healthier Indiana. (June 2018 - Present).

Ali, Nagia S.

**Professional**
Ad-Hoc Reviewer, SLACK Incorporated. (February 2020).
Member, National League for Nursing.
Allen, Roberta

**Department/program**
- Committee Member, Faculty Organization Committee. (August 2019 – May 2021).
- Committee Member, Baccalaureate Curriculum Committee. (August 2019 – May 2021).

**Professional**
- Member, National League for Nursing.

Baker, Anna S.

**Department/program**
- Committee Member, Faculty Organization Committee. (August 2017 - Present).
- Committee Member, Baccalaureate Curriculum Committee. (2017 - Present).
- Subcommittee Member – Baccalaureate Outcomes and Evaluation Subcommittee. (2020 – Present)

**Professional**
- ICU RN. (January 1997 - Present).
- Member, National League for Nursing.

Bantz, Diana L.

**Department/program**
- Committee Chair, Master's Admission & Progression Committee. (May 2010 - Present).
- Committee Chair, Master's Curriculum Committee. (May 2010 - Present).
- Committee Chair, Nurse Practitioner Advisory Sub-committee.
- Academic Advising for School of Nursing - Master's Students. (1993 - Present).
- Committee Secretary, Promotion & Tenure Committee. (August 2019 – May 2020).
- Committee Vice-Chair, Promotion & Tenure Committee. (August 2020 – May 2021).
- Committee Member, Non-Tenure-Line Clinical Faculty Promotion. (August 2019- Present).
- Committee Member, Faculty Organization Committee. (August 2019 – May 2021).

**College**
- Committee Member, Interprofessional Education & Practice Committee. (August 2019 – May 2021).
- Committee Member, Graduate Curriculum Committee. (August 2019 – May 2021).

**University**
- Committee Member, Academic Freedom and Ethics. 
- Committee Member, Grievance Appeals Board.

**Professional**
- Member, National League for Nursing.
Beane, Heather H.

**Department/program**
Committee Member, Faculty Organization Committee.

**University**
Ball State University Nursing Alumni Society. (2018 - Present).

**Professional**
IU BMH, CIC.
Member, National League for Nursing.

Benner, Susan

**Department/program**
Committee Member, Faculty Organization Committee.
Committee Member, Baccalaureate Curriculum Committee. (August 2019 – May 2021).

**Professional**
Member, National League for Nursing.
Member, Beta Rho Chapter at-large of sigma Theta Tau International.
Member, Golden Key.
Member, Heart and Soul Clinic - Westfield. (July 2020 - Present).

Brand, Juanita

**Department/program**
Committee Vice-Chair, Promotion and Tenure Committee. (August 2019 – May 2020).
Committee Secretary, Promotion and Tenure Committee. (August 2020 – May 2021).
Committee Member, Faculty Organization Committee. (August 2019 – May 2021).
Committee Member, Master's Curriculum Committee. (August 2019 – May 2021).
Committee Member, Non-Tenure-Line Clinical Faculty Promotion. (August 2019- May 2021).
NLN (National League for Nursing) Ambassador, School of Nursing. (August 2017-May 2021).

**College**
Committee Member, Scholarship Committee – early tenure-line faculty proposals.

**University**
Committee Member Alternate, Institutional Review Board Committee. (2016 - Present).

**Professional**
Reviewer/referee, American Public Health Association. (February 2016 - Present).
Member, National League for Nursing.
Chapter Vice-President, Beta Rho Chapter at-large of sigma Theta Tau International.

**Public/community**
Reviewer/referee, Indiana State Master Planning Research Committee. (July 2015 - Present).
Reviewer, State-wide Master Research Planning Committee. (Summer 2020).

**Consulting**
Nurse Practitioner, Marion County Health Department, Indianapolis, IN. (1991 - Present).
Burden, Marsha L.

**Department/program**
- Committee Member, Baccalaureate Curriculum Committee. (August 2019 – May 2021).
- Committee Member, Faculty Organization Committee. (August 2019 – May 2021).

**University**
- Committee Member, Suicide Prevention Committee. (January 2018 - Present).

**Professional**
- Board Member, NAMI Board. (January 2018 - Present).
- Member, National League of Nursing.
- Committee Member, Nurse Leader Review Committee - Beta Rho Chapter at-large of Sigma Theta Tau International. (August 2019 – May 2021).
- Member, Beta Rho Chapter at-large of Sigma Theta Tau International.

**Consulting**
- Community Hospital North.
  - Consulted and helped develop training workshop at Community Hospital North relating to Psychiatric Nursing to help the new graduate on RN who has never worked on Psychiatric Unit before

Chapman, Carrie

**Department/program**
- Committee Member, Faculty Organization Committee.

Cooper, Robin

**Department/program**
- Committee Member, Faculty Organization Committee.
- Committee Member, Non-Tenure-Line Clinical Faculty Promotion. (August 2019 – May 2020).
- Chair, Non-Tenure-Line Clinical Faculty Promotion. (August 2020 – May 2021).

**Professional**
- Member, National League of Nursing.

Davis, Amanda

**Department/program**
- Committee Secretary, Faculty Organization Committee. (August 2019 – May 2021).

**Professional**
- Member, National League of Nursing.
Duncan, Jessica S.

**Department/program**
Committee Chair, Simulation and technology subcommittee. (August 2019 - Present).
Committee Member, Baccalaureate Curriculum Committee. (August 2016 - Present).
Subcommittee Member, Teaching and Outcomes Subcommittee. (August 2016 - Present).

**University**
Secretary, Ball State University Nursing Alumni Board. (August 2015 - Present).

**Professional**
Member, National League of Nursing.

Flynn, Delisa G.

**Department/program**
Committee Member, Teaching and Outcome Subcommittee. (August 2016 - Present).
Subcommittee Member, Simulation and Technology Subcommittee. (August 2018 - Present).
Faculty Advisor, Ball State Nursing Association Advisor. (August 2013 - Present).
Committee Member, Faculty Organization Committee. (August 2012 - Present).
Committee Member, Baccalaureate Curriculum Committee. (2012 - Present).

**College**
Secretary, Undergraduate Curriculum Committee. (August 2017 - Present).

**University**
Board Member, Nursing Alumni Board. (August 2005 - Present).

**Professional**
ICU RN. (January 2005 - Present).
Member, National League of Nursing.

Goldsby Anne, Elizabeth A.

**Department/program**
Committee Member, Baccalaureate Admission and Progression. (August 2020 – May 2021).
Committee Member, Baccalaureate Curriculum Committee. (August 2020 - May 2021).
Committee Member, Teaching and Policy Committee. (August 2020 - May 2021).
Committee Member, Faculty Organization Committee. (August 2019 - May 2021).
Committee Chair, School of Nursing Inclusive Excellence. (December 2020 – May 2021).

**College**
Committee Member, Tenure Track Advisory Committee. (August 2020 – May 2021).
Committee Member, Diversity & Inclusion Committee. (August 2020 - May 2021).
Committee Member, SBIRT IPE. (January 2020 - May 2021).

**University**
Committee Member, Undergraduate Education Committee. (August 2019 - May 2021).

**Professional**
Committee Member, NLN Foundation Scholarships Selection Committee. (April 2020 - Present).
Editorial Board Member, International Journal of Nursing Sciences and Clinical Practices. (July 2020 - July 2024).
Public/community
Committee Member, Addictions Coalition of Delaware County. (August 2020 - Present).

Humphrey, Kathryn E.

Department/program
Committee Member, Faculty Organization Committee. (August 2007 - Present).
Committee Member, Interview Training. (January 2020).

Professional
Instructor, Taught CPR Classes to nursing students. (December 2010 - Present).
Member, National League of Nursing. (2007 - Present).

Public/community
Instructor, American Heart Association BLS Instructor. (2001 - Present).
Nurses Health Study II. (1989 - Present).

Johnson, Lindsay E.

Department/program
Committee Member, Nurse Practitioner Advisory Subcommittee. (August 2017 - Present).

Professional
NP - Family Practice & Geriatrics/Outpatient Cognitive Care (November 2014 - Present).
Member, National League of Nursing.

Mahmoodi, Mahnaz

Department/program
Committee Member, Baccalaureate Curriculum Committee. (2004 - Present).
Committee Member, Faculty Organization Committee. (August 2019 – May 2021)

Matthews, Melissa

Department/program
Committee Member, Faculty Organization Committee. (August 2019 – May 2021)
Committee Chair-Elect, Non-Tenure-line Clinical Salary Committee. (August 2019 – May 2021).

University
Board Member, Nursing Alumni Board. (August 2019 – August 2021).
Member, Alumni Council. (August 2019 – August 2021).

Professional
NP – Women’s Health – Community Health Network, Anderson.
Member, Coalition of Advanced Practice Registered Nurses of Indiana (CAPNI).
Member, Nurse Practitioners in Women’s Health (NPWH).
Member, Association of Women’s Health, Obstetric, and Neonatal Nurses (AWHONN).
Member, National League of Nursing.
May, Kari

Department/program
Committee Member, Faculty Organization Committee. (August 2019 – May 2021).

Professional
Member, National League of Nursing.

McIntosh, Constance

Department/program
Committee Chair, Faculty Organization Committee. (August 2020 – May 2021).
Committee Vice-Chair, Faculty Organization Committee. (August 2019 – May 2020).
Committee Member, Master’s Curriculum Committee. (August 2019 – May 2021).
Senate Representative, SON Representative. (January 2020 – April 2020)

College
Senate Representative, Tenure Track Advisory Committee. (August 2020 – April 2021).

University
Secretary, Senate Representative. (April 2017 - April 2021).
Committee Member, Faculty Salary and Benefits Committee. (August 2017 - May 2020).
Vice Chair, Faculty Council. (August 2019 - April 2020).

Professional
Committee Member, American Psychological Association (APA) Board of Educational Affairs (BEA) Standing Appeal Panel. (January 2020 - December 2021).
Reviewer/referee, Psychology in The Schools. (PITS; June 2021).
Reviewer/referee, National Association of School Nurses. (NASN; June 2020).
Editorial Board Member, NASN School Nurse. (January 2020).
Member, National League of Nursing.
Member, Beta Rho Chapter at-large of Sigma Theta Tau International.

Public/community
Committee Member, Delaware County School Safety Commission. (April 2019 - Present).

Minnick, Dan

Department/program
Committee Member, Faculty Organization Committee. (August 2019 – May 2021).

College
Committee Member, IPE Faculty Development Committee. (August 2019 – May 2021).

Professional
Member, National League of Nursing.
Phelps, Barbara

**Department/program**
- Committee Chair, Non-Tenure-line Clinical Salary Committee. (2020 - Present).
- Committee Member, Faculty Organization Committee. (January 2018 - Present).
- Committee Member, Baccalaureate Outcomes and Evaluation Committee. (2018 - Present).
- Secretary, Baccalaureate Curriculum Committee. (January 2018 - Present).

**Professional**
- Member, National League of Nursing.

**Public/community**

Pyron, Marjorie L.

**Department/program**
- Committee Member, Faculty Organization Committee. (August 2013 – May 2021).
- Committee Member, Baccalaureate Curriculum Committee. (January 2013 – May 2021).

**Professional**
- Member, National League of Nursing.
- Member, Association of Women’s Health, Obstetric, and Neonatal Nurses (AWHONN).
- Member, Lamaze International.

Renbarger, Kalyn M.

**Department/program**
- Baccalaureate Program Director. (January 2020 - Present).
- Reviewer/referee, School of Nursing Academic Honors in Writing Liaison. (August 2019 - Present).
- Member, Clinical Non-Tenure-Line Clinical Faculty Promotion. (October 2018 – May 2020).
- Committee Member, Baccalaureate Teaching and Policy Committee. (October 2018 – May 2021).
- Committee Member, Baccalaureate Curriculum Committee. (August 2017 – May 2021).
- Committee Member, Faculty Organization. (August 2010 – May 2021).
- Committee Member, Baccalaureate Admission and Progression Committee (January 2020- May 2021).

**Professional**
- International Society of Psychiatric Mental Health Nurses. (June 2020 - Present).
- Member, National League of Nursing.

**Public/community**
- Maternal Mental Health Coalition of Delaware County. (June 2020 - Present).
- Addictions Coalition of Delaware County (August 2020-Present).
Shafer, Marsann L.

**Department/program**
Committee Member, Baccalaureate Curriculum Simulation and Technology Sub-committee. (January 2019 – May 2021).
Secretary, Baccalaureate Admissions and Progressions Committee. (August 2015 – May 2021).
Committee Member, Baccalaureate Curriculum Committee. (August 2012 – May 2021).
Committee Member, Faculty Organization Committee. (August 2009 – May 2021).

**Professional**
Member, National League of Nursing.

Shelley, Allison

**Department/program**
Committee Member, Faculty Organization Committee. (August 2009 – May 2021).

**Professional**
Member, National League of Nursing.

Siela, Debra L.

**Department/program**
Committee Chair, School of Nursing Baccalaureate Admission and Progression Committee. (2018 - Present).
Committee Chair, School of Nursing Baccalaureate Curriculum Committee. (2018 –Present).
Committee Chair, School of Nursing Promotion and Tenure Committee. (August 2012 – Present).
Committee Member, Masters Curriculum Committee. (2004 - May 2021).
Committee Member, Non-Tenure-Line Clinical Faculty Promotion. (August 2019 - Present).

**College**
Committee Chair, College of Health Promotion and Tenure Committee. (September 2016 - Present).

**Professional**
Editorial Board Member, American Association of Critical Care Nurses - Critical Care Nurse Journal. (April 2019 - Present).
Member, National League of Nursing.
Member, Beta Rho Chapter at-large of Sigma Theta Tau International.

**Consulting**
I am a clinical nurse specialist (CNS) consultant.
Siktberg, Linda L.

**Department/program**
Committee ex official Member, Baccalaureate Admission & Progression. (2001 - Present).
Committee ex official Member, Baccalaureate Curriculum. (2001 - Present).
Committee ex official Member, Non-Tenure-Line Clinical Faculty Salary. (2001 - Present).
Committee ex official Member, Master’s Admission & Progression. (2001 - Present).
Committee ex official Member, Master’s Curriculum. (2001 - Present).
Committee ex official Member, Promotion & Tenure. (2001 - Present).
Committee ex official Member, Tenure/Tenure-Track Salary. (2001 - Present).
Committee Member, Non-Tenure-Line Clinical Faculty Promotion. (August 2019 - Present).
Mentoring the two new Upper Division Advisors about nursing; assisting with advising nursing student in collaboration with Upper Division Advisors. (2020-2021).

**College**
Member, College of Health Leadership.
Committee Member, Search Committee for Director of External Affairs & Community Engagement. (February – May 2020).

**University**
Committee Member, IRB. (2007 - Present).
Member, Academic Leadership Group.
Board Member, Nursing Alumni Society.
Committee Member, Search Committee for College of Health Dean. (November 2020 – March 2021).
Academic Ethics Committee and Academic Ethics Hearing, College of Health Representative. (2020 – 2021).
Committee Member, Provost Prize Committee. (2020)
Committee Member, Outstanding Awards Review Committee. (2019 - 2020).

**Professional**
Board Member, Indiana Center for Nursing.
Council of Deans and Directors of Indiana.
American Nurses Association.
Indiana State Nurses Association.
Member, National League of Nursing.
Member, American Association of Colleges of Nursing (AACN).
Member, Organizational Leadership Network (OLN).
Member, Beta Rho Chapter at-large of Sigma Theta Tau International.
Reviewer, American School Health Association Webinar abstract reviewer for 2020,
Reviewer, National League for Nursing abstract reviewer for 2020 Education Summit.
Simon, Kathleen A.

**Department/program**
- Committee Member, Master’s Curriculum Committee. (2018-present).
- Subcommittee Member, Master’s NP Advisory Subcommittee. (2018-present).
- Subcommittee Secretary, Masters NP subcommittee. (2019-present).
- Committee Member, Faculty Organization Committee.

**Professional**
- FNP, Margaret Mary Health
- American Nurses Association.
- Indiana State Nurses Association.
- Member, National League of Nursing.
- Member, Sigma Theta Tau International.

Spengler, Polly S.

**Department/program**
- Committee Member, Baccalaureate Curriculum Committee. (August 2018 - present).
- Committee Member, Faculty Organization Committee. (August 2018 - present).

**Professional**
- Member, National League of Nursing.

Thomas, Cynthia M.

**Department/program**
- New Faculty Mentoring Meetings. (2019 – 2020).
- Committee Member Baccalaureate Curriculum Committee. (2020).
- Committee Chair, Tenure/Tenure-Line Salary Appeals Committee. (2020).
- Committee Member, Master’s Curriculum Committee. (2015 – 2020).
- Committee Member, Master’s Admission & Progression Committee. (2020).

**College**
- Committee Chair, Tenure/Tenure-Line Salary Appeals Committee. (2019 – 2020).

**University**
- Committee Member, Creative Arts Committee. (2019-2020).

**Professional**
- Reviewer/referee, National League of Nursing SIRC/CE Courses. (September 2012 - Present).
- Reviewer/referee, Journal of Nursing Education and Practice. (June 2012 - Present).
- Reviewer/referee, Nurse Education Today. (June 2012 - Present).
- President, Beta Rho Chapter at-larger of Sigma Theta Tau International. (March 2015 - Present).
Twibell, Kathryn R.

**Department/program**
Committee Member, Master's Curriculum Committee. (September 2010 - 2021).
Committee Member, Baccalaureate Curriculum Committee. (September 2019 - 2021).
CCNE Accreditation Workgroups, Co-chair/Member, School of Nursing, Ball State University (2019 - 2020).

**Professional**
Continuing Education National Review Committee, Member, American Association of Critical Care Nurses. (2017 - 2020).
Administrative/Academic Mentor, Nursing Research Council/Nursing Evidence-based Practice Advisory Group, IU Health East Central Region. (January 2006 - present).
Administrative Mentor, Developing Leaders Program, IU Health Ball Memorial Hospital. (2019 - 2020).
Abstract Reviewer, Graduate Medical Education Research Symposium Indiana University Health, Ball Memorial Hospital. (January 2013 - present).
Coordinator, Nursing Section, Douglas A. Triplett MD Memorial Research Symposium, IU School of Medicine, IU Health Ball Memorial Hospital. (2020 - 2021).
Member/Academic-Clinical Liaison, IU Health Statewide Research Leadership Council. (2016 - 2021)
Committee Member, Indiana University Health Annual Nursing Research Conference, Planning Committee, Member (2010 - present)
Abstract Reviewer, Indiana University Health Annual Nursing Research Conference. (2010 - present).

**Public/community**
Advisory Board Member, Celebrate Recovery, Middletown, IN. (January 2009 - December 2021).
Advisory Board Member, ARK Daycare, Middletown, IN. (January 2016 – June, 2020)

**University**
Committee Member, Admissions and Credits Committee. (September 2017 - Present).

**Consulting**
Dr. Kelly Powers, PhD, RN, University of North Carolina-Charlotte, School of Nursing., Charlotte, NC (October 1, 2017 - Present).
IU Health Arnett Hospital, Lafayette, IN, Unpaid. (June 1, 2018 - January 13, 2020).
Served as a consultant to Laura Moffatt, MS, RN, CNS, chairperson of the hospital's research council.
Indiana University Health Ball Memorial Hospital, Muncie, IN, Paid. (October 1, 2002 - Present).
Nurse Researcher – Mentor/Academic Liaison.
Van Hove, Sharon P.

**Department/program**
Committee Member, Baccalaureate A&P Committee. (2005 - 2020).
Committee Member, Baccalaureate Curriculum Committee. (2002 - 2020).
Committee Member, Faculty Organization Committee. (2002 - 2020).
Conducted School of Nursing tours twice a week. (August 2020 – Present).

**University**
Faculty Member, Disability Services. (August 2019 – May 2021).
Conducted Preview Days for School of Nursing. (August 2019 – May 2021).

**Professional**
Member, National League of Nursing.
Member, Beta Rho Chapter at-large of Sigma Theta Tau International.
Member, Association of Women’s Health, Obstetric, and Neonatal Nurses (AWHONN).

Waltz, Rachel E.

**Department/program**
Ad Hoc Committee Member, CCNE Accreditation. (January 2019 to May 2020).
Committee Secretary, Committee Chair, Non-Tenure-line Clinical Salary Committee. (August 2019 – May 2021).
Committee Member, Faculty Organization Committee. (August 2013 – Present).
Committee Secretary, Master’s Admission and Progression Committee. (August 2019 – Present).
Committee Secretary, Master’s Curriculum Committee. (August 2016 – Present).
Subcommittee Member, Nurse Practitioner Advisory Subcommittee. (August 2017 – Present).

**Professional**
Women’s Health Nurse Practitioner.
Member, National League of Nursing.

Wendel, Janelle

**Department/program**
Committee Member, Faculty Organization Committee. (2019 - 2020).

Yakos, Amy

**Department/program**
Committee Member, Faculty Organization Committee. (2019 - 2020).
Committee Member, Non-Tenure-Line Clinical Faculty Promotion. (August 2019 - May 2021).

**Professional**
Member, National League of Nursing.
Committee Chair, Tri Kappa Scholarship Committee.
Member, Safe Kids, Tri Kappa.
Chair, Muncie Children’s Museum Capital Campaign.
Member Board of Directors, Muncie Children’s Museum.
Volunteer, American Red Cross.
Member, Emergency Nurses Association.
Member, Association of Nursing Professional Development International.
# APPENDIX C: STUDENTS IN CLINICAL SITES NATIONWIDE

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APPENDIX D: SCHOLARSHIP SUMMARY DATA

PUBLICATIONS

** Student-Lead Publication

*Refereed Journal Article (Published): 13*


**Refereed Journal Article (In-Press): 1**


**Refereed Journal Article (Submitted): 6**


Renbarger, K. M., Phelps, B. E., Brand, J., & Broadstreet, A. Nurses' descriptions of health care exchanges when caring for women with perinatal substance use disorders and their infants. *Nursing for Women's Health.*

Renbarger, K. M., & Place, J. M. S. The influence of four constructs of social support on pregnancy experiences in group prenatal care. *Women's Health Reports.*


**Journal Article (Work-in-Progress): 1**

Slater, G. Y., Renbarger, K. M., Trainor, K. E., & Sullivan, C. Preliminary efficacy of residential opioid treatment program for pregnant and postpartum women. *Substance Abuse Research and Treatment.*
PRESENTATIONS

** Student-Lead Presentation

** International Conference Presentations: 3


Thomas, C. M., & McIntosh, C., International Nursing Association for Clinical Simulation & Learning, "Addressing unique safety concerns of patients with Autism Spectrum Disorder through simulation," International Nursing Association for Clinical Simulation & Learning, Raleigh, North Carolina. (June 24, 2020).

** National Conference Presentations: 9


**Regional Conference Presentations: 2**


**State Conference Presentations: 4**


**Local Presentations: 5**


Renbarger, Kalyn M., New Faculty Academy, Ball State University. (October 28, 2020).


**GRANTS**

**Funded**

Proposal: 21-0269  
Grant Account Number: 240211  

Proposal: 21-0002  
Grant Account Number: 257558  
Renbarger, Kalyn M. (Principal), Place, Jean Marie Sims (Co-Principal), Burkhart, Lina Lynise (Co-Principal), "A Community-University Collaboration Aimed to Improve Maternal Mental Health in Delaware County", External, October 1, 2020 to September 30, 2021 Proposed Funding Amount: $5000. Date Submitted: July 2020, Date Funded: September 2020 A21-0085-001 (G0001623A).

Proposal 17-0649  
Grant Account number 200457  

Proposal: 18-0476  
Grant Account number: 240158  

**Not Funded**

Proposal: 20-0690  
Renbarger, Kalyn M., Place, Jean Marie Sims, Placek, Caitlyn, Kandiah, Jayanthi, "The Current, Lived Experiences of Postpartum Women with Depressive and/or Anxiety Symptoms During the COVID-19 Pandemic", External Proposed Funding Amount: $5000. Date Submitted: April 2020

Proposal: 21-0238  
Twibell, Kathryn Renee, Siela, Debra L. (Co-Principal), Delaney, Lori (Co-Principal), "Reducing Falls Among High-risk Inpatients: A Qualitative Study of Clinical Nurses' Perceptions about Care Priorities and Care Left Undone", External, July 1, 2021 to June 30, 2022 Proposed Funding Amount: $4445. Date Submitted: November 2020

**Under Review**

Proposal: 20-0672  
Dieringer, Shannon, McIntosh, Constance, Su, Shu, "Saturday Autism Program", External Proposed Funding Amount: $250,000. Date Submitted: April 2020
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<td>Reducing Falls Among High-Risk Populations: A Qualitative Study of Clinical Nurse Perceptions of Care Practices and Care Left</td>
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<td>Other</td>
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Recruitment
The School of Nursing has collaborated with University Human Resource Services to increase the number of qualified diverse tenure-line and non-tenure-line faculty candidates.

Culture and Climate of Inclusion
The School of Nursing has established an Inclusive Excellence Committee.

Curriculum – Baccalaureate

Expose students to individuals with diverse life experiences, perspectives, and backgrounds.

Diversity in simulation: In general, in simulations across the curriculum, the baccalaureate program utilize scenarios with patients who have diverse backgrounds. The baccalaureate program utilize simulators with a variety of skin tones in order to further reflect diversity in the scenarios.

• NUR 330-Adult Health 1: In the COPD/ Heart Failure Simulation, the male patient is overweight, a smoker, with a wife that has Alzheimer's disease. The husband and wife are from a low-socioeconomic status and they are sharing medications.

• NUR 350 Psychiatric Mental Health Nursing: Virtual psychiatric clients for the first simulation are from the low-income, mental health population.

• NUR 340 Adult Health 2:- Postoperative Simulation patient is a Jehovah's Witness and refuses blood products.

• NUR 370 Pediatrics: Postop Complications Simulation is on a 5-year-old Hispanic male with mother at bedside speaking very little English.

• NUR 402 Adult Health 3: The GI Acute Bleeding Simulation features a patient who has many social complexities, including smoking for 50 years, alcoholism, and despondency related to being a recent widow.

• NUR 404-Community Health: A group Population Focused Project targets a select community aggregate group addressing the social determinants of health.

• NUR 406 Childbearing Family: Postpartum hemorrhage simulation features a Hispanic mom who just birthed twins. Students develop and implement a group teaching project, which focuses on an aggregate group of their choice.
Diversity in Courses
Pre-Licensure Baccalaureate

• NUR 370 Pediatrics - Students work with children in the community in an after school educational enrichment program, Motivate Our Minds, which serves to educate and promote personal development to a diverse population. Another example is Head Start.

• NUR 406 Childbearing Family – Students attend a prenatal clinical for pregnant women who are uninsured or underinsured at Open Door Health Services. Students participate in providing medical care and also learn about other programs provided, such as the Baby and Me, Tobacco Free program, and WIC that are offered to women and families with limited health care resources.

• NUR 404 Community Health – Students have clinical experiences at LifeStream that provides services for aging and disability individuals in East Center Indiana, school nurses in a variety of community settings, assist with kindergarten round-up, and implement population focused teaching project.

• NUR 370 Pediatrics, NUR 404 Community Health, and NUR 406 Childbearing Family students have clinicals in clinics that serve individuals, families, and aggregates who have limited availability of health care resources.

Post-Licensure Baccalaureate

• NUR 401 Applied Nursing Concepts - Students discuss multi-problem family case studies, a family case study focusing on a cultural and religious dilemma in which students debate the parental rights and health care system rights, and write an evidence-based paper on vulnerable individuals and families.

• RN-BS 404 Community Health - Students conduct a population-focused project selecting an aggregate and use the social determinants of health, identify a variety of local, state and national assessment resources, conduct a windshield survey, and implement a teaching project based on the priority need of the aggregate and key informants.

• NUR 303 Physical Assessment - Students use the Shadow Health programs that include diverse patients.

Curriculum - Master’s

Both clinical and non-clinical courses in the master’s program provide students with learning opportunities with individuals and groups from diverse backgrounds, perspectives, and life experiences. For example, all students in the master’s program participate in case studies featuring diverse ethnicities, cultures, ages, and care settings in NUR 603 Nursing Theory and NUR 605 Nursing Information Technology. Students assess and plan care for a pregnant African-American adolescent who is a victim of incest, a young adult male living in Appalachia
with recurrent sexually transmitted infections, a group of middle-aged females living in a faith-based community who struggle with opioid addiction, and an individual of ethnic minority living in a rural Midwestern community. In addition, students’ critique and discuss a theory for transcultural nursing care.

In NUR 610 Nursing Concepts in Health Promotion/Disease and Injury Prevention in Populations, a required course, students have an opportunity to select a population with cultural distinctions and then focus course assignments on this population. Recently, students gained clinical experiences in senior citizen centers, prenatal clinics in low-income communities, homeless shelters, dialysis centers, and mental health facilities. Students explore the social and cultural dimensions of health through client interviews and apply the concepts in their selected settings. Students plan care following theoretical frameworks appropriate for transcultural care. Students identify research questions that address cultural issues in a variety of health care settings.

Students in the educator concentration have opportunities to explore case studies and teach individuals with diverse backgrounds. Students in NUR 672 Practicum in Role Expectations for Educators reflect on incivility and sexual harassment as perceived by students with various life perspectives through journal entries and discussion postings. Students practice clinical and classroom teaching with students of varying demographics and cultural values. Students in NUR 609 Health Assessment complete physical assessments and explore case studies on patients with varying characteristics, in preparation for teaching diverse student groups who care for diverse patient groups.

Students in the administrator concentration are exposed to diversity in patients and staff and are sensitized to diversity in health care workplaces. Through many course assignments in NUR 640 Nursing Administration in Complex Organizations, NUR 642 Administrative Management for Nurses, and NUR 643 Financial Management for Nurses, students design strategies for managing individuals and groups of a wide variety of backgrounds. For example, students complete assignments on patient care models for diverse populations (NUR 640), performance appraisal for diverse staff members (NUR 642), and planning for quality improvement in organizations that serve diverse patient populations with diverse staff (NUR 643). Clinical experiences in NUR 643 expose students to diverse settings, including hospital units (e.g., medical surgical, surgical recovery, emergency department, and critical care), healthcare facilities (e.g., nursing homes, residential care facilities, and one-day surgical sites), free-standing clinics (e.g., home care agencies, hospice, and cancer clinics), schools, or related sites.

Students in the family nurse practitioner (FNP) concentration have opportunities to explore case studies and deliver direct care to individuals with diverse backgrounds. In NUR 638 Pharmacology, for example, students address cultural and ethnic considerations related to the prescribing of medications. In NUR 634 Physical Assessment, students' complete cultural assessments on diverse patients and plan culturally-sensitive care. In the NUR 681 Primary Care of Adult I, NUR 682 Primary Care of Children, NUR 683 Primary Care of Adult 2, and NUR 684 Primary Care of Women practicum courses, students have planned clinical experiences; students are encouraged to select their practice setting and patient experiences with attention to multidimensional diversity. Clinical experiences include caring for clients in obstetric settings.
and family planning clinics with highly variable personal and medical histories (NUR 684); adult clients in internal medicine practices with chronic illnesses and multiple co-morbidities (NUR 681, 683); and children in pediatric outpatient settings and their families whose cultural and economic backgrounds shape plans for treatment and health promotion (NUR 682). Students write case studies and discussion postings focused on patients with diverse characteristics that shape the diagnosis and treatment plan (NUR 681; NUR 673 Practicum-Family Nurse Practitioner).