



CNEE IMPACT REPORT 2024

CENTER FOR NURSING EQUITY AND EXCELLENCE
University of Minnesota and Minnesota State

Contents

A Message from the Executive Council.....	4
CNEE Staff.....	6
CNEE Mission, Vision and Values.....	6
Mission.....	6
Vision.....	6
Values.....	6
Minnesota’s Nursing Workforce.....	7
RN and LPN Supply and Demand.....	7
Advanced Practice Registered Nurse Supply and Demand.....	9
Nursing Faculty Shortage.....	9
CNEE Strategic Plan.....	13
Priority 1: Pathways.....	14
Priority 2: Equity, Diversity, Inclusion & Belonging in Nursing.....	15
Priority 3: Nursing Education.....	16
Priority 4: Simulation in Nursing Education.....	18
Priority 5: Student Wellbeing & Flourishing.....	19
Priority 6: Nurse Retention, Wellbeing & Flourishing.....	19
Priority 7: Workforce Data Analytics.....	20
Initiative Support.....	22
Summary.....	23
Bibliography.....	24
Appendix A: CNEE Nursing Workforce Summit Report.....	25
Executive Summary.....	25
Academic and Clinical Practice Partnerships.....	25
Retention and Flourishing in Nursing.....	25
Workforce Data Analytics.....	25
Nursing Education.....	25
Diversity, Equity, Inclusion, and Belonging.....	26
Retention and Flourishing in Nursing Students.....	26
Simulation in Nursing Education.....	26
Nursing Education Pathways.....	26
Summary of High-Priority Areas.....	26
Introduction.....	27
Academic and Clinical Practice Partnerships.....	28
1. Expansion of Dedicated Educational Units (DEUs).....	28
2. Strengthening Academic-Clinical Practice Partnerships.....	28
3. Use of Simulations and Innovative Training for Preceptors.....	28
4. Joint Appointments and Workforce Flexibility.....	29

5. Broadening Nursing Role Awareness and Student Opportunities.....	29
6. Incentives for Partnerships and Non-Hospital Clinical Experiences.....	30
Summary of High-Priority Areas Based on Voting.....	30
Retention and Flourishing in Nursing.....	30
1. Nurse Retention and Support.....	30
2. Workplace Culture and Environment.....	31
3. Nurse Empowerment and Career Development.....	31
4. Government & Organizational Support.....	31
5. Workforce Flexibility & Innovation.....	32
Summary of High-Priority Areas Based on Voting.....	32
Workforce Data Analytics.....	32
1. Data Utilization and Access.....	32
2. Workforce Retention and Challenges.....	33
3. Public Awareness and Communication.....	33
4. Data-driven Workforce Planning.....	33
5. Addressing Inequities in the Workforce.....	34
Summary of High-Priority Areas Based on Voting.....	34
Nursing Education.....	34
1. Expanding Apprenticeships and Clinical Training Models.....	34
2. Faculty Recruitment, Retention, and Compensation.....	34
3. Accessible and Affordable Education Pathways.....	35
4. Centralized and Collaborative Systems.....	35
5. Enhanced Curriculum for Workforce Readiness.....	36
Summary of High Priority Areas Based on Voting.....	36
Diversity, Equity, Inclusion and Belonging in Nursing.....	36
1. Equitable Access to Licensure and Education Pathways.....	36
2. Incentives and Support for Nurses to Reduce Social Barriers.....	36
3. Equity and Inclusion in Professional Roles and Opportunities.....	37
4. Indigenous and Underrepresented Populations in Nursing.....	37
5. Culturally Competent and Globally Aware Nursing Education.....	37
Summary of High-Priority Areas Based on Voting.....	37
Retention and Flourishing in Nursing Students.....	38
1. Financial and Practical Support for Students.....	38
2. Student-Centered and Competency-Based Education.....	38
3. Academic Preparation and Support for Retention.....	38
4. Health and Resilience Support.....	39
5. Specialty Pathways and Applied Learning.....	39
Summary of High-Priority Areas Based on Voting.....	39
Simulation in Nursing Education.....	39

CNEE IMPACT REPORT 2024

1. Simulation Education and Training.....	39
2. Collaborative Inter-professional Simulations.....	40
3. Simulation Resource Sharing and Accessibility.....	40
4. Transition to Practice and Critical Thinking Development.....	41
5. Faculty Development and Best Practices in Simulation.....	41
Summary of High-Priority Areas Based on Voting.....	41
Nursing Education Pathways.....	41
1. Early Exposure and Education Pathways in Nursing.....	41
2. Enhanced Career Pathways and Diverse Entry Points.....	42
3. Community Outreach and Recruitment.....	42
4. Career Development, Advancement, and Retention in Nursing.....	42
5. Funding, Financial Support, and Partnerships.....	42
6. Mentorship, Support, and Diverse Role Models.....	43
Summary of High-Priority Areas Based on Voting.....	43
Acknowledgements.....	43
Appendix B: CNEE Advisory Council.....	45
Appendix C: CNEE Nursing Workforce Summit 2024 Agencies Represented.....	46

A Message from the Executive Council

The Center for Nursing Equity and Excellence's Executive Council is pleased to share our annual report with you. This report is an evaluation of the Center for Nursing Equity and Excellence's activities in 2024 as it pursues its goals in execution of its duties to address nursing issues of supply and demand, including strategic priorities of recruitment, retention, and utilization of nurse workforce resources. The purpose of this report is to demonstrate the impact of the Center for Nursing Equity and Excellence's accomplishments for the people of the State of Minnesota.

Minnesota is challenged with a nursing workforce shortage. There are too few licensed practical nurses (LPNs), registered nurses (RNs) and advanced practice registered nurses (APRNs) to meet the ever increasing care needs of the people of Minnesota. And the demand is escalating. Minnesota relies on growing the number of new nurses to meet the health care needs of people of our state. At this time we are challenged with both hiring and retaining nursing faculty and practicing nurses to educate and mentor the number of new nurses entering the nursing workforce. With a five-year average growth rate of 1.6% in new RN graduates, and declination rate of -8.7% in new LPN graduates, Minnesota is not meeting the projected growth rate of 6.6% for both professions. Additionally, RN and LPN retention has been negatively affected by the pandemic, leaving both professions in dire need.

The Center for Nursing Equity and Excellence gathered a remarkable amount of data and conducted activities through increasing the knowledge about Minnesota's nursing workforce and implementing interventions to stabilize and innovate our nursing workforce. Our impact was great and will be reported in the following themes:

- Nursing Workforce Pathways
- Equity, Diversity, Inclusion & Belonging in Nursing
- Nursing Education
- Simulation in Nursing Education
- Student Wellbeing & Flourishing
- Nurse Wellbeing & Flourishing
- Workforce Data Analytics

As we enter 2025, the Center for Nursing Equity and Excellence plans to:

- Pilot innovative projects to support the recruitment, development, and retention of qualified nurse faculty and clinical preceptors.
- Develop distance learning infrastructure for nursing education and advancing faculty competencies in the pedagogy of teaching and the evidence-based use of technology, simulation, and distance learning techniques.

- Create well-being interventions for nurses because the well-being and flourishing of nurses within the workplace and in their personal lives is a critical component of nursing recruitment, retention, and workforce resources.
- Promote media and positive image-building efforts for nursing to show Minnesota's people the many opportunities and joys involved in becoming a nurse in our state.
- Disseminate information about Minnesota's nursing workforce and allow various groups representative of nurses, other health care providers, business and industry, consumers, lawmakers, and educators to review and comment on the data, recommend systemic changes, and strategies for implementation for recommended changes.

The Center for Nursing Equity and Excellence, headquartered at the University of Minnesota School of Nursing in partnership with Minnesota State's HealthForce Center of Excellence, is a collaboration welcoming all nursing education programs, healthcare entities, and stakeholders in Minnesota to support Minnesota's nursing workforce. It is an honor to lead the Center for Nursing Equity and Excellence, committed to becoming the definitive source for research and action to address the dynamic nursing workforce needs in Minnesota.

Submitted by the Center for Nursing Equity and Excellence Executive Council:

- Jennifer Eccles, Executive Director, Center for Nursing Equity and Excellence
- Valerie DeFor, Executive Director, The Minnesota State Healthforce Center of Excellence
- Connie White Delaney, Professor and Dean, School of Nursing, University Of Minnesota
- Julie Anderson, Program Director, Pre-Licensure Apprenticeships, Center for Nursing Equity and Excellence
- Diane Dahl, Minnesota Association of College of Nursing (MACN), Interim Dean of Healthcare Programs And Dean Of Nursing, Chief Nursing Administrator, Bethel University
- Ryannon K. Frederick, Chief Nursing Officer, Mayo Clinic
- Kelaine Haas, Administrative Director, Dean's Office, School of Nursing, University Of Minnesota
- Rhonda Kazik, Chief Nurse Executive – System and Chief Nursing Officer – East Market, Essentia Health
- Joyce Miller, Community Member, Former Member of the Minnesota Center for Nursing, Professor Emerita , Augsburg University
- Sandra Kohler, Associate Degree/Practical Nursing (AD/PN) Directors Council, Dean, Anoka-Ramsey Community College
- Marilyn Krasowski, Community Member, Former Member of the Minnesota Center for Nursing, Retired Director of Education, Minnesota Board of Nursing
- Zora Radosevich, MN Department of Health, Director, Office of Rural Health and Primary Care at MDH
- Steve Rudolph, Director, Communications & Marketing, School of Nursing, University Of Minnesota
- Deborah Schuhmacher, Director of Education, Minnesota Board of Nursing
- Melanie Sullivan, Chief People Officer, Ecumen

CNEE Staff

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Evi Athanasopoulou, Student Worker, CNEE Administrative Assistant

CNEE Mission, Vision and Values

Mission

To strengthen Minnesota's nursing workforce through innovative strategies, collaborative partnerships, and evidence-based practices, ensuring the delivery of high-quality healthcare services to diverse populations.

Vision

A dynamic and resilient nursing workforce equipped to meet evolving healthcare needs and promote health equity across communities.

Values

Excellence: Pursue excellence in all aspects of nursing workforce development, education, and practice.

Collaboration: Foster partnerships and collaboration among stakeholders to enhance workforce outcomes and address challenges collectively.

Equity: Promote diversity, inclusion, and equity in nursing education, practice, and leadership.

Innovation: Embrace innovation and creativity to adapt to changing healthcare landscapes and advance nursing practice.

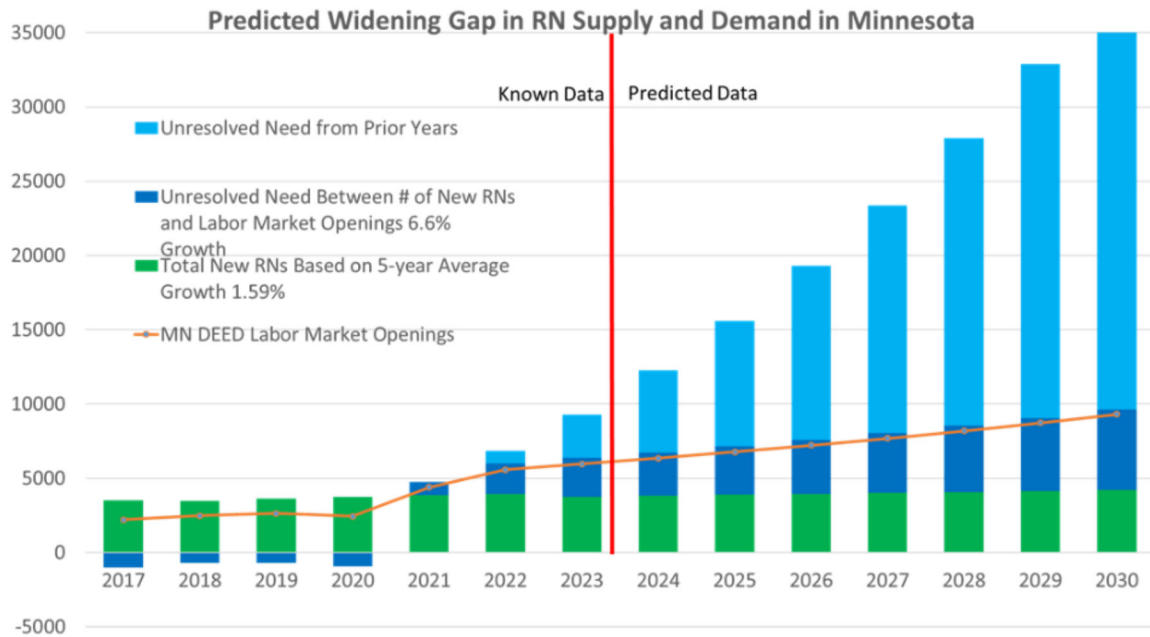
Integrity: Uphold integrity, transparency, and ethical standards in all endeavors.

Lifelong Learning: Support lifelong learning and professional development opportunities for nurses at all stages of their careers.

Minnesota's Nursing Workforce

RN and LPN Supply and Demand

Minnesota is facing an annual gap between supply and demand in the nursing workforce. This annual gap compounds over time, creating an untenable situation where the care of our population will experience potentially dire consequences.

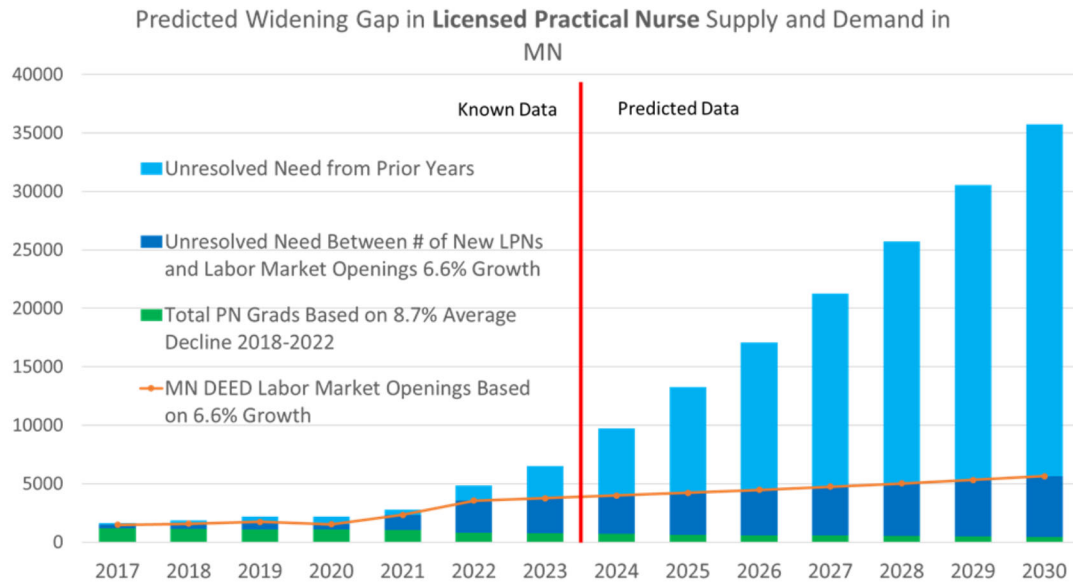


Data Sources: MN Department of Employment and Economic Development, MN Board of Nursing Annual Education Reports

Minnesota's supply of registered nurses (RNs) is no longer meeting demand. In combining data from the Minnesota Board of Nursing's number of newly licensed RNs each year in Minnesota, and data from the Minnesota Department of Employment and Economic Development labor market openings for registered nurses, we find the current 1.6% rise in new registered nurses in Minnesota does not meet the need for a labor market increase of 6.6%. Additionally, this issue compounds as the unresolved need from prior years creates an additive effect, worsening the shortage each following year.

The projection is worse for licensed practical nurses (LPNs). Although the MN Department of Employment and Economic Development projects a similar 6.6% labor market increase for LPNs, the rate at which new LPNs are entering the marketplace from Minnesota's schools decreased by 8.7% averaged across five years. Nursing 2023 Education Report, 2024).

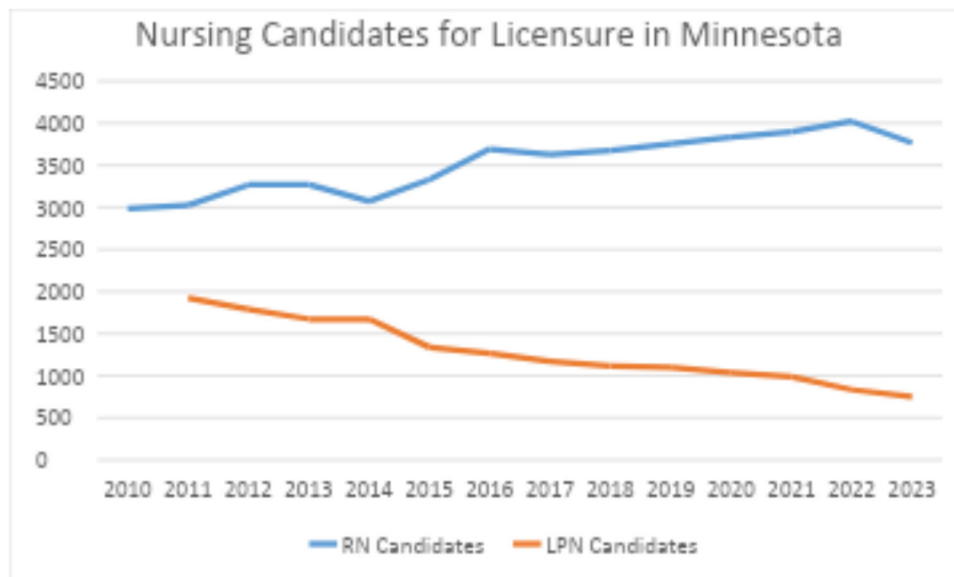
CNEE IMPACT REPORT 2024



Data Sources: MN Department of Employment and Economic Development, MN Board of Nursing Annual Education Reports

Of growing concern is the 2023 data showing a drop in RN candidates (3765 candidates) to the lowest it has been since 2019 (3757 candidates), from a high point of 4020 candidates in 2022 (MN Board of Nursing Education Reports, 2020, 2024). This change could be an effect of the pandemic and might not persist, but requires vigilance in monitoring and taking action as needed.

Of even greater concern is the dramatic fall in the number of LPN candidates. In 2011 there were 1920 practical nursing graduates who took the NCLEX-PN exam for licensure (MN Board of Nursing 2011 Education Report, 2012). However, in 2023 there were just 749 candidates for practical nursing licensure, a drop of 1,171 potential new LPNs in our state (MN Board of Nursing, 2024).



Data Source: MN Board of Nursing Annual Education Report

Advanced Practice Registered Nurse Supply and Demand

Minnesota has a unique environment when describing the supply and demand of Advanced Practice Registered Nurses (APRNs). APRNs include nurse practitioners, nurse anesthetists, and nurse midwives. In Minnesota, the Rochester metropolitan area has an internationally serving healthcare system which employs a high number of healthcare professionals to care for people from across the nation and around the world, as well as people from the local area. This is clearly a wonderful resource for the people of our state. However, because Rochester is a national outlier for the number of healthcare personnel per population, these data skew the demand data for other areas of Minnesota.

For example, the Bureau of Labor Statistics showed in May 2023 that Minnesota had 5,360 nurse practitioners in the state. This represented a location quotient ¹ of 1.01, meaning that Minnesota has a comparable average number of nurse practitioners compared to the national average. However, this same report showed that Rochester employed 990 nurse practitioners, which is just over 18% of the nurse practitioners in Minnesota. Rochester and the surrounding Core Based Statistical Area (CBSA) had a 2020 population of just over 226,329 people (United States Census Bureau, 2021), constituting just under 4% of Minnesota's population. Meaning that this area, if it had 4% of the APRNs in Minnesota, should have 210 APRNs. The extra 780 APRNs in the Rochester area are not spread out across Minnesota, as the national supply and demand data assumes. Therefore, there is a need for more APRNs in Minnesota to match the national demand data and need for care of our population across various areas of the state. This same issue may be true for other professions beyond nursing in Minnesota.

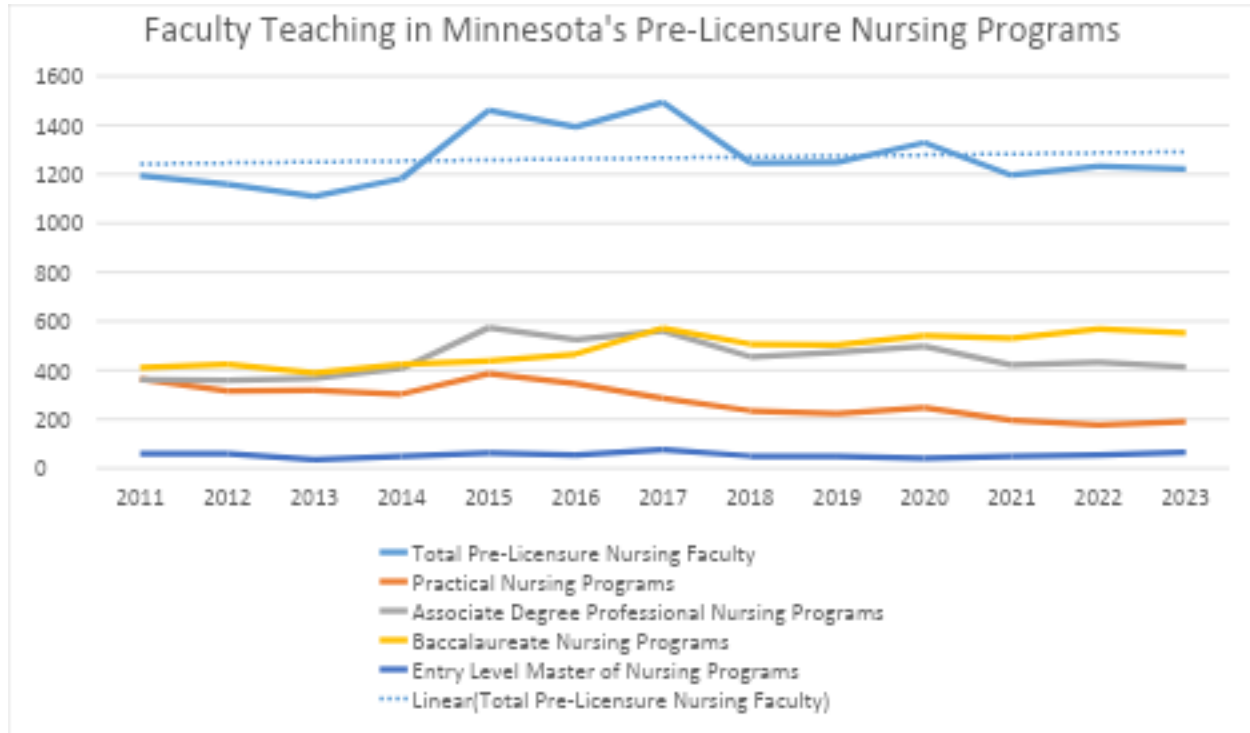
Additionally, the balance of APRN specialty areas may not be meeting the needs of Minnesota's workforce. For instance, employers in the metro region are reporting an abundance of Psychiatric Mental Health Nurse Practitioners applying to open positions. Yet this may not be true in Greater Minnesota and in other specialty areas. The actual data must be collected and programs established in balance, with incentives for practicing in regions lacking supply.

The Center for Nursing Equity and Excellence requires support to enable comprehensive analysis of this workforce data, including further action to meet the supply needs in Minnesota.

Nursing Faculty Shortage

The shortage of nursing faculty causes Minnesota's nursing education programs to be unable to expand the number of students they enroll, and many to decrease the number of enrolled students. In fact, one program in the metro area had so few faculty that they were forced to send their students travelling to a college across the metro for two semesters. This problem has been worsening over time and is affected by two major factors: (1) the complexity of nursing education making it necessary for nurses to be highly specialized as educators, including in specialty areas of nursing education such as simulation, and (2) the ability of nursing education programs to pay graduate-prepared nurses a competitive salary.

¹ The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.



Complexity of Nursing Education

Nursing education has become more complex as healthcare rapidly adds new technologies, new treatments, and innovations in making our lives better and longer. These innovations have resulted in a plethora of new concepts which new nurses must understand prior to entering the workforce. Nursing education has responded to the call by prioritizing teaching “clinical judgement” rather than attempting to teach each student nurse all aspects of nursing. The NCSBN Clinical Judgement Measurement Model (National Council of State Boards of Nursing, 2024) (Figure 1: The NCSBN Clinical Judgment Measurement Model) is used in nursing education to teach students the processes to make sometimes fast and life-changing choices. The depth of this model within nursing curricula cannot be understated. This not only includes teaching students these concepts, but includes designing instructional models from methods of teaching through to methods of assessment that simulate and assess the students’ abilities to recognize and analyze cues, prioritize hypotheses, generate solutions, take action and evaluate the outcomes of those actions.

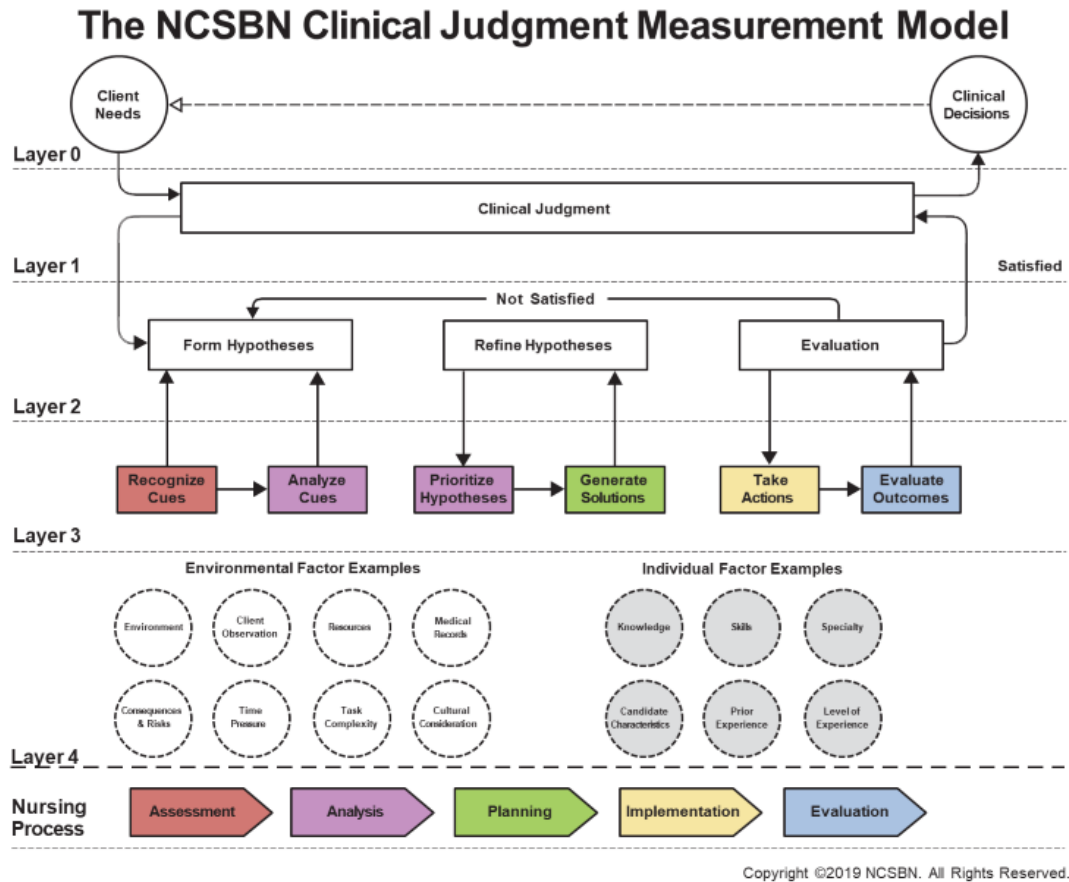


Figure 1: The NCSBN Clinical Judgment Measurement Model²

Additionally, nursing education now includes simulations of real-life scenarios in different formats. Some simulations are fairly low-fidelity and can be accomplished by most nurse educators, such as having students demonstrate a skill on a manikin. Other simulations require more specialized knowledge of the nurse educator, such as virtual reality or augmented reality environments, online virtual simulations, and standardized patient scenarios.

Because of the complexity of the knowledge needed to teach nursing, nurses must have additional education and support to become faculty and be retained as faculty. The MN Board of Nursing, similar to other states in the nation, requires that all full-time professional nursing faculty, and a majority of professional nursing part-time faculty, have a graduate degree in nursing. (State of Minnesota, 2016).

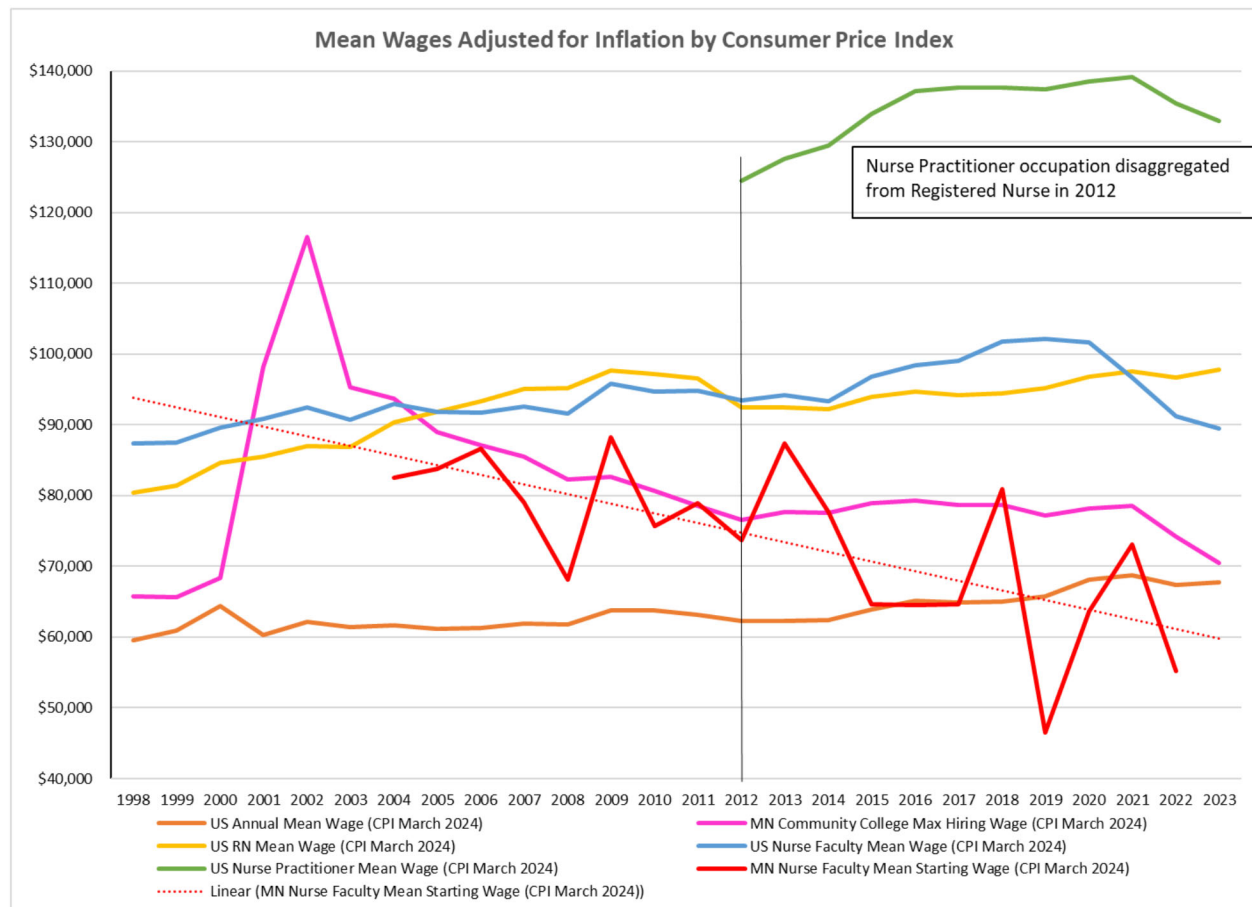
Nurse Faculty Salary

In Minnesota, nurses who have a graduate degree and are working in clinical areas, rather than academic environments, are generally working as advanced practice nurses, nurse managers, or clinical nurse specialists. The salaries for these positions far outpace the salaries that Minnesota's education programs are able to afford for nurse faculty. In our state and by taking into account the Consumer Price Index annual changes as of March 2024 (U.S. Bureau of Labor Statistics, 2024), Minnesota's nurse faculty salaries have steadily decreased over time (Minnesota State College Faculty, 2024; U.S. Bureau of

² Used with permission, National Council of State Boards of Nursing

CNEE IMPACT REPORT 2024

Labor Statistics, 1998-2022; U.S. Bureau of Labor Statistics, U.S. Department of Labor, 2024). Unfortunately, when considering the Consumer Price Index, Minnesota's college nursing faculty are making about one fifth less in wages than they did 20 years ago. Salaries are not keeping up with national nurse faculty salaries. Furthermore, a community college nurse faculty starting wage, even though a graduate degree is required, is now less than the wage of an RN in practice which requires a two-year degree. The nurse faculty wage in Minnesota is \$60,000-\$70,000 less than that of a nurse practitioner, which also requires a graduate degree in nursing and is the comparable wage to be competitive in hiring a graduate-prepared nurse in our state.



Data Sources: Minnesota State College Faculty, 2024; U.S. Bureau of Labor Statistics, 1998-2022; U.S. Bureau of Labor Statistics, U.S. Department of Labor, 2024

Such stark wage disparities for nurse faculty in comparison to nurse practitioners or clinical nurses is a major reason cited by nurse education program leaders for the inability to address nurse faculty shortages (Jarosinski, Seldomridge, Reid, & Willey, 2022).

CNEE Strategic Plan

The CNEE is taking action to address Minnesota’s nursing workforce needs. These actions are grouped into seven Strategic Priority Areas which have been derived from extensive and ongoing consultations with nurse leaders, clinicians, faculty, middle and high school pathways leaders, government liaisons, education technology experts, simulation experts, and community stakeholders. The CNEE Nursing Workforce Summit, held in October 2024, informed the CNEE Strategic Plan, provided validation for current projects, and gave direction for future initiatives. The report of the CNEE Nursing Workforce Summit, including attendees, is included in Appendix A: CNEE Nursing Workforce Summit Report. During the summit, eight strategic priority areas were examined. These eight areas have been consolidated to seven strategic priorities through inclusion of academic and clinical practice partnerships as a key strategy in the nursing education priority.

The attendees represented a broad spectrum across industry, academics, technology, labor, government, urban, suburban and rural settings, equity and diversity stakeholders, leaders, direct care personnel, student support, community colleges, technical colleges, universities, public and private higher education, major healthcare systems, long-term care, home care, and small healthcare agencies (Appendix C).

The purpose of the CNEE Nursing Workforce Summit was to fulfill the legislated mandate to “convene groups representative of nurses, health care professionals, business and industry consumers, lawmakers, and educators to (1) review and comment on data analysis prepared by the center and (2) recommend systemic changes, including strategies for implementation of recommended changes.

During the summit, the data regarding the state of Minnesota’s nursing workforce was reported followed by a strategic planning workshop to elicit comments and recommendations from attendees in building a strategic plan to enhance and maintain a robust nursing workforce in Minnesota.

Following the summit, the CNEE worked with the CNEE Executive Council to create action items in each strategic priority area.

The CNEE Strategic Priorities, current actions, and future plans are as follows:

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
<p>Priority 1: Pathways</p> <p>The CNEE builds population health by supporting a robust nursing workforce through connecting people to nursing pathway careers from K-12 toward all levels of nursing careers.</p>	<p>Objective 1.1 Create a process to fill nursing education program seats in Minnesota to capacity.</p> <p>Objective 1.2 Support, initiate, and enliven K-12 experiences to highlight nursing as a career choice.</p> <p>Objective 1.3 Create and define pathway opportunities leading from entry level healthcare careers through nursing education levels.</p>	<p><i>Nursing Workforce Advocacy</i></p> <p>The CNEE advocates for resources to sustain the nursing workforce in Minnesota and the nation. We include philanthropy, government liaisons, stakeholder organizations, equity representatives, nurse educators, and industry experts to inform and take action to address needs.</p> <p><i>Nursing Student Enrollment Support</i></p> <p>The CNEE provides services to people seeking nursing education programs by providing up-to-date information about which education programs are actively seeking students in the upcoming semester.</p>	<p>Project 1.1.1 FutureInNursing.com: Create & maintain a system to fill nursing education programs to their maximum by assisting people to find available nursing education program openings in MN. This project includes creation of a web-based application where people may be routed to nursing education programs for application, based on a searchable database to include available space, application requirements, location and other criteria to assist with the search. Additionally, the CNEE will employ a Career Navigator to work with applicants who request assistance finding nursing program availability and/or routing to other healthcare professions if the first-choice application was not successful.</p> <p>Project 1.2.1 Data: Collect and analyze K-12 data on interest in nursing as a career field annually in partnership with HOSA and the MN High School Career Counsellors in an effort to understand annual interest in nursing as a career.</p> <p>Project 1.2.2 Create an electronic nursing career guide with MN high school counselors. Pilot and disseminate. Create and maintain relationships</p>

CNEE IMPACT REPORT 2024

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
			<p>with K-12 career counselors to ensure timely and accurate information is getting to students to ensure accuracy and fulfilling need.</p> <p>Project 1.2.3 Create or support a PSEO-eligible course for high school student career exploration in nursing.</p> <p>Project 1.3.1 Create a clear map of nursing education pathways and make it publicly available. Complete an inventory of current nursing education pathway opportunities (LPN-RN, Paramedic-RN, etc.).</p> <p>Project 1.3.2 Increase robust nursing education pathways, for example: LPN to RN, Paramedic-RN, ASN to BSN, BSN to Graduate pathways. Work with education programs to explore automatic offers, opt-out only, outreach to current LPNs and ASN nurses with program offers, change from having nurses apply to offering spaces to nurses. This may include automatic offers to BSN nurses for MSN, DNP & PhD pathways.</p>
<p>Priority 2: Equity, Diversity, Inclusion & Belonging in Nursing</p> <p>The CNEE strives for health equity through</p>	<p>Objective 2.1 Implement initiatives to promote diversity, equity, inclusion and belonging in nursing</p>	<p><i>Nursing Workforce Data</i></p> <p>The CNEE consolidates data from numerous sources, and gathers data to fill in the gaps, in providing a comprehensive view of the nursing</p>	<p>Project 2.1.2 Complete an EDIB program inventory of all EDIB initiatives currently occurring in Minnesota's nursing education programs and the healthcare industry. Support</p>

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
equity in the nursing workforce.	<p>education programs and healthcare organizations.</p> <p>Objective 2.2 Provide or promote cultural competency training and resources to support nurses in delivering culturally sensitive care to diverse patient populations.</p> <p>Objective 2.3 Strengthen partnerships with community organizations and minority-serving institutions to increase diversity in the nursing workforce.</p>	<p>workforce in Minnesota now and into the future, including diversity data.</p> <p><i>Cultural Competency Training</i></p> <p>The CNEE promotes annual training in culturally responsive pedagogy through Minnesota State.</p> <p><i>Community Stakeholders</i></p> <p>The CNEE collaborates with community stakeholder associations to ensure broad representation and voice in CNEE strategic planning for Minnesota's nursing workforce.</p>	<p>expansion of successful EDIB programs based on the data and program inventory.</p> <p>Project 2.2.1 Complete a data analysis of diversity in all levels of nursing workforce, diversity compared to type of nursing practice, diversity compared to wages, etc. Ensure data is disaggregated by region and county level to enable work based on community needs.</p> <p>Project 2.3.1 Partner with community organizations to increase diversity in the nursing workforce. This project includes measurement of health equity as compared to nursing workforce diversity with county-level tracking and local needs analysis.</p>
<p>Priority 3: Nursing Education</p> <p>The CNEE collaborates with education and clinical partners to reimagine nursing education in a way that meets the needs of the nursing workforce.</p>	<p>Objective 3.1 Reimagine and redesign nursing education strategies to enable increasing the nursing workforce.</p> <p>Objective 3.2 Create partnerships among clinical and academic agencies to increase clinical learning opportunities.</p>	<p><i>New Nurse Faculty Professional Development</i></p> <p>The CNEE offers two courses each semester for new faculty professional development to assist nurses in their transition from a clinical nurse to the nurse faculty role. Part of this initiative is to retain new faculty in their roles as well as ensure a robust educational experience for students.</p>	<p>Project 3.1.1 Create and support ongoing projects to redesign nursing education to solve longstanding process issues. This includes expanding the PNAM Pre-licensure Nursing Apprenticeship Model program to include apprentices earning a full-time wage with benefits from the pre-nursing year through to graduation as an LPN or RN, and current nurses to become advanced practice nurses.</p> <p>Project 3.1.2 Host an annual nursing workforce innovation in design competition to increase</p>

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
	Objective 3.3 Increase access to nursing education	<p><i>Nurse Education Program Leader Support</i></p> <p>The National Council of State Boards of Nursing identifies a quality indicator of nursing education programs to be longevity in the program leader role. The CNEE supports all nursing education program leaders via mentorship in their first year in the role via mentorship, one-on-one and group meetings. As well, the CNEE convenes ongoing monthly meetings of nurse education program leaders and the Minnesota Board of Nursing Education Department, as well as with special guests, to address concerns, share best practices, and create community.</p> <p><i>Nursing Education Program Curriculum Review</i></p> <p>The CNEE offers expert consultation to review the curricula of nursing education programs to ensure the program contains all components necessary to meet curricular</p>	<p>innovation in the field. Support expansion of workforce innovations across the state.</p> <p>Project 3.1.3 Create a Minnesota-based program for new nurse faculty to become oriented to the faculty role through mentorship, formal classes, and ongoing support structures.</p> <p>Project 3.2.1 Maintain and expand support for nursing education program leaders through formal leadership professional development and ongoing support structures, such as monthly meetings to understand needs and disseminate best practices.</p>

CNEE IMPACT REPORT 2024

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
		<p>standards of national accreditors and the Minnesota Board of Nursing.</p> <p><i>Nursing Education Program Accreditation Review</i></p> <p>The CNEE offers experienced nurse program administrators and faculty to review education program accreditation documents for compliance with standards. The CNEE also offers mock accreditation visit services to assist in preparing your faculty, staff and administration teams for an accreditation visit.</p>	
<p>Priority 4: Simulation in Nursing Education</p> <p>The CNEE recognizes and promotes simulation knowledge and technology as a solution to expand the nursing workforce in a strategic and effective manner.</p>	<p>Objective 4.1 Create, elevate and maintain statewide nursing simulation support mechanisms in partnership with stakeholders.</p> <p>Objective 4.2 Create, elevate and maintain resources to provide high quality simulation across Minnesota.</p> <p>Objective 4.3 Support statewide collaboration</p>	<p><i>Nursing Simulation Education Support</i></p> <p>The CNEE convenes a statewide interest group of nursing education simulation practitioners to address concerns, share best practices, and create community. The group lifts up the work of other organizations and collaborates to take action in growing future simulation support as technologies advance to create new opportunities in nursing education.</p> <p><i>Interprofessional Simulation</i></p>	<p>Project 4.1.1 Collaborate to create a statewide initiative with certified simulation specialists accessible to nursing simulation programs. Including partnering to elevate simulation certification education and simulation technician programming.</p> <p>Project 4.2.1 Create and maintain an asset map of all simulation resources in Minnesota. Partner to address geographic and statewide gaps in simulation capabilities. Conduce a market analysis for a state simulation hub and create as indicated by the analysis.</p>

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
	across nursing simulation practitioners and groups.	The CNEE supports and participates in planning an annual conference dedicated to interprofessional simulation in healthcare education.	Project 4.3.1 Continue monthly simulation interest group meetings and create ongoing professional development opportunities, including elevating current opportunities and expanding access.
Priority 5: Student Wellbeing & Flourishing The CNEE believes nursing students must maintain wellbeing to flourish as students and enable success in achieving excellence in their learning.	<p>Objective 5.1 Create, elevate and maintain resources for nursing students to achieve financial wellbeing and flourishing.</p> <p>Objective 5.2 Create, elevate and maintain resources for nursing students to achieve academic wellbeing and flourishing.</p> <p>Objective 5.3 Create, elevate and maintain resources for nursing students to achieve social wellbeing and flourishing.</p>	<p><i>Nursing Student Apprenticeships</i></p> <p>The CNEE convenes the Pre-Licensure Nursing Apprenticeship Model (PNAM) to match employers, nursing education programs, and nursing students to apprenticeships. Nurse apprentices are employed and paid a full-time wage and benefits with release time to attend nursing school in exchange for a commitment to employment upon completion. Two shifts of work are expected weekly in collaboration with the nurse education program to allow the shifts to meet program learning objectives.</p>	<p>Project 5.1.1 Expand paid earn and learn opportunities, apprenticeships and financial assistance for nursing students to experience financial wellbeing while studying to become an LPN, RN, Advanced Practice Registered Nurse or Nurse Scientist.</p> <p>Project 5.2.1 Create a nursing student tutoring hub, student mentorship program, and statewide access to nursing education resources, including advocating for negotiating statewide contracts with education technology partners.</p> <p>Project 5.3.1 Explore a network of Career Navigator Support as a one-stop center for nursing students to be connected with assistance as an expansion of the PNAM Career Navigation services.</p>

CNEE IMPACT REPORT 2024

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
<p>Priority 6: Nurse Retention, Wellbeing & Flourishing</p> <p>The CNEE believes nurses must maintain wellbeing to flourish as nurses and enable excellence in their nursing careers.</p>	<p>Objective 6.1 Create, elevate and maintain resources for nurses to experience wellbeing and flourishing.</p> <p>Objective 6.2 Create, elevate and maintain resources for nurses to experience wellbeing and flourishing while working as nurse faculty in clinical and academic settings.</p> <p>Objective 6.3 Create, elevate and maintain resources for nurses to experience wellbeing and flourishing while working as nurse leaders in clinical and academic settings.</p>	<p><i>Nursing Workforce Thought Leadership</i></p> <p>The CNEE convenes small group nurse leadership forums to understand and address nursing workforce shortages and equity in specific specialties and fields of nursing, such as mental health. Currently the CNEE convenes hospital-based mental health nurse managers across separate healthcare systems in conversation with nurse education leaders and a national mental healthcare organization to strategize filling mental health nurse positions in acute care hospitals.</p> <p><i>Center for Human Flourishing in Healthcare</i></p> <p>The CNEE is on the advisory board of this center and actively works to bring resources directly to clinical and academic nurses in promoting wellbeing and retention in the career.</p>	<p>Project 6.1.1 Collaborate with the Center for Human Flourishing in Healthcare to assist clinical nurses in wellbeing and flourishing as a way to retain nurses in their careers.</p> <p>Project 6.1.2 Identify, expand and disseminate successful nurse retention programming.</p> <p>Project 6.2.1 Increase the number of nurse faculty in Minnesota through joint appointments, advocating for workforce flexibility, onboarding and mentorship of new faculty, Career Navigation Support paired with educational pathways for nurse faculty, and nurse faculty wage analysis and advocacy.</p> <p>Project 6.3.1 Create onboarding and mentorship programs for new nurse leaders in clinical practice, including transition to the role and monthly meetings along with Career Navigation Support for educational pathways for nurse leaders.</p>
<p>Priority 7: Workforce Data Analytics</p> <p>The CNEE works with strategic partners to</p>	<p>Objective 7.1 Data Collection and Analyses: Nursing workforce data will be collected, consolidated, and analyzed to understand the</p>	<p><i>Workforce Data Collaboration and Collection</i></p> <p>The CNEE collaborates with the Minnesota Board of Nursing, the</p>	<p>Project 7.1.1 Improve access to and more effective use of data to guide decisions on nursing workforce planning. Collect and analyze data at the state, regional, and county levels to</p>

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
<p>consolidate nursing workforce information, and collect data to fill in data gaps, to build a comprehensive understanding of Minnesota's nursing workforce.</p>	<p>status of Minnesota's nursing workforce trends at the state, regional and county levels.</p> <p>Objective 7.2 Data Access and Distribution: Create, collaborate and/or highlight accessible data regarding Minnesota's nursing workforce in comparison with national norms.</p> <p>Objective 7.3 Data Utilization for Change: Nursing workforce data will be distributed for use in a way that enables the CNEE, partners, and stakeholders to take evidence-based action in support of Minnesota's nursing workforce.</p>	<p>Minnesota Department of Health, the Minnesota Department of Employment and Economic Development, the Minnesota Hospital Association, the Long-Term Care Imperative, and several other stakeholders to understand the needs of Minnesota's nursing workforce. The CNEE collects and analyzes data when gaps in the data story are found. The CNEE also combines data from several sources to further understand nursing workforce needs in our state.</p>	<p>monitor nursing supply, demand, and workforce trends. Correlate data with state, regional and county characteristics to ensure a robust nursing workforce in each area.</p> <p>7.2.1 Create, or partner to create, a publicly accessible database to include all current and new data in a way that raises the public awareness of nursing workforce needs in Minnesota. Use easy to understand formats, such as heatmaps, to show the needs of the nursing workforce as well as the contributions of the nursing workforce to local, regional and state economies and population health.</p> <p>Compare/contrast Minnesota's nursing workforce data with national data to build the case for increased federal support of nursing workforce initiatives, including initiatives aimed at Minnesota's local populations as well as the national and international communities served in our state.</p> <p>7.3.1 Workforce Retention and Challenges: Address the key reasons behind nurses leaving the profession, with particular attention to BIPOC nurse retention and tailored strategies for improving retention within diverse populations. Improve workforce projections through detailed and specific data to better align nursing education with diverse workforce</p>

Strategic Priorities	Strategic Objectives	Current Initiatives	Future Initiatives
			demand, especially in regions with critical shortages like long-term care (LTC). Address disparities in faculty wages and support equity in the nursing workforce to create a more inclusive, diverse workforce.

Initiative Support

The above initiatives require support to accomplish, in the form of financial, policy, partnership and other support. The CNEE has established partnerships with a large contingent of Minnesota's nursing workforce stakeholders and continues to work to identify and lift up current successful initiatives, and fill in the gaps. For this work to continue, the CNEE is in need of operational funding.

Many of the CNEE initiatives will be financially self-sustaining once established. However, some work will require ongoing annual operational funds. This funding will be offset through establishing and maintaining a robust nursing workforce for our state, which has great economic impacts through the sustained health of our population.

To reach its strategic goals, the CNEE needs to expand its staffing to include: an Executive Director, Workforce Data Analyst, a Career Navigator, a Student Support Specialist, a Grants Writer/Coordinator, and three Program Directors. Additionally, operational funding to incubate new initiatives to a financially self-sustaining state, for day-to-day operations, contracted services, and for initiatives for students, faculty, and nurse retention and flourishing are necessary. The annual breakdown of these financial needs is as follows:

Item	Purpose	Annual Total
Salaries & Benefits	Executive Director, Workforce Data Analyst, Career Navigator, Student Support Specialist, Grants Writer/Coordinator, three Program Directors (Education/Simulation, Pathways/Equity, Student Success/Nurse Retention), Administrative Assistant	\$1,326,000
Contracted Services	Web/IT, HR, Finance/Business Office, Conference Speaker/Facilitator, Communications/Marketing	\$250,000
Workforce Summit/Meetings	Annual Workforce Summit, National Forum Membership/Conference, Advisory Group meetings	\$68,000
Operations	Computers, Office Supplies, National Forum Membership	\$6,000
Indirect Costs (12%)	Office Rental, Software, Furniture	\$200,000
Total Annual Need		\$1,850,000

Summary

Minnesota's nursing workforce is the basis of health for our population. With a healthy population, our state economy flourishes. The CNEE is here to ensure a robust nursing workforce for our state and for our health. We have built a strong network of experts from across the state and nation to ensure our work is necessary, helpful, innovative, and is what our regions need.

In the past 6 months, since receiving \$250,000 in funding from the State of Minnesota, we have made considerable progress. However, we have much more that needs to be done so that we reverse the downturn of the nursing workforce.

The CNEE respectfully requests ongoing annual support to ensure a strong pathway of new students into nursing education, full access to nursing education opportunities and support for students, innovations to reimagine how we create new nurses in our state, support for current nurses to practice in clinical and academic settings, pathways for current nurses to achieve higher levels of education, and ongoing work to understand and meet the needs of Minnesota's nursing workforce now and into the future.

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Appendix A: CNEE Nursing Workforce Summit Report

November 12, 2024

Executive Summary

The Nursing Workforce Summit Report synthesizes critical strategies for strengthening the nursing workforce through education pathways, workforce data analytics, partnerships, and support for diversity, equity, and inclusion. Through a combination of early exposure programs, financial support, enhanced career pathways, and academic-clinical practice partnerships, the report emphasizes a need for both immediate and long-term solutions to address the shortage and retention issues in nursing. Below are the main categories and key focus areas:

Academic and Clinical Practice Partnerships

Expanding Dedicated Educational Units (DEUs) at healthcare facilities allows for immersive student training under clinical instructors, helping bridge the gap between theoretical knowledge and real-world application. High support exists for joint appointments that enable experienced nurses to split roles between patient care and teaching. This partnership model addresses faculty shortages and attracts students to clinical settings, offering hands-on learning. The use of simulation-based training, interprofessional simulations, and preceptor development ensures high-quality mentorship while preparing students for the complexities of clinical practice.

Retention and Flourishing in Nursing

To support retention and combat nurse burnout, the report recommends flexible work schedules, mentorship programs, and career development opportunities. Creating a supportive workplace culture, particularly through policies to prevent workplace violence and bullying, is crucial to fostering job satisfaction and long-term retention. Career advancement pathways, including opportunities for leadership and mobility across care settings, are vital to retaining nursing talent and providing career growth options.

Workforce Data Analytics

Improving data utilization is critical for effective workforce planning, particularly through county-level analytics and supply-demand heatmaps. Data on retention rates, especially for BIPOC nurses, along with economic value and turnover rates, is essential for shaping informed decisions. Increasing public awareness of nursing's societal value through technology, communication strategies, and partnerships is also vital to attracting new talent and maintaining a resilient workforce. Centralized and comprehensive data collection will support ongoing workforce planning and policy development to address both current and future nursing needs effectively.

Nursing Education

This report highlights key strategies for enhancing nursing education to address workforce demands and improve education quality. It emphasizes expanding apprenticeships and clinical training models to bridge the gap between academia and practical experience. The strategy also prioritizes competitive compensation, retention incentives, and development resources for faculty to maintain a qualified teaching workforce. Reducing financial barriers through scholarships and tuition reduction is essential for attracting a diverse range of students. Additionally, re-establishing centralized clinical placement

systems aims to streamline processes and increase placement availability. Finally, enhancing the curriculum to focus on real-world skills is crucial for preparing students for workforce readiness and ensuring they are well-equipped for their careers.

Diversity, Equity, Inclusion, and Belonging

The report highlights the importance of equitable access to nursing education and licensure, emphasizing support for underrepresented groups and reducing social barriers through financial aid, culturally relevant mentorship, and inclusive admissions practices. There is a strong focus on recruiting Indigenous and other underserved populations through community partnerships and targeted outreach. In addition, fostering cultural competence within nursing education and creating pathways for international and ESL students are essential for building a more inclusive and globally aware workforce.

Retention and Flourishing in Nursing Students

This area focuses on providing support structures that ensure student retention and satisfaction, especially for those from underserved backgrounds. Key approaches include financial support such as childcare assistance, mentorship, and resilience training embedded within the nursing curriculum. By implementing competency-based learning and supporting social determinants of education, this priority aims to create an environment where students are academically, emotionally, and practically equipped to succeed.

Simulation in Nursing Education

Simulation plays a crucial role in preparing nursing students for real-world clinical environments, with a focus on interprofessional learning, immersive VR scenarios, and critical thinking development. Collaborative simulations with various healthcare disciplines help students build teamwork skills for complex care needs, while open-source resources and centralized hubs enhance simulation accessibility across institutions. Training for faculty ensures effective simulation integration, making this priority essential for bridging the gap between academic training and practical skills.

Nursing Education Pathways

The report advocates for introducing healthcare career awareness as early as middle school, with a focus on K-12 career exploration, dual-enrollment, and health science certifications. Expanding nursing career pathways includes direct admissions, flexible admission criteria, and support services to attract a diverse student body and improve retention. Community outreach is vital, especially in rural and underserved areas, to recruit diverse candidates into nursing. Mentorship and financial support for students, including scholarships and childcare assistance, are recommended to break down barriers to nursing education, increase retention, and foster a more resilient nursing workforce.

Summary of High-Priority Areas

The top priorities based on voting and feedback include: expanding joint appointments for faculty, enhancing nursing education through DEUs and simulations, providing equitable access and support to underrepresented populations, and leveraging data analytics for targeted workforce planning. These focus areas underscore the need for a collaborative, data-informed approach to building a sustainable, diverse, and well-supported nursing workforce that can meet Minnesota's healthcare demands now and in the future.

APPENDIX A: CNEE ANNUAL WORKFORCE SUMMIT REPORT 2024

Introduction

The Center for Nursing Equity and Excellence convened Minnesota’s first annual Nursing Workforce Summit on October 9, 2024. We invited key experts and stakeholders from across the state to participate in strategic planning to address the needs of Minnesota’s nursing workforce now and for years to follow.

This summary includes input from 58 leaders in Minnesota, including a broad spectrum across industry, academics, technology, labor, government, urban, suburban and rural settings, equity and diversity stakeholders, leaders, direct care personnel, student support, community colleges, technical colleges, universities, public and private higher education, major healthcare systems, long-term care, home care, and small healthcare agencies. More were invited but some could not fit the day into their schedules.

Eight Strategic Priority Areas are presented along with summarized input from the summit attendees. At the summit, every attendee was asked to reflect and discuss the eight Strategic Priority Areas and give input regarding their top suggestions and innovations. The attendees were then requested to read and “up-up-vote” the ideas presented by the group, to give a sense of prioritization to the input. Those up-votes are highlighted throughout the text to show readers the importance placed on the key items by some attendees. Please note that a lack of up-voting does not in any way detract from the need to accomplish interventions related to the ideas. Rather, the up-voting is a way of prioritizing what may need to be accomplished in the near term versus the later term.

There were 209 ideas presented from the summit attendees. Each attendee was given five up-vote stickers, resulting in two-hundred and twenty-six item up-votes. The number of up-votes per strategic priority area are presented in Table 1 – Strategic Priority Areas, along with the number of ideas presented in each category, the total up-votes in each category, and the ratio of up-votes to the number of ideas presented.

Table 1: Strategic Priority Areas

Strategic Priority	Number of Ideas Presented	Total Up-Votes for all Ideas	Ratio of Up-Votes to Number of Ideas
Academic and Clinical Practice Partnerships	19	38	2.00
Retention and Flourishing in Nursing	19	29	1.53
Workforce Data Analytics	16	24	1.50
Nursing Education	42	47	1.12
Diversity, Equity, Inclusion and Belonging	23	22	0.96
Retention and Flourishing in Nursing Students	12	10	0.83
Simulation in Nursing	23	17	0.74
Nursing Education Pathways	53	38	0.72

Each attendee of the summit was representative of various areas of nursing, nursing leadership, state policy, nursing education, equity, and more. Although the specific focus areas of each attendee likely affected their idea generation and up-voting priorities, the overall interest in each Strategic Priority Area is notable. In particular, the high interest in Academic and Clinical Practice Partnerships is a key area where the Center for Nursing Equity and Excellence plays a role in creating, nurturing, and maintaining

such partnerships as a neutral party in the affiliation. Further, creating space for nurse retention and flourishing actions to occur across healthcare systems and healthcare agencies is another key role for the Center. And the third highest priority is Workforce Data Analytics, which is a space where the Center may consolidate data from key sources to build reliable predictive analytics for Minnesota's nursing workforce outlook.

The following is a detailed account and analysis of the feedback received during the strategic planning exercise at the summit:

Academic and Clinical Practice Partnerships

1. Expansion of Dedicated Educational Units (DEUs)

Overview: Expand DEUs within practice institutions to provide structured, immersive learning environments where students can develop clinical skills. DEUs are specialized learning units within healthcare facilities, managed in partnership with nursing schools, where students are supervised by clinical instructors and receive more focused, hands-on training in real clinical settings. This setup allows students to engage deeply with patient care while receiving direct guidance. Expanding DEUs increases the availability of high-quality clinical placements, enhancing the practical training experience and helping to bridge the gap between theoretical knowledge and real-world application.

Key Ideas:

- Up-votes (4 total) highlight strong support for expanding DEUs at practice institutions as a way to enrich practical nursing education.
- Emphasis on expanding DEUs reflects a commitment to hands-on, immersive experiences for nursing students.

2. Strengthening Academic-Clinical Practice Partnerships

Overview: Strengthen the relationship between academia and clinical practice institutions by creating joint appointment roles that keep clinically experienced nurses involved in both patient care and teaching. By releasing experienced bedside nurses for teaching one day per pay period, these roles aim to maintain the nurse's connection to the facility while leveraging their expertise to educate students. This structure can also help attract students to clinical sites by providing direct exposure to experienced nurses who have up-to-date knowledge. Joint appointments address faculty shortages, enhance real-world learning for students, and maintain highly skilled nurses at the bedside, offering a solution that benefits both educational and clinical institutions.

Key Ideas:

- High support for joint appointments (12 up-votes), indicating the importance of partnerships that benefit both academic institutions and healthcare facilities.
- Development of DEI and resilience partnerships points to a need for inclusive and supportive environments that prepare students for diverse clinical settings.
- Lower voting on education-practice gap awareness (2 up-votes) shows it's seen as important but perhaps secondary to more hands-on interventions.

3. Use of Simulations and Innovative Training for Preceptors

Overview: Enhance preceptor and clinical faculty training to ensure quality mentorship and improve educational outcomes for students. Simulation-based training provides preceptors with a risk-free environment to practice and refine their teaching skills, particularly for guiding students in critical thinking and clinical judgment. By preparing preceptors through realistic simulation exercises, educational programs can maintain a high standard of teaching while addressing real-world challenges. Improved preceptor training directly enhances the learning experience for students, helping them develop essential clinical skills and critical thinking abilities, and reducing gaps between academic learning and clinical practice.

Key Ideas:

- Simulation training (1 up-vote) provides innovative ways to train preceptors, possibly as a preparatory step for real-world patient interaction.
- Emphasis on training faculty within practice institutions highlights the value placed on maintaining quality instruction without overextending bedside nursing staff.

4. Joint Appointments and Workforce Flexibility

Overview: Strengthen the relationship between academia and practice institutions by creating joint appointment roles that keep clinically experienced nurses involved in both patient care and teaching. By releasing experienced bedside nurses for teaching one day per pay period, these roles aim to maintain the nurse's connection to the facility while leveraging their expertise to educate students. This structure can also help attract students to clinical sites by providing direct exposure to experienced nurses who have up-to-date knowledge. Joint appointments address faculty shortages, enhance real-world learning for students, and maintain highly skilled nurses at the bedside, offering a solution that benefits both educational and clinical institutions.

Key Ideas:

- Joint appointments have 12 up-votes, showing significant backing for sharing nurses between education and bedside roles to enhance educational capacity while keeping clinical skills sharp.
- Suggestions for employing retired nurses in less demanding roles underline the importance of maintaining experienced nursing talent in non-acute positions.

5. Broadening Nursing Role Awareness and Student Opportunities

Overview: Increase student awareness of various nursing roles, particularly in non-traditional settings. Programs can offer structured exposure to roles in public health, home care, mental health and faculty positions to help students envision career options beyond direct bedside care. Additionally, mentorship programs and career exploration activities may introduce students to areas they might not have considered, enriching their perspective on nursing's scope. Awareness of diverse roles can reduce attrition by showing students a wider array of career opportunities within nursing. This strategy encourages students to find a path that aligns with their interests, improving both satisfaction and retention in the nursing profession.

Key Ideas:

- Awareness of diverse nursing roles received 2 up-votes, suggesting a moderate emphasis on preparing students for non-traditional nursing environments.

- This aligns with a strategy to retain students by offering broad career pathways that highlight the versatility and reach of the nursing profession.

6. Incentives for Partnerships and Non-Hospital Clinical Experiences

Overview: Encourage students to explore non-hospital nursing roles and ensure diverse clinical placement options. By creating incentives for nursing students to train in settings like home care, public health, and long-term care, this initiative broadens their understanding of various career paths. Partnerships can offer financial incentives or structured rotations through different care settings, thus expanding students' career outlook beyond traditional hospital roles. This approach provides students with a well-rounded view of the nursing profession, supporting retention by showcasing the versatility of nursing and ensuring that students are prepared for roles across a spectrum of healthcare settings.

Key Ideas:

- 2 up-votes for incentivizing partnerships and maintaining student placements in diverse clinical settings show growing interest in ensuring exposure to non-hospital care options, addressing the full spectrum of nursing environments.

Summary of High-Priority Areas Based on Voting

1. **Joint Appointments** (12 up-votes) - High-priority strategy for addressing faculty shortages and maintaining strong ties between clinical practice and academia.
2. **Expansion of DEUs** (4 up-votes) - Developing practical learning spaces to enhance experiential learning in clinical environments.
3. **Incentives for Partnerships** (2 up-votes) - Ensuring that students have access to a variety of clinical experiences, particularly in settings beyond traditional hospitals.

Retention and Flourishing in Nursing

1. Nurse Retention and Support

Overview: Focused on fostering an environment where nurses can thrive through comprehensive mentorship, flexible work schedules, and support systems that address burnout and job satisfaction. This category emphasizes the importance of helping new nurses transition into the workforce with guidance and creating a sense of belonging that encourages long-term retention.

Key Ideas:

- **Training & Mentorship:** Emphasizing the importance of nurse residency programs, one-on-one mentoring for new nurses, and providing training support for nurses to help them thrive in their roles. (Up-votes: 4, 3, 3)
- **Flexible Work Schedules:** Introducing flexible hire schedules and schedules that allow for better work-life balance as a retention strategy. (Up-votes: 1)
- **Nurse Burnout & Job Satisfaction:** Addressing nurse burnout with realistic job rotation pathways and providing better alignment between new nurses' expectations and the realities of the job. (Up-votes: 2)

- Sense of Belonging: Creating a community within nursing where nurses can connect, share stories, and engage with peers. (Up-votes: 1)

Importance: Ensuring that nurses have the mentorship, flexibility, and support needed to thrive is critical for maintaining a stable, experienced workforce and reducing turnover.

2. Workplace Culture and Environment

Overview: Prioritizes the creation of a positive and safe workplace for nurses, addressing issues such as workplace violence, bullying, and incivility. By implementing training, policies, and leadership development, this category aims to improve the work environment, reduce toxicity, and enhance job satisfaction, ultimately leading to better retention.

Key Ideas:

- Workplace Violence & Bullying: Addressing workplace violence, bullying, and incivility with appropriate training, policies, and coaching. (Up-votes: 3, 3, 1)
- Toxic Leadership & Management: Creating better middle management resources and leadership development to reduce toxic leadership and improve outcomes. (Up-votes: 3)
- Enhanced Culture for Retention: Building a positive work culture that fosters retention by addressing issues like burnout and toxic behavior. (Up-votes: 1)

Importance: A positive and safe workplace culture is essential for nurse well-being, promoting job satisfaction and fostering long-term retention in the profession.

3. Nurse Empowerment and Career Development

Overview: Centers around enabling nurses to work to their full potential by ensuring they are empowered to practice at the top of their licensure. This category also emphasizes the development of leadership opportunities for nurses, providing career advancement pathways and fostering professional growth at all levels of the nursing profession.

Key Ideas:

- Top of Licensure: Encouraging RNs to work to the top of their licensure to avoid roles being scaled down unnecessarily and ensuring that nursing roles are valued. (Up-votes: 1)
- Nurse Leader Development: Providing opportunities for nurse leader development to improve outcomes at all levels of healthcare and support career progression for nurses. (Up-votes: 2)

Importance: Empowering nurses to work at the top of their licensure and providing clear career development pathways ensures a highly skilled and motivated workforce that can meet the evolving needs of healthcare.

4. Government & Organizational Support

Overview: Advocates for strong policy support and government mandates that come with the necessary funding to address key issues like workplace violence, nurse retention, and wellness programs. This category highlights the need for systemic support to implement meaningful change and create a sustainable healthcare workforce.

Key Ideas:

- Mandates with Funding: Advocating for government mandates on healthcare that come with funding for initiatives, including training for workplace violence, nurse retention, and wellness programs. (Up-votes: 1)

- Good Jobs Principals: Highlighting efforts like the US Department of Labor's "good jobs principles" to draw more people into healthcare roles. (Up-votes: 1)

Importance: Adequate government support and funding are necessary to implement effective programs that address key issues in nurse retention, safety, and workforce sustainability.

5. Workforce Flexibility & Innovation

Overview: Aims to introduce innovative strategies to make the nursing workforce more adaptable, including creating more flexible and mobile work opportunities and developing problem-solving centers to address workplace challenges. This category seeks to enhance the overall workforce experience by promoting flexibility, creativity, and collaborative problem-solving.

Key Ideas:

- Mobile Workforce: Creating a more flexible and mobile workforce where nurses can move between different roles and settings. (Up-votes: 1)
- Problem-Solving Centers: Developing problem-solving centers to allow nurses to bring their issues and collaborate on finding solutions. (Up-votes: 1)

Importance: Promoting flexibility and innovative solutions within the nursing workforce is vital for adapting to changing healthcare needs and enhancing the overall work experience for nurses.

Summary of High-Priority Areas Based on Voting

The thematic analysis highlights a focus on improving nurse retention through better mentorship, flexible schedules, and workplace culture. It also emphasizes addressing workplace violence, nurse burnout, and toxic leadership. There is a strong push for empowering nurses to work to the top of their licensure and fostering leadership opportunities. Furthermore, there is advocacy for government support and initiatives to enhance the work environment and career development, alongside the exploration of a mobile workforce to offer more flexibility for nurses.

Workforce Data Analytics

1. Data Utilization and Access

Overview: This focus area emphasizes the need for better access to and more effective use of data to guide decisions on nursing workforce planning. Key elements include the development of tools like heatmaps and comprehensive analytics at regional and county levels to monitor nursing supply, demand, and workforce trends.

Key Ideas:

- There is a strong focus on improving access to and the use of data to understand workforce trends (2 up-votes) and needs (2 up-votes).
- Key topics include collecting data on nursing supply and demand (5 up-votes), economic value, and nursing workforce projections.
- The goal is to have more comprehensive (2 up-votes), accessible data at regional and county levels (5 up-votes) to better inform decision-making (2 up-votes).

APPENDIX A: CNEE ANNUAL WORKFORCE SUMMIT REPORT 2024

Importance: Access to comprehensive and accurate data is crucial for making informed decisions and ensuring effective nursing workforce planning.

2. Workforce Retention and Challenges

Overview: Understanding the reasons behind nurses leaving the profession is central to this area. Key factors like burnout and dissatisfaction require different interventions, while specific attention to BIPOC nurse retention data is highlighted to tailor strategies for improving retention within diverse populations.

Key Ideas:

- Understanding why nurses leave the profession and addressing issues like burnout, dissatisfaction, and other workforce challenges (2 up-votes).
- Retention data, particularly for BIPOC nurses (4 up-votes), and leader turnover (2 up-votes) is highlighted as essential for targeted interventions.

Importance: Addressing nurse retention and understanding the root causes of workforce attrition is vital for maintaining a stable and effective nursing workforce.

3. Public Awareness and Communication

Overview: This theme advocates for using technology and communication strategies to increase public awareness about the value and needs of the nursing profession. Demonstrating nursing's economic value and connecting nursing to national priorities are critical for strengthening the profession's societal role.

Key Ideas:

- Using technology and communication strategies to raise awareness about nursing needs and solutions (1 up-vote).
- Promoting the economic value of nursing (3 up-votes) and demonstrating its connection to national priorities is seen as a way to strengthen the nursing profession.
- Host regional summits for data information (1 up-vote)

Importance: Raising awareness and demonstrating the value of nursing is essential for ensuring public support and addressing workforce gaps.

4. Data-driven Workforce Planning

Overview: Focused on improving workforce projections through detailed and specific data, this area seeks to better align nursing education with workforce demand, especially in regions with critical shortages like long-term care (LTC).

Key Ideas:

APPENDIX A: CNEE ANNUAL WORKFORCE SUMMIT REPORT 2024

- The need for detailed and specific data on workforce projections and regional demands to guide nursing education and workforce planning. Including actual data from employers (1 up-vote) and county level data analytics (5 up-votes).
- Emphasizing that employer projections and accurate data are necessary for addressing staffing gaps, especially in areas like long-term care (LTC).

Importance: Accurate workforce data is necessary for aligning nursing education programs with real-time labor market needs, ensuring sufficient staffing across critical healthcare settings.

5. Addressing Inequities in the Workforce

Overview: Addressing disparities in faculty wages and supporting equity in nursing workforce data are key aspects of this focus area. Solutions aim to tackle existing barriers for underrepresented groups in nursing and create a more inclusive, diverse workforce.

Key Ideas:

- Addressing workforce challenges such as wage gaps (1 up-vote), especially among faculty, and identifying solutions to support a more equitable nursing workforce.
- A focus on collecting data to understand the barriers affecting diverse groups within nursing is essential to improving retention and attracting new talent (2 up-votes).

Importance: Eliminating inequities in the workforce is critical to ensuring a fair, diverse, and inclusive nursing profession that can better serve diverse patient populations.

Summary of High-Priority Areas Based on Voting

This thematic analysis showed strong support for a more comprehensive view of nursing workforce data in Minnesota. Supply and demand data (5 up-votes) to include county level data (5 up-votes) and retention data, especially for BIPOC nurses (4 up-votes) rise to the surface as high-need areas. Although there is data already gathered in Minnesota, there is a need to consolidate these data, and identify and resolve gaps.

Nursing Education

1. Expanding Apprenticeships and Clinical Training Models

Overview: Expanding apprenticeship and training models, including rural and residency-based programs, can bridge the gap between academic learning and hands-on experience, equipping nursing students with practical skills and making entry into nursing careers more accessible.

Key Ideas:

- There's strong support for expanding nursing apprenticeships statewide (up-votes: 5), including in rural areas, to bridge the gap between academia and practical experience.
- Suggestions for other training models include Camp Nurse Student Internships (up-votes: 2) and Residency-Apprenticeship-Academies.

Importance: These models aim to narrow the academic-practice gap, provide real-world experience, and make nursing careers more accessible.

2. Faculty Recruitment, Retention, and Compensation

Overview: Prioritizing competitive compensation, retention incentives, and development resources for faculty is essential to maintaining a qualified and stable teaching workforce, which directly impacts student learning quality and program sustainability.

Key Ideas:

- Faculty retention is a top concern, with support for increasing compensation (up-votes: 7) and providing tax incentives to attract and retain qualified faculty (up-votes: 5).
- Addressing low wages, faculty well-being, and providing development resources are considered essential to reduce turnover.
- Additional ideas include recruiting retired nurses as faculty, leveraging their experience (up-votes: 2).

Importance: Faculty shortages directly affect the quality of education and student-faculty ratios, making faculty retention and recruitment critical for program sustainability.

3. Accessible and Affordable Education Pathways

Overview: Reducing financial barriers to nursing education through scholarships, tuition reduction, and barrier-free entry points can attract a diverse range of students and ensure that financial constraints do not deter future nurses from entering the field.

Key Ideas:

- Financial barriers to nursing education are a significant issue, with support for reducing tuition costs (up-votes: 3) and offering scholarships, especially in shortage areas.
- Paid apprenticeships, barrier-free entry, and tax incentives are suggested to reduce financial obstacles for potential nursing students (up-votes: 1).
- Additional support for flexible and hybrid online programs, utilizing VR, is also proposed to accommodate diverse learning needs.

Importance: Making nursing education more affordable and accessible is essential for attracting a diverse student body and addressing workforce shortages.

4. Centralized and Collaborative Systems

Overview: Establishing centralized and collaborative clinical placement systems can streamline placement processes, reduce administrative burdens, and increase placement availability, fostering a more efficient and equitable approach to nursing education.

Key Ideas:

- There's a call for re-centralizing clinical placements to streamline the process, align dates, and stabilize placements across programs, which would reduce administrative costs and complexities (up-votes: 3).
- State and federal funding initiatives for shortage areas, as well as grants (e.g., HRSA), were also discussed as avenues to support these centralized efforts.

Importance: Centralized systems can enhance efficiency, reduce costs, and provide greater access to clinical placements, benefiting both students and educational institutions.

5. Enhanced Curriculum for Workforce Readiness

Overview: Improving nursing curriculum to emphasize real-world skills like critical thinking, patient interaction, and effective leadership can better prepare students for workforce demands, ensuring they enter the field with confidence and adaptability.

Key Ideas:

- Curriculum improvements should focus on practical skills, including assessments, critical thinking (up-votes: 1), and managing challenging scenarios like interactions with families and supervising nurse aides in long-term care settings.
- Career transition development programs for leaders and managers, with a focus on communication and business acumen, are also prioritized to improve leadership skills (up-votes: 1).

Importance: A curriculum that prepares students for real-world nursing challenges will support smoother transitions to the workforce and contribute to higher retention and job satisfaction among new nurses.

Summary of High Priority Areas Based on Voting

The strategy focuses on expanding apprenticeships and clinical training to bridge academic and practical skills, while improving faculty recruitment, retention, and compensation to maintain high-quality education. Making nursing education accessible and affordable, alongside establishing centralized clinical placement systems, aims to streamline entry into the field and ensure equitable opportunities for students. Enhancing the curriculum to emphasize critical skills prepares graduates to excel in real-world healthcare settings, addressing immediate workforce needs effectively.

Diversity, Equity, Inclusion and Belonging in Nursing

1. Equitable Access to Licensure and Education Pathways

Overview: There is a need to address barriers to licensure exams, particularly biases that may affect candidates from underrepresented groups. Additionally, equitable remediation processes and holistic admissions could provide fairer access to nursing programs.

Key Ideas:

- Barriers in licensure exams due to bias (1 up-vote)
- Equitable remediation for licensure
- Holistic admissions practices

Importance: These issues highlight the importance of creating fair entry points into nursing education and licensure, ensuring diverse candidates are supported equitably.

2. Incentives and Support for Nurses to Reduce Social Barriers

Overview: Incentivizing nurses through free tuition, housing assistance, and childcare access helps remove social barriers while showing support for their essential roles. Recognizing these needs may also help retain talent and reduce workforce attrition.

Key Ideas:

- Incentives for nurses, including tuition and housing support
- Workplace policies for a welcoming environment (2 up-votes)

Importance: These statements underscore the desire to remove social and economic barriers that might deter individuals from pursuing or remaining in the nursing profession.

3. Equity and Inclusion in Professional Roles and Opportunities

Overview: Addressing pay inequities and ensuring equitable treatment across all nursing roles (e.g., LPNs vs. other disciplines) promotes a balanced and inclusive workforce. Inclusivity within nursing roles fosters respect and equal opportunities, contributing to a healthier, more sustainable workforce.

Key Ideas:

- Equity across nursing roles (2 up-votes)
- Inclusivity in CNEE initiatives (1 up-vote)

Importance: With multiple up-votes, this theme indicates that structural equity within nursing roles is vital to maintaining an inclusive profession that values all contributors equally.

4. Indigenous and Underrepresented Populations in Nursing

Overview: Increase targeted recruitment of Indigenous students and other underrepresented groups, recognizing Minnesota's Indigenous tribes and urban populations. Collaboration with tribal schools and tailored materials can help ensure visibility and inclusion for these groups.

Key Ideas

- Recognize and recruit Indigenous populations (3 up-votes)
- Increase Indigenous student enrollment through Tribal partnerships (2 up-votes)
- Representation of all groups, with specific attention to American Indians/Alaska Natives at state and national levels (3 up-votes)

Importance: Support for this theme is high, indicating an urgent need to include Indigenous and other underrepresented populations in nursing pathways and career exploration.

5. Culturally Competent and Globally Aware Nursing Education

Overview: Nursing programs and faculty development should focus on training for cultural competence, especially for ESL students and international perspectives on healthcare. Developing culturally relevant and targeted materials can help attract diverse candidates and encourage inclusivity.

Key Ideas

- Faculty training for ESL support (2 up-votes)
- Culturally competent care in health and nursing education (1 up-vote)
- Career materials tailored for families of diverse backgrounds (2 up-votes)

Importance: Cultural competence and global awareness are critical in nursing education, as they enable inclusive care and foster a more diverse healthcare workforce.

Summary of High-Priority Areas Based on Voting

This analysis reflects high-priority themes, particularly around equitable access and support structures, representation of Indigenous and diverse populations, and fostering cultural competence within nursing education. The emphasis on incentives, equity, and inclusivity suggests an actionable focus on reducing barriers, increasing diverse participation, and creating a workforce culture that is representative and supportive of all backgrounds.

Retention and Flourishing in Nursing Students

1. Financial and Practical Support for Students

Overview: Providing financial assistance, such as childcare support, along with mentorship and non-school needs assistance, especially for underserved students, helps remove significant barriers to student retention and success in nursing programs.

Key Ideas:

- Financial support for childcare to improve retention rates for nursing students (4 up-votes)
- Holistic support, including mentorship for underserved and marginalized students, with mentors representing diverse backgrounds (4 up-votes)
- Non-school needs assistance, such as food and daycare, modeled after the Hawaii support model

Importance: Addressing practical and financial challenges that affect student success can lead to higher retention and satisfaction, especially for those from underserved backgrounds.

2. Student-Centered and Competency-Based Education

Overview: Emphasizing student-centered and competency-based education allows nursing students to build essential skills and confidence while reducing distractions, fostering a learning environment that is responsive to students' individual needs and strengthens engagement.

Key Ideas:

- Competency-based education to build student confidence in essential skills (1 up-vote)
- A focus on student-centered learning, where faculty assess and address social determinants that impact learning success
- Reducing classroom distractions by limiting cell phone use

Importance: Prioritizing competency, engagement, and reduced distractions supports student focus and confidence, which can enhance learning outcomes and retention.

3. Academic Preparation and Support for Retention

Overview: Ensuring that nursing students receive strong foundational preparation and rigorous prerequisites prepares them for the academic demands of nursing school, promoting both retention and long-term success within the program.

Key Ideas:

- Rigor in prerequisite courses to prepare students for the demands of nursing school and improve retention

- Integrating more practical application in prerequisite science courses to engage students and connect concepts to nursing practice

Importance: Preparing students academically for the challenges of nursing school encourages retention and long-term success by ensuring they are well-equipped for the intensity of the program.

4. Health and Resilience Support

Overview: By embedding resilience training and self-care practices into nursing education, programs can help students develop coping skills that will protect their well-being and mental health, preparing them for the physical and emotional demands of a nursing career.

Key Ideas:

- Collaboration with hospitals and institutions on resilience-building programs for students and faculty
- Teaching self-care practices in pre-licensure programs to promote long-term well-being in the profession (1 up-vote)

Importance: Fostering resilience and self-care early in nursing education can mitigate burnout, support mental health, and prepare students for demanding work environments.

5. Specialty Pathways and Applied Learning

Overview: Creating specialty-focused pathways with internships and capstone experiences, as well as engaging students through applied learning in prerequisite courses, helps students align their education with career aspirations and increases motivation through practical, real-world applications.

Key Ideas:

- Developing specialty pathways (e.g., pediatrics) with targeted internships and capstone experiences, while still covering core curriculum requirements (1 up-vote)
- Increased focus on applied learning within science prerequisites, enhancing engagement and practical application for students

Importance: Offering tailored pathways and applied learning opportunities makes education more relevant to career goals, increasing motivation and retention.

Summary of High-Priority Areas Based on Voting

These thematic areas reveal a clear focus on supporting students' financial, academic, and emotional needs, while also offering tailored educational pathways and experiential learning. This framework reflects an understanding that holistic support, preparation, and relevant education pathways are key to retaining and preparing nursing students.

Simulation in Nursing Education

1. Simulation Education and Training

Overview: This theme focuses on the integration of simulation technology and practices into nursing education, emphasizing the importance of diverse, high-quality simulation opportunities. Key ideas include ensuring access to immersive learning environments (such as virtual reality and inter-professional simulations), creating open-source simulation resources, and incorporating social

justice into simulation curricula. Additionally, training faculty and providing development resources are essential for improving simulation quality.

Key Ideas:

- Immersive VR for nursing education and practice (1 up-vote): Advocates for centralized training and resource sharing for Virtual Reality (VR) in nursing education and practice.
- Minimum program requirements for specific simulation scenarios (1 up-vote): The need for nursing programs to ensure specific scenarios are part of the curriculum for all students.
- Simulation resources for social justice integration (1 up-vote): Creating simulations with social justice themes integrated throughout.
- Board of Nursing to fund open-access simulation resources (1 up-vote): Proposes a centralized open-access simulation platform funded by the state.
- Create open-source simulation resources (1 up-vote)

Importance: The use of diverse and accessible simulation in nursing education ensures students are well-prepared for real-world challenges, while promoting equity and inclusive learning opportunities across institutions.

2. Collaborative Inter-professional Simulations

Overview: This theme stresses the need for inter-professional training, where nursing students work alongside other healthcare professionals, such as EMTs, physiotherapists, and social workers.

Collaborative simulations are seen as vital for addressing pressing health issues, such as the opioid crisis and human trafficking, while enhancing communication and teamwork skills.

Key Ideas

- Inter-professional simulations with various healthcare disciplines (1 up-vote): Encourages simulations that include nurses, EMTs, physiotherapists, social workers, etc., for comprehensive, community-focused health priorities like the opioid crisis.
- Increasing use of simulation across academic institutions (1 up-vote): The importance of scaling up simulation use across nursing schools to ensure consistent quality.
- Simulation partnerships with community health organizations (2 up-votes): Building collaborations between academic institutions and local healthcare organizations to address pressing community health challenges and provide additional training.

Importance: Inter-professional simulations foster effective collaboration across healthcare fields, which is crucial for addressing complex health priorities and ensuring holistic care delivery in diverse community settings.

3. Simulation Resource Sharing and Accessibility

Overview: This theme is centered on the importance of resource sharing and ensuring that all students and institutions have equal access to simulation technologies. It includes the creation of a centralized simulation resource hub, increasing partnerships between academic institutions and community partners, and providing open access simulation resources for equitable training opportunities.

Key Ideas:

- Sharing Simulation Resources: This received 2 up-votes for sharing simulation resources, yet also included ideas of hosting centralized open access resources by three attendees. One idea with 1 up-vote mentioned creation of a simulation resources website.

- Creating a centralized simulation hub: This concept included a hub for resources for faculty to create or use shared simulations, for faculty development in simulation, and for equipment and resource sharing including staffing sharing, including equitable access and availability.
- Simulation across academic institutions along with community partners to help build focus on areas of need and provide additional training to team members.

Importance: Centralized simulation resources and open access platforms ensure that all institutions, regardless of size or location, have the tools they need to deliver high-quality, equitable nursing education.

4. Transition to Practice and Critical Thinking Development

Overview: This theme highlights the role of simulation in bridging the gap between academic training and real-world practice. It includes the development of critical thinking skills through simulated scenarios and emphasizes using simulations to prepare students for the challenges they'll face in the workforce.

Key Ideas:

- Using simulation learning modalities to address the gaps to transition to practice (2 up-votes)
- Ability to apply critical thinking – missing when entering the workforce (2 up-votes)

Importance: Simulation plays a critical role in preparing nursing students to transition smoothly into the workforce by enhancing their critical thinking and clinical decision-making abilities.

5. Faculty Development and Best Practices in Simulation

Overview: This theme focuses on the necessity of ongoing faculty development to ensure that simulation is taught effectively. It includes providing resources for best practices, faculty training, and ensuring faculty have the necessary support to integrate simulation into their curricula effectively.

Key Ideas:

- Simulation faculty development, and centralized faculty development for simulation best practices was highlighted in two ideas.

Importance: Continuous professional development for faculty is essential for maintaining high standards of simulation-based education, ensuring that students receive relevant and up-to-date training.

Summary of High-Priority Areas Based on Voting

By grouping the statements into these five themes, this analysis emphasizes the importance of simulation in nursing education, collaboration across disciplines, equitable access to resources, and faculty development for effective teaching. Of note, one idea was to merge the simulation strategic priority into the nursing education strategic priority (no up-votes).

Nursing Education Pathways

1. Early Exposure and Education Pathways in Nursing

Overview: There is a strong focus on starting healthcare career awareness early in K-12 settings, especially in middle and high school. Strategies include career exploration, pre-apprenticeships, dual-enrollment programs, and healthcare-specific certification and training in secondary schools.

Key Ideas:

- Start career awareness and exploration in middle school (1 up-vote).
- Implement K-12 career exploration with a focus on nursing (3 up-votes).
- Increase healthcare courses and provide curriculum support to high schools.
- Free CNA programs in high school (1 up-vote) and LPN programs.
- Expanding career exploration and specialized health science certifications in K-12, with a focus on nursing (3 up-votes).
- Encouraging healthcare exposure through middle school to high school programs and certifications.

2. Enhanced Career Pathways and Diverse Entry Points

Overview: Ideas centered on diversifying the entry points and pathways into nursing. This theme includes more flexible admission requirements, apprenticeships, credit for prior learning, and career support services to increase enrollment and retention.

Key Ideas:

- More direct admission processes (2 up-votes).
- Flexible admission criteria and deadlines to increase entry consistency (1 up-vote).
- Increased apprenticeship and dual-training programs (1 up-vote).
- Addressing healthcare program cost barriers and providing targeted support for low-income students.
- Creation of diverse pathways into nursing (4 up-votes).
- Expanding dual-training and apprenticeship programs with targeted recruitment of underrepresented groups.

3. Community Outreach and Recruitment

Overview: Community engagement to recruit diverse nursing candidates, particularly in rural, Tribal, and urban areas. This theme highlights partnering with counselors, leveraging workforce organizations, and offering targeted educational events.

Key Ideas:

- Targeted outreach to youth in urban and rural areas (2 up-votes).
- Promoting career pathways with support services for diverse populations.
- Career fairs and "roadshow" style programs to inform and engage communities.
- Colleges engaging with local communities, especially rural and Tribal areas, to showcase career options.
- Outreach clinics to provide career awareness and pathways, especially for underserved communities (2 up-votes).
- Recruitment in K-12 through career fairs and direct outreach.

4. Career Development, Advancement, and Retention in Nursing

Overview: There is a strong emphasis on structured career advancement, career longevity, and retention initiatives. Suggestions include mentorship, yearly career meetings, job rotation, and opportunities for career mobility across care settings.

Key Ideas:

- Yearly career meetings for employee growth (e.g., housekeeping to RN).
- Structured pathways for long-term career development in nursing, especially LPNs in long-term care (2 up-votes).
- Support programs for career advancement for entry-level employees (1 up-vote).
- Mentorship programs to retain nurses through meaningful career planning.

- Developing pathways for career longevity and mobility, specifically for long-term care (2 up-votes).

5. Funding, Financial Support, and Partnerships

Overview: Ideas in this theme focus on financial incentives, state funding for healthcare programs, and partnerships for career development. This includes leveraging funds from organizations like Perkins CTE, and the MN Department of Employment and Economic Development.

Key Ideas:

- Financial support for nursing students, including grants and free programs.
- Leveraging federal and state workforce appropriations.
- Partnerships with healthcare organizations for funding and support.
- Career pathway initiatives funded through partnerships and state appropriations.

6. Mentorship, Support, and Diverse Role Models

Overview: This theme emphasizes mentorship programs, role modeling from retirees or culturally similar mentors for diverse students, and offering wrap-around support services.

Key Ideas:

- Virtual mentorship from retirees and volunteers, with a focus on diverse student engagement.
- Supporting underserved student populations with targeted, culturally relevant mentorship.
- Intentional conversations with entry-level employees to encourage career advancement (1 up-vote).

Summary of High-Priority Areas Based on Voting

This thematic analysis reveals that Career Pathways and Education Combinations (4 up-votes) and K-12 Career Exploration (3 up-votes) are among the top priorities, highlighting a strong focus on diverse, accessible entry points and early exposure to healthcare careers. These themes provide actionable directions for developing recruitment, retention, and educational reforms within nursing.

Acknowledgements

Special thank you to Dr. Garrett Chan, President and CEO of HealthImpact, Inc., California's nursing workforce center. Dr. Chan collaborated with the Center for Nursing Equity and Excellence as the facilitator for the CNEE Nursing Workforce Summit 2024. Dr. Chan continues to assist the CNEE with his wise advice from his over two decades of work in California's nursing workforce space.

Special thank you to Dr. Brooke Cunningham, Commissioner, Minnesota Department of Health, for her opening address and assistance in setting the priority of this work in Minnesota.

Special thanks to the Board of Directors of the Minnesota Center for Nursing for their donation of funds to convene the CNEE Nursing Workforce Summit.

Our thanks also go to:

- Dr. Teri Fristma at the Minnesota Department of Health for her expert analysis of nursing workforce data.
- The Minnesota Hospital Association for their analysis and publication of hospital-based nursing workforce demand.

APPENDIX A: CNEE ANNUAL WORKFORCE SUMMIT REPORT 2024

- The Minnesota Board of Nursing for their analysis and publication of nursing workforce supply data.
- The nursing education program leaders, faculty and staff across Minnesota for their expertise and partnership in nursing education innovations to increase the number of new nurses in the state.
- The healthcare industry leaders and staff for their innovative wisdom and partnership in retention, education and recruitment of nurses in Minnesota.

And finally, a special thank you to Dr. Sandra Kohler, Dean of Health Sciences at Anoka-Ramsey Community College, for donation of the space and technology to host the CNEE Nursing Workforce Summit.

Appendix B: CNEE Advisory Council

Diane Dahl, Minnesota Association of Colleges of Nursing

Valerie DeFor, The Minnesota State HealthForce Center of Excellence

Connie Delaney, University of Minnesota School of Nursing

Jennifer Eccles, The Center for Nursing Equity and Excellence

Ryannon Frederick, Mayo Health System

Kelaine Haas, University of Minnesota School of Nursing

Summer Hagy, HOSA, Minnesota Board of Nursing

Rhonda Kazik, Essentia Health

Katheren Koehn, Minnesota Organization of Registered Nurses

Sandy Kohler, Associate Degree/Practical Nursing Directors Council

Marilyn Krasowski, Community Member

Nicole Mattson, Care Providers of Minnesota, The Long-term Care Imperative

Katie McClelland, Governor's Workforce Development Board

Joyce Miller, Community Member

Anna Mowry, LeadingAge Minnesota, The Long-term Care Imperative

April Prunty, Allina Health

Zora Radosevich, Minnesota Department of Health

Maria Raines, M Health Fairview

Steve Rudolph, Communications, University of Minnesota School of Nursing

Julie Sabo, Minnesota APRN Coalition

Deb Schuhmacher, Minnesota Board of Nursing

Mel Sullivan, Ecumen

Deb Tauer, Minnesota LPN Association

Mary Turner, MNA/NNU

Appendix C: CNEE Nursing Workforce Summit 2024 Agencies Represented

The following stakeholders were represented at the CNEE Nursing Workforce Summit on October 12, 2024.

1. ADPN Directors' Council
2. Allina Health
3. Bayada Education
4. Bethel University
5. Care Providers of Minnesota
6. Chief Nurse Executives
7. Children's Minnesota
8. CNEE
9. Community Members
10. Department of Labor and Industry
11. Ecumen
12. Essentia Health
13. Faculty Representatives: ASN, BSN, CNA, DNP, LPN, MSN, PhD Nursing
14. Governor's Workforce Development Board
15. Greater Minnesota Reps
16. HealthPartners
17. Hennepin Healthcare
18. Human Resources Rep
19. Indigenous Nurse Leaders
20. Laerdal Medical
21. LeadingAge Minnesota
22. LPN Representative
23. M Health Fairview
24. Mayo Health System
25. MDH Office of Rural Health and Primary Care
26. MDH Workforce Development
27. Metropolitan State University
28. Minnesota Advanced Practice Registered Nurse Coalition
29. Minnesota Association of Colleges of Nursing (MACN)
30. Minnesota Black Nurses Association
31. Minnesota Board of Nursing
32. Minnesota Center for Nursing President
33. Minnesota Department of Health
34. Minnesota Health Cabinet
35. Minnesota Home Care Association
36. Minnesota HOSA

APPENDIX C: AGENCIES REPRESENTED AT WORKFORCE SUMMIT

37. Minnesota Hospital Association
38. Minnesota Management and Budget
39. Minnesota North College
40. Minnesota Nurses Association (MNA)
41. Minnesota Organization of Registered Nurses (MNORN)
42. Minnesota Simulation for Healthcare Education Partnerships (MnSHEP)
43. Minnesota State University Mankato
44. Philippine Nurses Association of Central Minnesota
45. PNAM Program CNEE
46. Private Colleges and Universities
47. Real Time Talent, Minneapolis Chamber of Commerce
48. Sanford Health
49. Senator Klobuchar's office
50. Simulation Representative
51. St. Catherine University
52. St. Cloud State University
53. St. Cloud Technical and Community College
54. St. Olaf College
55. Student Success Representatives: ASN, BSN, LPN
56. The Long-term Care Imperative
57. The Minnesota State HealthForce Center of Excellence
58. University of Minnesota School of Nursing