Annual Report
2016-2017
Dear Alumni and Friends,

When I reflect on past academic years, I am always impressed with the work and dedication of our faculty, staff and students. The 2016-17 academic year was no exception as the Frances Payne Bolton School of Nursing find new ways to innovate nursing education, research and practice while maintaining our tradition of excellence.

One of those innovations this year was a joint project with the faculty, staff and students, where they closely examined the FPB student educational experience from enrollment through graduation. Together they identified more than 70 opportunities to enhance the experience for our 800 undergraduate, graduate and professional students. Some were simple endeavors to improve the student quality of life, such as piloting a carpooling initiative for easier and safe travel to clinical sites throughout Cuyahoga County. Others were larger efforts, such as faculty development programs to optimize new technology in the classroom to augment lessons. Additional highlights of this unique ongoing partnership, which addresses the #1 goal of our 2013-2017 Strategic Plan — Improve the quality of the student experience — is found in this annual report. It is my hope that these investments in the educational and clinical experience will take root in the same manner as our investments in research and early career investigators.

In recent years, the school has shifted our research focus areas to align better with federal funding priorities. At the same time, we have added and encouraged a number of early stage investigators who were mentored by their more established FPB peers. This infusion of fresh ideas and energy has helped grow our research. As a result, the school’s NIH Funding is a record high with $5,555,062 ranking us 7th in the nation for NIH support to schools of nursing. To help disseminate the findings of this research, last year the school hosted a series of writing workshops for faculty, students and alumni which led to more than 50 submissions.

The year was also marked by a series of firsts. We created our Neuro Acute Care Boot Camp, in collaboration with MetroHealth Medical Center. We established our first Doctorate of Nursing Practice (DNP) cohort in Abu Dhabi, with Cleveland Clinic. And for the first time in the school’s history, all eight of the school’s eligible specialties were ranked by US News and World Report’s Best Graduate Schools. Six were ranked in the top 20, while our DNP and MSN degree programs ranked #8 and #11, respectively. I anticipate that this momentum will accelerate as we prepare to move to our new home at the Health Education Campus (HEC) in Summer 2019. This state-of-the-art facility affords us a new role on the world stage with infinite possibilities.

As I looked down the road, I recognized that my personal timeline for retirement in 2019 was incongruent with this construction timeline. This unique milestone requires long-term leadership in place before and after the move to leverage the many once-in-a-lifetime opportunities that the HEC presents. To that end, I will step down as dean at the end of the 2017-18 academic year and work with the new dean to insure a smooth transition and move to the HEC and beyond. I am pleased to report that my successor will arrive at FPB to find a financially healthy, vibrant school in a new, world-class facility, with all of the programs fully accredited, our NIH research dollars at record levels, and surrounded by amazing students and incredible faculty and staff.

As I file my final annual report, I am honored by serving as dean of one of the greatest schools of nursing in the world. Thank you for this opportunity and thank you for your support of the Frances Payne Bolton School of Nursing.

Sincerely,

Mary E. Kerr, PhD, RN, FAAN
Dean and the May L. Wykle Endowed Professor
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Academic Affairs

Mary F. Terhaar, DNSc, RN, FAAN
Associate Dean for Academic Affairs and The Arline H. and Curtis F. Garvin Professor of Nursing

Executive Summary

A total of 787 students were enrolled for the Fall 2017 semester, which represents an increase in the BSN and DNP programs — which helps to meet our Strategic Plan Goal to increase enrollment of the best-prepared students from diverse backgrounds in all programs. The number of credit hours exceeds expectations in every program, except the DNP.

FPB Enrollment Trends: Fall 2007 to Fall 2017

Number of Students (N = 787)
Academic Affairs, continued

Student Diversity

Approximately 27% of our entire student body self-report represents a minority, with 5% unreported. It is above the national average of 26.5%.

By program, our student diversity stands at 36.7% for the BSN program compared to a 26.9% national average; 19.4% for MSN v. 26.6%; 24.4% for DNP v. 22%; and 29.3% for PhD v. 24.7%.

In addition, 15% of our overall student body are male. Our BSN program is 10% male v. the 11.4% national average, while our MSN program is 21% male v. the 9.9% national average.

Diversity (All Programs)—Male Students: 15%

Diversity (All Programs)—Ethnicity and Race: 27%
Support for Students

Legacy Fellows Program
- Currently there are 15 Legacy Fellows
- Fellows receive full tuition support and education stipends and gain experience as a member of an active research team

Nurse Faculty Loan Program
- Covers tuition and other costs for up to five years (approximately $35,500 per year)—up to 85 percent of which is forgiven
- Created in 2004 by the Health Resources and Services Administration (HRSA)
- NFLP grant awarded for the 2017-2018 academic year is $1,515,820
- Eligible Recipients: Part-time and full-time DNP, and PhD students from the United States

Nurse Anesthetist Traineeship Program
- Received $36,288 in grants for nurse anesthesia graduate students

School Updates

Health Education Campus
- Site taskforces meet regularly: IPE Curriculum Committee, Transportation, Facilities, Research, Simulation, and IT
- Slated to open Summer 2019

Accreditation
- Preparing for the Ohio Board of Nursing accreditation visit in Fall 2017 for the BSN and MN programs

2016-2017 Graduates
A total of 280 nursing degrees were awarded in 2016-2017, including:
- 75 BSN
- 34 MN
- 97 MSN
- 56 DNP
- 6 PhD
- 12 Post master’s certificates
Student Experience

- Student experience committee to implement improvements from enrollment to graduation
- Recommendations by students, faculty & staff in five major areas: Clinical, Instruction, Communication, Advising/mentoring, and Administrative
- Co-lead by Cathy Koppelman, visiting instructor and Teona Griggs, Director of Student Services, Diversity & Inclusion
- Recommendations initiated for the BSN program include:
  - Created student car-pooling pilot program for Peri-op course
  - Linked all syllabus pages to API reference
  - Redesigned CNESI for state-of-the-art instruction, equipment & supplies (Alfes & Robinson)
  - USNA peer-support pilot program utilizing upperclassmen
- Recommendations initiated for the Grad Entry/MN program include:
  - “Remediation Plan” renamed “Learning Improvement Plan” and includes both written support & guidance by the faculty
  - CNESI enhanced state-of-the-art instruction, equipment and supplies (Alfes & Robinson)
  - “How-to” booster emails sent to students wanting an MSN
- Recommendations initiated for the MSN program include:
  - Application deadline changed to May 1 – to improve clinical site and preceptors planning
  - CRNA deadline changed to July 1 for next academic year
  - Student access to Canvas site enhanced by featuring specialty certification requirements
- Recommendations initiated for the DNP program include:
  - Faculty review of all post-course evaluations for course revisions
  - Strengthened entrance counseling
- Recommendations initiated for the PhD program include:
  - Increase communication with students on programmatic topics (eg. Impact of changing research topic, reason for writing the research proposal before candidacy exam)
U.S. News and World Report released new rankings for graduate-level health care education programs in March 2017. To fit with the school’s Strategic Plan Goal 3, the school enhanced FPB’s national and international recognition as a top-tiered nursing school, by increasing its rankings.

### Top MSN Programs - National

1. Duke University
2. Johns Hopkins University
3. University of Pennsylvania
4. Emory University
5. Ohio State University
6. University of Washington
7. Yale University
8. Columbia University
9. University of Pittsburge
10. University of Maryland- Baltimore
11. **Case Western Reserve University**
12. University of Michigan
13. New York University (Meyers)
14. University of Alabama- Birmingham
15. University of California - Los Angeles
16. Vanderbilt University
17. University of North Carolina - Chapel Hill
18. Rush University
19. University of Virginia

### NIH-supported Research

FPB is ranked 7th in the nation among Schools of Nursing for its total NIH funding, up from #14 the previous year.

### Top DNP Programs - National

1. Duke University
2. Johns Hopkins University
3. University of Washington
4. Rush University Columbia University
5. Columbia University
6. Ohio State University
7. University of Pittsburgh
8. **Case Western Reserve University**

### Top MSN Programs - Ohio

1. Ohio State University (#5)
2. **Case Western Reserve University (#11)**
3. University of Cincinnati (#38)
4. Wright State University (#115)
5. Xavier University (#115)
6. Kent State University (#142)
7. Ohio University (#142)
8. Cleveland State University (#171)
9. Ursuline College (#175)

### Specialty Rankings

11. Nurse Practitioner: Adult / Gerontology, Acute Care
12. Nurse Practitioner: Pediatric, Primary Care
12. Nurse Practitioner: Psychiatric / Mental Health, Across the Lifespan
13. Nurse Practitioner: Adult / Gerontology, Primary Care
15. Nurse Midwifery
17. Nurse Practitioner: Family
Executive Summary

For Academic Year 2016-2017, 20 research and training grants were received. Among tenured and tenure-track faculty, 46% were Principal Investigators on externally-funded research.

In calendar year 2016, faculty, instructors, postdoctoral fellows and students from the School of Nursing received 58 honors and awards from regional, national, and community organizations and the university.

The school won a national award from the American Association of Colleges of Nursing and the UCAH was recognized by the Association for Gerontology in Higher Education. The school was well represented in the receipt of research awards at the 2016 Midwest Nursing Research Society Meeting. Faculty members won prestigious society-wide awards from the National Association of Neonatal Nurses, National Black Nurses Association, the American Nurses Association, the Association of Nurses in AIDS Care, and the American Academy of Critical Care Nurses. The North Coast Nurses Coalition, the East Cleveland School District, and Congresswoman Fudge recognized faculty for meaningful contributions to the community. One faculty received the John S. Diekhoff Mentoring Award, a University-wide award.

NIH funding was at an all time high of $5.5 million, with an NIH ranking of #7.

Research Funding; In $ Million
The School of Nursing’s research and training revenue provides new collaborative opportunities with other schools on the Case Western Reserve University campus that have health care research revenue. Notable new grants in FY 2017 to the School of Nursing are listed below.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Grant Title</th>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol M. Musil, PhD</td>
<td>Web-Based Resourcefulness Training for Grandmother Caregivers</td>
<td>NIH/NINR R01</td>
<td>$2,014,412</td>
</tr>
<tr>
<td>Rebecca Darrah, PhD</td>
<td>Therapeutic application of genetic association results: CF lung disease modifiers as a model</td>
<td>NIH/NHLBI R56</td>
<td>$488,606</td>
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<tr>
<td>Valerie Toly, PhD</td>
<td>Resourcefulness Intervention for Mothers of Technology-Dependent Children</td>
<td>NIH/NINR R15</td>
<td>$479,869</td>
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<tr>
<td>Michael J. Decker, PhD &amp;</td>
<td>“Hyperoxia: An Unrecognized Mechanism for Inducing “Hypoxia-Like” Symptoms” and “Neural Effects of Hypobaric Exposure”</td>
<td>Department of Defense</td>
<td>$384,204</td>
</tr>
<tr>
<td>Elizabeth G. Damato, PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynn Lotas, PhD</td>
<td>Partners in Health: Comprehensive Lead Screening &amp; Support Services Program for Cleveland’s Children Ages 3-5</td>
<td>Prentiss Foundation</td>
<td>$300,000</td>
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<tr>
<td>Rebecca Darrah, PhD</td>
<td>Application of GWAS Results for Therapeutic Benefit in CF Lung Disease</td>
<td>Cystic Fibrosis Foundation</td>
<td>$248,843</td>
</tr>
<tr>
<td>Matthew Plow, PhD</td>
<td>Identifying and Managing MS Fatigue Phenotypes by Developing an Artificially Intelligent Smart-watch App</td>
<td>US Army Medical Research Acquisition Activity</td>
<td>$237,749</td>
</tr>
<tr>
<td>Carol Savrin, DNP</td>
<td>Case Western Reserve University (CWRU) Interprofessional Learning Exchange and Practice (I-LEAP)</td>
<td>Saint Luke’s Foundation</td>
<td>$140,925</td>
</tr>
<tr>
<td>Allison Webel, PhD</td>
<td>Perceived CVD Risk in People living with HIV and Impact on CVD prevention behaviors</td>
<td>Gilead Sciences</td>
<td>$107,251</td>
</tr>
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</table>
Research, continued

Summary of Grant Activity (FY2015)

<table>
<thead>
<tr>
<th></th>
<th>#</th>
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<tbody>
<tr>
<td>Total Grants Submitted</td>
<td>60</td>
<td>$41,670,321</td>
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<tr>
<td>• Grants Pending</td>
<td>24</td>
<td>$17,719,643</td>
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<tr>
<td>• Grants Received*</td>
<td>20</td>
<td>$6,229,871</td>
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<tr>
<td>Federal Research Grants Submitted</td>
<td>27</td>
<td>$34,178,620</td>
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<tr>
<td>Federal Research Grants Received</td>
<td>8</td>
<td>$5,828,400</td>
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</table>

*Not all submitted have had an opportunity to be funded yet.

Faculty Productivity

<table>
<thead>
<tr>
<th></th>
<th># of Faculty</th>
<th>% of Faculty</th>
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</thead>
<tbody>
<tr>
<td>Faculty principle investigators on externally funded research*</td>
<td></td>
<td></td>
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<tr>
<td>• Tenured &amp; Tenure Track (asst. to full professor) n = 26</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>• Non-Tenure Track (asst. to full professor) n = 30</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Faculty principal investigators on funded training grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tenured &amp; Tenure Track (asst. to full professor) n = 26</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>• Non-Tenure Track (asst. to full professor) n = 30</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Faculty Awards**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tenured &amp; Tenure Track (asst. to full professor) n = 26</td>
<td>14 (22 awards)</td>
<td>54</td>
</tr>
<tr>
<td>• Non-Tenure Track (asst. to full professor) n = 30</td>
<td>12 (12 awards)</td>
<td>40</td>
</tr>
<tr>
<td>• Non-Tenure Track (instructors) n= 44</td>
<td>5 (10 awards)</td>
<td>11</td>
</tr>
<tr>
<td>Published Manuscripts***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tenured &amp; Tenure Track (asst. to full professor) n = 26</td>
<td>26 (157 pubs)</td>
<td>100</td>
</tr>
<tr>
<td>• Non-Tenure Track (asst. to full professor) n = 30</td>
<td>19 (78 pubs)</td>
<td>63</td>
</tr>
<tr>
<td>• Non-Tenure Track (instructors) n= 44</td>
<td>3 (3 pubs)</td>
<td>7</td>
</tr>
<tr>
<td>Citations</td>
<td></td>
<td></td>
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<tr>
<td>• Tenured &amp; Tenure Track (asst. to full professor) n = 26</td>
<td>26 (968 citations)</td>
<td>100</td>
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<tr>
<td>• Non-Tenure Track (asst. to full professor) n = 30</td>
<td>18 (475 citations)</td>
<td>60</td>
</tr>
<tr>
<td>• Non-Tenure Track (instructors) n= 44</td>
<td>5 (35 citations)</td>
<td>11</td>
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</table>

*PIs on externally funded grants
**Includes only recognition awards, not grant or funding awards
***Manuscripts that appeared in print during the 2015 calendar year. The number of publications reflects only those manuscripts in print, not those submitted for consideration or in press. This includes refereed journal articles, book chapters, commentaries, editorials, and electronic publications.
Future Directions
To continue its legacy of excellence in nursing research, the Frances Payne Bolton School of Nursing is focused on several key goals:

- Continue to expand our research portfolio to include more foundation and industry research
- Continue to increase the number of BSN students in research
- Increase our collaborative research with clinical and campus-wide partners
- Nurture early-stage investigators
- Develop a school-wide research data management system to promote data sharing across studies.
- Spur innovation in research.
- Aggressively seek funding for sustainability of research centers of excellence
Centers of Excellence

**PAHO/WHO Collaborating Center for Research and Clinical Training in Home Care Nursing**

The focus of the PAHO/WHO Collaborating Center at CWRU is home care nursing—the delivery of health care services in the home setting. Change in all parts of the world, from aging of the population, the increase in chronic diseases, and the development of infectious diseases, places a burden on the existing health care systems. Home care nursing is one solution to the problem.

The Center Director, Elizabeth Madigan, stepped down to lead Sigma Theta Tau International in Fall 2017.

*As of October 2017, the Center did not receive redesignation.*

**Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence**

The Hirsh Institute creates and disseminates evidence-based information to enhance nursing practice.

**Key Accomplishments**
- Recruited three PhD students
- Conducted the Advanced Care Conference in HIV (Sept. 2017)
- Received four corporate grants to support the HIV conference

**University Center on Aging and Health (UCAH)**

UCAH’s interdisciplinary mission is to foster collaboration among its community of scholars, learners, and practitioners in order to encourage and coordinate innovative interdisciplinary research, education, and service programs relevant to the health and well-being of older adults.

**Key Accomplishments**
- Partnered with the School of Medicine and the Jewish Family Service Association for a pilot study “Aging in Place” funded by the Abington Foundation
- Held the 22nd Florence Cellar Conference: Serving Older Adults: Aiming to Improve Cost, Care and Quality (April 2017)
- Five graduate students from diverse disciplines completed the graduate certificate program in gerontology
Center of Excellence for Self-Management Advancement through Research and Translation (SMART)

The SMART Center is a National Institute of Nursing Research/National Institute of Health-funded Center of Excellence to build the Science of Self-Management (P30 NR010676). It is designed to address self-management research at four levels of system: individual, family, organization, and community.

Key Accomplishments
- Designed Common Data Elements that are being used across eight pilot studies
- Received four new grants in self-management (DOD, Foundation, and 2 RO1s)
- Published 88 self-management manuscripts from FPB faculty, postdocs and students.
- Conducted SMART Center research symposium at CANS, September 2016

Dorothy Ebersbach Academic Center for Flight Nursing

Serves as part of the MSN program’s Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing specialty. It is the first formal training program of its kind to prepare nurses at the advanced practice level to provide care to individuals outside of hospitals, but at a hospital level of care.

Key Accomplishments
- The Center was reorganized to focus on three key areas: Education, Research and Simulation + Training, led by Chris Winkelman, PhD, ACNP, CCRN, CNE, FAANP, FCCM; Andrew P. Reimer, PhD, RN; and Celeste M. Alfes, DNP, MSN, RN, CNE, CHSE, respectively.
- Participants of Flight Nursing Summer Camp FY2017 gathered from across the United States. This year’s disaster drill was on the Case Western Reserve Squire Vallevue Farm, as well as at the Flight Helicopter Simulator in July 2017

Quality and Safety Education for Nurses (QSEN) Institute

Initially funded by the Robert Wood Johnson Foundation, the QSEN Institute’s goal is to address the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

Key Accomplishments
- Initiated three QSEN Regional Centers
- Received more than $130,000 in external funding
- Held the eighth annual national QSEN forum in Chicago, May 2017
Executive Summary

With 1.5 years left in the University’s Forward Thinking Campaign, the FPB School of Nursing has secured 84.35% of its $45 million goal or $37,956,497. The team met with department directors, faculty, staff and FPB leadership in order to better align the needs and priorities of the School of Nursing with the desires and passions of our donor base.

There was a 4% increase in the overall number of FPB donors, a 13% increase in Annual Fund giving and a 12% increase in cash and equivalent support.

In addition to the focus on our alumni constituent base, we are also working closely with the university’s Foundation Relations and Corporate Relations offices.
Alumni Relations & Development
Volunteer Leadership  as of January 2017

Alumni Association Board
Executive Board
Paula Forsythe  
President
Sarah Stover  
President Elect
Julia Golden  
Past President
George Byron Peraza-Smith,  
Treasurer
Tiffany Love  
Communications Director

Board of Directors
Amy Assenmacher
Patricia Beam
Brendon Bower
Latina Brooks
Kathleen Frato
Elizabeth Good
Blaze Hirsch
Helen Hurst
Colleen Leners
Cheryl McRae-Bergeron
Kathryn Moore
Laura Nosek
Lauren Patton
Susan Prion
Natalie Southard
Jennifer Tucker

Campaign Board
Co-Chairs
Rosalie Tyner Anderson
Richard Knoth

Committee Members:
Cheryl Brown Bass
William B. Bolton
Ellen C. Brzytwa
Timothy J. Callahan
Paula Cannavino Forsythe
Jerald Cohen
Joyce J. Fitzpatrick
Deborah Miller-Strong
Deborah Morris Nadzam
Laura John Nosek
Cheryl Ann Patterson
Charlene Phelps
Marian Shaughnessy

Visiting Committee
Co-Chairs:
Leah Gray
Carol Lockhart

Committee Members:
Mary Jane Bernier
William B. Bolton
Paula Brentlinger
Linda Burns Bolton
Cynthia Harper Dunn
Patricia Jenaway Estok
Allen H. Ford
Kathleen Golovan
Edward J. Halloran
Gloria Hilton
Catherine S. Koppelman
Gail A. Mallory
Cheryl E. McRae Bergeron
Cheryl L. Morrow-White
Carol Porter
William Joseph Riley
Kathleen Ross-Alaolmolki
James Sampson
Susan H. Taft
Mark J. Warren

FPB Leaders Scholarship Committee
Co-Chairs:
Charlene Douglas
May L. Wykle

Committee Members:
Linda Burns Bolton
Faye A. Gary
Dedra D. Hanna-Adams
Catherine Roscoe-Herbert
Ronald L. Hickman Jr.
Gloria L. Hilton
Betty Carolyn Holte
Elizabeth Madigan
Patricia E. McDonald
Sonya D. Moore
Diana Lynn Morris
Camille Beckett Warner
Eric J. Williams
Executive Summary

Total revenues at the Frances Payne Bolton School of Nursing are $29,136,000. With expenses at $8,914,000, the school added $222,000 to its reserves.

Revenue
- 69.6% tuition and fees
- 13.3% research and training grants
- 10.1% endowments
  - 4.4% overhead recovery
  - 2.7% gifts and grants

Expenses
- 27.3% faculty salaries
- 23.6% university support
- 11.3% other salaries
- 11.6% fringe benefits
- 12.4% other expenses
- 13.9% student aid and salaries

2016-2017 Budget: Operating Results
## Faculty and Staff Changes

### New Faculty through Summer 2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacy Brubaker, MSN, RN, NP-C</td>
<td>Visiting Instructor</td>
</tr>
<tr>
<td>Deborah Dillon, DNP, RN, ACNP-BC</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>David Foley, PhD, RN, MPA</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Kimberly Garcia, DNP, CNM, WHNP</td>
<td>Instructor</td>
</tr>
<tr>
<td>Marie Grosh, CNP, LNHA</td>
<td>Instructor</td>
</tr>
<tr>
<td>Heather Hardin, PhD, RN</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Judith Lewis, DNP, APRN, CRNA</td>
<td>Instructor</td>
</tr>
<tr>
<td>Carolyn Harmon Still, PhD, RN, ARNP-BC</td>
<td>Assistant Professor</td>
</tr>
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### New Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fay Alexander</td>
<td>Department Assistant Hirsch, QSEN, UCAH</td>
</tr>
<tr>
<td>Bob Book</td>
<td>PhD Program Assistant</td>
</tr>
<tr>
<td>Le’Rashaun Harris</td>
<td>DNP Program Assistant</td>
</tr>
<tr>
<td>Megan Juby</td>
<td>Director of Development</td>
</tr>
<tr>
<td>Glenn Nichols</td>
<td>IT Support Analyst</td>
</tr>
<tr>
<td>Robert Kosec</td>
<td>Applications Developer</td>
</tr>
<tr>
<td>Jackie Robinson</td>
<td>Simulation Manager</td>
</tr>
<tr>
<td>Maria Sharron</td>
<td>Asst. to the Assoc. Dean Development</td>
</tr>
<tr>
<td>Jennifer Sizemore</td>
<td>Exec Asst to the Assoc Dean Academic Affairs</td>
</tr>
<tr>
<td>Lea Williams</td>
<td>Department Assistant, CFRS</td>
</tr>
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### Faculty Promotions

<table>
<thead>
<tr>
<th>Name</th>
<th>Promotion</th>
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</thead>
<tbody>
<tr>
<td>Mary Dolansky, PhD</td>
<td>Promoted to Associate Professor With Tenure</td>
</tr>
<tr>
<td>Ronald Hickman, PhD</td>
<td>Promoted to Associate Professor With Tenure</td>
</tr>
<tr>
<td>Carol Kelley, PhD</td>
<td>Promoted to Associate Professor</td>
</tr>
<tr>
<td>Christopher Burant, PhD</td>
<td>Promoted to Associate Professor</td>
</tr>
<tr>
<td>Sonya Moore, DNP</td>
<td>Promoted to Assistant Professor</td>
</tr>
<tr>
<td>Molly J. Jackson DNP, APRN, A-GNP-C, ACHPN</td>
<td>Assistant Professor; Director Grad Entry Program</td>
</tr>
<tr>
<td>Beverly Capper, MSN, RNC-NIC</td>
<td>Assistant Director BSN Program</td>
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## Honors and Awards

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Award</th>
<th>Organization</th>
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<tr>
<td>Joyce J. Fitzpatrick</td>
<td>Nightingale Initiative for Global Health Action</td>
<td>United Nation’s Commission on the Status of Women</td>
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<td>in Advocacy Award for Excellence in Teaching and Mentoring Nursing’s Future Leaders</td>
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<td>Mary R. Franklin</td>
<td>2017 Clinical Star Award</td>
<td>American College of Nurse-Midwives</td>
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<td>Mary Quinn Griffin</td>
<td>Named to the Irish Education 100</td>
<td>Irish Voice</td>
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<td>Marilyn Lotas</td>
<td>2017 Ethelrine Shaw-Nickerson Award</td>
<td>Ohio Nurses Association</td>
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<td>Susan M. Ludington</td>
<td>2017 Excellence in Nursing Research Award</td>
<td>Ohio Nurses Association</td>
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<td>Shirley M. Moore</td>
<td>Distinguished University Professor</td>
<td>Case Western Reserve University</td>
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<td></td>
<td>Katharine A. Lembright Award for Achievements in Cardiovascular Nursing Research</td>
<td>American Heart Association Council on Cardiovascular and Stroke Nursing</td>
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<td>Elizabeth McWilliams Miller Award for Excellence in Research</td>
<td>Sigma Theta Tau International (STTI)</td>
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<td></td>
<td>Distinguished Contribution Award</td>
<td>Midwest Nursing Research Society</td>
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<td>Appointed to Advisory Board</td>
<td>NIH/National Institute of Nursing Research</td>
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<tr>
<td>Sonya Moore</td>
<td>Federal Political Director Board Member</td>
<td>Ohio State Association of Nurse Anesthetists</td>
</tr>
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<td></td>
<td>Member</td>
<td>National Academies of Practice</td>
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<tr>
<td>Joachim Voss</td>
<td>2016 President’s Award</td>
<td>Association of Nurses in AIDS Care</td>
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<tr>
<td>Allison Webel</td>
<td>3rd place, Book of the Year</td>
<td>American Journal of Nursing</td>
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<td></td>
<td>Nominating Committee</td>
<td>Association of Nurses in AIDS Care</td>
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<tr>
<td>Jaclene Zauszniewski</td>
<td>Psychiatric Nurse of the Year</td>
<td>American Psychiatric Nurses Association</td>
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<tr>
<td>Amy Zhang</td>
<td>Fulbright Foreign Scholar</td>
<td>US Department of State</td>
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Appendix I
Strategic Plan 2013-2017: Abridged

Mission

The Frances Payne Bolton School of Nursing at Case Western Reserve University provides leadership in innovative research, education, and practice to promote health and reduce the burden of disease. Dedicated to interdisciplinary scholarship, we are committed to the pursuit of excellence in service to local and global communities.

Vision

Our vision is to create and nurture a learning environment that builds on our tradition of scientific inquiry and commitment to the highest standards of excellence in research, education, and practice in the world community, and to continue our rich history of innovation and global contributions.

Values Statement

At the Frances Payne Bolton School of Nursing we:

- Advance competent, compassionate healthcare practice to achieve positive healthcare outcomes.
- Commit ourselves to the highest standards of ethical and social justice.
- Value integrity, diversity, and discovery.
- Promote analytical and innovative thinking.
- Promote leadership and mentorship with consistency of purpose and innovation.
- Create synergy through collaboration, mutual respect, and support.
- Promote leadership in research, education, and practice.
- Promote interprofessional collaboration and scholarship.
- Incorporate an international perspective into research, teaching, and practice.
- Value our relationship with the Northeast Ohio community.
Goals and Strategies

This strategic plan includes five overall goals: (1) improve the quality of the student experience, (2) enhance the research infrastructure, (3) enhance national and international recognition, (4) become an incubator of entrepreneurial and innovative initiatives, and (5) create a positive and supportive work environment that fosters communication, collaboration, and team functioning.

Goal 1: Improve the quality of the student experience

The Frances Payne Bolton School of Nursing (FPB) recognizes that the shortage of nurses in the United States is in part due to a shortage of doctorally prepared faculty. The academic quality of our students, combined with outstanding faculty and a variety of quality clinical experiences within Cleveland, Ohio, across the nation and around the world, will ultimately provide students with the skills necessary to adapt to changing and varied healthcare challenges. This will increase the number of FPB graduates prepared for leadership roles in practice, education, and research.

This effort requires a change in approach to educating a vibrant and diverse student population, encouraging creativity and international partnerships. Specific strategies to accomplish this goal are to:

- Facilitate development of innovative curricula that minimizes overlap of course credits and streamlines progress from one degree to another.
- Elevate the skills, competence, and expectations of students through accountability, motivation, self-direction and life-long learning.
- Increase student satisfaction across all programs and departments at FPB.
- Demonstrate to students that they are the #1 priority at FPB through timely responsiveness and feedback on their work, inviting their input and ideas, and respecting and valuing their needs.
- Increase enrollment of the best-prepared students from diverse backgrounds across all programs.
- Create a welcoming environment that reflects the FPB history, culture, and future of the nursing profession, and that is consistent with our nationally ranked peers to enhance our recruitment efforts of both faculty and students.
- Maintain high standards and excellence in education by providing assessment, evaluation and support of students to meet individual career goals.
Goal 2: Enhance the research infrastructure to increase depth and breadth of the school’s research enterprise.

FPB recognizes the importance of nursing research to build the scientific foundation for clinical practice and for the larger disciplines of nursing and healthcare. Contributions from nursing science aid in solving some of the nation’s most important health challenges. FPB believes that expanding our research efforts will increase these contributions. Specific strategies to accomplish this goal are to:

- Further develop our research infrastructure to enhance all types of research engagement (federal, non-federal, foundation and industry).

- Expand our research expertise in the Science of Health to incorporate new and innovative approaches (genetics, imaging and technology).

- Design incentives for collaboration between clinical practice and research, within and across disciplines, departments and institutions.

- Enhance research and learning through a state-of-the-art environment that incorporates the need for flexibility, reflection, and interactive engagement.

- Develop and initiate fundraising/capital campaign strategies that support the educational and research enhancements.
Goal 3: Enhance FPB’s national and international recognition as a top-tiered nursing school

At FPB, we currently have an excellent national reputation that facilitates the recruitment of high-quality students and faculty. FPB recognizes the future movement of today’s nursing discipline into one that requires more advanced practice nurses and doctorally prepared educators and scientists. Maintaining and improving our national ranking in our clinical specialties and research will allow us to expand into new and innovative educational and research arenas. Specific strategies to accomplish this goal are to:

- Provide opportunities to promote health or solve complex health problems through local, national, and international advocacy and policy.
- Increase the ranking of our clinical specialty programs in *U.S. News & World Report*.
- Support the value of continuous learning through leveraging of technological advances and experiential learning opportunities.
- Increase and sustain our first-time NCLEX pass rate and clinical certification examinations at a minimum of 95%.
- Expand branding strategy for faculty, staff, and students to promote FPB through their daily activities.
Goal 4: Become an incubator for innovation

FPB recognizes that as a school we have a long history of innovation laying claim to the “firsts” of many significant programs in education, models of healthcare delivery and clinical research. It is important to stimulate and support the development of creative educational, professional, and scientific ideals. We believe that advancing nursing technologies and forming new academic focus areas can make the difference between novice and expert nursing professionals. Specific strategies to accomplish this goal are to:

- Develop an “incubation program” that supports entrepreneurial activities or creative experiments that incentivizes “high risk” creative ideas that have the potential to enhance health, develop innovative curricula, or implement learning strategies (e.g. Massive open online courses (MOOCs) and other online education tools).

- Establish new collaborations across faculty, staff, students, and alumni, other schools within the university, and other stakeholders for the creation of innovative academic and research programs.

- Conduct “think tanks” and targeted brainstorming sessions to generate creative, innovative ideas and proposals.

- Recruit and retain high-quality faculty from diverse backgrounds that promote and enhance innovative research, teaching, and practice.
Goal 5: Create a positive and supportive work environment that fosters communication, collaboration, and team functioning.

A positive and enjoyable work environment is important not only for physical and psychological health, but is necessary for a highly effective and efficient organization that fosters a creative and collaborative culture both within and beyond the school. We also recognize there should be a balance between stress and productivity within the work environment. Specific strategies to accomplish this goal are to:

- Foster innovation and learning through an inclusive and supportive environment that promotes teamwork and fosters creativity, energy and productivity. This will occur by designating a Head of Faculty Development and Head of Staff Development. These positions will assist faculty and staff across their career trajectory through orientation and mentorship programs, designate mentors, initiate individualized faculty and staff development plans incorporating personal areas of strength and design programs.

- Develop excellence in clinical practice through the identification of “best practice models” for integration of academic and clinical roles and increased use of clinical and joint appointments between academic and clinical faculty.

- Develop organizational structure that empowers and supports faculty in administrative, educational, and scientific decision-making and that clearly links expectations, faculty career development, and evaluation in the context of a balanced work and personal life.

- Engage faculty and staff to implement a shared vision and include them as members and partners within the “FPB team” through systematic communication, such as monthly communications, periodic staff meetings, and an annual State of the School address and joint faculty/staff meeting.

- Enhance communication within and between the schools at the university through regular meetings with the Deans, Associate Deans and faculty from the other schools.

- Foster a philanthropic environment involving faculty, staff, students, alumni, and friends of the school through increased communication about scholarships, research funds, and other demonstrable effects of philanthropic support on the daily operations of the school.
Appendix II
Celeste M. Alfes, DNP, MSN, RN  
Associate Professor; Director of the Learning Resource Center


Amy Bieda, PhD, APRN, PNP-BC, NNPC-BC  
Assistant Professor in the School of Nursing;  
Director, BSN Program; Director, Neonatal Nurse Practitioner program


Christopher J. Burant, PhD, MACTM  
Associate Professor


Barbara J. Daly, PhD, RN, FAAN
The Gertrude Perkins Oliva Professor in Oncology Nursing


Faculty Publications, continued


Elizabeth G. Damato, PhD, RN, CPNP
Associate Professor


Rebecca Darrah, PhD
Assistant Professor


Michael J. Decker, PhD, RN, RRT, Diplomate ABSM
Associate Professor


Faculty Publications, continued


Marguerite DiMarco, PhD, RN, CPNP, FAAN
Associate Professor


Mary A. Dolansky, PhD, RN, FAAN
Associate Professor


Faculty Publications, continued


Sara L. Douglas, PhD, RN
Arlene H. & Curtis F. Garvin Professorship in Nursing Excellence; Assistant Dean of Research


Donna Dowling, PhD, RN
Professor; Program Director, Post-Master’s DNP Program


Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP
Associate Professor; Associate Director, University Center on Aging and Health


Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN
Elizabeth Brooks Ford Professor of Nursing


Faculty Publications, continued


Faye Gary, EdD, RN, FAAN
The Medical Mutual of Ohio Kent W. Clapp Chair & Professor of Nursing


Gregory C. Graham, PhD
Instructor of Research Methodologies & Statistics in the School of Nursing


Ronald L. Hickman, Jr., PhD, RN, ACNP-BC, FAAN
Associate Professor


Faculty Publications, continued


Patricia A. Higgins, PhD, RN, FGSA
Associate Professor


Julie Hopkins, DNP, RN, CNE, APHN-BC
Instructor


Chao-Pin Hsiao, PhD, RN
Assistant Professor


Carol Kelley, PhD, RN, CNP
Associate Professor

Mary E. Kerr, PhD, RN, FAAN, FCCM
Dean and the May L. Wykle Endowed Professor


Cheryl M. Killion, PhD, RN, FAAN
Associate Professor


Deborah Lindell, DNP, MSN, RN, CNE, ANEF
Associate Professor


Marilyn Lotas, PhD, RN, FAAN
Associate Professor

Faculty Publications, continued

Susan M. Ludington, PhD, CNM, FAAN
Carl W. and Margaret Davis Walter Professor of Pediatric Nursing


Elizabeth Madigan, PhD, RN, FAAN
Independence Foundation Professor


Susan R. Mazanec, PhD, RN, AOCN
Assistant Professor


Patricia E. McDonald, PhD, RN
Assistant Professor

McDonald, P. E. (2016). Lean on Me (Selected to be included in the Narrate Provost Scholars). Think: The magazine of Case Western Reserve University (vol. Fall/Winter 2016, pp. 28-31).
Shirley M. Moore, PhD, RN, FAAN
Edward J. and Louise Mellen Professor of Nursing; Associate Dean for Research


Diana Lynn Morris, PhD, RN, FAAN, FGSA
Florence Cellar Associate Professor of Gerontological Nursing; Executive Director, University Center on Aging & Health


Carol M. Musil, PhD, RN, FAAN, FGSA
Marvin E. and Ruth Durr Denekas Professor of Nursing


Gayle M. Petty, DNP, RN
Assistant Professor


Matthew Plow, PhD
Assistant Professor


Maryjo Prince-Paul, PhD, APRN, ACHPN, FPCN
Associate Professor


Mary Quinn Griffin, PhD, RN, FAAN
Professor


Andrew P. Reimer, PhD, RN
Assistant Professor


Faculty Publications, continued


Jacquelyn Slomka, PhD, RN
Assistant Professor


M. Jane Suresky, DNP, RN, PMHCNS BC
Assistant Professor; Director, Family Systems Psychiatric Mental Health Program


Mary F. Terhaar, DNSc, RN, ANEF, FAAN
The Arline H. and Curtis F. Garvin Professor of Nursing & Associate Dean of Academic Affairs


Faculty Publications, continued


Valerie Boebel Toly, PhD, RN, CPNP
Assistant Professor


Mary Variath, MSN, RN
Instructor


Joachim G. Voss, PhD, RN, ACRN, FAAN
The Sarah C. Hirsh Professorship


Faculty Publications, continued


Camille Beckette Warner, PhD
Assistant Professor


Allison Webel, PhD, RN
Assistant Professor


Faculty Publications, continued


Ann S. Williams, PhD, RN, CDE
Research Assistant Professor


Chris Winkelman, PhD, RN, ACNP, FCCM, FAANP
Associate Professor


Jaclene Annette Zauszniewski, PhD, RN-BC, FAAN
Kate Hanna Harvey Professor in Community Health Nursing; Director, PhD Program


Faculty Publications, continued


Amy Y. Zhang, PhD
Associate Professor


