The 2014–15 academic year for the Frances Payne Bolton School of Nursing boasted many accomplishments which helped our continued progress toward realizing the goals outlined in the school’s 2013–2017 Strategic Plan (see Appendix). Of special note was the enhancement of our research infrastructure (goal 2) the enhancement of our national and international reputation (goal 3) and our growth as an innovative incubator (goal 4).

The school saw a significant increase in its NIH funding in the past year, ranking 14th in the nation in total NIH dollars, up from 22nd the previous year. Faculty with a broad range of research experience contributed to this effort. Associate Dean of Research Shirley M. Moore, RN, PhD, FAAN, the Edward J. and Louise Mellen Professor of Nursing, received almost $2.1 million in new grant awards while Associate Professor Ronald Hickman PhD, RN, ACNP-BC, FAAN was awarded his first RO1 for nearly $2.5 million. Elizabeth Madigan PhD, RN, FAAN, Independence Foundation Professor, helped continue the pipeline of new researchers with a $1.45 NIH grant to mentor underrepresented minorities to pursue PhDs in nursing.

US News and World Report Best Graduate Schools release new rankings with improved criteria. Previously, the school was ranked every four to five year based solely on a dean peer assessment score. USNWR now will provide annual rankings, which include quantitative data like enrollment and grant dollars. The school’s ranking decreased slightly to #17th nationwide and 8th among private research universities; however, its peer assessment score was at its highest level in the publication’s history.

Much of year also focused on preparations for a school-wide fall 2015 accreditation visit from the Commission of Collegiate Education (CCNE), as well as the Ohio Board of Nursing. Initial reports indicate that both visits went well with more detail coming late in the 2015-16 academic year. However, all can take pride in our overall NCLEX pass rate for our pre-licensure programs which now stands at over 90 percent.

At the same time, the school finalized its efforts to join the Health Education Campus in partnership with Cleveland Clinic. Excitement for the project continues to build with the opening of the new flight nursing simulation helicopter which will eventually be housed at the HEC.

These are just a few of the school’s many achievements which are described in more detail inside this report. None of which would have been possible without the hard work and support of the school’s faculty, staff, students, alumni and friends, for which I am grateful.

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

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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.

Our strategic plan represents our vision for the future and the direction we will take over the next 5 years. The research and education we provide are driven by a commitment to:

- Prepare high quality nurses and leaders that improve health across the globe
- Lead in scientific discoveries that improve health care.
- Design and implement innovations in nursing education.
- Establish a physical and technological environment that enhances learning, discoveries, and educational experiences.
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).

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

- 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.

- 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.
Executive Summary

A total of 789 students were enrolled for the Fall 2015 semester, which includes an increase in the Graduate Entry Nursing (MN) and PhD programs. Enrollment in the BSN, MSN and DNP programs decreased.

FPB Enrollment Trends: Fall 2007 to Fall 2015

Number of Students (N = 789)
Student Diversity

Approximately 27.3% of our entire student body self-report as representing a minority, with 6.3% unreported. This is an increase from last year’s 24.7%. It is above the national average of 26.5%.

By program, our student diversity stands at 34% for the BSN program compared to a 26.9% national average; 17% for MSN v. 26.6%; 19% for DNP v. 22%; and 40% for PhD v. 24.7%.

In addition, 13% of our overall student body are male. Our BSN program is 8% male v. the 11.4% national average, while our MSN program is 20% male v. the 9.9% national average.
Support for Students

**Nurse Faculty Loan Program**
- $2.9 million HRSA grant provides 85% loan forgiveness for graduate students, who later teach nursing

**Legacy Fellows Program**
- Currently there are 16 Legacy Fellows
- Five additional Legacy Fellows have been moved to T-32 grant support, and six have donor-supported fellowships.
- Fellows receive full tuition support and education stipends and experience working as a member of an active research team

**Helene Fuld Foundation for scholarships for the MN Program**
- Currently there are four recipients in the Graduate Entry Nursing program
- $37,500 in grants the first year. $131,250 in support for the second & third year.

**Nurse Anesthetist Traineeship Program**
- $40,721 in grants for nurse anesthesia graduate students.

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**May 2015 Graduates**

A total of 138 nursing degrees were awarded in May 2015. The breakdown is as follows:
- 66 BSN
- 27 MN
- 14 MSN
- 30 DNP
- 1 PhD

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**NCLEX BSN/Grad Entry Pass Rate**

![Graph showing NCLEX BSN/Grad Entry Pass Rate from 2007 to 2015](image)
Curricular Innovations

**Dedicated Education Unit at UH/Case Medical Center**
- A hybrid clinical experience for the Graduate Entry Nursing program with part of their clinical time with the clinical instructor and part of their clinical time with a UH unit-based preceptor.
- New model for DEUs, developed in Cleveland. After being piloted in spring 2014, the model was expanded to additional units at UH/Case Medical Center.

**Flight Nursing Helicopter Simulator**
- State-of-the-art flight nursing helicopter simulator was donated and installed by Redbird Flight Simulations and Hartzell Propeller, Inc.
- The new flight nursing helicopter simulator at Case Western Reserve University is the first in the country dedicated to training health professionals, and part of the Dorothy Ebersbach Academic Center of Flight Nursing.

**First Acute Care Ped NP Cohort Graduated**
- 7 students dual certified in primary and acute care.
- All passed primary PNP certification.
- 5 of the 7 already have positions at graduation.
Academic Affairs, continued

*U.S. News and World Report* released new rankings for graduate-level health care education programs in March 2015.* The Frances Payne Bolton School of Nursing is currently ranked #17 in the country and #1 in Ohio. A number of our individual graduate programs also are nationally ranked.

**National Graduate Program Rankings**

1. University of Pennsylvania
2. Johns Hopkins University
3. University of California-San Francisco
4. University of Washington
5. University of Pittsburgh
6. Duke University
6. New York University
6. University of Maryland-Baltimore
6. University of Michigan-Ann Arbor
10. Emory University
11. Columbia University
11. Vanderbilt University
13. University of Alabama-Birmingham
13. University of Illinois-Chicago
13. University of Texas-Austin
16. University of Virginia
17. Case Western Reserve University
17. University of North Carolina-Chapel Hill
19. Indiana University-Purdue University-Indianapolis
19. Rush University
19. University of California-Los Angeles
22. Ohio State University
22. Yale University

**Top Graduate School in Ohio**

1. Case Western Reserve University (#17)
2. Ohio State University (#22)
3. University of Cincinnati (#54)
4. Xavier University (#98)
5. Wright State University (#110)
6. University of Toledo (#137)
7. Mount St. Joseph University (#165)
8. Cleveland State University (#171)

**Individual Graduate Program Rankings**


**Other Rankings**

FPB is ranked 14th in the nation among Schools of Nursing for its total NIH funding, up from #22 the previous year.

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* For the first time, these rankings are based on quantitative data, in addition to peer assessments.
Executive Summary

During FY 2015, 53 research and training grants were submitted to internal and external sponsors including federal agencies and private foundations. Of these, 42 were research grants (18 Federal and 24 non-Federal). Thirteen R01s were submitted and 11 training grants were submitted. A total of 18 research and training grants were received (13 research grants and 5 training grants). Eighteen grants are still pending.

Faculty Productivity indicates that 28% of the faculty at the assistant to full professor level were conducting externally funded research; 19% served on grant review panels; 72% had at least one published manuscript, and 77% had their work cited. Across all levels of faculty, 50% published at least one manuscript and 30 faculty received a total of 48 awards.

The Postdoctoral program remains strong with 6 funded research postdoctoral fellows. Two undergraduate nursing students received SOURCE funding for summer research projects and 8 undergraduate students worked on 6 research projects. In this past year, a system was implemented to collect metrics regarding number of undergraduate students participating on research projects.
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 2015 to the School of Nursing are listed below.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Grant Title</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaclene Zauszniewski, PhD</td>
<td>Nurse Faculty Loan Program</td>
<td>$2,936,106</td>
<td>HRSA</td>
</tr>
<tr>
<td>Ronald Hickman, PhD</td>
<td>“A Clinical Trial of Decision Support for End of Life Care Among Surrogate Decision Makers of the Chronically Critically Ill”</td>
<td>$2,482,731</td>
<td>NIH/NINR R01 Grant</td>
</tr>
<tr>
<td>Shirley Moore, PhD</td>
<td>“Multiple Chronic Conditions: Interdisciplinary/Nurse Scientist Training”</td>
<td>$1,792,131</td>
<td>NIH/NINR R01 Grant</td>
</tr>
<tr>
<td>Elizabeth Madigan, PhD</td>
<td>“Bridges to the Doctorate in Nursing for Northeastern Ohio”</td>
<td>$1,145,410</td>
<td>NIH/NIGMS R25r</td>
</tr>
<tr>
<td>Matthew Plow, PhD</td>
<td>Evaluating the Effects of Physical Activity &amp; Fatigue</td>
<td>$287,941</td>
<td>National Multiple Sclerosis Society</td>
</tr>
<tr>
<td>Chao-Pin Hsiao, PhD</td>
<td>“Mitochondrial Bioenergetic Mechanism of Cancer-Related Fatigue”</td>
<td>$272,970</td>
<td>NIH/NINR K01r</td>
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<tr>
<td>Shirley Moore, PhD</td>
<td>“Understanding the Neurobiological Mechanisms of Self-Management Science”</td>
<td>$164,249</td>
<td>NIH/NINR P30 Admin Supplement</td>
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<tr>
<td>Shirley Moore, PhD and Lenette Jones, PhD</td>
<td>“Brain and Hormonal Biomarkers Associated with Self-management Information Behaviors”</td>
<td>$157,543</td>
<td>NIH/NINR Minority Supplement for P30 Grant</td>
</tr>
<tr>
<td>Rebecca Darrah, PhD</td>
<td>Angiotensin Signaling as a Therapeutic Target for CF Pulmonary Disease.”</td>
<td>$130,000</td>
<td>Gilead Sciences Research Scholars Program</td>
</tr>
<tr>
<td>Sonya Moore, MSN</td>
<td>Nurse Anesthetist Traineeship Program</td>
<td>$40,721</td>
<td>HRSA</td>
</tr>
</tbody>
</table>
### Summary of Grant Activity (FY2015)

<table>
<thead>
<tr>
<th>Category</th>
<th>#</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Grants Submitted</td>
<td>53</td>
<td>$53,536,868</td>
</tr>
<tr>
<td>Grants Pending</td>
<td>18</td>
<td>$18,484,684</td>
</tr>
<tr>
<td>Grants Received*</td>
<td>18</td>
<td>$8,768,713</td>
</tr>
<tr>
<td>Federal Research Grants Submitted</td>
<td>23</td>
<td>$47,296,369</td>
</tr>
<tr>
<td>Federal Research Grants Received</td>
<td>3</td>
<td>$4,566,162</td>
</tr>
<tr>
<td>Foundation Research Grants Submitted</td>
<td>24</td>
<td>$1,094,766</td>
</tr>
<tr>
<td>Foundation Research Grants Received</td>
<td>11</td>
<td>$909,751</td>
</tr>
<tr>
<td>Training Grants Submitted</td>
<td>6</td>
<td>$5,145,734</td>
</tr>
<tr>
<td>Training Grants Received</td>
<td>4</td>
<td>$3,292,800</td>
</tr>
</tbody>
</table>

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

### Faculty Productivity

<table>
<thead>
<tr>
<th>Category</th>
<th># of Faculty</th>
<th>% of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty principle investigators on externally funded research*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured &amp; Tenure Track (asst. to full professor) n = 25</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Non-Tenure Track (asst. to full professor) n = 28</td>
<td>3</td>
<td>11</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 = 25</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Non-Tenure Track (asst. to full professor) n = 28</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Faculty Awards**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured &amp; Tenure Track (asst. to full professor) n = 25</td>
<td>14 (24 awards)</td>
<td>56</td>
</tr>
<tr>
<td>Non-Tenure Track (asst. to full professor) n = 28</td>
<td>9 (13 awards)</td>
<td>32</td>
</tr>
<tr>
<td>Non-Tenure Track (instructors) n = 37</td>
<td>7 (11 awards)</td>
<td>19</td>
</tr>
<tr>
<td>Published Manuscripts***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured &amp; Tenure Track (asst. to full professor) n = 25</td>
<td>19 (123 pubs)</td>
<td>76</td>
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<tr>
<td>Non-Tenure Track (asst. to full professor) n = 28</td>
<td>19 (47 pubs)</td>
<td>68</td>
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<tr>
<td>Non-Tenure Track (instructors) n = 37</td>
<td>7 (12 pubs)</td>
<td>19</td>
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<tr>
<td>Citations</td>
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<td></td>
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<tr>
<td>Tenured &amp; Tenure Track (asst. to full professor) n = 25</td>
<td>23 (848 citations)</td>
<td>92</td>
</tr>
<tr>
<td>Non-Tenure Track (asst. to full professor) n = 28</td>
<td>18 (382 citations)</td>
<td>64</td>
</tr>
<tr>
<td>Non-Tenure Track (instructors) n = 37</td>
<td>4 (29 citations)</td>
<td>11</td>
</tr>
</tbody>
</table>

*PIs on externally funded grants

**Includes only recognition awards, not grant or funding awards

***Manuscripts that appeared in print during the 2014 calendar year. The number of publications reflects only those manuscripts in print, not those submitted for consideration or in press. This includes referenced journal articles, book chapters, commentaries, editorials, and electronic publications.
Research, continued

Future Directions
To continue its legacy of excellence in nursing research as the overall #17 nursing school by *US News and World Report*, the Frances Payne Bolton School of Nursing is focused on several key goals:

- Expand our research portfolio to include more foundation and industry research
- Increase our collaborative research with clinical and campus-wide partners
- Nurture early-stage investigators
- Increase the number of undergraduate students participating on research projects
- Provide more education for faculty and staff regarding research issues
- Formulate a Research Advisory Committee
Executive Summary

Through the university's $1 billion Forward Thinking campaign, the Frances Payne Bolton School of Nursing will secure funding to upgrade physical space, support student scholarships, and attract and retain nurse scientists and leaders.

FY2015 had the highest level of annual fund giving in the School of Nursing’s recent history. Campaign attainment ($4,414,000) was a $133,000 increase over the previous fiscal year. This contributed to a $29.8 million in total campaign attainment or 85% of our $35 million goal.

FPB Campaign Goals

<table>
<thead>
<tr>
<th>Area of Support</th>
<th>Goal</th>
<th>As of 6/30/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>$10.0 million</td>
<td>$4,227,300</td>
</tr>
<tr>
<td>Faculty</td>
<td>$8 million</td>
<td>$7,112,500</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$5 million</td>
<td>$6,247,900</td>
</tr>
<tr>
<td>Programs</td>
<td>$9 million</td>
<td>$9,488,200</td>
</tr>
<tr>
<td>Annual Fund</td>
<td>$3 million</td>
<td>$2,687,100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$35 million</strong></td>
<td><strong>$29,763,000</strong></td>
</tr>
</tbody>
</table>

Campaign Progress to Goal
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.

Key Accomplishments

- Four MOUs in progress: Tung Wah College, Hong Kong; Cairo University, Egypt; Alexandria University, Egypt; University of Dammam, Saudi Arabia
- Ten exchange students visited from the University of Hong Kong, and The National University of Ireland, Galway.

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

- Joachim G. Voss, PhD, ACRN, FAAN was hired as new leadership for the Center.
- Provided funding support for an international graduate student

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

- The 21st Florence Cellar Conference on Aging, “From Here to There and There to Here: Navigating Care Transitions Across the Continuum,” was held April 17, 2015.
- The conference included keynote speaker, Mary Naylor, PhD, RN, FAAN, the Marian S. Ware Professor of Gerontology and Director of New Courtland Center for Transitions & Health, University of Pennsylvania School of Nursing.
Centers of Excellence, continued

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

- Two new grants and 53 publications from school of nursing faculty have directly addressed self-management during 2015.
- The FIND Lab continues to provide services for the entire CWRU research community regarding inclusion of persons with disabilities in research and is listed as a core facility of the CTSA.

Dorothy Ebersbach Academic Center for Flight Nursing

Serves as part of the MSN program’s Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing subspecialty. 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

- Successfully installed flight nursing helicopter simulator with Redbird Flight Simulations of Texas.
- Coordinated first Ebersbach Summit: From Tidal Waves to Terrorism. Speakers included Andrea Robertson, President & CEO of STARS & STARS Foundation; Kimberlie A. Biever, LTC, AN, Chief of Critical Care Nursing Services, San Antonio Military Medical Center; and Ivan Ortega Deballon, Flight NP, LLB, MSc, Universidad de Alcala de Henares.
- Participants of Flight Nursing Summer Camp FY2015 gathered from across the United States. This year’s disaster drill was on the Case Western Reserve campus.

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

- Funding secured from 2 foundations ($65,000).
- Four publications and 14 presentations were provided by School of Nursing faculty in the QSEN Institute.
- Coordinated the 6th National QSEN Forum on May 26-28 2015 in San Diego, Calif. Attendance was 400.
- Co-sponsored the Florence Cellar Conference on Aging and provided a quality and safety track with 2 national speakers. Co-sponsorship of the Academy for Health Care Improvement Conference.
- Developed 2 Continuing Education Activities: MOOC Take the Lead on Healthcare Quality (Fall, 2014) with attendance 5751 and Summer 2015; and Foundations of Data for Quality and Safety (Launch date August 1, 2015).
- Innovations in Professional Nursing Education Award from the American Colleges of Nursing for the Academic Medical Center category.
- Student Involvement (sponsored 2 students to the National Telluride conference, facilitated 14 DNP practicums in Quality and Safety Leadership).
Budget and Facilities 2014-2015

Susan Frey, MAFIS
Assistant Dean of Finance and Administration

Executive Summary

Total revenues at the Frances Payne Bolton School of Nursing are $26,044,000. With expenses at $26,054,000, $10,000 had to be pulled in from our reserves.

The revenue breakdown is as follows:

- 70.2% tuition and fees
- 10.7% research and training grants
- 13.3% endowments
- 3.1% overhead recovery
- 2.7% gifts and grants

For expenses:

- 27.0% faculty salaries
- 24.9% university support
- 11.7% other salaries
- 12.0% fringe benefits
- 12.6% other expenses
- 11.8% student aid and salaries

2014-2015 Budget: Operating Results
Faculty Highlights

- **Christoper Burant, PhD,** assistant professor, received the John S. Diekhoff Award for Distinguished Graduate Student Teaching from Case Western Reserve University
- **Michael J. Decker, PhD, RN, RRT, Diplomate ABSM,** associate professor, received an award from the Clinical & Translational Science Collaborative at CWRU for “Biologic Determinants of Exercise-Mediated Symptom Reduction in Chronic Fatigue.”
- **Mary A. Dolansky, PhD, RN,** associate professor, received an award for “A Hidden Safety Resource: Family Caregiver Participation in Medication Reconciliation Across Care Transitions,” from the Hartford Change AGEnts Initiative
- **Donna Dowling, PhD, RN,** professor, received the Distinguished Service in Neonatal Nursing Award from The National Association of Neonatal Nurses
- **Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP,** associate professor, received an award for Transforming Chronic Disease Management Practice in the Skilled Nursing Centered Clinical Decision Support from the Hartford Change AGEnts Initiative.
- **Ronald Hickman, PhD, RN, ACNP-BC,** associate professor, became a Fellow of the American Academy of Nursing
- **Evanne Juratovac, PhD, RN, GCNS-BC,** assistant professor, received an Alumni Legacy Award from the University of Cincinnati College of Nursing and Health.
- **Kelly McConnell, DNP, AG-ACNP, MSN, RN,** received an ITS Active Learning Fellowship from Case Western Reserve University
- **Gretchen Mettler, PhD, CNM,** assistant professor and director of the nurse midwifery program was named Chair of the Board of Review for the Accreditation Commission for Midwifery Education.
- **Mary Terhaar, RN, DNSc,** associate dean, Academic Affairs, became a Fellow of the American Academy of Nursing
- **Allison Webel, PhD, RN,** assistant professor, received an ACES+ ADVANCE Opportunity Grant from Case Western Reserve for “Improving Exercise and Cardiometabolic Fitness in HIV-Infected Adults: Dissemination of Findings.”
## Faculty and Staff Changes

### New Faculty through Fall 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverly Capper, MSN, RNC-NIC</td>
<td>Instructor and BSN/MN site coordinator</td>
</tr>
<tr>
<td>Katharine Chapman, MSN, CPNP-PC, FNP-BC</td>
<td>Instructor, MSN Program</td>
</tr>
<tr>
<td>David Kaniecki, MSN, RN, ACNP-C, CCRN</td>
<td>Instructor &amp; co-director of the flight nursing program</td>
</tr>
<tr>
<td>Susan Painter, DNP, RN</td>
<td>Instructor, MSN Program</td>
</tr>
<tr>
<td>Mary Terhaar, DNSc, RN, FAAN</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Joachim Voss, PhD, ACRN</td>
<td>Professor, Director of the Sarah Cole Hirsh Institute</td>
</tr>
</tbody>
</table>

### New Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Blackstone</td>
<td>Research Assistant</td>
</tr>
<tr>
<td>Kristi Lehmer</td>
<td>Director, Office of Recruitment and Enrollment Management</td>
</tr>
<tr>
<td>Lauren Maziarz</td>
<td>Assistant Director, Special Events and Stewardship</td>
</tr>
<tr>
<td>Margaret Roudebush</td>
<td>Assistant Dean, Research Administration</td>
</tr>
<tr>
<td>Wanda Scott</td>
<td>Director, Development</td>
</tr>
<tr>
<td>Tanya Smith</td>
<td>Administrative Assistant, Research</td>
</tr>
<tr>
<td>Judith Weiss</td>
<td>Registrar</td>
</tr>
</tbody>
</table>

### Faculty Promotions

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celeste Alfes, DNP, RN</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Amy Bieda, PhD, RN</td>
<td>Director, BSN Program</td>
</tr>
<tr>
<td>Sara Douglas, PhD, RN</td>
<td>Assistant Dean, Research; Professor</td>
</tr>
<tr>
<td>Donna Dowling, PhD, RN</td>
<td>Professor</td>
</tr>
<tr>
<td>Mary Quinn Griffin PhD, RN, FAAN</td>
<td>Professor</td>
</tr>
<tr>
<td>Ron Hickman, PhD, RN, FAAN</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jesse Honsky, MSN, MPH, RN, APHN-BC</td>
<td>Assistant Director, BSN Program</td>
</tr>
<tr>
<td>Debbie Lindell, DNP, RN, CNE, ANEF</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Andrew Reimer, PhD, RN</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

### Staff Promotions

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Boveington-Molter</td>
<td>Research Assistant III on Dr. Douglas’ grant “Factors Influencing Cancer Care Decisions.”</td>
</tr>
<tr>
<td>Sally Garrett Karyo</td>
<td>Assistant Director, Center for Research and Scholarship</td>
</tr>
</tbody>
</table>

### Departures

### Retirements

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Joan Koesterer, MBA, RN</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
## Honors and Awards

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Burant</td>
<td>John S. Diekhoff Award for Distinguished Graduate Student Teaching</td>
<td>Case Western Reserve University</td>
</tr>
<tr>
<td>Rebecca Darrah</td>
<td>“Angiotensin Signaling as a Therapeutic Target for CF Pulmonary Disease.”</td>
<td>Gilead Sciences Research Scholars Program</td>
</tr>
<tr>
<td>Michael Decker</td>
<td>“Biologic Determinants of Exercise-Mediated Symptom Reduction in Chronic Fatigue.”</td>
<td>Clinical &amp; Translational Science Collaborative at CWRU</td>
</tr>
<tr>
<td>Laura Distelhorst</td>
<td>“Pediatric Nurses’ Knowledge of Toxic Chemical Flame Retardants”</td>
<td>Ohio Nurses Foundation</td>
</tr>
<tr>
<td>Mary Dolansky</td>
<td>“A Hidden Safety Resource: Family Caregiver Participation in Medication Reconciliation Across Care Transitions”</td>
<td>Hartford Change AGEnts Intitiative</td>
</tr>
<tr>
<td></td>
<td>Grant award for Transforming Out-Patient Care (TOPC) Center of Excellence</td>
<td>VA Office of Academic Affiliations</td>
</tr>
<tr>
<td>Donna Dowling</td>
<td>Distinguished Service in Neonatal Nursing Award</td>
<td>National Association of Neonatal Nurses</td>
</tr>
<tr>
<td>Evelyn Duffy</td>
<td>“Transforming Chronic Disease Management Practice in the Skilled Nursing Centered Clinical Decision Support”</td>
<td>Hartford Change AGEnts Intitiative</td>
</tr>
<tr>
<td>Ronald Hickman</td>
<td>R01 Research Grant Fellow</td>
<td>National Institute Nursing Research, National Institutes of Health</td>
</tr>
<tr>
<td></td>
<td>Fellow and Distinguished Practitioner</td>
<td>American Academy of Nursing</td>
</tr>
<tr>
<td></td>
<td>Fellowship</td>
<td>National Academies of Practice in the Nursing Academy</td>
</tr>
<tr>
<td>Chao-Pin Hsiao</td>
<td>“Mitochondrial Bioenergetics Mechanism of Cancer-Related Fatigue”</td>
<td>National Institute of Nursing Research, National Institutes of Health</td>
</tr>
<tr>
<td>Molly Jackson</td>
<td>2014-2016 Jonas Scholar</td>
<td>American Association of Colleges of Nursing</td>
</tr>
<tr>
<td>Evanne Juratovac</td>
<td>Alumni Legacy Award</td>
<td>University of Cincinnati College of Nursing and Health</td>
</tr>
<tr>
<td></td>
<td>Funding for “Delirium Education and Evaluation Program (DEEP): Using Service Learning to Teach Nursing Students and Family Caregivers of Older Adults about Delirium Recognition and Prevention”</td>
<td>Sigma Theta Tau International, Alpha Mu Chapter</td>
</tr>
<tr>
<td>Elizabeth Madigan</td>
<td>R25 Research Education Grant</td>
<td>National Institute of General Medical Sciences, National Institutes of Health</td>
</tr>
<tr>
<td>Kelly McConnell</td>
<td>ITS Active Learning Fellowship</td>
<td>Case Western Reserve University</td>
</tr>
<tr>
<td>Gretchen Mettler</td>
<td>Chair of the Board of Review</td>
<td>Accreditation Commission for Midwifery Education</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>Award</td>
<td>Organization</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Shirley Moore</td>
<td>“Multiple Chronic Conditions: Interdisciplinary Nurse Scientist Training”</td>
<td>National Institute of Nursing Research, National Institutes of Health</td>
</tr>
<tr>
<td></td>
<td>“Understanding the Neurobiological Mechanisms of Self-Management Science”</td>
<td>National Institute of Nursing Research, National Institutes of Health</td>
</tr>
<tr>
<td>Shirley Moore &amp; Lenette Jones</td>
<td>“Brain and Hormonal Biomarkers Associated with Self-management Information Behaviors”</td>
<td>National Institute of Nursing Research, National Institutes of Health P30 Admin Supplement</td>
</tr>
<tr>
<td>Sonya Moore</td>
<td>Funding for the Nurse Anesthetist Traineeship Program</td>
<td>Health Resources and Services Administration</td>
</tr>
<tr>
<td>Matthew Plow</td>
<td>Evaluating the Effects of Physical Activity &amp; Fatigue</td>
<td>National Multiple Sclerosis Society</td>
</tr>
<tr>
<td>Stephanie Steiner</td>
<td>Katz-Mason Award</td>
<td>Air &amp; Surface Transport Nurses Association</td>
</tr>
<tr>
<td></td>
<td>Voted to the Board of Directors</td>
<td></td>
</tr>
<tr>
<td>Mary Terhaar</td>
<td>Fellow</td>
<td>American Academy of Nursing</td>
</tr>
<tr>
<td>Allison Webel</td>
<td>“Social Capital and Self-Management in HIV+ Women”</td>
<td>Midwest Nursing Research Society</td>
</tr>
<tr>
<td></td>
<td>ACES+ ADVANCE Opportunity Grant</td>
<td>Case Western Reserve University</td>
</tr>
<tr>
<td>Kathy Wright</td>
<td>Dissertation Award</td>
<td>Gerontological Nursing Science Research Interest Group at the Midwest Nursing Research Society</td>
</tr>
<tr>
<td>Jaclene Zauszniewski</td>
<td>Funding for the Nurse Faculty Loan Program</td>
<td>Health Resources and Services Administration</td>
</tr>
<tr>
<td>Amy Y. Zhang</td>
<td>Distinguished Researcher Award</td>
<td>Pain and Symptom Management Research Section of the Midwest Nursing Research Society</td>
</tr>
</tbody>
</table>
Faculty Publications, January 1 - December 31, 2014

Celeste M. Alfes, DNP, MSN, RN
Associate Professor; Director of the Learning Resource Center


Margaret A. Bobonich, DNP, FNP-C, DCNP, FAANP
Assistant Professor


Christopher J. Burant, PhD, MACTM
Assistant Professor


Elizabeth R. Click, ND, RN, CLE, CWP
Assistant Professor


Faculty Publications, continued


Margaret Contrera, MSN, CRNA
Instructor, Cleveland Clinic Foundation/Frances Payne Bolton School of Nursing


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


Rebecca Darrah, PhD
Assistant Professor


Faculty Publications, continued

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


Marguerite DiMarco, PhD, RN, CPNP
Associate Professor


Laura Distelhorst, MSN, RN
Instructor


Mary A. Dolansky, PhD, RN
Associate Professor


Faculty Publications, continued


Sara L. Douglas, PhD, RN
Professor; 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


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


Miko Grendow, MSN, CRNA
Instructor


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


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


Chao-Pin Hsiao, PhD, RN
Assistant Professor


Faculty Publications, continued

Molly J. Jackson DNP, APRN, NP-C, ACHPN
Instructor


Evanne Juratovac, PhD, RN, GCNS-BC
Assistant Professor


Carol Kelley, PhD, RN, CNP
Assistant Professor


Irena L. Kenneley, PhD, RN, APRN-BC, CIC
Associate Professor


Deborah Lindell, DNP, RN, CNE, ANEF
Associate Professor; Director, Graduate Entry Nursing Program


Marilyn Lotas, PhD, RN, FAAN
Associate Professor


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


Faculty Publications, continued


Elizabeth Madigan, PhD, RN, FAAN
Independence Foundation Professor


Patricia E. McDonald, PhD, RN
Assistant Professor


Shirley M. Moore, PhD, RN, FAAN
Edward J. and Louise Mellen Professor of Nursing; Associate Dean for Research


Faculty Publications, continued


Sonya D. Moore, MSN, CRNA
Instructor; Director, Nurse Anesthesia Program


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


Cindy Motley, DNP, RN, FNP-BC
Instructor

Faculty Publications, continued

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


Rebecca M. Patton, MSN, RN, CNOR, FAAN
Lucy Jo Atkinson Scholar in Perioperative Nursing


Faculty Publications, continued

Matthew Plow, PhD
Assistant Professor


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


Mary Quinn Griffin, PhD, RN, FAAN
Professor; Institutional Researcher


Faculty Publications, continued


Andrew P. Reimer, PhD, RN
Assistant Professor


Michael Ruszala, DNP, RN, ACNP-BC, FAWM
Instructor


Carol L. Savrin, DNP, RN, CPNP, FNP-BC, FAANP
Associate Professor; Director, MSN Program


Rita M. Sfiligoj, MPA, MSN, RN
Instructor


Jacquelyn Slomka, PhD, RN
Assistant Professor


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

Valerie Boebel Toly, PhD, RN, CPNP
Assistant Professor


Camille Beckette Warner, PhD
Assistant Professor


Allison Webel, PhD, RN
Assistant Professor


Faculty Publications, continued


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


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


Faculty Publications, continued

Kathy D. Wright, PhD, RN, GCNS-BC, PMHCNS-BC
Instructor and KL2 Scholar


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


Amy Y. Zhang, PhD
Associate Professor


Volunteer Leadership as of October 2015

Campaign Committee
Co-Chairs
Ellen C. Brzytwka
Charlene Phelps

Members
Rosalie Tyner Anderson
Cheryl Brown Bass
William B. Bolton
Timothy J. Callahan
Jerry Cohen
Joyce J. Fitzpatrick
Paula Cannavino Forsythe
Richard Knoth
Marian Shaughnessy
Michael Shaughnessy
Deborah Morris Nadzam

Visiting Committee
Chair
Charlene Phelps

Members
William B. Bolton
Linda Burnes Bolton
Paula Brentlinger
Theodore J. Castele*
Allen H. Ford
Leah S. Gary
Edward J. Halloran
Gloria Hilton
Carol Lockhart
Cheryl L. Morrow-White
William Joseph Riley
James Sampson
Mark J. Warren

Young Alumni Committee
Erika Cheung
Camilla Cullis
Alexandria Johnston
Karishma Patel

Alumni Association Board
Executive Board
Rachel Austermiller, president
Julia Golden, president elect
Audrey J. Smith, past president
George Byron Peraza-Smith, treasurer
Paula Forsythe, secretary

Board of Directors
Patricia Adler
Latina Brooks
Kristina Fitch
Blaze Hirsch
Christine Hudak
Helen Hurst
Christina Kalisz
Tiffany Love
Cheryl McRae-Bergeron
Laura Nosek
Marian Nowak
Ruth O’Brien
Kimberly Robinette
Sarah Stover
Jennifer Tucker

*deceased