

Board of Trustees Meeting

University Center Ballroom, Rooms 320A – 320C
499 University, Memphis, TN 38152

Friday, March 17, 2017
2:30 pm

1. **Call to Order/Roll Call/Declaration of Quorum**
2. **Election of Chair**
3. **Adoption of Bylaws**
Agenda Item Briefing & Agenda Item
4. **Election of Vice Chair and Selection of Acting Board Secretary**
5. **Student Trustee**
6. **Adoption of Board Policies**
Agenda Item Briefing & Agenda Item
 - a. Conflicts of Interest Policy
 - b. Board Committees Policy
7. **Adoption of Committee and Charters**
Agenda Item Briefings & Agenda Items
 - a. Academic, Research and Student Success Committee
 - b. Governance and Finance Committee
 - c. Audit Committee
8. **Tenure and Promotion Recommendation**
Agenda Item Briefing & Agenda Item
 - a. Approval of Tenure
 - i. Dr. Kantaylieniére Hill-Clarke, Dean of the College of Education and Holder of the Louise and Robert McRae Jr. Professorship in School-Based Clinical Practice
 - ii. Dr. Anne Hogan, Dean of the College of Communication and Fine Arts
 - b. Approval of Tenure and Promotion Recommendations
9. **Approval of DNP and PhD in Nursing**
Agenda Item Briefing & Agenda Item

10. Financing for Football Practice Facility

Agenda Item Briefing & Agenda Item

11. Delegation of Authority to the President

Agenda Item Briefing & Agenda Item

The University of Memphis Board of Trustees
Agenda Item No.3

Date: March 17, 2017

Item: **Adoption of Bylaws**

Recommendation: Approval

Presented By: Dr. M. David Rudd, President

The Focus on College and University Success Act (FOCUS Act) signed into law by Gov. Bill Haslam amended the structure of higher education in Tennessee. The FOCUS Act provided for each of the six universities within the Tennessee Board of Regents, of which the University of Memphis was a member, to establish its own governing board. The authority, purpose, duties, and responsibilities of the University of Memphis Board of Trustees are delineated in [TCA § 49-8-101](#), which requires the Board of Trustees to adopt Bylaws which outline how it will govern the University of Memphis.

MOTION: I move that the Board of Trustees adopt the Bylaws as detailed in the meeting materials.

University of Memphis Board of Trustees Bylaws

Article I – Organization

I. Authority

- a. The University of Memphis (University) is a public university established by the laws of the State of Tennessee. The University is governed by its local governing Board of Trustees (Board) as established by T.C.A. § 49-8-101.
- b. The Board of Trustees of the University is vested with the power and authority to govern the University and to exercise all powers and authority as set forth in T.C.A. § 49-8-101 et seq. and the laws of the State of Tennessee.

II. Responsibility of Board

- a. The Board shall be responsible for the management and governance of the University, as allowed by and subject to limitations imposed by applicable federal and state law and certain powers and duties maintained by the Tennessee Higher Education Commission.

III. Membership

- a. The membership of the Board shall consist of ten (10) members of which nine (9) members shall be voting members and one (1) member shall be a nonvoting member.
- b. Of the nine (9) voting members, at least six (6) members shall be residents of the State of Tennessee.
- c. Eight (8) of the voting Board members will be appointed by the Governor of the State of Tennessee with at least three (3) being alumni of the University.
- d. A University faculty member shall serve as one (1) voting Board member to be selected by the University Faculty Senate.
- e. The nonvoting member shall be a student representative to be appointed by the Board.
- f. The initial terms of the members appointed by the Governor to the Board shall be three (3), four (4), and six (6) years. Three (3) members shall serve a three-year term; three (3) members shall serve a four-year term; and two (2) members shall serve a six-year term. As the initial terms of the initial board members expire, successors shall be appointed for six-year terms. The University faculty member to be appointed by the Faculty Senate shall serve a two (2) year term and the nonvoting student member shall serve a one (1) year term.
- g. Whenever any vacancy shall occur in the membership of the Board of Trustees among those appointed by the Governor, it shall be the duty of the Secretary of the Board to inform the Governor of the existence of such vacancy, and the Governor shall appoint a person to fill the unexpired term. Whenever any vacancy occurs among those elected by the Board or the Faculty Senate, it shall be the duty of the Secretary of the Board to inform the respective party of the vacancy, and the Board or Faculty Senate shall elect a person to fill the unexpired term.
- h. Any person who has served two full terms in succession as a member of the Board shall, for a period of four (4) years, be ineligible for election or appointment to the Board.

- i. No member of the General Assembly or officer or employee of the State of Tennessee or any member of a governing body for an institution of higher education shall be eligible for election or appointment as a trustee. Other than the faculty member to be appointed by the University Faculty Senate, no employee of any public institution of higher education shall be eligible for election or appointment as a trustee.
 - j. A Board member may be removed for a material violation of the Board's Code of Ethics by a two-thirds (2/3) vote of the Board membership.
- IV. Officers of the Board
- a. Chair and Vice Chair: The officers of the Board or Trustees shall be a Chair and a Vice Chair to perform such duties as may, from time to time, be prescribed by the Board and by these bylaws. The Chair and Vice Chair shall be elected from the Board membership and shall serve a two (2) year term until successors are elected or a vacancy occurs. In the event of a vacancy before expiration of the term, a successor shall be elected to fill the unexpired term at the next meeting of the Board following creation of the vacancy.
- V. Officers of the University
- a. Officers of the University: The officers of the University designated to support Board activities are the President, Provost, Vice President of Business and Finance, a Secretary, a Chief Internal Auditor and such other officers and assistant officers as the Board determines may be necessary or convenient to conduct its business or which the President appoints or selects by delegation of authority by the Board. The officers shall have such powers and duties as set out in these Bylaws, and as may be prescribed by the Board and/or by law.
 - b. President of the University: The President is the executive and governing officer of the University and is appointed by and serves at the pleasure of the Board. Subject to the direction and control of the Board, the President shall supervise, direct and control the affairs of the University. The President shall, from time to time, report to the Board all matters within the President's knowledge affecting the University that should be brought to the attention of the Board.
 - c. Provost of the University: The Provost is the chief academic officer of the University and is appointed by and serves at the pleasure of the President. The Provost shall be the second ranking officer of the University and, in the absence or incapacity of the President, shall assume the duties and responsibilities of that office.
 - d. Vice President of Business and Finance: The Vice President of Business and Finance shall be the Chief Financial Officer and treasurer of the University. The Vice President of Business and Finance shall be appointed by the President, subject to Board approval, and shall report directly to the President. The Vice President of Business and Finance shall be responsible for the operating and capital budgets, accounting and auditing, insurance and risk management, and such other financial responsibilities as required by the bylaws.
 - e. Secretary: The Secretary of the Board shall be appointed by the President of the University, subject to Board approval. The Secretary serves as a liaison between the Board and the University administration and is responsible for supporting the Board and its committees, including the giving of required notices of meetings of the Board, preparing the agenda for Board meetings, and the preparation of minutes of meetings of the Board. The Secretary shall perform such other duties as assigned by the Board.

- f. Chief Internal Auditor: The Board of Trustees shall appoint the Chief Internal Auditor for the University, in compliance with these bylaws, who shall perform the duties required by the Higher Education Accountability Act of 2004, T.C.A. § 49-14-101 et seq. and who shall serve at the pleasure of the Board. The Chief Internal Auditor shall report directly to the Board's Audit Committee and shall have direct and unrestricted access to the Chair and other committee members.

Article II – Powers and Duties

- I. The Board has the power to:
 - a. Select and employ the chief executive officers of the University and to confirm the appointment of administrative personnel, teachers and other employees of the University and to fix their salaries and terms of office;
 - b. Assume general responsibility for the operation of the University, delegating to the President such powers and duties as are necessary and appropriate for the efficient administration of the University and its programs;
 - c. Prescribe curricula and requirements for diplomas and degrees in cooperation with the Board of Regents and other state university boards in the interest of maintaining alignment across state higher education;
 - d. Establish reasonable and appropriate rules and regulations defining residency of students for the purpose of determining whether out-of-state tuition shall be charged a student enrolling at the University;
 - e. Establish policies and regulations regarding the campus life of the University, including, but not limited to, the conduct of students, student housing, parking and safety;
 - f. Grant tenure to eligible members of the faculty upon the positive recommendation of the President;
 - g. Approve the operating budgets and set the fiscal policies for the schools and programs under its control;
 - h. Receive donations of money, securities and property from any source on behalf of the University, which gifts shall be used in accordance with the conditions set by the donor;
 - i. With prior approval of the state school bond authority, borrow money for the purpose of erecting buildings, purchasing real estate or cooperating with agencies of the United States, and to issue evidences of indebtedness therefore which shall be exempt from taxation but which shall not constitute indebtedness of the State of Tennessee;
 - j. Purchase land subject to the terms and conditions of state regulations, to condemn land, to erect buildings, and to equip them for the University subject to the requirements of the state building commission and to the terms and conditions of legislative appropriations. The Board shall be vested with title to property so purchased or acquired;
 - k. Manage and initiate capital and real estate transactions provided that such transactions are within the scope of a master plan approved by the Tennessee Higher Education Commission;
 - l. Perform and exercise all other powers, not otherwise prescribed by law, necessary to promote the sound development of the University within the parameters of state law.

- II. In exercising its powers, the Board's governance duties include:
 - a. Determining the mission of the University and ensuring that the mission is kept current and aligned with the goals and mission of public higher education in Tennessee;
 - b. Ensuring the University remains in compliance with state transfer and articulation provisions;
 - c. Providing insight and guidance to the University's strategic direction and charging the President with leading the strategic planning process;
 - d. Ensuring the University's fiscal integrity; overseeing the University's financial resources and other assets; reviewing and approving annual University budgets; and preserving and protecting the University's assets for posterity;
 - e. Ensuring and protecting, within the context of faculty shared governance, the educational quality of the University and its academic programs; and preserving and protecting the University's autonomy, academic freedom and the public purposes of higher education;
 - f. Engaging regularly, in concert with senior administration, with the University's major constituencies;
 - g. Refraining from directing or interfering with any employee, officer or agent under the direct or indirect supervision of the President of the University; and
 - h. Always acting as a body with no individual member speaking for the Board unless specifically authorized to do so by the Board.
- III. Delegation
 - a. The Board may delegate and provide for the further delegation of any and all powers and duties to the President or appropriate committees, subject to limitations expressly set forth in law.

Article III – Meetings

- I. Regular Meetings
 - a. The Board shall meet at least four times a year at such times as specified by the Chair, and on such additional dates and at such times as specified by the Chair or a majority of the Trustees then in office. The Board may adjourn any regular meeting to any date that it may set for adjournment.
- II. Special and Emergency Meetings
 - a. Subject to the notice requirement contained in these bylaws, special and emergency meetings of the Board may be called at any time by the Chair or by the President of the University.
 - b. The call for every special or emergency meeting shall state the business to be considered and the business transacted shall be confined to the objects stated in the call. The Board may adjourn any special meeting to any date that it may set for adjournment.

III. Place of Meetings

- a. All regular public meetings, special public meetings and committee meetings are to be held at a location owned or controlled by the University, or at the nearest practical location. Emergency meetings necessitating immediate action may be held at other locations or through electronic means.

IV. Notices

- a. Regular Meetings: At least five (5) days' written notice of the stated meetings of the Board shall be sent by the Secretary to all Trustees. The written notice may be delivered by regular mail, electronic mail or facsimile transmission and shall be posted for public notice.
- b. Special and Emergency Meetings: Special and emergency meetings of the Board may be called on less than five (5) days' notice and, if urgent, by telephone, facsimile transmission, or electronic mail to each Board member, who must be advised of the purpose(s) of the meeting.
- c. Public Notice: Notice of all regular and special public meetings and committee meetings shall be given in a manner reasonably calculated to give interested persons actual notice of the time and place of the meeting and principal subjects anticipated to be considered at the meeting. Notice of an emergency public meeting shall be such as is appropriate to the circumstance(s).

V. Attendance by Electronic Means

- a. Trustees may conduct, participate and vote in any meeting, board or committee, through the use of a conference telephone or similar electronic communications equipment that permits all persons participating in the meeting to simultaneously communicate with each other during the meeting. Such participation in the meeting shall constitute presence in person at the meeting.

VI. Quorum

- a. The Board must have a quorum to conduct business. A quorum for the conduct of business by the Board of Trustees shall consist of five (5) voting members currently in office.
- b. The action of a majority of the voting members of the Board present at any regular or special meeting of the Board shall be the action of the Board, except as may be otherwise provided by these Bylaws.

VII. Agenda

- a. An agenda for every regular meeting of the Board shall be prepared by the Chair and President, with the assistance of the Secretary. The agenda shall list in outline form each matter to be considered at the meeting. When feasible, a copy of the agenda and copies of all reports and other material to be presented shall accompany the notice of the meeting, but when not feasible, a copy shall be provided to the Trustees before the meeting date.
- b. Matters not appearing on the agenda of a stated meeting may be considered only upon an affirmative vote, which shall represent a majority of the entire Board.

VIII. Conduct of Business

- a. General parliamentary rules shall be observed in conducting the business of the Board of Trustees except as they may be modified by rules and regulations adopted by the Board.

- b. The Chair shall preside when present at meetings of the Board. In the Chair's absence, the Vice Chair shall preside at meetings of the Board and otherwise perform the duties of the Chair.
 - c. All members of the Board of Trustees may vote on all matters coming before the Board for consideration but no member may vote by proxy or mail.
 - d. A record vote of the Board of Trustees shall be required on all motions providing for any revision of the bylaws, the adoption of a new bylaw or the repeal of an existing bylaw. On any other motion, a record vote shall be taken if required by law or if a Board member present demands a record vote before the announcement of a vote otherwise taken.
- IX. Public Access
- a. Meetings of the Board and its committees, as appropriate, shall be open to the public except as authorized by a statutory or judicially recognized exception to the Tennessee Open Meetings Act.
 - b. Meetings of the Board shall be made available for viewing by the public over the Internet by streaming video accessible from the University's website. Archived videos of the Board meetings shall also be available to the public through the University's website.

Article IV – Committees

- I. Standing and Ad Hoc Committees
- a. The Board shall establish by Board policy such standing and ad hoc committees as it deems appropriate to discharge its responsibilities. As required by state law, at least one standing committee shall have the functions of the audit committee.
 - b. Each standing committee shall develop a committee charter detailing the committee's purpose and primary responsibilities, which shall be subject to the approval of the Board.
 - c. Standing committees may be authorized to act on behalf of the Board and shall be governed by any applicable provisions of these bylaws or Board policy. However, unless specifically delegated or as otherwise provided in these bylaws, authority to act on all matters is reserved to the Board and the duty of each committee shall be to consider and to make recommendations to the Board upon matters referred to it.
 - d. Ad hoc committees shall be appointed by the Board Chair upon authority of the Board with such powers, duties, and period of service as the Board Chair may determine, provided that no ad hoc committee shall be created to act upon any matter under the purview of a standing committee. The Chairs of any ad hoc committees shall be appointed by the Board Chair and shall perform their duties in consultation with the University President. The duty of any ad hoc committee is to consider and to make recommendations to the Board upon matters referred to it.
- II. Meetings of Committees
- a. All standing committees shall meet as defined by Board policy and as reasonably necessary to carry out their responsibilities. Ad hoc committees shall meet as necessary.

Article V – Bylaws

- I. These bylaws shall be effective upon adoption and shall supersede all bylaws previously adopted by the Board.
- II. Amendment of Bylaws: These bylaws may be changed by amendment, by adoption of a new bylaw or by repeal of an existing bylaw at any regular meeting of the Board of Trustees, or at a special meeting called for that purpose. For purposes of Article V, a quorum shall constitute seven (7) voting members of the Board and a majority vote of record shall be required for action to be effective. A copy of the amendment or new bylaw to be offered or notation of the bylaw to be repealed shall be furnished to each Board member in writing at least ten (10) days in advance of the meeting.

Article VI – Indemnification

- I. For purposes of civil liability for actions and omissions taken as Trustees of the Board, each Trustee is a state employee pursuant to T.C.A. Section 8-42-101(3)(B). Notwithstanding the foregoing, the Board may procure and maintain, in amounts consistent with prevailing standards, directors' and officers' insurance coverage and general liability insurance against liabilities and damages arising from the actions or omissions of the Board. Should the Board procure such insurance, the Board shall have the University and the State of Tennessee named as additional insureds on any policy.

The University of Memphis Board of Trustees
Agenda Item No. 5

Date: March 17, 2017

Item: **Student Trustee**

Recommendation: Approval

Presented By: Dr. M. David Rudd, President

The Focus on College and University Success Act (FOCUS Act) provides for a 10-member Board of Trustees, one of which is a non-voting student to be appointed by the Board of Trustees. The Student Government Association is developing an application and interview process that consists of a selection committee with students from the undergraduate, graduate and law populations to vet interested students and provide recommendations to the President. The President will select a Student Trustee from those provided by the selection committee and present to the Board of Trustees for final approval.

MOTION: I move that the Board of Trustees allow the Student Government Association to develop a Student Trustee selection process providing recommendations to the President who will present the selected student for approval by Board of Trustees.

The University of Memphis Board of Trustees
Agenda Item No. 6a

Date: March 17, 2017

Item: **Adoption of Board Policies – Conflicts of Interest Policy**

Recommendation: Approval

Presented By: Melanie Murry, University Counsel

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the southern United States. SACSCOC accreditation standards require the University to have a policy that addresses conflicts of interest for board members (SACSCOC standard 3.2.3)

With the establishment of an institutional governing board, the Focus on College and University Success Act (FOCUS Act), the Board of Trustees (“Trustees”) of The University of Memphis serve the interests of the state of Tennessee and its citizens, and have a duty to avoid activities and situations that, either actually or potentially, put personal interests ahead of the professional obligations that they owe to the University.

MOTION: I move that the Board of Trustees adopt the Conflicts of Interest Policy as detailed in the meeting materials.

University of Memphis Board of Trustees Conflicts of Interest Policy

The Board of Trustees (“Trustees”) of The University of Memphis serve the interests of the State of Tennessee and its citizens, and have a duty to avoid activities and situations that, either actually or potentially, put personal interests ahead of the professional obligations that they owe to the University. The Purpose of this policy is to provide general principles to guide the actions of the Trustees, and offer illustrations of activities which could potentially constitute a conflict of interest.

I. POLICY

It is unlawful for any Trustee, or the Trustee’s “immediate family¹,” to be financially interested in any contract or transaction affecting the interests of the University, or to procure, or be a party in any way to procuring the appointment of any relative to any position of financial trust or profit connected with the University. A violation of the related law shall subject any offending Trustee to removal by the Governor or the Board.²

It is the policy of the University that Trustees avoid external commitments which significantly interfere with their duties to the University. Trustees shall avoid situations where his or her self-interest diverges from the interest of the University.

II. Examples of Conflicts of Interests

In accordance with the principles stated above, the following is a non-exclusive list of situations that would be considered prohibited conflicts of interests:

- When a Trustee or immediate family member has a direct or indirect financial interest³ in a contract or transaction involving the University.
 - Ex., University procures goods or services from an entity in which a Trustee (or his/her immediate family) serves as a board member, a consultant, or holds an office or management position.
 - Ex., A company co-owned by a Trustee bids as a subcontractor on any contract with the University.
- When a Trustee or immediate family member obtains a personal or financial gain from any University contract or transaction.
- When a Trustee uses his or her University position to obtain, or assists in obtaining for a third party, an unfair advantage or improper gain in any University contract or transaction.
- Inappropriate use of Tennessee state-owned resources. Trustees may not make significant use of University-owned facilities, equipment, materials or other resources not otherwise available to the public, except for University business, without prior disclosure and approval.
- A Trustee solicits or accepts gifts, gratuities, benefits, or favors of monetary value from a person or an entity in return for influencing an employee in the discharge of his or her University-related responsibilities, **OR** while being in a position to obtain favored treatment/unfair advantage for that person or entity.

¹ “Immediate family” means spouse, dependent children or stepchildren, or relatives related by blood or marriage.

² See TCA §49-8-203(g).

³ A Trustees mere ownership of less than a controlling interest in stock of a large, publicly-traded company would not necessarily rise to the level of a conflict of interest under this policy.

III. Disclosure Requirements

Trustees are required to file financial disclosure forms within thirty (30) days from the date the Trustee's appointment becomes effective, and annually by the 31st of January each year thereafter. The Financial Interest Disclosure shall be filed with the Board Secretary. Amended disclosure statements must be filed whenever reported conditions change because of the termination or acquisition of interests for which disclosure is required. The Secretary of the Board shall monitor such statements and report any conflicts perceived to the Trustee involved and to the Board. The Disclosure shall contain an acknowledgment that the Trustee will abide by the Board's Code of Ethics.

The University of Memphis Board of Trustees
Agenda Item No. 6b

Date: March 17, 2017

Item: **Adoption of Board Policies – Board Committees Policy**

Recommendation: Approval

Presented By: Melanie Murry, University Counsel

According to the Bylaws, the Board of Trustees can establish board committees to discharge its responsibilities. This policy provides the guidelines for committee composition, quorum and other criteria necessary for effective governance.

MOTION: I move that the Board of Trustees adopt the Policy on Board Committees as detailed in the meeting materials.

University of Memphis Board of Trustees - Board Committees

The University of Memphis Board of Trustees is responsible for the governance and strategic direction of the University. As provided in the Board Bylaws, the Board may establish standing and ad hoc committees as it deems appropriate and necessary to fulfill these responsibilities. This Board policy establishes the committees of the Board, defining their membership and duties.

I. Establishment of Committees

The Board may establish standing committees. Each standing committee shall develop, and periodically review, a committee charter detailing the committee's purpose, primary responsibilities and composition, which shall be subject to the approval of the Board. In the event of a conflict between any charter and the Bylaws, the Bylaws shall control.

As authorized by the Board of Trustees' Bylaws, the Board may establish ad hoc committees from time to time, as it deems necessary.

II. Committee Membership

- a. Each standing committee shall consist of no less than three Trustees to be appointed by the Board Chair and Vice Chair. The Trustees shall be the only voting members of the committee with the other non-voting members to be established by the committee charter.
- b. A Trustee shall normally serve at least two years but no more than four years on a standing committee before being considered for selection to a different committee. Insofar as practical, Trustee membership on the standing committees shall be rotated.
- c. Each committee shall have a chair and vice chair, appointed by the Board Chair, who shall serve for two-year terms. No Trustee may serve more than two consecutive terms as chair of a committee.
- d. Members of ad hoc committees shall be appointed by the Board Chair upon authority of the Board.
- e. Members of committees shall hold office until the appointment of their successors. Any vacancies on the standing committees shall be filled by appointment of the Board Chair.

III. Meetings

- a. All standing committees shall meet as necessary for the conduct of business or as otherwise designated in the committee charter.
- b. Ad hoc committees shall meet as necessary.
- c. Committee meetings may be called by the Chair of the Board, the President or the committee Chair.
- d. The Chair of the Board of Trustees, the President of the University and the Secretary of the Board of Trustees shall be entitled to attend the meetings of each committee and to participate in all discussions of such committee; provided, however, unless named as members of a specific committee, those officers shall not have voting rights nor shall their attendance at a meeting count toward the presence of a quorum.

- e. When feasible, all committee members shall receive at least five (5) days written notice of the meeting, including the purpose of the meeting. The written notice may be delivered by regular mail, electronic mail or facsimile transmission. If written notice is not feasible, by reason of urgency or other exigent circumstances, notice may be given by telephone.
- f. When feasible, a copy of the agenda and related materials shall accompany notice of the meeting.
- g. Matters not appearing on the agenda of a standing or ad hoc committee meeting may be considered only upon an affirmative vote of the majority of the committee.
- h. At the discretion of the committee chairs, committees may meet jointly. However, only the voting members of the particular committee responsible for the discussed action shall vote on an agenda item requiring action by that committee.

IV. Quorum

A majority of the Trustee members of a committee shall be a quorum for the transaction of business. A member shall be deemed present at a meeting of the committee if that member participates in the meeting through the use of a conference telephone or similar electronic communications equipment that permits all persons participating in the meeting to simultaneously communicate with each other. The attendance of non-voting committee members and invited persons who are not committee members at a committee meeting shall not count toward the presence of a quorum. In the absence of a quorum, those attending may adjourn the meeting until a quorum is present.

V. Reporting

Each committee established by the Board shall report its activities, and its findings and recommendations, to the Board of Trustees, the Board Chair, the President of the University and/or the Governance Committee, as appropriate and as dictated by the Board. Copies of the minutes of each meeting shall be filed with the Secretary of the Board.

VI. Administrative Support

The appropriate University division head will serve as a liaison to the committee having responsibilities specific to the division. Each committee will be provided staff support by a member of the administration.

VII. Public Access

Meetings of the committees, as appropriate, shall be noticed and open to the public except as authorized by a statutory or judicially recognized exception to the Tennessee Open Meetings Act.

The University of Memphis Board of Trustees
Agenda Item No. 7

Date: March 17, 2017

Item: **Adoption of Committees and Charters**
a. Academic, Research and Student Success Committee and Charter
b. Governance and Finance Committee and Charter
c. Audit Committee and Charter

Recommendation: Approval

Presented By: Dr. M. David Rudd, President

The Focus on College and University Success Act (FOCUS Act), which amends state law relative to the structure and organization of Tennessee state higher education, became effective on July 1, 2016. As provided by the FOCUS Act, the UofM is governed by a Board of Trustees which sets policies and guidelines for the operation of the University. The authority, purpose, duties and responsibilities of the Board and Trustees are delineated in TCA § 49-8-101.

The Board of Trustees is responsible for setting policy with regard to audit and compliance, academic affairs and student success, finance and administration, and academic research. The UofM President serves as executive head for the administration and faculty of the UofM. Under the leadership of the President, the administration and faculty are responsible for carrying out UofM's mission within the parameters of policies and guidelines and in accordance with the coordinating responsibilities of THEC.

A Transition Taskforce of administrators, staff and faculty was assembled by the President to oversee the process of transition from Tennessee Board of Regents governance to a local, independent, governing board. This taskforce developed a proposed committee structure to address the expectations of local, independent board governance as outlined in the FOCUS Act and through which all policies, actions and significant considerations can be deliberated.

MOTION: I move that the Board of Trustees adopt the Committee Structure and Charters as detailed in the meeting materials.

Academic, Research and Student Success Committee Charter

Purpose

The Academic, Research and Student Success Committee (ARSS) oversees the academic enterprise of the University and issues relating to student affairs and success. Specifically, the committee facilitates the Board of Trustees' commitment to the University's vision of enhanced recognition as one of America's great metropolitan research universities, noted for its comprehensive, innovative academic programs and for capitalizing on its urban setting and region to address the challenges of our global society. The committee, in collaboration with academic leaders, strives to advance the mission of the University as a learner-centered university that provides high-quality educational experiences while generating new knowledge via research productivity, scholarly/creative/artistic activities, interdisciplinary and engaged scholarship. The committee also oversees matters related to student success including services and resources to increase recruitment, retention, persistence, completion rates and satisfaction.

Authority and Responsibilities

The committee serves to:

1. Ensure, protect and advance the educational quality of the University and its academic programs;
2. Monitor progress towards the University's academic performance measures;
3. Advise the Board regarding major changes to the academic programs of the University, such as the creation, merger or closure of degree programs, schools or colleges within the University;
4. Establish policies and procedures related to faculty appointment, tenure and promotion; and
5. Establish policies, programs, and procedures affecting students and campus life, including but not limited to student conduct, student housing, campus environment, and student engagement that seek to enhance the educational experiences for all students.
6. Recommendations for institutional allocations of funding for research support and development;
7. Recommendations on policies and procedures intended to enhance the development of UM research activities and resources, and to support the competitiveness of the research program relative to peer institutions;
8. Proposals for new research centers, other new research programs or significant modifications to existing research programs; and
9. Review of the Office of Technology Transfer.

Composition

In addition to the Trustee members as determined by the Board, the Provost, the Vice President for Research and the Vice President for Student Affairs shall serve as ex-officio members of the committee.

Governance and Finance Committee

Purpose

The Governance and Finance Committee (GFC) provides oversight for the University's finance, business, administration and facilities activities. The Committee also ensures the integrity of the Board and enhances board performance. The Committee advises the Board on the state of the University's financial operations, budget, student fees, personnel policies and facilities. The Committee serves to ensure the University operates within available resources, and in compliance with applicable federal and state laws and University policies in a manner supportive of the University's strategic plan.

Authority and Responsibilities

The Committee is responsible for formulating and recommending action or necessary policies in all matters relating to finance, business, administration, receipt of donations, facilities and fiscal oversight. Specifically, the Committee shall have responsibility to provide oversight in the following areas and recommend for approval the following actions to the Board:

1. University's annual operating and capital budgets.
2. Student tuition and fee rates.
3. Fiscal procedures and rules for maintaining bank accounts, draw vouchers and checks for expenditures through disbursing officers.
4. Debt issuances.
5. Facilities Master Plan.
6. Lease, purchase and disposal of real estate.
7. Personnel policy matters requiring Board approval.
8. Oversee presidential personnel matters, including the annual evaluation.
9. Exercise all powers and authority of the full Board on an as needed basis between regular Board meetings for time-sensitive matters, subject to limitations imposed by the Board.
10. Periodically review the bylaws and recommend needed amendments.
11. Develop and implement a process for evaluating the effectiveness of Board and committee meetings.
12. Develop an effective orientation and ongoing education process for the Board; and
13. Identify the expertise and experience needed for Board membership for recommendation to the President and Governor.

It is the expectation of the Board that the full Board will consider and make decisions regarding all significant matters before the Board. However, the Governance and Finance Committee is empowered to act for the full Board between regular Board meetings on an as needed basis for time-sensitive matters, subject only to such restrictions or limitations as the Board may from time to time specify, except that the following matters shall be reserved to the full Board for approval: (i) Board and committee officer selection, (ii) changes in the mission and purposes of the University, (iii) presidential selection, evaluation and termination, (iv) amendments to the Bylaws, (v) debt issuances, (vi) sale or other disposition of real property, (vii) the University's annual operating budget and (viii) the University's Facilities Master Plan. All actions taken by the Governance and Finance Committee pursuant to this authority shall be reported at the next meeting of the full Board, or when deemed sufficiently important by the Board Chair and the University President, such actions shall be reported to the Board

within thirty (30) days after such action is taken, or at a meeting of the Board if a meeting is held within that period of time.

Composition of the Committee

The Governance and Finance Committee shall be comprised of the at least the Board Chair and Vice Chair. The President and Vice President of Business and Finance of the University shall be an ex-officio, non-voting members of the committee.

Audit Committee Charter

Purpose

The Audit Committee (AC) is responsible for assuring that the University of Memphis' (University) organizational culture, capabilities, systems and processes are appropriate to protect the financial health and the reputation of the University in all of the areas enumerated below. More particularly, the AC will review the financial reporting processes, the system of internal controls, the audit activities (external and internal), management's risk assessment, and the University's process for monitoring and ensuring compliance with laws and regulations.

The AC will regularly update the full Board of Trustees (Board) about AC activities and key issues presided over by the Committee.

Roles and Responsibilities

Financial Reporting

- Review audited financial statements with state auditors, and determine whether the statements are complete and consistent with the information known to committee members.
- Review with the University's general counsel any legal matters that could have a significant impact on the University's financial statements.
- Review with management and state auditors any significant accounting and reporting issues, including recent professional and regulatory pronouncements, and understand their impact on the University's financial statements.

External Audit

- Meet, as needed, with external auditors to discuss any matters that the AC or auditors deem appropriate.
- Ensure that any findings and recommendations made by the external auditors are received, discussed, and acted upon in an appropriate and timely manner.
- Review the results of the external auditors' examinations and any other matters related to the conduct of the audits, and report to the Board the auditors' findings and recommendations.

Internal Audit

- Review and approve the annual audit plan for the University, including management's request for unplanned audits.
- Review the result of the year's work with the Chief Audit Executive, and receive and review any other work prepared by the Chief Audit Executive for the University.
- Receive and review reports, the results of internal audits performed, and any other work prepared by Internal Audit.
- Ensure that the University has the appropriate structure, staffing and capability to carry out its internal audit responsibilities.
- Ensure that the internal audit department has direct and unrestricted access to the chair and other committee members.

- Approve the Internal Audit budget.
- Appoint, replace, or dismiss the Chief Audit Executive.
- Review, approve, and update the Internal Audit charter annually or more frequent if necessary.

Internal Controls, Risk, and Compliance

- Ensure that a system is in place, and being followed, to review and maintain compliance with the University's internal control structure.
- Ensure that a process exists for assessing, reporting, and investigating illegal, fraudulent, wasteful, or improper activity at the University, including a confidential reporting mechanism.
- Determine whether internal control recommendations made by internal and external auditors have been implemented by management.
- Review University policies and procedures regarding employee conduct.
- Review the University's conflict of interest policy to ensure that the guidelines are comprehensive, that the term "conflict of interest" is clearly defined, that annual signoff is required, and that it contains procedures for adequate resolution and documentation of potential conflicts.
- Review the University's process for monitoring compliance with laws and regulations.
- Review the University's risk assessment plan.
- Regularly obtain updates from management, General Counsel and Internal Audit regarding significant changes in legal and compliance issues.
- Review and assess the adequacy of the AC's charter annually, requesting Board approval for proposed changes.

Membership

The AC shall be composed of no less than three members who shall be appointed by the Board according to Board Bylaws. The Board shall appoint the AC chair. The Board may select one certified public accountant or other qualified citizen who is not a member of the Board to serve on the AC. The external member must have extensive accounting, auditing, or financial management expertise, and may not serve as the chair. The term of appointment is two years, and the chair may not serve more than two consecutive two-year terms as chair. All members of the AC shall be generally knowledgeable of financial management and auditing matters. At all times, the AC shall have at least one member with extensive accounting, financial or management expertise.

Each member of the AC shall be free from relationship that would give the appearance of a conflict or that would interfere with his or her exercise of independent judgment.

Education

The University's senior management and Internal Audit Department are responsible for providing the AC with educational resources related to accounting principles, internal controls, applicable policies, and other information that may be requested by the AC to maintain appropriate financial and compliance literacy.

Meetings

The AC shall meet at least once quarterly, in conjunction with regular meetings of the Board, or at any other time upon the call of the AC chair. The AC will invite members of management, auditors or others to attend and provide pertinent information. Meeting agendas will be provided to members in advance along with proper briefing materials. Minutes will be prepared. The AC shall also meet at the request of the Comptroller of the Treasury.

A majority of the members of the AC shall constitute a quorum for the transaction of business.

The University of Memphis Board of Trustees
Agenda Item No. 8a

Date: March 17, 2017

Division/Department: Academic Affairs

Item: **Approval of Tenure**
i. **Dr. Kantaylieniére Hill-Clarke, Dean of the College of Education and Holder of the Louise and Robert McRae Jr. Professorship in School-Based Clinical Practice**
ii. **Dr. Anne Hogan, Dean of the College of Communication and Fine Arts**

Recommendation: Approval

Presented By: Dr. Karen Weddle-West, Provost

Dr. Hill-Clarke began her position as Dean on January 1, 2017. She previously served as Dean of the Bayh College of Education at Indiana State University. Dr. Hill-Clarke's offer letter and curriculum vitae follow in Appendix A.

Dr. Hogan will begin her position as Dean on April 1, 2017. She previously served as the Director of Education at the Royal Academy of Dance, based in London. Dr. Hogan's offer letter and curriculum vitae follow in Appendix B.

MOTION: I move that the Board of Trustees grant tenure to Dr. Kantaylieniére Hill-Clarke and Dr. Anne Hogan.

The University of Memphis Board of Trustees
Agenda Item No. 8b

Date: March 17, 2017

Division/Department: Academic Affairs

Item: **Approval of Tenure and Promotion Recommendations**

Recommendation: Approval

Presented By: Karen Weddle-West, Ph.D., Provost

Tenure is the principle that entitles a faculty member continuation of his or her annual appointment until relinquishment or forfeiture of tenure, or until termination of tenure for adequate cause. A healthy tradition of academic freedom and awarding tenure and promotion are uniquely fundamental to the academy and essential to the proper functioning of a University. Faculty members eligible for tenure must serve a probationary period and must demonstrate continuing value to the institution.

Tenure and promotion are granted only by positive action by the Board of Trustees to faculty members in a particular department, school or college of the University of Memphis. The following summary of the tenure and promotion approval process describes the careful processes that lead to the request for Board action to grant tenure and promotion. Following the summary is the list of faculty members recommended for tenure and promotion.

MOTION: I move that the Board of Trustees approve and grant tenure and promotion to the faculty members recommended by the Provost in the particular department, school or college of the University as indicated in the meeting materials.

The University of Memphis
2017 Tenure and Promotion Recommendations

College & Department	Faculty Name	Current Rank	Proposed Rank	Tenure Only	Promotion Only	Tenure & Promotion
College of Arts & Sciences						
Anthropology	Michael Duke	Associate		x		
Computer Science	Scott Fleming	Assistant	Associate			x
Earth Sciences	Angela Antipova	Assistant	Associate			x
Earth Sciences	Arleen Hill	Associate	Full		x	
Earth Sciences	Esra Ozdenerol	Associate	Full		x	
English	Darryl Domingo	Assistant	Associate			x
Mathematics	James Campbell	Associate	Full		x	
Political Science	Sharon Stanley	Associate	Full		x	
Psychology	Philip Pavlik	Assistant	Associate			x
Social Work	Maria Delavega	Assistant	Associate			x
Social Work	Gregory Washington	Associate	Full		x	
Sociology	Seth Abrutyn	Assistant	Associate			x
College of Communication & Fine Arts						
Art	Coriana Close	Assistant	Associate			x
Journalism	Jin Yang	Associate	Full		x	
Music	Ryan Fisher	Assistant	Associate			x
Theatre and Dance	Brian Ruggaber	Assistant	Associate			x
Theatre and Dance	Stephen Hancock	Associate	Full		x	
Theatre and Dance	Anita (Jo) Lenhart	Associate	Full		x	
Herff College of Engineering						
Electrical/Computer Engineering	Mohd Hasan Ali	Assistant	Associate			x
Electrical/Computer Engineering	Bonny Banerjee	Assistant	Associate			x
Electrical/Computer Engineering	Bashir Morshed	Assistant	Associate			x
Electrical/Computer Engineering	Eddie Jacobs	Associate	Full		x	
Electrical/Computer Engineering	Chrysanthe Preza	Associate	Full		x	
Electrical/Computer Engineering	Mohammed Yeasin	Associate	Full		x	
Civil Engineering	Stephanie Ivey	Associate	Full		x	
Loewenberg College of Nursing						
Nursing	Sheri Howard	Clinical Assistant	Clinical Associate		x	
Nursing	Felesha Perry	Clinical Assistant	Clinical Associate		x	
Nursing	Teresa Richardson	Clinical Associate	Full		x	
College of Education						
Instruction and Curriculum Leadership	James Meindl	Assistant	Associate			x

Counseling, Educational Psychology and Research	Yonghong Xu	Associate	Full	x
Cecil C. Humphreys School of Law				
Law	Lynda Black	Assistant	Associate	x
Law	Daniel Schaffzin	Assistant	Associate	x
Law	Boris Mamlyuk	Assistant	Associate	x
Kemmons Wilson School				
Sport and Leisure Management	Cody Havard	Assistant	Associate	x
Sport and Leisure Management	Michael Hutchinson	Assistant	Associate	x
School of Public Health				
Health Systems Management	SangNam Ahn	Assistant	Associate	x
Epidemiology, Biostatistics, and Environmental Health	Hongmei Zhang	Associate	Full	x

Summary of Review/Approval Process for Tenure and Promotion

The tenure and promotion process begins at the departmental or other academic unit level with review of the candidate's application by the program or departmental tenure and promotion committee. This committee forwards its recommendation to the department chair or other appropriate head of an academic unit, who then reviews the application and forwards both the committee's and his/her recommendation to the college. The application is then reviewed at the college level by the college tenure and promotion committee, which submits its recommendation to the dean. The dean reviews the candidate's dossier and makes a recommendation. The dean then submits all four recommendations to the provost.

Note: Throughout this section, the terms "academic unit" and "head of academic unit" should be substituted for "department" or "department chair," respectively, whenever applicable.

Levels of Approval

Academic Program Committee

Some academic programs are subsumed under departments. In those units, the first level of approval is conducted by the academic program tenure and promotion committee. This committee forwards its recommendation to the department chair.

Department Committee

Candidates for tenure and/or promotion submit their applications and supporting papers to their department chair who transmits the documents directly to the department's tenure and promotion committee. The departmental committee carefully reviews the candidate's dossier and submits its recommendations to the department chair. If the decision of the departmental committee is not unanimous, the committee may also submit to the department chair a minority report with the rationale for dissenting opinions.

Department Chair

The department Chair evaluates the candidate's dossier, makes further recommendations, and in cases involving promotion only, meets with the candidate to transmit the recommendations. The department Chair sends his/her recommendation and the recommendations of the departmental committee to the dean. In promotional situations, the chair is free to discuss his/her recommendations. Application for promotion may be withdrawn at this point.

College Committee

The Dean sends the dossier and the departmental and chair recommendations directly to the college's tenure and promotion committee. After completing its evaluation, the committee submits its recommendation to the dean. If the decision of the college committee is not unanimous, the committee may also submit to the dean a minority report with the rationale for dissenting opinions.

Dean

The Dean evaluates the candidate's file, makes further recommendations and sends all recommendations to the provost. In cases involving promotion only, the Dean meets with the candidate to transmit recommendations which the college committee and the dean have made, along with

reasons for those recommendations. At this point the candidate has one last opportunity to withdraw the application for promotion.

Provost

The Provost reviews the file, makes a decision, and notifies the candidate of the recommendation that he or she will make to the president regarding the candidate's tenure and promotion by the stated deadline.

If a candidate decides to appeal a negative decision for tenure and promotion, he/she **must** make application to the university's tenure and promotion appeals committee by the stated deadline.

President

The provost submits the recommendations for tenure and promotion to the president for review.

Board of Trustees

The president reviews the recommendations, consults the provost if needed, and submits the recommendations to The Board of Trustees for final approval.

Appeals of Negative Tenure or Promotion Decision

Each year, a pool of 18 faculty members is formed to hear tenure and promotion appeals. The appeals committee reviews all information related to the candidate's appeal and submits its recommendation to the president.

Appeals Committee Recommendations

By simple majority vote, the Appeals Committee will advise (with supporting rationale) the President in one of three ways: (1) that one or more of the grounds were found to be valid by the weight of the evidence, and the committee believes that this adversely affected the ultimate recommendation; 2) that one or more of the grounds were found to have occurred by the weight of the evidence, but the committee believes that this did not adversely affect the ultimate recommendation; or 3) that no grounds were found to exist. If the decision of the Appeals Committee is not unanimous, the committee may also submit to the president a minority report with the rationale for dissenting opinions.

President

After receiving recommendations from the provost and the university appeals committee, the President makes final recommendations to the Board of Trustees and notifies the candidate of this recommendation.

Board of Trustees

After considering the president's recommendations, the Board of Trustees will take final action on the appellant's application and report their decision to the President, who will officially notify the candidate of the tenure and promotion decision.

The University of Memphis Board of Trustees
Agenda Item No. 9

Date: March 17, 2017

Division/Department: Academic Affairs

Item: **Approval of DNP and PhD in Nursing**

Recommendation: Approval

Presented By: Dr. Karen Weddle-West, Provost, or Dr. Jasbir Dhaliwal, Vice Provost (Academic) & Dean, Graduate School

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process, Attachment B (A1.0), and A1:1: New Academic Programs.

These proposals have been considered and approved by the Loewenberg College of Nursing faculty and Dean. Subsequently, the proposals were considered and approved by the University Council for Graduate Studies, which is the highest governing body that has representation across all colleges and schools. The proposals were also considered and approved by the Provost and President of the University.

The DNP addresses the need for developing nurse leaders in practice who are innovative and evidence-based, reflecting the application of credible research findings. The DNP program will provide students with advanced knowledge and skills in theoretical constructs for advanced nursing practice, health statistics for clinical practice and leadership, science and methods for healthcare improvement, healthcare policy and economics, organizational healthcare leadership, and complex healthcare management for diverse populations. The primary goal of the DNP program will be to provide advanced knowledge and immersed leadership practice to nurses who are dedicated to providing evidence-based, high-quality care to improve health outcomes for patients, families, and populations, to transform health care, and to reduce healthcare costs. Full program proposal follows in Appendix C.

The PhD program will increase our capacity to educate nurses who are so critically needed to meet the regional and national agenda for a cost effective, transformed health care system, as well as to ease the severe shortage of nursing faculty. Using an interdisciplinary approach, graduates' research will focus on reducing health disparities, increasing the years of quality life, providing leadership to improve the safety and quality of health care systems, and educating future nurses. Graduates of the PhD program in nursing will be prepared to conduct rigorous nursing and interdisciplinary research, generate new knowledge that guides nursing practice to promote health, reduce health disparities, and improve the

years of quality life. Imperatively, graduates of the PhD Program will be prepared as academicians to educate future nurses, leader and nursing scientists. Full program proposal follows in Appendix D.

MOTION: I move that the Board of Trustees approve the DNP and PhD in Nursing proposals, which will be submitted to the Tennessee Higher Education Commission for approval.

The University of Memphis Board of Trustees
Agenda Item No. 10

Date: March 17, 2017

Item: **Approval of Alternate Financing Options for Indoor Football Practice Facility**

Recommendation: Approval

Presented By: Dr. M. David Rudd, President

Success at the highest level of intercollegiate athletics can be transformative, not just for the University of Memphis, but for the city of Memphis. The NCAA landscape is shifting rapidly and upgrades to facilities are vital in order to keep the Tigers at the forefront of these critical changes. The opportunity to position the University of Memphis among the top institutions on the court and on the field is real and one which we must be prepared to capitalize. In order to increase the competitive advantage for UofM, the master plan for the Athletics Department includes facility improvements for the Football Program. The planned improvements include a new indoor football practice facility. These enhancements will be incorporated into the existing football complex on the UofM Park Avenue Campus.

MOTION: I move that the Board of Trustees authorize President M. David Rudd to explore alternate financing options for the construction of the indoor football practice facility.

The University of Memphis Board of Trustees
Agenda Item No. 11

Date: March 17, 2017

Item: **Interim Delegation of Authority to the President**

Recommendation: Approval

Presented By: Melanie Murry, University Counsel

Tennessee Code Annotated § 49-8-203 outlines the powers and duties for the Board of Trustees for the University of Memphis. As provided in the statute, the Board may delegate to the “chief executive officer of each respective institution such powers and duties as are necessary and appropriate for the efficient administration of the institution and its programs.”

Additionally, the Bylaws provide that the President shall supervise, direct and control the affairs of the University. The resolution provides the President temporary authority for the operation of the university by delegating specific authorities to the President until such time that the Board adopts a permanent Delegation of Authority. The President shall provide an Interim Report detailing actions taken during the effectiveness of this delegation.

MOTION: I move that the Board of Trustees adopt the following resolution.

RESOLVED: The University of Memphis Board of Trustees delegates the following authority to the President of the University. The authority:

- 1. For day-to-day operations, management, and control of the University;**
- 2. To make necessary expenditures, personnel hires, or obligations on behalf of the University in consultation with the Board Chair as appropriate;**
- 3. To establish policies and procedures for the educational programs and other operations of the University.**

CURRICULUM VITAE

Kantaylieniére "Kandi" Hill-Clarke

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Administrative Experience

Dean and Professor, Bayh College of Education, Indiana State University, 2013-present

Serves as the chief academic, administrative, and financial officer of the College and reports to the Provost. Oversees recruitment, evaluation, promotion and tenure of 51 full-time regular faculty, 47 part-time faculty and 29 staff members; supports faculty development in teaching, scholarship, and service; oversees the planning and execution of the budget, assessment and accreditation, and actively participates in development and fundraising. Communicates vision and goals of the College with various diverse internal and external constituents, stakeholders and governmental agencies. Provides executive, strategic and innovative leadership for faculty, staff and students in the Bayh College of Education, which has three academic departments: Teaching and Learning (T & L), Communication Disorders and Counseling, School and Educational Psychology (CDCSEP) and Educational Leadership (EDLR), offering over 25 undergraduate (B.S.) and graduate (M.S., M.Ed. and Ph.D.) programs. The Bayh College of Education is home to the Norma and William Grosjean Clinic (Clinical Mental Health Counseling, Porter School Psychology Center and Rowe Center for Communicative Disorders), Blumberg Center, Indiana Principal Leadership Institute, Indiana New Administrator Leadership Institute, AdvancED, Center for Mathematics, Professional Development Schools Partnership, Office of Education Student Services (licensure, student teaching, etc.) and a four-star state-rated, nationally accredited Early Childhood Education Center.

Assistant Vice Chancellor for Academic Affairs, Tennessee Board of Regents, 2008-2013

Provided leadership for all areas of educator and school leader preparation as well P-20 initiatives for the 6th largest higher education governing board system in the United States with over 210,000 students, 6 universities, 13 community colleges and 27 technology centers.

- **Responsibilities included:** overseeing, monitoring, coordinating, leading and providing executive leadership for the implementation of the Tennessee Board Regents (TBR) system-wide teacher education redesign, *Ready2Teach*, including the system-wide edTeacher Performance Assessment (edTPA) pilots and field tests; NCATE/CAEP Transformation Initiative for Accreditation; all system activities, including policy related to teacher education and school leader preparation; local and regional P-16 Councils; collaborative efforts with other institutions of higher education that prepare teachers and school leaders; and for all Tennessee Board Regents (TBR) improvement efforts in P-20 education; promoting alignment and transition initiatives to foster student success in college readiness and college success; promoting continuous improvement in teacher and school leader preparation as well as substantive partnerships between teacher/principal preparation programs and schools and school districts; working closely

with deans and faculty in the colleges of education and arts and sciences within the TBR System as well as the Governor's Office, State Board of Education, State Department of Education, State Legislature, State Collaborative on Reforming Education and National/State Education Organizational leadership, such as American Association of Colleges for Teacher Education and NCATE/CAEP; and promoting collaboration among TBR institutions of higher education in reform and outreach efforts; monitoring and facilitating work of system-wide educator preparation taskforce groups, councils and committees that include representatives from universities and community colleges; working with educator preparation programs to identify and address challenges; collaboration with local, state and national educational agencies; serving as strategy leader for system-wide dual credit and first year experience completion delivery unit initiative; leading and developing all PR, marketing and branding for the Ready2Teach teacher education redesign; initiating and supporting technology and mobilization efforts and administrative development and management of system-level educator preparation budget; and ongoing communication, mediation, planning and problem-solving with campus administrators, faculty and staff.

Coordinator of Reading Education Program, University of Memphis, 2006-2008

Leadership in the following for: strategic planning, curriculum development, recruitment and retention; programmatic operation of the program that included masters, specialists and doctoral degrees in Reading Education

Responsible for the following: Oversight for the operation of the undergraduate and graduate Reading Education Program; assigning courses, hiring adjuncts, developing and facilitating SPA and NCATE reports, monitoring and updating course syllabi, refining course content, coordinating meetings with educational stakeholder partners, leading redesign efforts, assigning doctoral advisees, scheduling and leading monthly meetings with faculty

Coordinator of Elementary Education Cohort Program, University of Memphis, 2002-2004

Leadership in the following for: curriculum development, course scheduling, serving as on-site coordinator and developing and sustaining mutually beneficial partnerships with local schools

Responsible for the following: Oversight, coordination and monitoring of the elementary education cohort program, developing teaching schedules for participating faculty, developing and facilitating mutually beneficial partnerships with LEAs, supporting and supervising candidates and student teachers enrolled in the program, scheduling, leading and facilitating meetings with university and local school faculty and coordinating professional development efforts for local school faculty

Leadership Accomplishments in Administrative Roles

Dean and Professor, Indiana State University

July 2013-present

- Established the A. Elwood and Juneth S. Adams Endowed Professorship, the first endowed professorship in the College and at Indiana State University
- Established the Bayh College of Education Scholars to Teachers Program (BEST) with an emphasis on *Transforming Lives and Communities and Inclusive Excellence*
<http://www2.indstate.edu/news/news.php?newsid=4580>;
<https://www.indstate.edu/education/best>)
- Established the Sycamore Teacher Leaders Scholarship program which provides students with full in-state tuition, a laptop, \$3,000 stipend to be used for leadership and development opportunities and requires students to student teach abroad or domestically in a culturally diverse setting

- Led the merger and unification of two departments to form the newly established Department of Teaching and Learning, effective July 1, 2015
- Established the Bayh College of Education Dean's Advancement Council with an expectation that all members will be active donors to the Bayh College of Education with a minimum annual gift of \$1000
- Successfully secured over \$900,000 in Fundraising and Development Gifts to the college since appointment as Dean in July 2013
- Increased the number of donors by 30% since appointment as Dean in July 2013.
- Elected to serve as President of the Indiana Association of Colleges for Teacher Education (IACTE), 2015-present (<http://www.iacte.net/executives>)
 - In collaboration with other state organizations and "partners in practice", IACTE co-hosted a Day at the Statehouse for Future Educators, February 16, 2016
- Invited to serve as a Faculty Fellow for the American Association of Colleges for Teacher Education Leadership Academy (summer 2015, Cincinnati, OH and summer 2016, Portland, OR)
- In partnership with the Scott College of Business and the Woodrow Wilson Foundation, established the M.B.A. in Educational Leadership (first cohort to begin Summer 2016)
- Opened new minor in Counseling, 2015
- Scheduled to open new Ph.D. in Counselor Education, Fall 2017
- Restructured college-wide Assessment Day to address accountability and data collection/analysis
- Implemented Dean's *Listening, Observing and Learning (LOL) Tour* and host regularly scheduled *Discussions with the Dean* to strengthen communication and maximize transparency
- Invited by Indiana Superintendent of Public Instruction, Glenda Ritz to serve on the Indiana Department of Education Blue Ribbon Commission on the Recruitment and Retention of Excellent Educators, 2015-present
- Regularly host and engage with state elected officials, including the Governor, Indiana Superintendent for Public Instruction and Senate and House Education Committee Members
- On behalf of the Indiana Association of Colleges for Teacher Education, invited to testify before the Indiana Legislative Interim Study Commission on Education, (<https://iga.in.gov/documents/8ff813bd>), October 19, 2015
- Invited to serve on AdvancED Indiana State Steering Council as the higher education representative, 2013-present
- Established the Bayh College of Education Diversity, Inclusion and Global Engagement Taskforce (DIGET), 2014 (<https://www2.indstate.edu/news/news.php?newsid=4278>)
- Established the Dr. Nancy J. Smith Faculty Award for the department of Communication Disorders and Counseling, School and Educational Psychology to recognize faculty who go above and beyond mentoring students
- Established the Leaders and Legends in Education Award which recognizes an individual who has made a major impact on education in Indiana
- Instituted quarterly budget management meetings with the Bayh College of Education Budget Manager and Associate Dean to create a fiscal forecasting model which includes analyzing the "burn rate" and availability of funds to support college initiatives and operations
- Aligned the college's framework of how funds are requested and allocated from the dean's office with an emphasis on the five key focal areas of the College, which has helped reduce random requests and streamline processes leading to better use of funds to support faculty, staff and students

- Increased faculty development opportunities on topics relevant to faculty and staff (e.g., *Academic Integrity, Communicating Across Cultures, From Assistant Professor to Associate, From Associate to Full, Reflecting on Instruction*, etc.)
- Increased mentorship opportunities through the dean's office for Lecturers and Instructors
- Reinstated the Dean's Support Staff Advisory Council
- Significantly increased number of students participating in state, national and international educational experiences (e.g., state, regional and national conference presentations, study abroad experiences and faculty-led global experiential learning opportunities)
- At the request of secondary education majors, supported the launch of a new student initiated and led organization, Colleagues Helping Implement Life Long Learning (C.H.I.L.L.), <https://www.indstate.edu/education/TAL/CHILL>
- Launched new external facing college-wide website to increase visibility and communication with external constituents and prospective students
- Launched new marketing and PR campaign to increase recruitment and fundraising efforts for the College
- Increased digital footprint through launching a college-wide social media campaign (i.e., Twitter, Instagram, Facebook and department twitter accounts, @ISU_BCOE, <https://www.facebook.com/bayhcollegeofeducation>)
- Featured Alumna of the American Association of Colleges for Teacher Education Leadership Academy (<http://edprepmatters.net/2014/04/leadership-academy-alumna-experience-invaluable/>)
- Established annual college-wide Professional Development Day for faculty, staff and support staff
 - Date: February 6, 2015 Topic: Creating an Environment of Inclusive Excellence
 - Date: February 5, 2016 Topic: Creating an Environment of Appreciation, Inclusion and Engagement
- As President-elect of the Indiana Association of Colleges for Teacher Education, participated in the American Association of Colleges for Teacher Education (AACTE) Day on the Hill, summer 2015 and met with representatives from the offices of:
 - Senator Joe Donnelly
 - Congressman Andre Carson
 - Congresswoman Susan Brooks
 - Congressman Todd Rokita
 - Congressman Larry Bucshon
- Nominated and selected to attend the American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative, Protégé, 2015-16
 - Topic of Study: *State Higher Education Funding and Institutional Fiscal Management*
 - Mentors: President Royce Engstrom, University of Montana and President George C. Wright, Prairie View A & M University
- Nominated and selected to attend the Wabash Valley Leadership Institute, Protégé, Indiana, Fall 2014
- Secured \$44,000 Duke Energy grant to host the Fall 2015 Power of Reading Summit in partnership with the Indiana Department of Education for over 300 kindergarten through second-grade teachers from across the state of Indiana
<http://www2.indstate.edu/news/news.php?newsid=4567>
- Secured \$60,000 Duke Energy grant to host the Fall 2016 Power of Reading Summit in partnership with the Indiana Department of Education for kindergarten through second-grade teachers from across the state of Indiana

- Regularly host middle and high school students from across the state to introduce them to the college experience as well as early recruitment for teacher education
- Established Professional Development Schools Redesign taskforce, 2015-16
- Hosted BCOE Sesquicentennial Event honoring Dr. Suellen Reed, Former Indiana Superintendent of Public Instruction. Featured national speaker, Ms. Stacy Bess, (<https://www.indstate.edu/education/150> and http://www.tribstar.com/features/schools/bayh-college-to-honor-legacy-in-education-at-th-celebration/article_152dcbc1-fc27-5189-b860-4e0401dd7766.html)
- In partnership with the Indiana Department of Education, hosted Hoosier Successes in the Global Workplace Forum. Partners included: Indiana State University Center for Global Engagement and Asian and Pacific Islander Faculty and Staff Council, Longview Foundation, Indiana University Center for the Study of Global Change/Area Studies Centers
- Significantly increased participation and attendance by 100% over three years for the Annual Sycamore Educators Professional Development Day Conference (<http://www.mywabashvalley.com/news/leaving-a-legacy>)
- Host Annual Counselor Day Conference for schools counselors from across the state of Indiana
- Host Annual Education Law Conference for P-12 Administrators from across the state of Indiana
- Host Ice cream Social and Hot Chocolate Social Welcome Back for students
- Host Annual Bayh College of Education Administrative Council retreat (Topics: Assessment and Accountability and Diversity, Inclusion and Equity)
- Invited to be a Celebrity Chef for the Culinary Queens Fundraising Event for the FSA Counseling Center, November 2015
- Currently serve as external mentor to the following colleagues:
 - Dr. Janet Bruckenmeyer, First-year Dean, Armstrong University, Georgia
 - Dr. Beth Durodoye, Chairperson, Georgia Southern University, Georgia
 - Dr. Marcia Millet, Assistant Dean of Teacher Education, Stillman College, Alabama

Assistant Vice Chancellor, Tennessee Board of Regents August 2008-June 2013

- Led the development and implementation of the Tennessee Board of Regents (TBR) system-wide teacher education redesign for 6 universities and 13 community colleges
- Led the system-wide implementation of the edTPA, formerly the Teacher Performance Assessment across TBR university teacher preparation programs
- Served as Co-Strategy Leader for the TBR Completion Delivery Unit Initiative in the areas of Dual Credit and First Year Experience
- Served on the Steering Committee for the Tennessee State Collaborative on Reforming Education (SCORE)
- Served on the State Board of Education Advisory Council for Teacher Education and Certification
- Served on the American Association of Colleges for Teacher Education National edTPA Policy Advisory Board
- Guided and supported deans, faculty, staff and other campus level administrators with educator preparation reform efforts
- Led the NCATE/CAEP system-wide transformation initiative for accreditation
- Co-authored the system-wide Academic Guideline for the redesign of teacher preparation that was passed by all system-wide sub-council groups as well as university and community college Presidents
- Led and assisted with the development of the system-wide Ready2Teach website (<http://www.ready2teach.org/>) as well as other marketing, PR and branding for the initiative

- Led and conducted campus site visits
- Provided leadership for professional development and growth for college of education and arts and sciences faculty across 6 universities and 13 community colleges to improve instruction
- Reviewed and approved all teacher education reform annual reports, curricular changes and other documents
- In collaboration with the Office of the Vice Chancellor, participated in the development and establishment of short and long-term planning for educator preparation reform
- Led, coordinating and facilitating system-wide meetings with campus-level administrators, faculty and staff as well as P-12 school leadership and other state and national educational stakeholders
- Served as the system representative on the National Council for Accreditation of Teacher Education Alliance for Clinical Teacher Preparation
- Served as the system-level Director of the P-16 Council Network
- In collaboration with the Office of the Vice Chancellor, created the Tennessee Alliance for Clinical Teacher Preparation Steering Committee that includes representatives across public and private institutions as well as other state-level educational organizations and agencies
- Successfully led the development and implementation of the statewide Tennessee Alliance for Transforming Teacher Education Conference, 2011
- Successfully completed the International Chair Advanced Academy, 2010-2011
- Served as statewide faculty representative for the Tennessee Teaching Quality Task Force
- Served as co-chair of Tennessee Teaching Quality Initiative Subcommittee on Modeling Best Practices
- Facilitated and coordinated with the Office of Academic Affairs an international educational collaborative project on teacher education redesign with colleagues from the Republic of Ghana
- Supervised support staff
- Worked with the Office of Academic Affairs, developed the Teaching Quality Initiative website and marketing video
- Development, oversight and allocation of the educator preparation system-level annual budget

Leadership Development, Professorships and other Professional Training

American Association of State Colleges and Universities, Millennium Leadership Initiative, Protégé, 2015-2016

Mentors: President Royce Engstrom, University of Montana, Missoula, MT
President George C. Wright, Prairie View A & M University, TX

Wabash Valley Leadership Institute, St. Mary-of-the-Woods College, Indiana, 2014

CASE-Winter Session, Development for Deans and Academic Leaders, February 2015

American Association of Colleges for Teacher Education Leadership Academy, Protégé, 2013

Chair Academy Fellow, International Chair Academy, 2010-2011

Professor of Reading and Elementary Education, Department of Teaching and Learning, Indiana State University, 2013-present (with tenure)

Associate Professor of Reading Education, University of Memphis, 2007-present (with tenure)

Assistant Professor of Elementary Education and Reading Education, University of Memphis, 2001-2007

Leadership Fellow, College of Education Leadership Institute (University Administration), University of Memphis, 2006-2007

Instructor of Reading Education, University of Memphis, 2000-2001

Instructor of Elementary and Literacy Education, University of Mississippi, 1998-2000

Certified Trainer, New Teacher Center, University of Memphis, 2004-2007

Online Mentor for Novice Teachers Statewide Initiative, University of Mississippi, 1998-1999

Online Mentor for Novice Teachers, Teachers Learning in Networked Communities (TLINC) University of Memphis, 2006-2007

Graduate Assistant, Department of Curriculum & Instruction Leadership, Reading Program University of Memphis, 1997-1998

K-12 Experience

Elementary Teacher, Shelby County Schools, 1993-1997

Significant Honors and Featured Interviews/Keynotes

Invited keynote speaker for Stephen F. Austin State University College of Education Mentor Teacher Awards Banquet, Nacogdoches, TX, May 26, 2016.

Invited to serve as a Faculty Facilitator at the National Association of Student Personnel Administrators Conference, African American Women's Summit, New Orleans, LA, March 22, 2015.

Invited to serve as a Faculty Facilitator at the National Association of Student Personnel Administrators Conference, African American Women's Summit. New Orleans, LA, March 22, 2014.

Invited to present the keynote address for the 2015 Indiana State University Founder's Day Celebration, Indiana State University, Terre Haute, IN, (http://www.isustudentmedia.com/indiana_statesman/news/campus/collection_34a0ef72-a8b7-11e4-9868-dfc0e9310ff4.html) January 28, 2015.

Invited to present the keynote address for the Fall 2014 Freshmen Convocation, Indiana State University, Terre Haute, IN, August 17, 2014.

Invited to serve as a panelist at the National Association of Student Personnel Administrators Conference, African American Women's Summit. Baltimore, MD, March 16, 2014.

Invited to serve as an expert panelist at the State Collaborative on Reforming Education State of Education in Tennessee Report press release moderated by U.S. Senator Bill Frist. Nashville, TN, February 5, 2013.

Selected as a teacher education redesign/policy expert and panel member at the annual edTPA Implementation Conference. Voices from the field. San Diego, CA, November 3, 2012.

Invited to serve as a panelist at the annual edTPA Implementation Conference. Reflection on policy development for performance assessment. San Diego, CA, November 3, 2012.

Invited featured speaker at the Alabama Association of Colleges for Teacher Education State Conference. Reimagining Teacher Education: Moving from Compliance to Innovation. Montgomery, AL, October 15, 2012.

Invited to be an expert and panel member at the annual Council for the Accreditation of Educator Preparation conference. Performance-based Assessment: edTPA implementation, Arlington, VA, September 13-15, 2012.

Invited to serve as a panelist at the 64th annual meeting of the American Association of Colleges of Teacher Education. Developing state policy to support teacher performance assessment. Panel Discussion. Chicago, IL, February 19, 2012.

Nominated and selected to participate in the International Chair Academy Minneapolis/Dallas, 2010- 2011.

Invited featured speaker at the National Council for Accreditation of Teacher Education State Alliance for Clinical Teacher Preparation at the NCATE Clinic, Long Beach, CA, May 19, 2011.

Invited as keynote speaker at the Georgia Educator Preparation Programs Statewide Conference.

Keynote co-presented with Dr. Lisa Barron, Austin Peay State University. Partnerships and clinical sites in times of tight budgets and high accountability Sharing the Responsibility for Preparing Teachers, Augusta, GA, November 2, 2011.

Invited to attend the NCATE Press Release announcing the Blue Ribbon Panel Report, November 16, 2010, Washington, D.C.

Invited featured speaker at the 57th Annual Southeastern Regional Association of Teacher Educators (SRATE). Nashville, TN, October 28, 2010.

Featured interview published by the International Reading Association. Scott, J. L. & Teale, W. H. (December/January, 2010) Redesigning teacher education programs: How high can we fly? *The Reading Teacher*, 64(4), 291-293.

Featured panelist at the National Association of State Directors of Teacher Education and Certification (NASDTEC) conference. Tennessee Board of Regents Teacher Education Redesign, June 15, 2010.

Invited guest speaker and panelist at the national press briefing announcing the NCATE Redesign of Accreditation in Educator Preparation, June 23, 2009, Washington, D.C.

Invited by the Tennessee Board of Regents to serve as the statewide faculty representative on the Tennessee Teaching Quality Initiative Taskforce, 2006-2008.

Selected a participant for the University of Memphis College of Education Leadership Institute, University Administration, 2006-2007.

Featured guest, WRBO Radio Station, Whose Responsibility is Your Child's Education? September 7, 2003.

Professional Recognition

Dr. Idahlynn Karre Exemplary Leadership Award, International Chair Academy, 2012

Igniting Excitement for Academic Excellence Award, University of Memphis, 2005

Exceeding Excellence in Education Award, University of Memphis, 2003

Teaching Excellence Innovation Award, University of Memphis, Instruction & Curriculum Leadership Department, 2003

Kappa Delta Pi Honor an Educator Award, University of Memphis, 2003

Thomas W. Briggs Excellence in Teaching Award, University of Memphis, 2003

Dean's Outstanding Teaching Award in the College of Education, University of Memphis, College of Education, 2001

National Association for Equal Opportunity in Higher Education Distinguished Alumni Citation, LeMoyne-Owen College, 1997

Outstanding Teacher in Professional Development Schools, University of Memphis, 1997

Distinguished Teacher of the Year, nomination, Shelby County Schools, 1995

Germantown Community Bank Teacher of the Month Award, Shelby County Schools, 1994

Boards, Commissions, Editorships and other Professional Related Service

American Association of Colleges for Teacher Education, Faculty Fellow

- Cincinnati, OH, 2015
- Portland, OR, 2016

Indiana Department of Education Blue Ribbon Commission on the Recruitment and Retention of Excellent Educators (<http://www.doe.in.gov/news/indiana-superintendent-public-instruction-glenda-ritz-releases-final-blue-ribbon-commission>), 2015-present

Indiana Association of Colleges for Teacher Education, President, 2015-present

Indiana Association of Colleges for Teacher Education, President-elect, 2014-2015

Strategic Planning Goal 4 Committee: Distinctive Programs, Indiana State University, 2016-present

Strategic Planning Key Question Committee on Faculty Hiring, Indiana State University, 2015-2016

AdvancED Indiana State Council, higher education representative, 2013-present

Teacher Education Council of State Colleges and Universities, Nominating Committee, 2014-2015

Provost Search Committee, Indiana State University, member, 2014-2015

CANDLES Holocaust Museum Partnership Committee, Terre Haute, IN, 2014

Provost's Special Diversity Taskforce, Indiana State University, 2014-2015

Provost Advisory Council, Indiana State University, 2013-present

President's Advisory Council, Indiana State University, 2013-present

Department Success Taskforce, Indiana State University, 2013-2014

United Way Committee of Indiana State University, 2013-2014

Vigo County School Corporation, Superintendent's Cabinet, 2013-present

Vigo County Education Foundation, Board member, 2013-present

National edTPA Policy Board, American Association of Colleges for Teacher Education, 2013

Tennessee State Collaborative on Reforming Education (SCORE), Steering Committee, 2013

Chattanooga State Community College Education Advisory Board, 2013-present

United Ways of Tennessee Education Advisory Board, 2010-2011

Director, P-16 Council Network, Tennessee Board of Regents, 2008-2013

System Representative, State Board of Education Advisory Council on Teacher Education and Certification, 2012-2013

State Board of Education Advisory Council for Teacher Education and Certification, 2012-present

Steering Committee, Tennessee Alliance for Clinical Teacher Preparation, 2010-2013

State Representative, National Council for Accreditation of Teacher Education (NCATE) Alliance for Clinical Teacher Preparation, 2009-2013

State Department of Education Taskforce on Rule Revisions, 2008-2009

West Tennessee Representative, Tennessee Association of Colleges for Teacher Education Executive Committee, 2007-2008

Steering Committee, Tennessee Teaching Quality Initiative, 2006-2008

Co-chair, Tennessee Teaching Quality Initiative, Modeling Best Practices in Colleges of Education and Arts and Sciences Subcommittee, 2006-2007

Co-Coordinator, 19th Annual African American Read-In, 2008

Program Representative, Departmental Leadership Team, 2006-2008

Program Coordinator, Reading Education Program, 2006-2008

Co-Advisor, Student International Reading Association, 2005-2008

Teacher Education Advisory Council, 2004-2008

Campus Safety Advisory Committee, 2007-2008

Search committees, chair and member, 2001-2013

Living/Learning Communities Taskforce, 2004-2007

Academic Program Coordinator, Geier Pre-Enrollment Summer Institute for High School Students, 2003, 2004 and 2006

Freshman Convocation Committee, 2005

Regional Middle School Spelling Bee, Judge, 2005 and 2006

Undergraduate Curriculum Committee, Department of Instruction & Curriculum Leadership, 2004-2005

Memphis Metropolitan P-16 Council, 2004-2005

Admission and Retention Committee, 2001-2005

Program Coordinator, Hooks Institute Sixth Annual Program for Fifth Grade Students, October 2003

Program Coordinator, African-American Read-In Festival for Middle Schools, 2006

Graduate Student Research Forum, Judge, 2007

College of Education Liaison, Financial Literacy Grant Project, 2006

Transformation of Professional Development Schools Committee, 2004

Selection Committee, Thomas W. Briggs Excellence in Teaching Award, 2004

Diversity Committee, 2002-2003

Coordinator, Professional Development Schools, 2002-2004

Taskforce for Undergraduate Curricula, 2003-2004

Taskforce on Engaged Scholarship, 2002-2003

Achievement Gap Taskforce, 2002

Departmental Delegate, American Association of Colleges for Teacher Education, 2001

Editorial Review Board, *The Reading Teacher*, 2006-2008

Reviewer, *Research in the Teaching of English*, 2006

Committee Member, National Council of Teachers of English Commission on Language, 2005-2008

Reviewer, *Georgia Journal of Reading*, 2005-2007

Reviewer, Merrill Prentice Hall, 2004-2005

Editorial Review Board, *Tennessee Association of Middle Schools Journal*, 2004-2008

Reviewer, *Dimensions of Early Childhood*, 2004-2005

Reviewer, Scarecrow Press, Inc., 2002-2003

Education

Ed.D. University of Memphis
Instruction & Curriculum Leadership with an Emphasis in Reading
Department of Instruction & Curriculum Leadership

M.S. University of Memphis
Instruction & Curriculum Leadership with an Emphasis in Reading
Department of Instruction & Curriculum Leadership

B.S. LeMoyne-Owen College
Elementary Education
The Division of Education

Teaching and Research Interests

Teacher Preparation

Teacher Education Redesign/Reform

Teacher Effectiveness

Performance-based Assessment

Integrated Curricula

Literacy Education

Culturally Responsive Pedagogy

Women in Leadership and Administration

Higher Education Administration and Leadership

Publications

Hill-Clarke, K. (April 2014) American Association for College of Teacher Education. Ed Pre Matters Blog. Experience 'Invaluable'. <http://edprepmatters.net/2014/04/leadership-academy-alumna-experience-invaluable/>.

Lucey, T. A., Maxwell, S. A., & Hill-Clarke, K. (2009). Reliably measuring success in "The Block": Perceptions of interns and mentors. *Critical Issues in Teacher Education*, XVI, 4-12.

Lucey, T. A., & Hill-Clarke, K. Y. (2008). Interpreting school authority structures in public education. *Educational Studies*, 44(2), 142-154.

Lucey, T. A., & Hill-Clarke K. (2008). Considering teacher empowerment: Why it is moral. *Teacher Education and Practice*, 21(1), 47-62.

Hill-Clarke, K. & Jones, B. (2007). Fresh start at mid-year: Five simple ways to involve all families. *Tennessee's Children*, Winter, 2007, 6-8.

Hill-Clarke, K. Y. & Haynes, A. V. (2006). V is for Victory with Volunteers: One Teacher's Story. *Georgia Journal of Reading*, 29(2), 18-22.

Hill-Clarke, K. (2006). Meeting the needs of young readers: A family affair. *Dimensions of Early Childhood*, 34(2), 32-38.

Cooley-Nichols, S.M. & Hill-Clarke, K. Y. (2006). Increasing parental involvement in literacy acquisition of children with special needs. *Focus on Inclusive Education*, 3(3), 4-8.

Hill-Clarke, K. Y. (2005). Families as Educators: Supporting early literacy development. *Childhood Education*, 82(1), 46-47.

Hill-Clarke, K. Y. & Robinson, N. R. (2005). Snaps, claps and taps: Supporting literacy development through music. *Tennessee's Children*, 15-17.

Boyd, N. C. & Hill-Clarke, K. (2004). The Joe Joe series: A culturally responsive resource. *Social Studies and the Young Learner*, 17(2), 23-27.

Hill-Clarke, K. Y. (2004). Parents involved in the literacy development of young children. *TOP: Tips on Parenting*, 6(4) 4-5.

Hill-Clarke, K. Y. & Robinson, N. R. (2004). It's as easy as A-B-C and Do-Re-Mi: Music, rhythm and rhyme enhance children's literacy skills. *Young Children*, 59, 91-95.

Hill-Clarke, K. Y. & Cooley, S. M. (2002). Promoting early literacy in the natural environment. *Dimensions of Early Childhood*, 30(4), 10-16.

Technical and other Reports

Borek, J., Hawkins, J., Himel, M., Hill-Clarke, K. & Smith, L. (2003). *Effective Teachers in urban schools*. Greater Cities Research Project. Technical Report.

Tennessee Teaching Quality Initiative Taskforce ((2007). *Tennessee Teaching Quality Initiative: An Action Agenda for Change*. Statewide Report.

Book Chapter

Hill-Clarke, K. Y. & Robinson, N. R. (2005). It's as easy as A-B-C and Do-Re-Mi: Music, rhythm and rhyme enhance children's literacy skills. In *Annual Editions Early Childhood and Elementary Literacy 05/06*. Dubuque, IA: McGraw-Hill, 169-171 (Reprint).

Presentations

Pies, H., Wheeler, P., Hill-Clarke, K., Sheese, J. & Quatroche, D. (2015). Student Internship enhances equity: Exploring the Teachers of Tomorrow Advancing Learning program. 2015 Professional Development Schools National Conference. Atlanta, GA, March 2015.

Bolinger, K. & Hill-Clarke, K. (2014). Changing focus: Innovative ways to revitalize established partnerships. 2014 Professional Development Schools National Conference. Las Vegas, NV, March 2014.

Barron, L. & Hill-Clarke, K. (2013). Elementary literacy and the teaching performance assessment: Preparing teacher candidates for literacy instruction in the real world. To be presented at the 58th Annual International Reading Association Convention. San Antonio, TX, April 2013.

Barron, L. & Hill-Clarke, K. (2012). Elementary literacy and the teaching performance assessments: Preparing pre-service teachers to reach one child at a time. Presented at the Tennessee Reading Association Conference. Murfreesboro, TN, December 2, 2012.

Dorrington, A., Hill-Clarke, K., Dilworth, M.E. & Hale, R. P. (2012). The Urban Teacher residency model: Implications for redefining and transforming historically black colleges and universities (HBCUs) teacher preparation programs to recruit, prepare, and retain effective teachers in high-needs school districts. Presented at the 40th Annual Conference of the National Alliance of Black School Educators. Nashville, TN, November 16, 2012.

Hill-Clarke, K. (2011). Pre-Service teacher performance assessment and teacher education redesign. Presented at the Tennessee State Board of Education Board Meeting. Nashville, TN, August 5, 2011.

Hill-Clarke, K. & Short, R.J. (2009). Lessons from practice in teacher education: Teacher residency models. Presented at the American Association of College of Teacher Education Web Conference Series, September 15-19, 2009.

Hill-Clarke, K., Peach, L., Hale, J. & Smith, S. (2010). Collaboration, Communication and Cooperation: Developing sustainable partnerships between higher education and K-12 schools. Presented at the Tennessee School Board Association Leadership Conference. Nashville, TN, November 13, 2010.

Alberg, M., Barron, L., Hill-Clarke, K., Hurwitz, R., Kershaw, C., Singer-Gabella, M. & Smith, S. (2011). Challenges of implementing the teacher performance assessment. Invited Panelist for

the Tennessee Association of Colleges for Teacher Education Conference, Nashville, TN, September 16, 2011.

Knight, H., Hill-Clarke, K. & Hutchins, T. (2011). Alliance efforts with TACTE clinical practice. Presented at the Tennessee Association of Colleges for Teacher Education Conference, September 15, 2011.

Short, P. M., Hill-Clarke, K. & Short, R.J. (2010). Tennessee Board of Regents Teacher Education Redesign. Presented at the Ohio Board of Regents Teaching Quality Conference. Columbus, OH, June 22, 2010.

Short, P.M., Hill-Clarke, K., Short, R.J. & Norfleet, J. W. (2011). The Redesign of Teacher Education. Workshop presentation at the 63rd annual meeting of the American Association of Colleges of Teacher Education. San Diego, CA, February 24-26, 2011.

Goodin, T. L., Hill-Clarke, K. & Goodin, G. (2010). Performing live: The role of problem-based learning in music teacher preparation. Presented at the 57th Annual Southeastern Regional Association of Teacher Educators (SRATE). Nashville, TN, October 29, 2010.

Short, P. M., Hill-Clarke, K. & Short, R. J. (2010). Ready2Teach: Tennessee Board of Regents Teacher Education. Presented at the 57th Annual Southeastern Regional Association of Teacher Educators (SRATE). Nashville, TN, October 29, 2010.

Hill-Clarke, K., Short, R.J., Short, P.M. & Knox, P. (2009). The Tennessee Board of Regents teacher education redesign: Transforming teacher preparation. Presentation at the Annual Conference of the Southern Association of Colleges and Schools (SACS). Atlanta, GA, December 6, 2009.

Hill-Clarke, K. (2009). Tennessee Board of Regents and P-16 initiatives: Collaborating, connecting and communicating. Presented at Mid Cumberland P-16 council meeting. Austin Peay State University, Clarksville, TN.

Short, R.J. & Hill-Clarke, K. (2009). TQI: Tennessee Board of Regents teacher education redesign. Presented at the Southeast Regional P-16 Council meeting, Chattanooga State Community College, Chattanooga, TN, October 13, 2009.

Hill-Clarke, K. (2008). P-16 Councils: Connecting, communicating and collaborating. Presented at the Warren County P-16 Council meeting, McMinnville, TN, December 2, 2008.

Hill-Clarke, K. (2008). Statewide P-16 initiatives. Presented at the North Central P-16 Council meeting, Volunteer State Community College, Gallatin, TN, October 24, 2008.

Hill-Clarke, K & Magpuri-Lavell, T. (2007). Oral language development as a building block for literacy. Presented at the Fall 2007 Tennessee Association for the Education of Young Children Conference, Memphis, TN.

Anderson, R.S., Cooter, R. B., Flynt, E.S., Hill-Clarke, K., MacGillivray, L., Perkins, J. H., Scott, J. C. (2007). Urban education: Pre-K-12, community and teacher education efforts. Presented at the 57th National Reading Conference, Austin, TX.

Cobb, J., Briggs, C., Reigner, R., Harkins, D., Hill-Clarke, K. & Scott, J. C. (2007). The changing faces of clinical: Practicum and research. Presented at the International Reading Association Annual Convention, College Reading Association/Clinical Division Panel, Toronto, Canada.

Watts, L. & Hill-Clarke, K. (2007). Online and doing fine! Presented at the Holmes Partnership 11th Annual Conference, San Antonio, TX.

Lucey, T. A. & Hill-Clarke, K. (2006). Authority structures in public education: Views from below. Paper presented at The Association of Teacher Educators 2006 Summer Conference, Philadelphia, PA.

Hill-Clarke, K. & Watts, L. M. (2006). Urban schools + Urban universities = A greater power. Presented at the National Conference on Closing the Achievement Gaps, Milwaukee, WI.

Hill-Clarke, K. & Robinson, N.R. (2006). Integrating music and literacy in the primary grades. Presented at the Tennessee Branch, International Dyslexia Association 2006 Annual Conference, Brentwood, TN

Maxwell, S., Lucey, T. A., & Hill-Clarke, K. Y. (2006). Reliably measuring success in "The Block". Paper presented at The Association of Teacher Educators 2006 Annual Meeting, Atlanta, GA.

Cooter, K., Moberly, D., Hill-Clarke, K., Reid, S., & NeSmith, T. (2005). Urban university partnerships: Many variants on the theme. Presented at the Holmes Partnership, Philadelphia, PA.

Hill-Clarke, K., Robinson, N.R. & Harris, M. (2005). Utilizing music as a vehicle for literacy instruction in urban classrooms. Presented at the International Reading Association, San Antonio, TX.

Hill-Clarke, K. & Lott, R. A. (2004). Create, participate and evaluate: Integrating the curriculum through thematic instruction to promote literacy, problem solving and reflective thinking. Presented at the Southern Early Childhood Association 55th Annual Conference, Daytona Beach, FL.

Hill-Clarke, K. (2004). Linking Music, movement and literacy: An integrated approach to interactive learning. Presented at the RISE First Annual Reading Conference, Memphis, TN.

Key, S., Boyd, N, Hill-Clarke, K. (2003) YES! It can be accomplished: Culturally responsive teaching that meets national standards. Presented at the National Association of Multicultural Education, Seattle, WA.

Hill-Clarke, K. (2003) Using music, rhythm and rhyme to enhance the literacy skills of emergent readers. Presented at the Tennessee Association for the Education Young Children Annual Fall Conference, Memphis, TN.

Belk, E. J., Hill-Clarke, K., Cummings, B., Cuevas, P., Cuevas, S., White, V. F., Larmon, M. (2003). Connecting theory and practice: Research-based reading strategies for urban students. Presented at the 48th Annual International Reading Association Convention, Orlando, FL.

Hill-Clarke, K., Lott, R. A. (2003). Putting the pieces together: Using integrated units of study to promote problem solving, critical thinking and literacy. Presented at the Southern Early Childhood Association 54th Annual Conference, Myrtle Beach, SC.

Belk, E. J., Hill-Clarke, K., Cummings, B., Cuevas, P., Cuevas, S., White, V. F., Larmon, M. (2003). Increasing achievement in urban schools through best practices in teaching reading. Presented at the 83rd Annual Meeting, The Association of Teacher Educators, Jacksonville, FL.

Sopko-Gilson, D., Chapman, V. & Hill-Clarke, K. (2003). A tool for assessment becomes an instrument for learning: Restructuring our profession and practice in teacher education. Paper presented at the 55th Annual American Association of Colleges for Teacher Education Conference, New Orleans, LA.

Hill-Clarke, K. & Robinson, N. R. (2002). Nurture creativity: Linking music to literacy beyond kindergarten. Presented at the 92nd Annual National Council of Teachers of English Conference, Atlanta, GA.

Hill-Clarke, K. (2002). Using Music to enhance the literacy skills of struggling readers. Presented at the 6th Annual Beyond Access Conference, Memphis, TN.

Hill-Clarke, K. & Lott, R. A. (2002). H.O.T. (Higher Order Thinking) gifts for the gifted. Presented at the Southern Early Childhood Association 53rd Annual Conference, Oklahoma, OK.

Anderson, R. S., Bond, C. L., Chapman, V. G., Dietrich, A. P., Hill-Clarke, K. Y., Puckett, J. B. and Smith, L. J. (2001). Restructuring the roles of teaching assistants in the teaching and learning process. Presented at the National Reading Conference, San Antonio, TX.

Hill-Clarke, K. & Robinson, N. R. (2001). Tune into literacy: Supporting reading and writing through music. Presented at the Tennessee Reading Association Annual Fall Conference, Chattanooga, TN.

Rowland, S., Love, F. E., & Hill, K. (2000). Be the best you can be: A conflict management plan for grades pre-K-2. Presented at the Southern Early Childhood Association (SECA) Conference, Birmingham, AL.

Hill, K. & Moore, J. (1999). Integrating the arts. Presented at the 28th Annual Early Childhood Education Conference, Jonesboro, AR.

Love, F. E., Hill, K., Owens, S. L. & Batts, S. (1998). Assessing literacy. Presented at the Tennessee Reading Association Annual Fall Conference, Memphis, TN.

Bond, C. L., Campbell, R., Boyd, G., Campbell, M., Hill, K. (1997). African American student reactions to teachers with negative attitudes toward African American vernacular English: Effect on literacy development. Presented at the National Reading Conference, Scottsdale, AZ.

Professional Development, Workshops and Local Presentations (Selected work)

Donlan, R. & Hill-Clarke, (September 2014). Human Relations in Educational Leadership. Doctoral Seminar. Indiana State University, Terre Haute, IN.

Hill-Clarke, K. (October 2014). Academic Leadership. Distance Doctoral Class, EDLR 7876 Academic Leadership, Indiana State University, Terre Haute, IN.

Hill-Clarke, K. (February 2014). Leadership: What's my impact. Presidential Scholars Seminar. Indiana State University, Terre Haute, IN.

Hill-Clarke, K. (March 2014). Panelist. Operation Beautiful. Indiana State University. Terre Haute, IN.

Hill-Clarke, K. (January 2014). Semester One: The LOL tour. The Alliance for Servant Leadership (ASL). Indiana State University, Terre Haute, IN.

Hill-Clarke, K. (January 2014). Leadership ISU Academic Affairs Day Program, panelist, Indiana State University, Terre Haute, IN.

Hill-Clarke, K. (2010). Teacher Education Redesign. United Ways of Tennessee, Education Committee Meeting, Nashville, TN

Hill-Clarke, K. (2007). Guest Speaker, Crump Elementary School, Parent Luncheon, Memphis, TN

Hill-Clarke, K. (2007). Guest Speaker, Coleman Elementary School, Annual Parent Luncheon, Memphis, TN.

Hill-Clarke, K. (2006). Guest speaker, University of Memphis, African American Read-In Festival, Memphis, TN.

Hill-Clarke, K.Y. (2005). Guest speaker LeMoyne-Owen College, Senior Luncheon, Memphis, TN.

Hill-Clarke, K. (2005). Keynote speaker, University of Memphis, Black Scholars Unlimited Induction Ceremony.

Hill-Clarke, K. (2005). Guest speaker, University of Memphis, Freshman Convocation, Memphis, TN.

Hill-Clarke, K. (2005). Guest speaker, University of Memphis, Freshman Convocation, Memphis, TN.

Hill-Clarke, K. (2005). Guest speaker, Coleman Elementary School, Parent Luncheon, Memphis, TN.

Hill-Clarke, K. (2004). Guest speaker, University of Memphis, Freshman Convocation, Memphis, TN.

Hill-Clarke, K., Boyd, N. & Hawkins. (2003). Hooks Institute Sixth Annual Civil Rights in the School Program, Coordinator and Presenter, University of Memphis, Memphis, TN.

Hill-Clarke, K. (2004). Guest speaker, LeMoyne-Owen College, National TRIO Day, Memphis, TN.

Hill-Clarke, K. (2003). Guest speaker, Coleman Elementary School, Honors Program, Memphis, TN.

Hill-Clarke, K. Boyd, N. & Rousseau, C. (2003). The urban learner: Needs and challenges. Presented at Elementary Education Retreat, University of Memphis, Memphis, TN.

Hill-Clarke, K. (2003). Enhancing literacy development in the home. Presented at Family Reading Night, Coleman Elementary School, Memphis, TN.

Hill-Clarke, K. (2003). Culturally responsive teaching. Presented at Dr. Vivian G. Morris' Educating the African American Child course, The University of Memphis, Memphis, TN.

Hawkins, J. & Hill-Clarke, K. (2003). Diverse school settings, The University of Memphis, Memphis, TN, Dr. Katherine Abraham's ICL 7100 course.

Hill-Clarke, K. (2002). Getting it right: Preparing quality teachers. Presented at Teaching Resources Workshop I Fall, College of Education, The University of Memphis, Memphis, TN.

Hill-Clarke, K. (2002). Literacy strategies that work: Helping students to comprehend narrative and expository text. The University of Memphis, Dr. Vivian G. Morris' Educating the African American Child.

Hill-Clarke, K. & Lott, R. A. (2001). Light up literacy through literature: Connecting reading and writing across the curriculum. Memphis City Schools, Special Education In-service, Memphis, TN.

Morris, V. G., Hill-Clarke & Robinson, N. R. (2001) Music, language and early intellectual development. Presented at Together for Children Parenting Seminar, South Park Elementary, Memphis, TN

Hill-Clarke, K. (2001). Keynote speaker, Commencement Ceremony, Middle College High School, Memphis, TN.

Hill-Clarke, K. (2001). Guest speaker, Educational Leaders of Tomorrow Program, Alturia Elementary, Bartlett, TN.

Hill-Clarke, K. (2001) Guest speaker, Senior Luncheon, Hamilton High School, Memphis, TN.

Hill-Clarke, K. (2001). Supporting early literacy in the home. Presented at Parenting Seminar, Frayser Elementary School, Memphis, TN.

Hill-Clarke, K. (2001). Guest speaker, Middle College High School, Honor Society Program, Memphis, TN.

Hill-Clarke, K. (2001). Guest speaker, National TRIO Day Program, Memphis, TN.

Hill-Clarke, K. (2001). Guest speaker, Freshman Orientation, LeMoyne-Owen College, Memphis, TN.

Hill, K. & Moore, J. (1999). Combining reading/writing and the arts in the early years. The Institute for Continuing Studies, Jackson, MS.

Hill, K. & Moore, J. (1999). Integrating reading / writing and the arts. ICS Headstart In-service Training, Holly Springs, MS.

Courses Taught—Undergraduate and Graduate

Literacy in Grades 5-8, undergraduate

Teaching & Learning, undergraduate

Practicum for Elementary Teachers, undergraduate

Student Teaching in Grades 1-8, undergraduate

Student Teaching Seminar, undergraduate

Special Project, undergraduate

Models of Instruction, graduate

Innovations for Teaching Literacy in the Classroom-Memphis Literacy Academy, graduate

Advanced Assessment of Reading Performance-Memphis Literacy Academy, graduate

Alternative Procedures for the Treatment of Reading Problems, graduate

Foundations of Literacy Development, graduate

*Graduate Faculty Status – Indiana State University and University of Memphis

References Upon Request



360 Administration Building
Memphis, Tennessee 38152-3370

Office: 901.678.2119
Fax: 901.678.3643

www.memphis.edu

July 29, 2016

Dr. Kantaylieniére Hill-Clarke
4496 Andrew Ryan Pl
Terre Haute, IN 47802

Dear Dr. Hill-Clarke:

I am very pleased to offer you the position of Dean of the College of Education and Holder of the Louise and Robert McRae, Jr. Professorship in School-Based Clinical Practice and Full Professor in the Department of Instruction and Curriculum Leadership at the University of Memphis effective January 1, 2017. We have received approval from the Tennessee Board of Regents to grant tenure upon appointment. Your compensation package includes a salary of \$235,000 for this twelve-month position and a comprehensive benefits package. To learn more about the employee benefit programs, please visit <http://www.memphis.edu/benefits>.

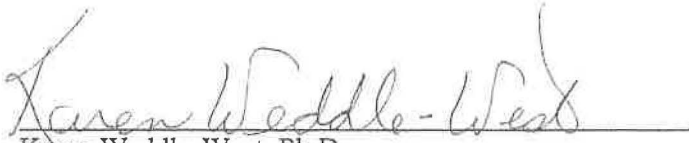
The University agrees to provide a moving allowance of \$20,000, with \$10,000 paid in November 2016 and the remaining \$10,000 paid on your first payroll disbursement in January 2017. Please note that the moving allowance payments are subject to federal taxes. To facilitate the payment of both disbursements, please complete the enclosed Direct Deposit and Moving Allowance forms and return them with this offer letter. Shortly after you return this offer letter, you will receive an email from "Application Station" asking you to complete a form to authorize a background check.

To finalize your appointment, an official transcript is required. Please have the institution that awarded your highest degree submit a transcript directly to the University of Memphis, Office of Faculty Administrative Services, 374 Administration Building, Memphis, TN 38152-3120. Please also return your acceptance and other enclosed forms as soon as possible to complete the appointment process.

If for any reason it is determined that you will no longer serve in the Dean's position and should you move to a nine-month faculty position, your then-current annual salary will be reduced by 20%, so that it will be 80% of your salary at that time. You would then be eligible for the research compensation program which allows a faculty member to enhance his/her academic year base salary upon successful solicitation of external grants and contracts.

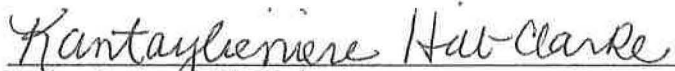
I am extremely excited about your acceptance of this position. I am confident that the considerable talents, vision, and experiences that you bring will extend the mission, facilitate increased scholarly productivity amongst the faculty, and enhance the success of the College of Education.

Sincerely,


Karen Weddle-West, Ph.D.
Provost

7-29-16
Date

I accept the terms of the offer contained in this letter.


Kantaylieni Hill-Clarke, Ed.D.

8-1-16
Date



Office of the Provost

360 Administration Bldg
Memphis, Tennessee 38152-3370

Office: 901.678.2119
Fax: 901.678.3643

www.memphis.edu

February 10, 2017

Board of Trustees
University of Memphis

Dear Board of Trustees:

I am pleased to submit a Tenure Upon Appointment nomination request on behalf of University of Memphis faculty member Dr. Kantaylieni Hill-Clarke. Dr. Hill-Clarke was appointed Dean, College of Education and Holder of the Louise and Robert McRae, Jr Professorship in School –Based Clinical Practice as of January 1, 2017. Her faculty appointment will be a full Professor in the Department of Instruction and Curriculum Leadership.

Dr. Hill-Clarke previously served as Dean of the Bayh College of Education at Indiana State University, where she created a number of graduate programs, including a PhD in Counselor Education, MBA in Educational Leadership and a minor in Counseling. She also successfully secured more than \$900,000 in fundraising and development gifts to the college since her appointment as Dean in July 2013. She established the Sycamore Teacher Leaders Scholarship program, which provides students with full in-state tuition, a laptop, and a \$3,000 stipend to be used for leadership and development opportunities.

Dr. Hill-Clarke earned a Doctor of Education and Master of Science in Reading Education from The University of Memphis and a Bachelor of Science in Elementary Education from LeMoyne-Owen College. She received the Thomas W. Briggs Excellence in Teaching Award which is one of the most prestigious teaching awards at the University of Memphis. Other teaching awards Dr. Hill-Clarke has received include: Kappa Delta Pi Honor Society Honor an Educator Award, Alpha Kappa Alpha Excellence in Education Award, Dean's Outstanding Teaching Award, Teaching Excellence Innovation Award-Instruction & Curriculum Leadership Department, Igniting Excitement for Academic Excellence Award, Who's Who Among America's Teachers and Who's Who in Education.

Dr. Hill-Clarke's professional and research interests include early literacy, integrating literacy instruction with content area instruction, urban education and effective teacher preparation. She has presented at numerous local, regional and national conferences and has published in various professional journals. Her credentials in academic teaching, research, and collegiality are outstanding and I would ask that the Board grant her tenure with the University of Memphis.

Sincerely,

Karen Weddle-West, Ph.D.

Provost

Dr Anne F. Hogan

340 Causeway Boulevard, unit 202

Dunedin, Florida 34698

Telephone: (1) 727 307 4539 Email: hogana7@googlemail.com

Education

PhD in English Literature, Brown University, Rhode Island, 2001

Thesis Advisor: Professor Coppélia Kahn

Field of Study: Shakespeare in Performance

Thesis Title: *Peter Brook's Shakespeare: 'La Verité Est Globale'*

Fall, 1995: Recipient of the Untermeyer Fellowship

MA in English Literature, Brown University, Rhode Island, 1992

BA in English Literature, Summa Cum Laude, Harvard University, Massachusetts, 1990

1990	Highest Ranking Female Senior Member: Phi Beta Kappa
1987-1990	John Harvard Scholarship in recognition of academic achievement
1988	NEH Younger Scholars Grant - Project Title: <i>A Midsummer Night's Dream in 20th Century Classical Ballet</i>
1988-1990	Elizabeth Cary Agassiz Scholar
1989	Lucy Allen Paton Junior Prize
1990	Lucy Allen Paton Senior Prize: Member of Senior Class with the Highest GPA in the Humanities and Fine Arts
1990	Le Baron Russell Briggs Prize: Department of English and American Literature
1990	Thomas T. Hoopes Prize: Senior Thesis
1990	Winthrop Sargent Prize: essay on Shakespeare

Professional Experience: Higher Education

Senior Advisor for International Partnerships, the Royal Academy of Dance (RAD): January, 2016 – current

Responsible for fostering partnerships and overseeing Academy-wide initiatives aimed at enhancing the global portfolio of the Faculty of Education (FoE) and the wider profile of the RAD. Maintain direct oversight of international curricular, research and outreach initiatives building upon and extending the FoE and Continuing Professional Development (CPD) offerings, and engage with relevant professionals in a multiplicity of public and private sector contexts aimed at augmenting the RAD's global reach and impact. Act as an Ambassador of the RAD by promoting its activities to stakeholders and potential partners at national and international membership and student events, and professional platforms. Provide strategic leadership for international CPD activities, and advance the Academy's global agenda for dance teacher education and training, supporting its ambition to be the international leader in its field. The role is designed to drive forward several key strategic objectives and targeted markets, including higher education collaborations in North America and Asia, and the 'Dance for Lifelong Wellbeing' research and outreach initiative.

Director of Education, the Royal Academy of Dance (RAD): September, 2011- December, 2016

As a member of the Senior Management Team of the RAD (reporting to the Chief Executive), support the Academy's strategic initiatives and the realization of its mission of being the international leader in dance education and training, including the development and implementation of the Academy's Strategic Plan and annual financial review. Executive responsibility for all programs of study delivered by the Faculty of Education (on site and distance learning) and Continuing Professional Development for the international teaching membership of the RAD. Lead on forging and nurturing research partnerships and curricular collaborations with key international organizations and HEIs (e.g. Tong Ji University, Queensland University of Technology, University of Bath). Facilitate internationally recognized research outputs and enhance the research and social engagement profile of the RAD, including representing the Academy at external conferences, boards and professional events. Act as an Ambassador of the RAD by promoting its activities to stakeholders and potential partners at national and international membership and student events, and professional platforms. Facilitate working with government agencies to gain recognition for RAD teacher registration internationally.

Overall responsibility for budgetary and resource management, institutional accreditation and quality assurance, curricular developments (on-site and online), recruitment, enrolment, and delivery of programs of study leading to the awards of Master of Teaching (Dance), Postgraduate Certificate in Education: Dance Teaching, BA in Ballet Education, BA in Dance Education, Licentiate of the RAD, Professional Dancers' Teaching Diploma (London, Beijing), Professional Dancers' Postgraduate Teaching Certificate (Berlin, Sarasota), Diploma in Dance Teaching Studies and Certificate in Ballet Teaching Studies (which is delivered internationally in 7 languages). This includes:

Appointment and line management (including appraisal and promotion processes) of permanent full-time and part-time faculty and administrative staff, as well as overall responsibility for adjunct lecturers based at London HQ and support for a network of international tutors and mentors operating in 17 countries; lead the implementation of the Research Strategy to support the production of top quality research outputs and attract and oversee the management of external funding (e.g. Wandsworth Council, Headley Trust, Garfield Weston Foundation); establish links and partnerships with appropriate professional and higher education institutions worldwide; oversee recruitment and marketing policies and strategies; oversee management and sustainability of Faculty resources and facilitate external income streams through entrepreneurial and fundraising initiatives; monitoring and review of all programs and awards of the RAD as a Royal Chartered body and as an Accredited Institute of the University of Bath; lead the Continuing Professional Development initiative to commission a full range of relevant units of study; liaise with the Director of Marketing, Communication and Membership to ensure that RAD and Faculty initiatives and developments are communicated to the RAD membership and the wider educational market effectively.

Attend meetings of the Board of Trustees, Education Sub Committees of the Board of Trustees, Senior Management Team, Strategic Planning Committee and working parties of the RAD producing reports as appropriate. Chair the Faculty of Education's Policy and Strategy, Finance and Resources and Learning and Teaching committees, and Periodic Review panels for all programs.

Associate Dean/Research, Faculty of Humanities, Arts, Languages and Education (HALE), London Metropolitan University: November, 2006 – August 2011

Academic Leadership: As a member of the Executive Management Group for the Faculty, was responsible for supporting the development of the University's overarching academic policies and

strategies and assisting in the drafting and management of the annual financial plan; representing the Faculty on appropriate university committees (e.g. the Media Steering Group and Research Degree Committee); developing and implementing initiatives to promote the university as a lead player in widening participation and to improve student progression and retention rates. Member of the Executive Steering Group for the Middle States Commission for Higher Education (MSCHE) initiative (strategic planning and development of partnerships with American universities, following upon LMU accreditation with MSCHE). Chaired the cross-faculty Forum for Practice-Based Research Degree Students, the Research Ethics Review Panel and the Research Students Progress Group.

Line management: Was responsible for resources and line management of teaching staff, course leaders, academic leaders and other line managers in subject areas in the Humanities and Arts; coordinating undergraduate and postgraduate curriculum developments; overseeing student support and resource planning initiatives; overseeing staff development, including appraisals and mentoring.

Research, Community Engagement, and External Links: Responsible for devising and implementing the faculty's Research Strategy and for strengthening and invigorating the research culture (including budgetary management of the HALE Research Fund, facilitating research income generation and strategic development of research centers, knowledge transfer with the wider community and consultancy opportunities for HALE, organization of faculty research events and enhancing links between research and the curriculum, support for applied and practice-based research). Responsible for coordinating, developing and implementing the HALE short course and continuing professional development provision in the humanities, arts and media. Led on external links and international collaborations, facilitating academic partnerships and overseeing external relations for the Faculty. Led in the development, validation and implementation of an academic plan for the future portfolio of graduate and research degree provision. PhD supervision.

Director of Alumni Relations and Annual Fund Giving, The American University of Paris, France:
April, 2005-October 2006

Was responsible for overseeing all aspects of the Annual Fund campaign, including Annual Fund appeals and donor cultivation; expanded and maintained communications with the global alumni community and garnered support for university partnerships; editor and contributing writer for *Au Courant: AUP Magazine*. Responsibility for strategic planning and resources for the Office of Alumni Relations. Coordinated international university events and represented the institution to the external community, especially in Europe and the United States. Establishment and leadership of alumni chapters in New York City and Washington DC.

Academic Leader of Performing Arts, Theatre Studies, and Film Studies: London Metropolitan University, UK; 2003-2005

Was responsible for the effective delivery for all Performing Arts, Theatre Studies, and Film Studies courses, including management of full-time faculty and visiting lecturers, coordination of collaborations with Grease Theatre Company, the development of a Practice as Research Centre for the Performing and Creative Arts (The Facility), and the implementation of a Digital Media Lab for the Film Studies department; conducted staff reviews and oversaw staff development initiatives; maintained Quality Assurance mechanisms and ensured widening participation; promoted the subject area nationally and internationally; led curriculum development initiatives and a range of professional development programmes; coordinated recruitment and admissions within the three subject areas; developed links and initiatives with professional organizations within the Performing Arts and Film industries (e.g. Asian Women's Film Festival, Professional Performance series); resource planning and budgetary management; member of the Departmental Management Team and Academic Board;

taught practice-based and seminar courses, and supervised research degree students. Teaching and graduate supervision.

Head of Postgraduate Studies and Research: London Contemporary Dance School/The Conservatoire for Dance and Drama, London, UK: 2001-2003

Responsibilities included overseeing the delivery of all aspects of the postgraduate provision, including management of full-time faculty and visiting lecturers; administrating and teaching in the taught-course Postgraduate Diploma and Master degree courses; resource planning; working with the office of Student Support to ensure access and widening participation; administration of the Research Degree programs (MPhil, PhD); supervising research degree projects; liaising with the Marketing Department regarding the publication and distribution of all marketing and recruitment materials; budgetary management; curriculum development for the various postgraduate courses of study (including the implementation of an MA in Dance for the Screen, MA in Dance Training and Education and expansion of the MA Performance, including the performance company, *EDge*); acting as a member of the Senior Management Team and Academic Board; organizing research seminars; implementing and developing the research strategy for the school, notably the support for practice-based research. Teaching and PhD supervision.

Principal Lecturer and Head of Dance Studies: The University of Wolverhampton, UK, 2000-2001

Responsibilities included staff development and management of faculty and visiting lecturers; curriculum development; marketing and recruitment; resource planning; acting as Principal Lecturer for Student Support and Guidance; maintaining Quality Assurance mechanisms; financial planning and budgetary management; teaching and supervising student dissertations.

Alumni Relations Coordinator: The American University of Paris, France, 1999-2000

Responsibilities included editing and producing *Au Courant*, the Alumni magazine; implementation and management of Annual Fund appeals; organizing alumni events throughout the United States and Europe; establishing excellent relations with alumni and promoting international awareness of and support for the university.

Adjunct Lecturer in the Department of Comparative Literature and English: The American University of Paris, France, 1994-1999

Teaching responsibilities included a variety of courses in English and Comparative Literature, Theatre Arts, and the Shakespeare Seminar.

Lecturer: Institut d'Etudes Politiques de Paris, France, 1996. Seminar Topic: *Shakespeare and the Supernatural*

Instructor in English: Brown University; 1991-1994

Publications and Conference Presentations

Edited books:

October, 2014: Editor and contributor to *The Song of the Body: Dance and Lifelong Wellbeing*, published by RAD Enterprises, UK.

April 2008: Editor and contributor to *Balanchine: Then and Now*, published by Sylph Editions and the Arts Arena Paris, UK.

Conference presentations, publications, and journal articles:

Upcoming August, 2016: Faculty Presenter at the 'En Avant Dance Teacher Conference' (Royal Academy of Dance), Toronto, Canada.

January and February, 2016: guest lecturer, Artis – Naples Performance Series, 'Dancing Towards Performance.' Naples, Florida.

April, 2015: guest panel speaker, 'Career Transitions for Dancers: Thinking Big,' Dance UK conference, London, UK.

November, 2014: guest panel speaker, symposium on 'Creativity in Ballet Education,' The Royal Ballet School, London, UK.

'Preparing for Life After Dance,' *Dance UK*, issue 88/Autumn 2014.

'The Mentor in Training,' *Dance UK*, issue 87/Spring 2014.

July, 2013: *Beating the Bad Rap: Ballet and/as Somatic Practice*. Paper presented at the Dance and Somatic Practices conference, Coventry University and published in the June 2014 edition *Focus on Education* (online journal: www.radeducation.org.uk).

June, 2013: Guest speaker: presentation on the Royal Academy of Dance - CORPS de Ballet International Conference, 'From Ballet's Origins to 21st Century Innovations,' Paris, France.

'Beyond the Barre: Supplementary Training Techniques for Dancers,' *Dance Gazette*, November, 2012.

Review: *Collaborations: Ninette de Valois and William Butler Yeats*, by Richard Allen Cave, in *Theatre Notebook: Society for Theatre Research*, Volume 66/ Number 2, 2012.

2009 - current: contributor of reviews on dance and arts related publications to Times Higher Education. Reviews include: *Stravinsky's Ballets*, by Charles M. Joseph, *Dreaming in French*, by Alice Kaplan, *Chanel: An Intimate Life*, by Lisa Chaney, *Ballets Russes Style: Diaghilev's Dancers and Paris Fashion*, by Mary E. Davis. Performance review of Merce Cunningham Dance Company, Barbican, London. , *Diaghilev: A Life*, by Sjeng Scheijen, *When Men Dance: Choreographing Masculinities Across Borders*, edited by Jennifer Fisher and Anthony Shay, *Martha Hill and the Making of American Dance*, by Janet Mansfield Soares, *Behind the Scenes at the Boston Ballet*, by Christine Temin with photographs by Wally Gilbert, *The Triumph of Pleasure: Louis XIV and the Politics of Spectacle*, by Georgia J. Cowart, *Dance in the Renaissance: European Fashion, French Obsession*, by Margaret M. McGowan, pp. 54-55.

September, 2007: *Somatic Shifts: Transformations in Classical and Contemporary Dance Training* – presentation given at an international conference on The Arts and Health at The University of Northampton.

April, 2005: Co-writer and Choreographer for *Weave*, a practice-based research project drawing on Shakespeare's *Macbeth*, presented at the inauguration of *The Facility: Centre for Performance as Research* at London Metropolitan University.

April, 2002: *The Industry; The Standards, Our Teaching and Our Students* – presentation given at Palatine Conference at the Royal Scottish Academy of Music and Drama, Glasgow, Scotland

March, 2002: 'Words, Words, Words: ' *Refashioning Shakespeare in 20th Century Dance* – conference paper given at University of Surrey, Roehampton

"Topologies of Temporality: Dance; Technology, Memory", co-written with Yacov Sharir (University of Texas at Austin), in *Connecting Creations: Science-Technology-Literature-Arts*, edited by Margery Safir (Centro Galego de Arte Contemporanea: Santiago de Compostela, 2000).

Professional Experience: Dance (performing, choreography, teaching)

Teaching: Extensive teaching of classical ballet and somatic practices in a range of contexts (private sector and professional dance companies) since 1985 in the USA, France, and the UK. Hold a Diploma in Teaching Pilates (QCF). Certified Health Coach (American Council on Exercise).

Ballet technique class and fitness for dancers workshops within a range of higher education programs, including the BA in Dance Studies, University of Wolverhampton; MA in Performance at London Contemporary Dance School/Conservatoire for Dance and Drama, BA Performing Arts at London Metropolitan University, and at the Royal Academy of Dance. Lectures and presentations on dance history. Master classes recently delivered in Beijing, Tokyo, Antwerp, Berlin, Wellington (New Zealand), Boston, Glasgow and London.

Co-founder of ACM Ballet Théâtre, Paris, France 1997-2000 – responsibilities included performing, choreography, and company directorship and management.

Choreographer for the International Players, St. Germain-en-Laye, France, 1997

Member: The Boston Ballet Company, Boston, MA, 1978-81; 1983-85

Member: Pacific Northwest Ballet; Seattle, WA, 1981-82

Repertoire primarily included works by George Balanchine, works by resident choreographer Kent Stowell, and full length classical works.

Member: Cultural Learning Alliance, Dance HE, Dance UK (Mentor Advisory Panel).

Nationality: American. Fluent French and basic knowledge of Spanish.



Office of the Provost

350 Administration Building
Memphis, Tennessee 38152-3300

Office: 901.678.2119
Fax: 901.678.3643

www.memphis.edu

December 12, 2016

Dr. Anne F. Hogan
340 Causeway Boulevard, unit 202
Dunedin, FL 34698

Dear Dr. Hogan:

I am very pleased to offer you the position of Dean of the College of Communication and Fine Arts effective April 1, 2017. We have received approval from the President and the Tennessee Boards of Regents to grant tenure upon appointment. Your compensation package includes a salary of \$200,000 for this twelve-month position and a comprehensive benefits package. To learn more about the employee benefit programs, please visit <http://www.memphis.edu/benefits>.


A moving allowance of up to \$20,000 can be granted upon receipt of appropriate documents associated with your move. Please note that the moving allowance payments are subject to federal taxes. Shortly after you return this offer letter, you will receive an email from "Application Station" asking you to complete a form to authorize a background check.

To finalize your appointment, an official transcript is required. Please have the institution that awarded your highest degree submit a transcript directly to the University of Memphis, Office of Faculty Administrative Services, 374 Administration Building, Memphis, TN 38152-3120. Please sign, scan, and submit to me this letter of offer to finalize your appointment.

If for any reason it is determined that you will no longer serve in the Dean's position and should you move to a nine-month faculty position, your then-current annual salary will be reduced by 20%, becoming 80% of your salary at that time. You would then be eligible for the research compensation program which allows a faculty member to enhance his/her academic year base salary upon successful solicitation of external grants and contracts.

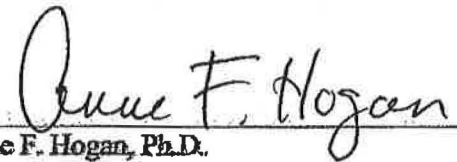
I am extremely excited about your acceptance of this position. I am confident that the considerable talents, vision, and experiences that you bring will extend the mission, facilitate increased scholarly productivity amongst the faculty, and enhance the success of the College of Communication and Fine Arts.

Sincerely,


Karen Weddle-West, Ph.D.
Provost

12-12-16
Date

I accept the terms of the offer contained in this letter.


Anne F. Hogan, Ph.D.

13-12-16
Date



February 10, 2017

Board of Trustees
University of Memphis

Dear Board of Trustees:

I am pleased to submit a Tenure Upon Appointment nomination request on behalf of University of Memphis faculty member Dr. Anne Hogan. Dr. Hogan will be appointed Dean, College of Communication and Fine Arts as of April 1, 2017. Her faculty appointment will be a full Professor in the Department of Theatre and Dance.


Dr. Hogan previously served as the Director of Education at the Royal Academy of Dance, based in London, and as its Senior Advisor for International Partnerships, based in the US. Dr. Hogan's tenure with the Royal Academy of Dance included the development of a graduate program for professional dancers, delivered in collaboration with the Berlin State Ballet, as well as partnerships with higher education and arts institutions in Australia, China, and North America, and the launch of a major research and community outreach initiative on 'Dance and Lifelong Wellbeing,' targeting older adults.

Prior to joining the Royal Academy of Dance, Dr. Hogan was an Associate Dean in the Faculty of Humanities, Arts, Languages and Education at London Metropolitan University, where she previously held the position of Academic Leader of Performing Arts, Film Studies, and Theatre Studies. Her earlier career in higher education includes her role as Head of Dance Studies at the University of Wolverhampton, and as Head of Postgraduate Studies and Research at London Contemporary Dance School (a founding member of the Conservatoire for Dance and Drama). She taught the Shakespeare seminar at the *Institut d'Etudes Politiques de Paris*, and has also taught in the Department of English and Comparative Literature at the American University of Paris, where she later took on the role of Director of Alumni Relations and Annual Fund Giving.

Dr. Hogan's publications include *Balanchine Then and Now* and *The Song of the Body: Dance for Lifelong Wellbeing*, and she has been a featured presenter at various international conferences and symposiums, most recently in Toronto, London, Tokyo, and Naples, Florida. A former member of the Boston Ballet Company and Pacific Northwest Ballet, she holds a BA in English Literature from Harvard University, and an MA and PhD in English Literature from Brown University.

Her credentials in academic teaching, service, and collegiality are outstanding and I would ask that the Board grant her tenure with the University of Memphis.

Sincerely,


Karen Weddle-West, Ph.D.
Provost

Office of the Provost

360 Administration Bldg
Memphis, Tennessee 38152-3370

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www.memphis.edu

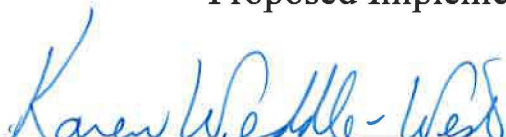


THE UNIVERSITY OF
MEMPHIS®

Loewenberg College of Nursing

**Letter of Notification &
New Academic Program Proposal (NAPP)
Doctoral Degree in Nursing Practice (DNP)**
Concentration: Executive Leadership

Proposed Implementation Date: August 2017



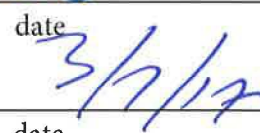
Dr. Karen-Weddle West, Provost



date



Dr. M. David Rudd, President



date

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LETTER OF NOTIFICATION

Program Name:	Doctoral Degree in Nursing Practice (DNP)
CIP AND SOC CODES:	31.51.3805.00
Proposed Implementation Date:	August, 2017
Academic Program Liaison (APL) name and contact information:	Dr. Jasbir Dhaliwal Professor, Vice Provost (Academic) and Dean of Graduate School University of Memphis 215 Administration Building Memphis, TN 38152 901-678-4653 jdhaliwl@memphis.edu

Purpose and Nature of Program

The proposed Doctoral Degree in Nursing Practice (DNP) program (*thereafter the DNP program*) will prepare advanced practice nurses for *Executive Leadership*. Based on the American Association of Colleges of Nursing (AACN) *Essentials for DNP programs*, the DNP program focuses on developing nurse leaders in practice who are innovative and evidence-based, reflecting the application of credible research findings. The DNP program will provide students with advanced knowledge and skills in theoretical constructs for advanced nursing practice, health statistics for clinical practice and leadership, science and methods for healthcare improvement, health care policy and economics, organizational healthcare leadership, and complex healthcare management for diverse populations. The primary goal of the DNP program will be to provide advanced knowledge and immersed leadership practice to nurses who are dedicated to providing evidence-based high quality care to improve health outcomes for patients, families, and populations, to transform healthcare, and to reduce healthcare costs. The distinctiveness of the DNP Program focusing on *Executive Leadership* will be of value to those interested in pursuing careers as evidence-based advanced practice nurses who lead change and advance health amid an ever changing healthcare landscape.

Alignment with State Master Plan and Institutional Mission- Explain how the proposed academic program is consistent with the state's economic development, workforce development, and research needs (as applicable) as well as the mission and strategic direction statement of the institution.

The nature, purpose, and scope of the DNP in *Executive Leadership* directly complements the State Master Plan as it will "target underserved students and undersupplied occupations" (The Public Agenda for TN Higher Education 2010-2015, p.3) and directly achieves the goals of the Complete College Tennessee Act 2010 to address the "*state's economic development, and workforce development and research needs*" (p.1).

The Institute of Medicine (IOM, 2001) reported that the current health care system inefficiently uses resources, is poorly equipped to address the changing demographics of an aging and increasingly diverse population, and does not have the reporting mechanisms or informatics to aggregate data that helps healthcare professionals provide safe and effective care. Further, providing care that is “safe, effective, patient-centered, efficient, and equitable” is the responsibility of all health professionals, and underscores the pivotal role of nurses who, at the front line of patient care, the largest healthcare workforce, provide the safety net for our health care system. Increasingly complex health care environments require nurses to possess the highest level of scientific knowledge and practice expertise to assure high quality patient outcomes. The AACN (2004) recommended the DNP as the minimal level of preparation for all advanced practice nurses by 2015. The National Organization of Nurse Practitioner Faculties (NONPF, 2015) Board of Directors reaffirmed an allegiance to advancing the Doctor of Nursing Practice degree as entry level for the nurse practitioner role. The National Research Council’s report entitled, “*Advancing the Nation’s Health Needs: NIH Research Training Programs*” (2005) which noted the need for the nursing profession to develop a “non-research practice doctorate” to prepare expert practitioners who can also serve as clinical faculty.

The IOM (2010) issued the landmark report *The Future of Nursing: Leading Change, Advancing Health*. The report articulated nursing’s critical role in shaping and advancing the future of health care in America. After a decade of studies, The IOM recommended that academic leaders across the nation should work together to increase the proportion of nurses with a baccalaureate degree from 40% to 80% by the year 2020. The schools of nursing should receive the full support of academic leadership, funding agencies, and accrediting bodies to double the number of nurses with doctorates by the year 2020 that add to the cadre of nurse faculty and researchers, paying particular attention to increasing diversity. There is a severe shortage of doctoral prepared nurses with less than 2% of over 3million registered nurses in the U.S. holding any doctoral degree in nursing or a nursing-related field. This has crucial implications for the profession’s capacity to educate future generations of nurses.

Changing healthcare, professional mandates, and dynamics of diverse U.S. populations, require *better educated nurse leaders* working towards better health care, better population health, and lower cost. The U of M DNP program will prepare nurse executives that help transform healthcare to be accessible, high quality, and cost effective. The DNP program will enhance the core mission of U of M by providing an *accessible* and high *quality* doctoral program to advanced practice nurses with a way to gain credentials preferred by the profession and to nurse leaders seeking the DNP as their terminal degree. The DNP program will add value to the community by providing accessible, flexible and high quality education. Our large number of *underrepresented* students who seek and complete the DNP degree will add value to serve the needs of medically underserved clinics in the greater Memphis areas, and thus meeting the needs of citizens of Memphis and beyond.

Feasibility Study- Provide supporting documentation addressing:

Student interest in the proposed academic program

We conducted two surveys to explore student interests in the proposed DNP program. In October 2015, we surveyed U of M enrolled MSN students who would graduate within the next 15 months. The survey

asked: how likely do you plan to pursue a DNP in the next two years?" Responses choices were "not likely", "somewhat likely", and "very likely." Near 78% of the MSN students (N=72 responded to the survey) reported "Somewhat likely" or "very likely" to pursue a DNP degree within the subsequent two years, showing great interest in the DNP program.

The second survey - a follow-up market analysis – was conducted in 2016 among MSN prepared nurses in the Memphis area (N = 67). The results revealed that 78% were interested in pursuing a DNP degree at U of M, among the respondents 34% were minorities. Several comments from respondents were as follows: *"I would like to advance my degree through Memphis instead of another institution", "I feel there is a definite need for an Executive Leadership program", "It would be great to have a DNP program at U of M", "This (U of M DNP) program would be such an asset to the region", "Please start an Executive Leadership DNP".*

The great interests of pursuing a DNP among current nursing graduate students and MSN prepared nurses in the region signify the need of the DNP program at U of M. The U of M offers the most affordable and accessible option for higher education in Tennessee and can offer the same quality of doctoral education in nursing for an average of approximately \$100 less per credit hour less than that offered by nearby institutions. The U of M DNP will be delivered online assuring accessibility, flexibility, affordability, and high quality. Our extensive practice partners will complement the DNP leadership immersion practice.

Local and regional need/demand as demonstrated in market analysis or similar evidence of the employer need and an assessment of the employment opportunities of the program (i.e. number of anticipated job openings) in appropriate service areas demonstrated through an employer needs assessment, current labor market analysis, future workforce projections during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).

Tennessee schools of nursing turned away nearly 3,000 qualified applicants at all levels of nursing from associate to graduate degree applicants (Tennessee Board of Nursing, 2009). Turning away *qualified* applicants is very troubling given the lack of educational preparation of Tennessee nurses: 9% diploma, 43% associate degree, 36% BSN, 11% MSN, and 1% doctorate (Tennessee Board of Nursing, 2014). Sadly, highly qualified Tennesseans want to obtain baccalaureate and graduate degrees in nursing but cannot because of Tennessee's shortage of qualified faculty to maintain even current levels of enrollment. The greatest barriers to assuring a well-educated nursing workforce is the severe shortage of doctoral prepared faculty to teach nurses at all levels and insufficient clinical placement opportunities for nurses to learn the practice of nursing. In 2015, Tennessee schools reported 4.9% faculty vacancies, the number is expected to rise as the current number of doctoral graduates is insufficient to fill positions. Robust growth in nursing educational capacity is not possible without swift and substantive changes such as support and implementation of doctoral programs as a positive step toward closing the gap of the nursing faculty shortage.

As the nursing profession calls for the DNP as the terminal degree in nursing practice, it is inevitable that current MSN programs must begin preparing to offer the DNP as well. In 2014, there were 2,620 nursing students studying to become APRNs in Tennessee, including 2,312 Nurse Practitioners, 230 Certified Registered Nurse Anesthetist, and 11 Clinical Nurse Specialist (TBON, 2014). The number of already

practicing APRNs in TN in 2016 was 10,312. This compared to 7,650 licensed advanced practice nurses in 2010 (TBON, 2011). Reflecting the rapid growth of APRNs in Tennessee, it is likely that many of these APRNs will seek post-master's DNP preparation as APN credentialing bodies begin requiring the DNP for entry-level educational preparation for APRNs. Therefore, the U of M, one of the largest FNP programs in Tennessee, must respond to educational needs of our graduates and students by offering an accessible, flexible, and high quality DNP program, and the time is now.

Currently, there continues to be an increased need for nurses with advanced degrees in the future throughout the US and especially in Tennessee. This is particularly true for doctoral prepared nurses. The Bureau of Labor Statistics and O*Net (a database developed by the US Department of Labor) projected that there will be a +19% change in the number of job openings for post-secondary nurse educators in Tennessee between 2014 and 2024. In 2014, there were 1,820 nursing instructors and teachers. By 2024, the numbers of nurse educators to meet the need in TN is projected to be 2,600 nurse instructors and teachers, or a +31% change (www.onetonline.org). The data for nurse practitioners is similar with a +43% change in need between 2014 and 2024. The data is located in Table 1 below. Bureau of Labor Statistics data are consistent with this data as presented.

Table 1. State (Tennessee) and National Trends

United States	Employment		Percent Change	Projected Annual Job Openings ¹
	2014	2024		
Nursing Instructors and Teachers, Postsecondary	68,600	81,800	+19%	2,540
Nurse Practitioners	126,900	171,700	+35%	7,470
Tennessee	Employment		Percent Change	Projected Annual Job Openings ¹
	2014	2024		
Nursing Instructors and Teachers, Postsecondary	1,820	2,600	+43%	110
Nurse Practitioners	4,280	6,020	+41%	260

¹Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement. (O*Net, www.onetonline.org, accessed February 11, 2017)

Implementation of the U of M DNP is necessary to assure that the LCON meets the growing demand for graduate nursing education in Tennessee and remains competitive in the nursing academic marketplace. The U of M MSN program graduates the largest number of Family Nurse Practitioners (FNP) in Tennessee. The FNP is the most popular concentration (80%) offered by the U of M MSN program. As the DNP is recommended for all students seeking advanced nursing education and/or certification, it is incumbent upon the U of M to implement the DNP program as soon as possible in order to sustain the viability of its FNP program, to maintain uninterrupted access to FNP education in Tennessee, and assure that there are sufficient numbers of FNPs to meet the future demand and particularly primary care needs for healthcare in Tennessee. This is particularly vital for the 37% of Tennesseans who reside in rural counties where Nurse Practitioners assure access to quality healthcare.

The U of M DNP program will serve interests of the healthcare community as supported by nurse executives and vice presidents for patient services in greater Memphis areas. DNP prepared nurse executives will be a valuable resource to swiftly translate evidence into practice, use quality and safety

data to improve care processes that provide more patient centered, safe and effective health care, and use provider-based automation in a new era of healthcare. Importantly, states such as Tennessee striving to provide the highest quality cost-effective health care needs to support well-educated nursing workforce to address healthcare needs of populations in both rural and urban settings.

[Future sustainable need/demand as evidenced in letters from employers of increased need, preference for proposed degree, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond three years of the program if approved.](#)

The DNP is a practice-focused doctorate that is analogous to professional degrees offered in other disciplines including entry-level degrees [e.g. the Doctor of Medicine (MD), Doctor of Dental Surgery (DDS) and the Doctor of Pharmacy (Pharm D)], and those that offer advanced practice degrees, the Doctor of Psychology (Psych D), the Doctor of Physical Therapy (DPT), and the Doctor of Occupational Therapy (OTD). Nurses with a DNP are clinical scholars who have the capacity to utilize and translate research into practice, and to shape systems of care and potentiate individual care into serving populations, and to address clinical issues that influence organization-level performance.

The academic preparation and predominant focus of DNP graduates is on the use of research findings for evidence-based practice decisions. Thus, the DNP prepared nurses with knowledge and skills necessary translate research in nursing practice and provide leadership for improving healthcare, resulting in policies and practices that are informed by the best research evidence possible. DNP graduates can also alleviate the faculty shortage by contributing to clinical education and by increasing capacity for clinical sites. By assuming responsibility for clinical education, the U of M DNP programs allows research-intensive faculty more time to target their efforts on the highly competitive arena of federally supported research. Disturbing data on the projected future needs for nursing faculty, the projected shortfalls due to retirements, and the limited PhDs graduates (Berlin & Securest, 2002) demand the preparation of DNP graduates to meet needs of both healthcare and nursing education. The national growth in DNP program enrollment reflects responses to the above noted needs. Since the first DNP programs began in 2005, 264 DNP programs have been established with an additional 60 in the planning stages (AACN, 2015). From 2013 to 2014 enrollment in DNP programs increased from 14,688 to 18,352 and DNP graduates increased from 2,443 to 3,065 (AACN, 2015). DNP programs are now available in 48 states plus the District of Columbia. The DNP remains a newly emerging field of study within the nursing profession and the demand for DNP education continues to grow.

[**Program Costs/Revenue-** Provide supporting documentation that program costs will be met from internal reallocation, tuition and fees or from other sources such as grants and gifts.](#)

The DNP Program will be sustained by generating revenues from student tuitions and fees. Demands for nurse educators and advanced practice nurse support the projection of enrollment increase over years. A detailed budget can be located in the funding section of the new academic programs proposal (NAPP).

[**Existing Programs offered at public and private Tennessee institutions** – List all programs within the same CIP code definition at the same level \(bachelor's, master's, doctoral\) currently offered in public and private higher education in Tennessee.](#)

DNP programs are available in the Academic Common Market, however the DNP degree with a concentration specialty focus on *Executive Leadership* is only offered at two other institutions in the State of Tennessee (East TN State University & Union University). East TN State University is located over 500 miles away from the U of M with an online/blended program that is not fully accessible to students in the Memphis area. Union University is a private college located 80 miles away in Jackson, TN with a graduate tuition that is roughly 40% higher than U of M.

The U of M DNP will prepare graduates to provide leadership in the management of patient care in complex health systems; which specifically support the U of M mission to be recognized for innovative academic programs. The DNP in *Executive Leadership* will position U of M students to meet this education shift. In addition, the DNP program will meet the needs of the diverse student population attracted by the U of M, which is distinct from other institutions offering DNP programs in the Academic Common Market.

Table 2. Programs with Same CIP Code in TN

University	Location
Union	Jackson, TN
ETSU	Johnson City, TN

New Academic Program Proposal (NAPP)

CURRICULUM - An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer (where applicable for undergraduate programs based on Policy XX, Articulation and Transfer).

The U of M DNP program requires the completion of 28-37 semester credit hours beyond the master's degree. The following table displays program requirements; current and existing courses, new courses needed, and distance learning.

Program Requirements - Include the minimum number of SCH overall, required curriculum (course prefix and number, title, SCH) and any special requirements including theses, internships.

Table 1. Detailed Degree Map

Course prefix and number	Course title	SCH	New courses needed (Y/N)	Distance Learning (Y/N)
Year 1				
NURS 8000	Advanced Nursing Theory	3	Y	Y
NURS 8001	Advanced Healthcare Statistics	3	Y	Y
NURS 8002	Science & Methods for Healthcare Improvement	3	Y	Y
NURS 8003	DNP Methods Practicum	1-4	Y	Y
NURS 8004	Healthcare Policy and Economics	3	Y	Y
NURS 8005	Organizational Systems Leadership	3	Y	Y
NURS 8100	DNP Practicum	2-3	Y	Y
NURS 8101	Complex Healthcare Management	3	Y	Y
NURS 8102	DNP Practicum II	1-4	Y	Y
Year 2				
NURS 8103	Transitional Inquiry and Informatics	3	Y	Y
NURS 8200	DNP Practicum III- Residency	4-6	Y	Y
Total Program Credit Hours		28-37 (480-1000 contact hours)		

***Elective courses are available for students to complete based on consultation with the DNP advisor and student-identified outcomes for the program. Examples of electives include finance, business, or public health courses. Elective courses are not required to complete minimum credit hours for the DNP program.*

Table 2. Description of New Courses

Course Number	Course Title	Course Description	SCH
NURS 8000	Advanced Nursing Theory	Focuses on ethical, biophysical, psychosocial, analytical, and organizational theories from a range of disciplines. Principles of philosophy of science, social, political, and historical factors that have shaped the evolution of nursing science and practice are included. Theories and concepts providing the framework for the practice doctorate in nursing are critiqued.	3
NURS 8001	Advanced Healthcare Statistics	Focuses on statistical principles and techniques necessary to interpret and evaluate research evidence in the health profession. Knowledge of fundamental logic, procedures, and assumptions necessary to interpret and critically appraise statistical tests used in the context of health and health management are emphasized.	3
NURS 8002	Science & Methods for Healthcare Improvement	Explores scientific and philosophic foundation of healthcare improvement science. Emphasis is placed on the integration of multidisciplinary concepts, models, and techniques to understand, evaluate, and improve approaches to health and care.	3
NURS 8003	DNP Methods Practicum	Examines and select valid surveys, tests, and data collection tools best suited for the student's scholarly inquiry. Apply methods for testing and measuring healthcare performance using the framework of access, quality and cost assess methods for process change, improvement and evaluation.	1-4
NURS 8004	Healthcare Policy and Economics	Explores formulation of health policy in the United States, including the historical and cultural underpinnings of policies and politics that shape national health, health care and the nursing profession. Emphasis is place on the economic, fiscal and regulatory aspects of health, healthcare and nursing and their impact on	3

		individuals, communities, delivery systems, providers of care and advanced nursing.	
NURS 8005	Organizational Systems Leadership	Examines essential elements of community and health systems to achieve high quality health and healthcare. Emphasis is placed on assessing and understanding organizational and population cultures, strategies to transform communities and systems of care, and systems change.	3
NURS 8100	DNP Practicum	Analyzes micro-, meso-, and macro-system structures and processes in health care. Emphasis is placed on identification of emerging patterns affecting current and/or future individual, community, nursing, system and/or organizational outcomes.	2-3
NURS 8101	Complex Healthcare Management	Examines interprofessional approaches to assist individuals, communities, systems, and/or health professionals in managing alterations in health, with the aim of optimal access, cost and quality.	3
NURS 8102	DNP Practicum II	Applies best practices to achieve optimal healthcare outcomes. Analyzes structures and processes in various settings, including alternative strategies to bridge gaps between desired and actual healthcare outcomes. Focuses on upstream strategies for health system improvement is emphasized.	1-4
NURS 8103	Transitional Inquiry and Informatics	Analyzes phenomena of scholarly inquiry based upon contextual understanding of the setting or system, including recommendations for improvement and dissemination of findings using translational research methods and applicable nursing informatics principles.	3
NURS 8200	DNP Practicum III- Residency	Synthesizes essentials of doctoral nursing practice in collaboration with advanced healthcare professionals and faculty, including in-depth study of a select phenomenon of scholarly interest.	4-6

Comprehensive Examination- Prior to enrolling in DNP Residency (NNURS 8200), the student must successfully complete a written and oral comprehensive examination. The examination will assess mastery of areas covered in the DNP program. The LCON DNP comprehensive Examination Committee will be responsible for organizing and evaluating the examination.

Capstone Project - To fulfill the requirements for the DNP in Nursing, the student must complete a capstone project. The student will determine the project topic in consultation with the advisor with input from the committee chair and members.

Current Courses and Existing Programs – List current courses and existing institutional programs, which will give strength to the proposed program.

This program provides students the opportunity to take courses (electives) in other disciplines. Students will also collaborate outside of the University of Memphis, through partnerships and affiliations with all health care agencies in the greater Memphis area, the Memphis and Shelby County Health Department, the Tennessee Department of Health, the Tennessee Board of Nursing, The Urban Child Institute, and other universities/colleges in the region.

New Courses Needed - List any new courses and existing institutional programs, which will give strength to the proposed program.

New courses, which will give strength to the program accompanied by the course descriptions, are listed in Table 2 above.

Distance Learning- Indicate whether this program will be offered via distance learning and which courses are available via distance learning.

The proposed DNP program will be offered as an online program. Tennessee is a member of SARA and the U of M is an approved SARA institution. As such, the U of M adheres to an established common set of standards for offering post-secondary distance education among member states, districts and territories. The U of M is currently authorized to offer online degree programs in these [SARA member states](#). It is the student's responsibility to understand current circumstances or special requirements in their state of residence.

Course Syllabi

See Appendix C

ACADEMIC STANDARDS – The admission, retention, and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

A. DNP Admission Requirements

There are two entry options for the Doctorate of Nursing Practice.

- 1) Post-Master's Entry (MSN-DNP) with Advanced Practice Nursing Specialty
- 2) Post-Master's Entry (MSN-DNP) without Advanced Practice Nursing Specialty

For both options, admission to both the Graduate School and the LCON is required. Admission to the program will be based on competitive selection from the pool of applicants. Multiple criteria will be used when considering applicant admission including, but not limited to, letter of interest, undergraduate and/or graduate grade point averages, professional experience, applicant interview, and letters of recommendation. To detail:

- Admission to the University of Memphis Graduate School.
- Admission to the LCON graduate nursing program.
- An undergraduate minimum cumulative grade point average of 2.8 on a 4.0 scale.
- Letter of interest, which discusses prior professional experience, future career goals, and reasons for pursuing graduate study.
- Letters of recommendation from three persons qualified and familiar to judge the applicant's academic and professional background and experience in nursing practice, specifying in detail the applicant's capabilities for graduate study.
- Interview with LCON graduate faculty if requested by Admissions Committee.
- Submission of current professional resume
- Hold a BSN and/or MSN from a nationally accredited nursing program.
- Applicants for whom English is not their primary language are required to meet the University's minimum required TOEFL score: paper based 550 or greater; internet based 79; or 213 computer based.
- Eligibility to practice as a Registered Nurse in Tennessee or the state in which the clinical assignments are completed. Appropriate licensure/authorization must be obtained during the first semester following admission to the program.
- Students transferring from another graduate nursing program must submit a letter of good standing and transcript from the dean/director of the previous nursing program.
- The standardized admission test is successful completion of the NCLEX licensing examination.
- Successful completion of a 3 semester hour or 4 quarter hour undergraduate statistics course.

Students admitted to the DNP program must have and maintain while in the program:

- An unrestricted license to practice as a registered nurse in Tennessee or license to practice in the state in which clinical assignments are to be completed
- Current CPR certification
- Evidence of Heptavax, MMR, polio, and tetanus vaccination
- Rubella and varicella titers
- Freedom from tuberculosis as evidenced by a negative PPD or health provider examination

- Evidence of current professional malpractice insurance in the amount of \$1,000,000 per occurrence and \$6,000,000 in the aggregate.

B. Progression, Retention, & Graduation Requirements

1. Students in the LCON graduate program must comply with all retention standards of the University of Memphis Graduate School.
2. Graduate students must maintain a 3.0 GPA ("B"). Grades of "D" and "F" will not apply toward any graduate degree, but will be computed in the GPA. No more than 7 hours of "C-", "C," or "C+" will be applied towards meeting degree requirements.
3. The grade "I" (Incomplete) may be assigned by the faculty member in any course in which the student is unable to complete the work due to extraordinary events beyond the individual's control that are acceptable to the faculty member. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 90 days from the end of the semester or summer session in which it was received (see University Calendar), the "I" will change to an "F," whether or not the student is enrolled. The faculty member may grant up to a 45-day extension if sufficient extenuating circumstances exist. At the end of the extension period, the "I" grade will automatically revert to "F" if the student has not completed the requirements. The student will be certified for graduation only when all requirements are met, including the removal of "I" grades. If a student has an "I" in a course necessary to fulfill degree requirements in the semester in which he or she expects to graduate, the certification process and graduation will automatically be deferred to the next term.
4. Academic disqualification from the DNP program will occur when the student:
 - fails to maintain a 3.0 GPA in graduate school.
 - fails to earn a grade of "B" (3.0) or better when repeating a course.
 - willfully misrepresents patient data or clinical practice.
 - willfully places any patient in physical or emotional jeopardy.
 - is placed on probation by the Tennessee Board of Nursing.
 - fails to disclose a felony conviction.
 - fails to disclose disciplinary action or diversion by the Tennessee Board of Nursing.
 - fails to complete all degree requirements within five years of entering graduate nursing coursework.
5. Before being recommended for graduation, every candidate for the DNP degree is required to complete a practice project with emphasis on the student's area of concentration to be evaluated by selected nursing faculty.
6. For post-master's students an assessment of graduate practice hours will be conducted on admission to determine the number of practice hours required to achieve the 1000 practice hour minimum.
7. All requirements for the DNP degree must be completed in 8 calendar years.
8. Students enrolled in the DNP program must complete 28-37 semester hours with the minimum overall grade point average of 3.0.

DIVERSITY – Provide information regarding how the proposed program will serve a diverse population of students (e.g. adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of student or international students.

As the US population (34% minority) becomes increasingly diverse, it is vital to the health of the nation to graduate nurses at the highest level of practice who reflect the diversity of the nation, and recruit and retain minority student population is strategically important to a profession where only 16.8% of practicing RNs are from minority or under-represented populations (DHHS, 2010). The 2010 IOM report on the future of nursing recommended that, “... *schools of nursing receive the full support of academic leadership, funding agencies and accrediting bodies to double the number of nurses with doctorates by the year 2020 to add to the cadre of nurse faculty and researchers, paying particular attention to increasing diversity*”.

The U of M LCON supports the IOM recommendation regarding diversity in the nursing workforce as we have successfully increased diversity in both students (31%) and faculty (35%). The LCON core values integrates caring, diversity, integrity, and leadership. Working closely with U of M Diversity Officer who is also the Provost, we will develop and implement a strategic plan of outreach and marketing to increase awareness of and promote access to the U of M DNP program among racially, ethnically and culturally diverse communities in Tennessee and beyond. This would entail strategically placed advertisements in professional nursing journals targeting minority populations such as the Journal of National Black Nurses' Association; Journal of the National Association of Hispanic Nurses; Asian Journal of Nursing Research; Asian Journal of Nursing; Journal of Minority Nursing, and Men in Nursing. We would also target professional organizations such as the Association of Black Nursing Faculty; the National Association of Hispanic Nurses; the American Assembly for Men in Nursing; the National Association of Indian Nurses of America; and the National Association of Asian Pacific Islanders.

The U of M offers equal opportunity to all persons without regard to race, religion, sex, creed, color, national origin or disability. The U of M does not discriminate on these bases in recruitment and admission of students or in the operation of its programs and activities, as specified by federal laws and regulations. Designated coordinators for University compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Vice President for Student Affairs and Equal Opportunity Compliance Officer. The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a diverse student body.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

Table 3. Projected Enrollment for DNP Program

Year (specify Term & AY start)	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
1	15	30	45	2	0
2	30	60	75	3	15
3	30	60	120	5	45
4	30	90	120	5	45
5	30	90	120	5	45
6	30	90	120	5	45
7	40	100	140	6	45

Our enrollment projections displayed above are based on national and regional data, and our successful MSN program. We expect to enroll 15 full-time and 30 part-time students in year 1, 15 full-time and 30 part-time students in year 2, 15 full-time and 30 part-time students in year 3, enroll 15 full-time and 30 part-time students in year 4, enroll 15 full-time and 30 part-time students in year 5, and the same size to year 6 when we will increase to enroll 25 full-time and 40 part-time students. We expect to enroll 20 full-time and 40 part-time students in year 7.

U of M LCON academic programs have maintained a high retention rate => 90% for all academic programs (BSN & MSN) based on our success efforts with regards to retention, we anticipate a dropout rate of 5% or less for full time students and 10% or less for part-time students. We anticipate that 90% to 95% of the DNP students will be working full or part-time as Master’s prepared nurses and will attend the DNP program on a part time basis. We base this projection on the enrollment pattern in our MSN program where approximately 95% of our MSN students are attending school on a part-time basis as they are working either full-time or part-time in nursing. Full-time study is based on minimum 9 credit hours per semester and part time study is based on 6 credit hours per semester. Annual enrollment is calculated based on the academic year starting in fall term and ending after summer term the following year.

Courses will be offered every term. The estimates above are based on the completion of the DNP program curriculum only. It is theoretically possible for full-time post master’s students to complete the DNP program within four (4) consecutive semesters and for part-time students to complete the program within six (6) consecutive semesters. However, based on our experience with our MSN program, we anticipate that the majority of students will be employed and working either full or part-time throughout the program often requiring students to adjust their program of study based on work and/or family obligations. Thus we assume that average “full-time” student will graduate in no less than 6 semesters and the average “part-time student” will graduate in no less than 9 semesters. Students will have a maximum of eight (8) years to complete the DNP program.

Table 4 below shows U of M MSN programs' enrollment and graduation between 2013 and 2015, indicating a large number of graduate student enrollment in the MSN program and improved graduation numbers. Slightly decreased enrollment numbers may signal a shift as students seek a DNP degree.

Table 4. U of M MSN 2013-2015 Enrollment and Graduation

Year	Enrollment	Graduation
FY 2013	292	79
FY 2014	272	108
FY 2015	*234	80

Nationally, nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT), and Audiology (AudD) all offer practice doctorates. Schools nationwide that have initiated the DNP are reporting sizable and competitive student enrollment. Employers are quickly recognizing the unique contribution these expert nurses are making in the practice arena, and the demand for DNP-prepared nurses continues to grow. The DNP is a highly desirable degree as indicated by the phenomenal growth in new DNP programs (up 810% between 2006 and 2012) and the increase in DNP enrollments (up 30% between 2010 and 2011). From 2013 to 2014, the number of students enrolled in DNP programs increased from 14,688 to 18,352. During that same period, the number of DNP graduates increased from 2,443 to 3,065, according to AACN Report (2015).

The National Organization of Nurse Practitioner Faculties (NONPF, 2015) Board of Directors reaffirmed in April 2015 an allegiance to advancing the Doctor of Nursing Practice degree as entry level for the nurse practitioner role. As the deadline requiring the practice doctorate for entry into Advanced Practice Nursing, we anticipate increasing growth in number of students who currently hold master's degrees in nursing seeking admission to our DNP programs in advance of the implementation of the requirement of doctorate as entry level. Once implemented we anticipate strong interest among master's prepared nurses in Tennessee (approximately 10,580 of whom are Advanced Practice Nurses, according to Tennessee Board of Nursing 2014 Report), seeking professional mobility and career advancement in line with evolving professional standards of practice and licensure laws. Once the DNP is required for APRN certification, all MSN in advanced practice nursing programs (Nurse Practitioner, Certified Registered Nurse Anesthetist, Certified Nurse Midwife, and Clinical Nurse Specialist) will have to be phased out. Therefore, U of M DNP program is a positive step to remain competitive in the nursing academic market.

ADMINISTRATIVE STRUCTURE- Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The LCON is organized under the leadership of the Dean who serves as Chief Academic Officer of the College. Associate Dean for Academic Programs provides oversight for both undergraduate and graduate programs and works closely with faculty and director of respective academic programs – BSN program, RN-BSN Program, Lambuth BSN Program, MSN and RODP programs, and the proposed DNP program. The Associate Dean directly reports to the Dean. Assistant Dean for Nursing Student works with academic advisors and academic service coordinators to provide student-centered services from recruitment, admission to graduation. The Director of DNP program provides leadership and oversight for

development, implementation, and evaluation of the DNP program by working with DNP faculty to insure high quality of the DNP program. The Director of Clinical Education provides support and leadership for clinical faculty including part time clinical faculty and works closely with the LCON's clinical placement coordinators to secure clinical sites in support of student clinical learning. Director of Simulation and Skills Labs manages all simulation and skills labs in the CHB, developing faculty for simulation use, and providing support for simulation labs at our Lambuth campus. The LCON has shared governance in which Chairs of Faculty Standing Committees serve on Dean's Leadership Council that promotes shared decision making to fulfill the vision and mission of the LCON. The LCON organizational chart is displayed in Appendix A.

Dean of Nursing, a 12-month administrative position is held by a doctoral prepared, tenured full professor. The Dean serves as chief academic officer comparable to chief administrators of colleges and schools in the U of M. The Dean is vested with administrative authority in nursing budget and personnel. She serves on the Provost Deans' Council, the University SRI Advisory Committee, the University Institutional Effectiveness Council. The Dean works closely with Provost, Vice President for Academic Affairs for needed resource and support to fulfill mission and to reach strategic goals of the LCON and U of M. As the Chief Academic Officer of the LCON, the Dean is responsible and accountable for insuring high quality programs, sound academic policies, adherence to accreditation and regulatory requirements, and provides vision and leadership for the LCON. The Dean performs annual reviews for all full-time faculty, tenure and promotion reviews, and reviews of the Associate Dean, the Assistant Dean for Students, and the LCON staff. The Dean is vested and supported by the University's top leadership to sustain, advance, and accomplish the mission and goals of the LCON.

The Associate Dean for Academic Programs, a 12-month administrative position is held by a doctoral prepared, tenured associate professor. The Associate Dean provides leadership and oversight for sustaining high quality of all nursing programs including the proposed DNP program. The Associate Dean reports to the Dean, and works with faculty and directors of academic programs to support faculty teaching and student learning. The Associate Dean insures the designed curriculum meets CCNE accreditation standards. The Associate Dean also serves as liaison to the U of M Undergraduate and Graduate Councils, and to the LCON practice and community partners.

Assistant Dean for Nursing Students, a 12-month administrative position is held by a doctoral prepared, tenured assistant professor. The Assistant Dean for Nursing Students provides leadership for student recruitments, admission, retention, graduation and leadership development. The Assistant Dean manages student affairs, serves as a liaison to the academic counseling units of the University, plans and implements student related functions/activities (e.g., student orientations), coordinates registration activities for entering classes, administers student scholarships, and supports honor students. The Assistant Dean conducts Town Hall meetings to listen to student voices and uses data to improve processes and student related policies. Two Academic Advisors and two Academic Service Coordinators report to the Assistant Dean for Student Affairs.

Director of DNP Program, a 9-month faculty position is held by a doctoral prepared faculty with expertise and experience directing the program. The Director of the DNP program will work closely with the Associate Dean and DNP faculty to develop, implement, and evaluate the DNP program. The Director of the DNP program provides leadership and oversight to insure the DNP program meets accreditation

standards and regulatory requirements.

Director of Clinical Education, a 12-month administrative faculty position is held by a doctoral prepared clinical faculty with a family nurse practitioner certificate. The Director of Clinical Education provides leadership and oversight for clinical education, supports clinical faculty including part time faculty and students, builds academic and practice partnerships, communicates evidence-based practice in clinical education, and promotes excellence in clinical education. The Director for Clinical Education will work with Director of DNP program and Clinical Placement Coordinator for clinical placements for the DNP student practicum.

Director of Simulation/Nursing Labs, a 12-month administrative faculty position is held by a clinical faculty who is currently in a PhD program. This person manages nursing simulation and skills labs, insures lab supplies for faculty teaching and student learning, develops faculty for using simulation, and provides leadership and oversight for integration of simulation with nursing curriculum.

FACULTY RESOURCES- Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student faculty ratio for the proposed program should be included in the documentation.

The LCON has 18 faculty members with research doctorates and 15 faculty members with practice doctorates. LCON currently has three unfilled tenure track positions; when these positions are filled in AY17-18, the number of faculty with research doctorates will be 21. All doctoral prepared faculty are able to guide students in the DNP program.

Current Faculty- List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three-page vita for each faculty member listed including relevant related activities for the past five years.

Table 5. Proposed Faculty Participating in DNP Program

Name	Rank	Highest Degree	Primary Dept.	Involvement	Graduate Faculty Status
Lin Zhan, PhD, RN, FAAN	Professor	PhD	Nursing	15%	Full Graduate Faculty Status
Shirleatha Lee, PhD, RN, CNE	Associate Professor	PhD	Nursing	15%	Full Graduate Faculty Status
Jennifer Hitt, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Toni Bargagliotti, PhD, RN, FAAN	Professor	PhD	Nursing	15%	Full Graduate Faculty Status
Gloria Carr, PhD, RN	Associate Professor	PhD	Nursing	15%	Associate Graduate Faculty Status
Belinda Fleming, PhD, RN, FNP-BC	Clinical Associate Professor	PhD	Nursing	15%	Associate Graduate Faculty Status
Gayle Shiba, PhD, RN	Associate Professor	PhD	Nursing	15%	Full Graduate Faculty Status
Genae Strong, PhD, CNM, RN	Associate Professor	PhD	Nursing	15%	Associate Graduate Faculty Status
Marie Gill, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Beverly West, PhD, RN	Clinical Associate Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Y'Esha Williams, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Janet Tucker, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Annapoorna Mary, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Marcy Purnell, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Hoi Sing Chung, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Judy Rosenberg, PhD, RN	Assistant Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Jill Dapremont, EdD, RN	Associate Professor	EdD	Nursing	15%	Full Graduate faculty Status
Rosemary McLaughlin, PhD, RN	Clinical Associate Professor	PhD	Nursing	15%	Eligible for Graduate Faculty Status
Brad Harrell, DNP, RN	Assistant Professor	DNP	Nursing	15%	Associate Graduate Faculty Status
Teresa Richardson DNP, RN	Clinical Professor	DNP	Nursing	15%	Associate Graduate Faculty Status

Michelle Baldwin	Clinical Assistant Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Lisa Beasley	Clinical Associate Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Leigh Ann Breckenridge	Clinical Associate Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Kathy Diane Butler	Clinical Assistant Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Vicki Chandler	Clinical Associate Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Tracy Collins	Clinical Associate Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Mary Elliott	Clinical Associate Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Joy Hoffman	Clinical Associate Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Stacey Powell	Clinical Assistant Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Kathy O'Conner Wray	Clinical Associate Professor	DNP	Nursing	15%	Eligible for Graduate Faculty Status
Felesha Perry	Clinical Associate Professor	DNP	Nursing		Eligible for Graduate Faculty Status

CVs for each respective faculty located in Appendix D

Anticipated Faculty- Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

No additional faculty will be needed in the development of the DNP program during the first two years. Then 2 additional faculty positions will be requested.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES- Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program, which meets recognized standards for study at a particular level or in a particular field.

The U of M offers a broad array of library resources that include many electronic databases such as CINAHL, OVID, and SciVerse that provide full-text articles. The library also provides ILLiad which is an outstanding resource that provides full text articles that may not be available in full-text in our current journal databases. The University Libraries (*Libraries*) are housed in the McWherter Library with 5 branch libraries (CSD; Math; Music; Lambuth Campus; and CHB). The collection items, which support the Nursing Program, are found in the McWherter Library and in electronic format on the Libraries' website (<http://www.memphis.edu/libraries>). The Libraries have 77 full-time personnel: 21 Faculty; 4 professional/administrative staff; and 52 support staff.

The Ned R. McWherter Library opened in fall 1994 at a cost of \$26,500,000. This 250,000 square foot library offers state of the art electronic capabilities, full wireless access to the internet in addition to 163 computer workstations for wired access via the Campus Network, and over 150 group and individual study carrels available throughout the building, as are appropriate copiers, printers, micro format readers and reader-printers. The McWherter Library opens 93.5 hours per week during the regular semester, with abbreviated hours between semesters. The Libraries' website (<http://www.memphis.edu/libraries/>) offers access to over 150 electronic resources (indexes, full-text databases, abstracts) and over 109,000 electronic books. When searching the Libraries' online catalog using subject "nursing" and material type "E-Book" 323 titles are listed in the response as available for use by U of M students and faculty. Resources of particular interest to LCON include CINAHL, PubMed, Nursing and Allied Health Collection Complete, Nursing journals @ Ovid, Stat!Ref, and SciVerse. All are available to the Libraries' users, either on or off Campus. The Nursing monographs collection includes Library of Congress Classifications: RA, RJ, RM, and RT, plus scattered books in other classifications. The Libraries receive access to 10,067 serial subscriptions in either print or electronic format.

The Libraries' Research and Information Services (RIS) Desk is located on the first floor of the McWherter Library in the Learning Commons. The RIS Desk is staffed during all the open hours of the McWherter Library, while the Learning Commons and its Technical Support Desk are open for extended hours during exam periods. The staff at the RIS Desk seeks to help library users successfully meet their information needs. Throughout each semester the RIS Desk staff present "open-walk-in" instructional sessions on the various electronic resources available on the Libraries' website.

The Libraries has an active Interlibrary Loan Department which uses the ILLiad and RAPIDILL systems to fill faculty and student requests for materials not locally owned, a free service to students and faculty

through which he/she can make requests via the Libraries' website from over 10,000 libraries world-wide. The Libraries also participates in collaborative document delivery with its fellow-members of the Association of Southeastern Research Libraries and members of TENN-SHARE. As the Regional Federal Depository for the State of Tennessee, the Libraries receives and/or has access to all U. S. Government Printing Office publications in print, microform, and electronic formats. This collection is, by law, available to all U. S. citizens, most especially the citizens of Tennessee.

The LCON is served by all areas of the U of M Libraries. In summer 2015, most of the materials which support the Nursing Program in the Ned R. McWherter Library were transferred to the Health Sciences Library within the new CHB on U of M's Park Avenue Campus. Holdings in the Libraries for Nursing as of March 2015 are 2,710. Since the proposed DNP program will be an online program, it is the CHB Health Science Library and U of M Ned McWherter Library's electronic resources that are most important for the DNP program, and for the curriculum and research needs of the nursing programs. The Library faculty/staff meet with nursing faculty and all new nursing students to inform them of the available resources and services each semester. Since the DNP program will be offered online, the U of M library uses embedded librarians who provide online support for students.

Technology. All University students pay a technology access fee (TAF) that funds computing equipment and printing supplies in computer labs across campus. The University has 1,305 computers in 53 TAF labs. In addition to departmental labs located across campus, there are two large general-use computer lab facilities accessible by students: McWherter Library Learning Commons has 118 computers and the University Center Technology Hub has a total of 82 computers. The Technology Hub is open 24 hours per day, seven days per week. Lab attendants are present at all times for the two general-use labs with extended hours. Student technology workers who are available to assist other students with use of computing laboratory equipment staff these computer labs. Student computers are rotated out of TAF labs every three years or as budget conditions allow. Computers removed from TAF labs are sometimes used to replace older faculty desktop computers. All nursing faculty old desktop computers were either replaced or upgraded since 2010.

TAF funded nursing \$290,543.90 in AY 2011-2012 for items of Electronic Medi-Dispense Unit® dose systems, high fidelity simulator, Elsevier-Simulation Learning System and Hearing Voice Curriculum, SimMan® 3G, MetroMed Dispense System®, SimMom®, SimView®, and Optiplex 790 for Lambuth. In the new CHB, TAF allocated about \$300,000 to equip 56 computers for students' use on the 4th floor's Collaboration Room, 9 computers for student and faculty use in the Health Science Library, and 180 computers for the testing center estimated at \$300,000.

Faculty and Staff Technology Resources. The LCON has several faculty conference and seminar rooms located on the 2nd, 3rd, and 4th floor of the CHB. All these rooms are equipped with an overhead projector, projector screen, and a Mobile Polycom Video-Teleconferencing System. Faculty use these conference rooms for group meetings, webinars, meetings via Skype, and graduate student seminars. Nursing Dean's Conference Room is used for monthly faculty organization meetings as well as Dean's meetings. The LCON faculty and staff have desktop computers with Internet connections and color inkjet or laser printers in their offices. Faculty and staff are networked to a shared color laser printer in the CHB, and other color laser printers are located in the Lichterman-Loewenberg Dean's Suite. The LCON maintains

laptop computers and portable computer projectors that are available for temporary sign out. Course designers for the MSN RODP program are supplied Dell laptop computers. Faculty and staff of LCON utilize a variety of mobile technologies including tablets, smart phones, iPads, and notebooks. Nine iPads are provided to faculty and administrators; four iPads for students charting, and one surface pro for the nursing lab.

Desktop computers are a mix of Apple Macintosh desktops and Dell Windows-based PCs. Faculty and staff have a choice of using either a Dell or Macintosh computer. All run at 733 MHz or faster and have at least a 40 GB hard drive, at least 512 MB of RAM, a CD-RW or DVD-ROM, and a 10/100 Ethernet card, with at least a 17-inch CRT or LCD monitor. Standard software for Dell computers includes: Windows 7, Office 2010, AVG Antivirus, Internet Explorer 8, Firefox, Adobe (Reader, Shockwave, and Flash), Java, Real Player, QuickTime, and VLC Media Player. Any other software is installed on an as-needed basis. Standard software for Macintosh computers includes: the appropriate licensed version of OS X, Firefox, Adobe (Reader, Shockwave, and Flash), QuickTime, and Office 2011. Any other software is installed on an as needed basis.

University Portal. On both Mac's and PC's, faculty and staff use their preferred browser to leverage the University's portal system (<http://my.memphis.edu/>). The portal is the focal point of contact for most faculty, staff, and students. The portal may be used by faculty and/or staff to review class rosters, refer students to the Early Intervention program, post grades, review budgets, create purchase requisitions, and perform other activities. Students may use the portal for a variety of university business and it allows students to register, withdraw, and pay fees online. Students may also use the portal to obtain their class schedules, unofficial transcripts, financial aid information, and other information.

Content Management System (CMS). The LCON leverages the University's web CMS to ensure uniformity of web pages and seamless integration with the University's web infrastructure. Web pages maintained via the CMS are stored on redundant servers that are backed up nightly and supported by staff 24 hours per day 7 days per week. Changes to the LCON website are made by staff via the CMS using popular web browsers currently either Internet Explorer or Firefox.

LCON Servers. Information Technology Services (ITS) manages the servers that support LCON file shares and FilemakerPro database services. LCON file shares are hosted on the main ITS NAS environment, which is a redundant EMC Isilon cluster with more than 80TB of capacity. File shares are secured to ensure that data is only accessible to appropriate individuals. Disk quotas are enforced to prevent inadvertent use of disk space and user-accessible snapshots are performed three times a day during business hours to protect data. LCON FileMaker Pro databases are stored on a secured server hosted in the main ITS datacenter. All file and database data is backed up nightly via Symantec's NetBackup software to the ITS Enterprise backup environment and replicated to the off-site Disaster Recovery site.

Technical Support Personnel. There are two dedicated IT staff in the CHB who provide Information Technology Services (ITS), desktop support, system administrator support for servers, assistance with web pages in CMS, as well as classroom and testing rooms technology support. ITS provides support for the information technology infrastructure when there are problems with email, network connectivity,

computing laboratory facilities, smart classroom equipment, or portal problems. In addition, the University centralized helpdesk provides technology support for all requests for assistance routed through the centralized helpdesk.

Technology Service Desk. The Service Desk is open 24 hours per day, seven days per week with the exception of two major holidays (Thanksgiving – 2 days, and Christmas – 5 days). The Service Desk answers and resolves 90% of telephone calls at first contact, routing the other 10% to a higher level of technical support. Ninety-five percent of calls are answered in less than five minutes, with an average abandonment rate of less than 5% monthly. Faculty support is also a service provided by the Service Desk. Faculty may make appointments, at their convenience, to get assistance with learning management content and technology services that support pedagogical best practices.

Library and Information Technology Acquisitions Needed- Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs), or 7 years (doctoral programs) for the successful initiation of the program.

No additional library and information technology acquisitions will be needed during the first 7 years of the DNP program for the successful initiation of the program.

SUPPORT RESOURCES- Provide documentation to demonstrate adequate other existing and/or anticipated resources including clear statements of support staff, student advising, resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

Evidence of Willingness to Partner- Include government, education, health, and business entities.

The LCON has established extensive, contractual clinical affiliations. The proposed DNP program will use the existing clinical affiliations in support of DNP practicum. Memphis major hospitals – Methodist Le Bonheur Health Care, Baptist Memorial Health Care, and Le Bonheur Children's Medical Center – have also noted support for the proposed DNP program.

The followings are the LCON current Contractual Clinical Affiliations:

- Absolute Family Health
- Acute Care
- Adams Patterson OB/GYN
- Adams Patterson OB-GYN
- Affordable Urgent Care Clinic
- Alamo Nursing & Rehabilitation Center
- All Better Pediatrics
- Alliance Senior Health
- AMMC Women's Clinic
- Apex Cardiology
- Apple Grove
- Area Relief Ministries
- Arkansas Children's Hospital

- Arkansas Department of Health (all locations)
- Armour Family Medicine
- Avalon Hospice (TNMO Healthcare, LLC d/b/a) (Curo Health Services)
- Baptist Medical Group
- Baptist Medical Group - Cordova
- Baptist Medical Group (Memphis) Humphrie
- Baptist Memorial
- Baptist Memorial Home Care, Inc.
- Baptist Memorial Hospital for Women
- Baptist Memorial Hospital-Collierville
- Baptist Memorial Hospital-Desoto
- Baptist Memorial Hospital-Germantown
- Baptist Memorial Hospital-Memphis
- Baptist Memorial Hospital-Union County
- Baptist Memorial Medical Group-Arlington
- Bartlett Raleigh Internal Medicine
- Bartlett Women's Clinic
- Baxter Regional Comprehensive Women's Ce
- Bellevue Clinic
- Bells Nursing & Rehabilitation Center
- Betty Jo Dulaney, MD, PLLC
- Bluff City Obstetrics and Gynecology
- BMG Humphrey's Family Practice
- Bowden Internal Medicine
- Brandy Davis, MD
- Brighton Family Medicine
- Caballero Family Healthcare
- Camden Family Care Clinic
- Cannady Medical Center
- Care Rite, PLLC
- Caruthersville Clinic
- Child and Adolescent Clinic
- Children's Clinic of Oxford, MS
- Children's Clinic-West Memphis-AR
- Choices-Poplar Ave (Memphis)
- Christ Community Health Center- Frayser
- Christ Community Health Services-3rd St.
- Christ Community Health Services-Broad
- Christian Family Medical
- Christian Family Medicine of Henderson
- Christian Family Medicine of Ripley
- Clay-Battelle Health Services Association
- Clopton Clinic
- Collierville Family Medical Center
- Collierville Internal Medicine
- Collierville Medical Specialist
- Collierville Municipal School District
- Collierville Pediatric
- Community Family Medical
- Complete Care PC
- Complete Health Care Center

- Comprehensive Medical Associates-Memphis
- Comprehensive Primary Care- Atoka, TN
- Comprehensive Primary Care- Bartlett
- Consolidated Medical Practices
- Convenient Care Clinic-Dyersburg
- Cornerstone Women's Center
- Cresthaven Internal Medicine
- Crittenden Regional Family Practice
- Crittenden Regional Hospital
- Crossroads Hospice of Tennessee
- Delta Health Center, Inc.
- Delta Medical Center
- Delta Medical Center
- Desoto Children's Clinic
- Desoto Community Health Center
- Desoto County Schools
- Desoto Family Medical Practice
- Desoto Healthcare Center
- Diffine Family Practice
- Diocese of Memphis Catholic Schools, The
- Doctors Hospital
- Dr. Carol Lynn Gynecology
- Dr. Cary Finn and Associates
- Dr. Edgar Blecker, MD
- Dr. Ilsa Sanchez, MD, PLLC
- Dr. Jayanta Dirghangi
- Dream Center of Jackson
- Drs. Rentrop & Geater, Offices of
- Dyersburg Clinic Corporation
- Dyersburg Clinic Corporation (clinic sites)
- Dyersburg Family Walk-In Clinic
- Dyersburg Regional Womens Center
- Easley Delones Family Medical
- East Memphis Internal Medicine
- Eastmoreland Internal Medicine-Methodist
- Elite Pediatric and Adolescent Medicine
- Endocrinology Consultants
- Engbretson Center for Women
- Erlanger Health System (Chattanooga-Hamilton County Hospital Authority)
- Evans Medical Clinic-Huntington
- Express Care West Medical Clinic
- Faith Health Center
- Family Care Walk-In Clinic
- Family Care Walk-In Clinic- Humboldt
- Family Care Walk-In Clinic-Jackson
- Family First Clinic of Clarksdale
- Family First Clinic of Hernando
- Family First Medical Center-Covington
- Family Medical Clinic of North Miss
- Family Medicine-Bartlett
- Family Physicians Group- Collierville, T

- Family Physicians Group-Memphis
- Fast Pace Urgent Care Clinic
- Forest Hill Family Practice
- Foundation Medical
- Frix-Jennings Clinic
- Frix-Jennings Clinic-Henderson
- Genex Services Inc.
- Geriatrics Group of Memphis
- Germantown Internal Med Assoc-Methodist
- Germantown Minor Medical
- Germantown Municipal School District
- Germantown Wellness
- Getwell Community Clinic, LLC
- Getz Internal Medicine & Behavioral Services
- Gibson County Special School District
- Gibson, Melanie (Preceptor for Billy Gray)
- Good Life Medical Center, LLC
- Grace Healthcare of Cordova
- Graham Primary Health Care
- Great River Medical Center
- Greenwood Childrens Clinic
- Greystone Medical Clinic
- Grove Primary Care Clinic, LLC
- Hardeman City Community Health Center
- Hawkins Family Medicine
- Haywood County Schools
- Health First Family Medical Clinic
- Health Loop-Hollywood
- Health Loop--Third Street
- HealthSouth Rehabilitation Hospital of Memphis
- HealthSouth Rehabilitation-North
- Heart and Vascular Institute, LLC
- Heart of Texas Community Health Center
- Henry County Medical, et. al.
- Hernando Family Medical
- Hickory Flat Clinic
- Hometown Urgent Care
- Hope Primary Care Center
- Infectious Disease Associates
- Internal Health & Medical Services
- Internal Medicine Associates of Memphis
- Internal Medicine-Methodist, Memphis
- Jackson Clinic
- Jackson-Madison County Board of Education
- Jackson-Madison County General Hospital
- Jackson-Madison County Health Department
- Jenkins & Nease Internal Medicine
- John Brown University
- Just for Women, PLC
- Lafayette County Health Department
- Lakeland Family Medicine-Methodist

- Lakeland School District
- Lakeside Behavioral Health Systems
- Lance Whaley, MD Obstetrics & Gynecology
- Lauderdale Community Hospital (formerly Baptist Memorial Hospital-Lauderdale)
[CAH Acquisition Company II, LLC]
- Laurelwood Health Care Center
- Laurelwood Pediatrics
- Le Bonheur Children's Medical Center
- Lee County Mississippi Health Department
- Lifespan Health- Savannah, TN
- Lindsay Clinic
- Lunceford Family HealthCare
- Luncefore Family HealthCare
- Magnolia Women's Clinic
- Marion Minor Med
- Martin Medical Center
- Mary Margaret Hurley, M.D., PC
- May Medical Group
- McDonald Murrmann Woman's Clinic
- McKenzie Medical Center
- McKnight Clinic
- Meadows of Fulton, The
- Medicos Para la Familia
- MedSouth Medical Center
- Memphis & Shelby Co Peds Group-Shelby
- Memphis & Shelby County Pediatric Group
- Memphis Cardiology and Vein Center
- Memphis Childrens Clinic-Southaven
- Memphis Health Center
- Memphis Jewish Home & Rehab
- Memphis OB/GYN (MOGA) Bartlett
- Memphis OB/GYN (MOGA) Southaven
- Memphis Ob/Gyn Associates- Wolfchase
- Memphis OB/GYN Associates-Germantown
- Memphis OB/GYN Associates-Humphreys
- Memphis Pediatrics, PLLC
- Memphis Women's Consultants
- Mercy Springfield Communities
- Mestamacher Clinic for Women, PLLC
- Methodist Extended Care Hospital, Inc. (MECH)
- Methodist Healthcare
- Methodist HealthCare-Memphis Hospitals (includes University, Germantown, North,
South and Le Bonheur)
- Methodist-Le Bonheur Healthcare (Affiliated Health Services)
- Michie Healthcare Associates
- Mid-South Medicine
- Mid-South Pediatrics- Marion, AR
- Midland Memorial Hospital
- Mid-South Minor Med (Crittenden Regional)
- Mid-South OB/GYN
- Mid-South OB/GYN

- Mid-South Womens' Clinic
- Midtown Internal Medicine-Methodist
- Milan Medical Center
- Miller Family Medical Center
- Millington Family Healthcare
- Mississippi State DOH
- Monongalia General Hospital
- MS State Dept. of Health
- My NP Family Health & Wellness Clinic, LLC
- NEA Baptist Clinic
- NEA Baptist Clinic Paragould
- NEA Baptist Clinic-Trumann
- New Albany Pediatrics
- Newstart Family & Obstetrical Care
- Newstart Family and Obstetrical Care
- Northbrook Healthcare & Rehab Center
- Northlake Women's Healthcare
- Northwest Tennessee Head Start
- Oakland Primary Care
- OB/GYN Centers of Memphis
- OB-GYN Specialists
- Occu Med
- Oxford Obstetrics & Gynecology Associate
- Paris Henry County Clinic
- Paris Pediatrics
- Paris Women's Center
- Parkwood Behavioral Health System
- Pediatric & Adolescent Clinic
- Pediatric and Adolescent Medicine-Chattanooga
- Pediatric Associates of West Memphis
- Pediatric Association Kronenberg
- Pediatric Consultants, PC
- Pediatric Physicians
- Pediatrics East Collierville
- Physician's Quality Care
- Physicians Quality Care- Milan
- Physicians Quality Care-Jackson, TN
- Porter Leath Children's Center-American Way Headstart
- Porter Leath Children's Center-Douglass Headstart
- Porter Leath Children's Center-Early Head Start
- Porter Leath Children's Centers-Main Office (4 sites)
- Potts Camp Family Medical Clinic
- Premier Internal Medicine
- Premier Women's Care
- Primary Care Center of Halls
- Primary Care Center-Trenton
- Primary Care Pediatrics
- Primary Care Specialists Memphis
- Primary Care Specialists- South-Jackson
- Primary Care Specialists-Memphis, TN
- Primary Health Care-Methodist

- Prime Care Medical Center-Henderson
- Prime Medical Group
- Prime Medical Group P.C
- Primecare Clinic, PLLC- Bolivar
- Psalms, Inc. (formerly Kirby Pines)
- Rainbow Health & Rehab of Memphis
- Raleigh Group Pediatric- Memphis
- Raleigh Group Pediatrics-Eads
- Randolph Women's Center
- Regional Hospital of Jackson
- Regional Hospital of Jackson (clinic sites)
- Regional Hospital of Jackson (Jackson, TN Hospital Company, LLC d/b/a)
- Regional InterFaith Association (RIFA)
- Regional One Health
- Regional One Health (The Med) (Shelby County Health Care Corp., d/b/a)
- Regional One Health Extended Care Hospital
- Regional Primary Care
- Regional Women's Center
- River City Pediatrics
- Ruch Clinic
- Rural Health Clinics of West TN
- Saint Francis Hospital (AMISUB [SFH], Inc. d/b/a)
- Saint Francis Hospital-Bartlett
- Saint Francis Medical Partners
- Saint Francis Medical Partners-East
- Shelby County Health Department
- Shelby County Health Department #CA082005
- Shelby County Schools
- Signature Healthcare at St. Francis (LP Memphis II, LLC d/b/a)
- Signature Healthcare at St. Peter Villa (LP Memphis III, LLC d/b/a)
- Signature Healthcare of Memphis
- Signature Healthcare of Memphis (LP Memphis, LLC d/b/a)
- Signature Healthcare of Primacy (LP Memphis V, LLC)
- Skyline Women's Health Associates
- Solutions Medical Center
- Southcrest Women's Healthcare, PLLC
- Southwind Medical Specialists-Methodist
- Speight Family Medical
- Springer Medical Associates
- St Francis Medical Partners East
- State of Tennessee, Department of Health
- Stern Cardiovascular Foundation
- Tennessee Clinical Placement Partnership (West TN.)
- The Children's Clinic of Jonesboro
- The Children's Clinic-Jackson
- The Med
- The Thomas Clinic
- The Women's Place - McNairy Clinic Corp
- Thrasher Clinic
- Total Health and Wellness Inc.
- Trezevant Manor

- Tri-State Medical Group
- Trumann Family Health Center
- Tunica Resorts Medical Clinic
- Union County Health Department
- Unity Medical Clinic at Getwell
- University Health Services, Inc.
- University of Chicago Medicine
- University of Illinois (UIC contract reference #CN-00010165)
- University of Illinois at Chicago
- University of Memphis
- University TN Medical Group OB/GYN
- UT Medical Group, Inc.
- UT through its Boling Center
- VA South Clinic
- Verzosa Ungab Internal Medicine
- Veterans Affairs, Department of
- Veterans Affairs, Department of
- Victoria Independent School District
- Village at Germantown, The
- WCI School Health Services, LLC (Well Child)/Regional Health Clinics
- Weakley County Health Department
- Well Child
- Well Child, Inc.
- Western Mental Health Institute
- Whitehaven Pediatrics
- Whiteville Family Medical Clinic
- Williams Medical Clinic
- Wolf River Pediatrics- BMG
- Womens Healthcare Office of OB/GYN
- Women's Physician Group
- Wynne Medical Clinic
- YMCA at Schilling Farms (includes other YMCA branches)
- Youth Villages
- Yukon Pediatric Clinic

Other Support Currently Available- Include support staff, university and non-university assistance.

Support Staff

Business Officer III, a 12-month professional staff position is held by an educationally qualified person who provides management and oversight of all budgetary matters. The business officer is involved with adjunct contracts, faculty summer compensations, grants management, and all purchasing. The Business Officer helps compile data, oversees daily operations, and supports staff work. The Business Officer reports and advises the Dean on both financial and operational matters.

Development Director, a 12-month professional staff position. The Development Director works with the Dean to raise funds for nursing and to build productive community partnerships. This person serves as a liaison to University Advancement Office.

AV Specialist, a 12-month professional staff position is held by an educationally qualified individual who

provides oversight, support, and technical consultation for nursing faculty and staff in the Community Health Building (CHB) where nursing resides. This staff is located in the CHB.

Local Technical Support Provider, a 12-month professional staff position is held by a qualified individual who provides daily technical support to faculty teaching and student learning such as setting up Skype, webinar, testing, and troubleshooting computer and or internet issues or problems. This staff is located in the CHB.

Student Advising

Academic Advisors (Undergraduate Advisor/Graduation Analyst), two professional staff members, a master prepared in education, hold the position. Academic Advisors advise all undergraduate students including RN-BSN students and certify them for graduation. They serve as liaisons to the Registrar's Office and the Academic Counseling Center for pre-nursing students.

Clinical Resources

Clinical Placement Coordinators, two 12-month professional staff positions are held by educationally and experientially qualified persons whose primary responsibility is to secure clinical sites for BSN and MSN students. They work with TN's centralized clinical placement system and clinical partners in Memphis and surrounding areas. Over 300 clinical affiliations exist in support of nursing students' clinical learning. The staff work closely with Director of Clinical Education and Associate Dean to place clinical sites to meet the LCON programmatic needs.

Academic Services Coordinators, Two Academic Service Coordinators maintain health credentials, CPR, and background check information for all nursing students. They interact with the Registrar to establish nursing class schedules, post class permits, clear nursing students for registration, and assign student schedules. They maintain undergraduate degree sheets in student files, assists in planning and implementing orientation/pre-registration for new classes of nursing students, provide clinical affiliates with clearances for student clinical rotations and serve as LCON liaison with the Tennessee Board of Nursing. One academic services coordinator focuses on the graduate students and also initiates and maintains contracts with clinical affiliates for the graduate program and another academic services coordinator's effort is in undergraduate programs.

RN Coordinator, a 12-month professional staff position is held by an educationally and experientially qualified person who works closely with Director of RN programs and takes responsibility to recruit and coordinate RN programs.

Additional Staff Resources

Administrative Associate to the Dean provides administrative/clerical support to the Dean.

Administrative Associate to Associate Dean provides administrative/clerical support to the Associate Dean.

Administrative Assistant provides administrative support to Assistant Dean and Director of Clinical Education.

Office Associate provides clerical support to both the full-time and part-time faculty.

Receptionist (Office Associate) manages the mail and telephone communication for the LCON and responds to requests for information about the program.

Graduate Assistants (GAs) are students who provide hourly work/week to the LCON Graduate assistants mainly assist faculty teaching, research, and nursing labs. Each semester, there are 8 graduate assistants working for the LCON. We anticipate having GA support for the proposed DNP program.

Professional Development for Faculty

Faculty who teach and guide DNP students will be supported to attend AACN annual doctoral conference, NIH research workshops, and grant writing workshops, and regional nursing science conferences. Faculty also participate AACN doctoral online network.

Other Support Needed- List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs), or 7 years (doctoral programs).

We will provide two Graduate Assistants (GAs) and one full time staff to support the DNP program.

FACILITIES AND EQUIPMENT- Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover cost.

A new \$60 million Community Health Building was erected in 2015 from private donations of \$16M in and \$45M in state funding. The CHB, approximately 180,000square feet, will accommodate over 1,000 nursing students, faculty, and staff. The four-story CHB anchors the University's Park Avenue Campus and houses the LCON and CSD.

Existing Facilities and Equipment- Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities etc.

In July 2015 the LCON moved to the \$60M Community Health Building (CHB). The CHB offers solutions to the space issues as it is one of the largest facilities for community health related education and research in the Mid-South. The nearly 200,000 square feet CHB unites faculty, students, and staff of LCON (East Wing) and the School of Communication Sciences and Disorders (West Wing). In the CHB, there is a Nursing Learning and Testing Center equipped with 180 computers, Primary Care Educational Suite with health assessment and patient exam rooms, Simulation Center, Dean's Suite, Faculty Conference Rooms, and two student collaboration rooms. The Plough Lecture Hall of the CHB accommodates 180 nursing students with the state-of-the-art technology installed for smart classrooms and group discussions, 56 in student collaboration room, and 9 in the Health Science Library. In the CHB, there is a health science library, as well as an International Paper Nursing Science Research Suite that provides spacious rooms equipped with A/V and Computers/Internet for DNP students to work on their capstone projects and/or data analysis. The CHB is equipped with \$5M in audio and visual and

information technology and thus the proposed online DNP program will be technologically supported for learners and educators.

Additional Facilities and Equipment-Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs), or 7 years (doctoral programs).

No additional physical facilities and equipment will be required/anticipated during the first seven years of the DNP program.

MARKETING AND RECRUITMENT PLAN- A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education (Post Geier). *Note: Programs may not be advertised nor students admitted prior to Commission approval.*

We whole-heartedly support increasing diversity in nursing workforce as evidenced by our efforts to yield a diversity rate of 35% in faculty as compared to the national rate 12.3%, and comparable 31% of graduate student diversity, mirroring the demographic makeup of greater Memphis. We will outreach and market our DNP program to increase awareness of and promote access of the DNP program to racially, ethnically and culturally diverse communities in Tennessee and beyond. We will:

- use websites, flyers, and social media to promote the DNP program to current diverse graduate students (> 200), graduates/alumni (over 5,000), nurses in greater Memphis and Mississippi Delta areas;
- place advertisements in professional nursing journals targeting minority populations such: the Journal of National Black Nurses' Association, Journal of the National Association of Hispanic Nurses, Asian Journal of Nursing Research, Asian Journal of Nursing; Journal of Minority Nursing, and Men in Nursing; and
- target professional organizations such as: The National Association of Black Nurses, The National Association of Hispanic Nurses, The American Assembly for Men in Nursing, The National Association of Indian Nurses of America, and the National Association of Asian Pacific Islanders.

ASSESSMENT/EVALUATION- Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

The schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation.

Formative and summative evaluations will include ongoing student evaluations, faculty feedbacks, an annual evaluation of the program in four major components: faculty, program, outcomes, resources, and students.

Faculty- Faculty data will include the numbers of faculty; diversity; productivity, editorial review activity; state, regional and national recognition; and participation on capstone project committees.

Program- Evaluating the program remains consistent with the university's mission and professional standards for doctoral education. It addresses the primary goal of the DNP program to provide advanced knowledge and immersed leadership practice to nurses who are dedicated to providing evidence-based high quality care to improve health outcomes for patients, families, and populations, to transform healthcare, and to reduce healthcare costs.

Outcomes- Advancement to candidacy is based on successful completion of written and oral comprehensive examinations and the DNP capstone project. The examination will assess mastery of areas covered in the DNP program and the capstone project will evaluate to culmination of knowledge obtained learned by the student to advance nursing practice. Student degree completion, and systematic evaluation of graduates at 1, 3, 5, & 7 years will be conducted.

Resources- Continued evaluation that LCON resources are sufficient to support the needs of the doctoral program and the research of the faculty. There is technical support for peer review of proposals, manuscripts, research design, and data analysis. There is sufficient hardware and software and expertise in grant management. There is sufficient space for faculty research needs and doctoral student study, meeting, and socializing.

Students- Evaluation determining there is an adequate student pool. They progress as expected toward degree completion, translate evidence into practice, and develop productive levels of scholarship.

Those responsible for conducting program assessments or evaluations, and accreditation

The Associate Dean for Academic Programs in conjunction with the LCON Evaluation Committee will be responsible for evaluation of the DNP program. The Director of DNP Program will be a member on the Evaluation Committee. Evaluating the doctoral program will require monitoring faculty, program, outcomes, resource, and student data. Alumni and employer surveys will be done at 1, 3, 5, & 7 years.

A plan for how results will inform the program post-approval.

The LCON, based on recommendations/results of formative and summative evaluations will design actionable plan for improvement to insure high quality and viability of the DNP program in Nursing.

ACCREDITATION- Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may require a SACS-COC review should be indicated.

We anticipate the DNP program, upon approval to be implemented in the fall 2017 and CCNE accreditation will take place between fall 2017 and spring 2018.

FUNDING- A budget projection using the THEC Financial Projection form that documents the institution's capacity to deliver the proposed program within existing and projected resources must be submitted including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degree), 5 years (baccalaureate and master's degree), or 7 years (doctoral degrees) for the proposed program. Please note that these costs for each years are incremental costs not cumulative costs. Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts, which have been awarded or anticipated.

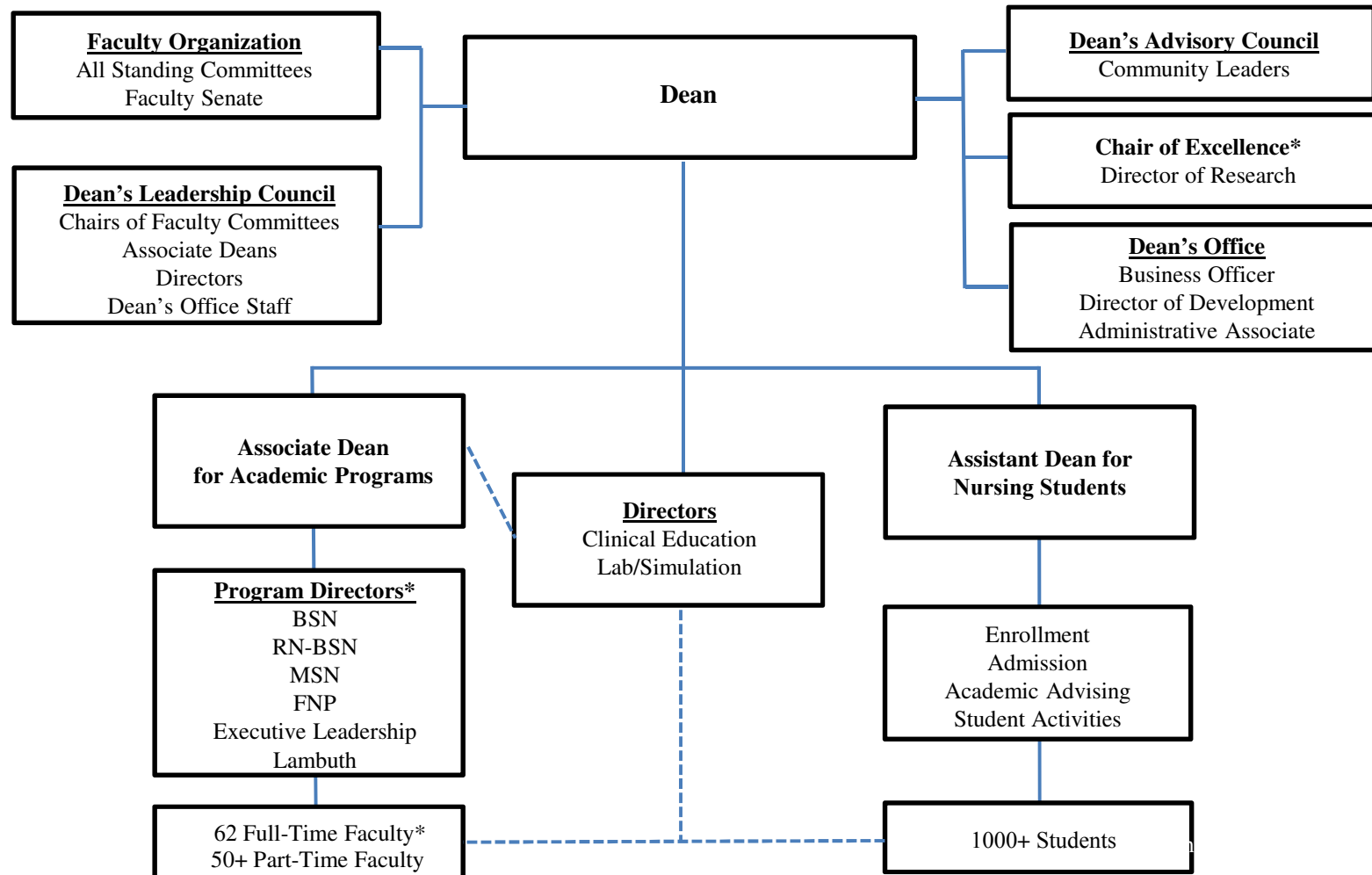
See attached THEC Financial Projections Form in Appendix B.

APPENDIX A

Organizational Chart

Loewenberg College of Nursing

Memphis and Lambuth Campuses



*9 month faculty positions

APPENDIX B

THEC FINANCIAL PROJECTIONS

Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Please Enter the Name of the Institution Here
Please Enter the Name of the Proposed Program Here

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty							
Salary	\$ 150,000	\$ 225,000	\$ 375,000	\$ 375,000	\$ 375,000	\$ 375,000	\$ 450,000
Benefits	42,291	55,941	69,591	83,241	96,891	110,541	137,841
Sub-Total Faculty	\$ 192,291	\$ 280,941	\$ 444,591	\$ 458,241	\$ 471,891	\$ 485,541	\$ 587,841
Support Staff							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants							
Salary	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	10,463	10,463	10,463	10,463	10,463	10,463	10,463
Sub-Total Graduate Assistants	\$ 16,463	\$ 16,463	\$ 16,463	\$ 16,463	\$ 16,463	\$ 16,463	\$ 16,463
Operating							
Travel	\$ 3,250	\$ 3,250	\$ 3,250	\$ 3,250	\$ 3,250	\$ 3,250	\$ 3,250
Printing	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-
Other	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Sub-Total Operating	\$ 8,250	\$ 8,250	\$ 8,250	\$ 8,250	\$ 8,250	\$ 8,250	\$ 8,250
Total Recurring	\$ 217,004	\$ 305,654	\$ 469,304	\$ 482,954	\$ 496,604	\$ 510,254	\$ 612,554
TOTAL EXPENDITURES (A + B)	\$ 217,004	\$ 305,654	\$ 469,304	\$ 482,954	\$ 496,604	\$ 510,254	\$ 612,554

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	5,231.50	\$	5,231.50	\$	5,231.50	\$	5,231.50	\$	5,231.50	\$	5,231.50
Number of Graduate Assistants		1		1		1		1		1		1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	318,600	637,200	796,500	796,500	796,500	796,500	955,800
Institutional Reallocations ²	(101,596)	(331,546)	(327,196)	(313,546)	(299,896)	(286,246)	(343,246)
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 217,004	\$ 305,654	\$ 469,304	\$ 482,954	\$ 496,604	\$ 510,254	\$ 612,554

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition and fee revenue is expected to begin Year 1.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

Not applicable

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

Not applicable

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

Not applicable

(5) Please provide information regarding other sources of the funding.

Not applicable

APPENDIX C
COURSE SYLLABI

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8000	Advanced Nursing Theory
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Overview of ethical, biophysical, psychosocial, analytical, and organizational theories from a range of disciplines. Principles of philosophy of science, social, political, and historical factors that have shaped the evolution of nursing science are included. Theories and concepts providing the framework for the practice doctorate in nursing are critiqued.
Course Outcomes	<ol style="list-style-type: none"> 1. Analyze the historical interaction between metaphysical beliefs and research traditions in nursing science. (I) 2. Investigate the relationship among nursing theory, concepts, and nursing knowledge. (I) 3. Critique healthcare models and theories relevant to the healthcare setting. (I) 4. Analyze concepts using different methods. (I, III)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Fitzpatrick, J. & McCarthy, G. (Eds.) (2014). <i>Theories Guiding Nursing Research and Practice</i>. NY: Springer Publishing. 2. Relevant Journal Readings 3. On-line resources (TBD)
Teaching Methods	This is a web-based course includes modules on a variety of topics related to nursing theory. Assignments are posted by course week(s). Select teaching strategies include required readings, group projects, scholarly critique, and written discussions.
Evaluation Methods	Scholarly discussions = 40% Theory Critique = 30% Concept Analysis = 30%
Topical Outline	<ul style="list-style-type: none"> • The Discipline of Nursing • Healthcare Models of Care • Extant Nursing Models and Theories <ul style="list-style-type: none"> ○ Symptom Management Theory ○ Transitions Theory ○ Caring Theory ○ Theory of Planned Behavior ○ Social Support Theory ○ Cultural Competence Model ○ Interpersonal Relationship Theory ○ Caring Theory ○ Theory of Meaning • Theory Underlying Nursing Intervention Research • Healthcare and Leadership Models and Theories <ul style="list-style-type: none"> ○ Triple Aim (IHI) ○ Transformational Leadership Theory ○ Theory of Work Engagement ○ Healthcare Theory of Constraints ○ Servant Leadership

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8001	Advanced Healthcare Statistics
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Focuses on statistical techniques necessary to interpret and evaluate research in the health profession. Knowledge of fundamental logic, procedures, and assumptions necessary to interpret and critically appraise statistical tests used in the context of health and health management are emphasized.
Course Outcomes	<ol style="list-style-type: none"> 1. Conduct descriptive and inferential statistical analyses relevant to scholarly inquiry. (III, VIII) 2. Interpret statistical results from epidemiological and clinical studies. (III, IV, VIII) 3. Critique published epidemiological and clinical studies and their relevance to advanced nursing practice. (III, VIII) 4. Apply appropriate study design and/or analysis to control for potential effects on validity, reliability, and generalizability. (III, VIII) 5. Calculate incidence, prevalence, ratio, risk, exposure, and susceptibility rates. (III, IV, VII, VIII) 6. Interpret sensitivity, specificity, and predictive values of screening tests for diagnosis and health promotion. (III, IV, VII, VIII) 7. Explore translational research design and analysis of health interventions for the individual, community, or healthcare setting using statistical software. (III, VI, VII, VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Plichta, S. & Kelvin, E. (2013) <i>MUNRO'S Statistical Methods for Healthcare Research</i> (6th Ed.). Philadelphia, PA: Lippincott Williams & Wilkins. 2. Macha, K. & McDonough, J. (2011). <i>Epidemiology for Advanced Nursing Practice</i>. Sudbury, MA: Jones & Barlett Learning. 3. Veney, J. Kros, J, & Rosenthal, D. (2009). <i>Statistics for Healthcare Professional: Working with Excel</i> (2nd Ed.). San Francisco, CA: Jossey-Bass Publisher
Teaching Methods	This web-based course includes modules on a variety of topics related to health and healthcare statistics and epidemiology. Select teaching strategies include required readings, case studies, podcasts of analysis techniques, group projects, and written discussions.
Evaluation Methods	Quizzes = 40% Case Study Analysis: a) Bivariate Analysis = 15% b) Risk Analysis = 150% Clinical Study Critique = 20% Discussion = 10%
Topical Outline	<ol style="list-style-type: none"> 1. Using research and statistics in health & healthcare analysis 2. Role of epidemiology and statistics in advanced healthcare 3. Organizing, displaying, and describing data 4. Probability and normal distribution 5. Hypothesis testing with inferential statistics 6. Measuring the differences between group means 7. Comparing means and controlling for covariates 8. Measuring the association of two variables 9. Examining cross-tabulations 10. Statistical model building and logistic regression 11. Epidemiology of health and chronic illness.

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8002	Science and Methods for Healthcare Improvement		
Credit Hours	2 semester units		
Prerequisites	none		
Co-requisites	none		
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable		
Course Description	Explores scientific and philosophic foundation of healthcare improvement science. Emphasis is placed on the integration of multidisciplinary concepts, models, and techniques to understand, evaluate, and improve approaches to health and care.		
Course Outcomes	<ol style="list-style-type: none"> 1. Examine process improvement theory and its application to practice in understanding core performance. (II, III, VI, VIII) 2. Identify the core and complementary concepts of discovery and justification in the science of improvement and their importance for translating research into practice. (II, III, VI, VIII) 3. Synthesize how to collect, analyze, interpret and act on data for specific performance measures. (II, III, VI, VIII) 4. Identify gaps in performance, determine corrections, determine measures and data collection methods and track outcomes. (II, III, VI, VIII) 5. Apply theories of variation and causation for effective decision-making and quality improvement. (II, III, VI, VIII) 6. Analyze the organizational and human dimensions of change and their application in project planning and execution. (II, III, VI, VIII) 		
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Kleinpell, R.M (Ed.) (2013). <i>Outcome assessment in advanced practice nursing</i> (3rd ed.). New York: Springer Publishing Co. 2. Ogrinc, G. et al. (2012). <i>Fundamentals of health care improvement: A guide to improving your patient's care</i>. Joint Commission Resources. 3. IHI Courses 		
Teaching Methods	This is a web-based course includes regularly scheduled modules on a variety of topics related to improvement science. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, critical review of the literature; group projects, and written discussions.		
Evaluation Methods	Focused Literature Review = 20% Project Charter = 20% Process Model = 10% Small Test of Change Plan = 30% Practice Analysis Case Study = 20%		
Topical Outline	<ul style="list-style-type: none"> • Evidence-based Quality Improvement • Translating Scientific Evidence to Systems of Care • Effective Interprofessional Teams • Measuring Outcomes in Advanced Nursing Practice • Process Literacy • Outcome Measurement and Analysis • Complexity of System Changes 		

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8003	DNP Science and Methods Practicum
Credit Hours	1-4 semester units or 60-240 practicum clock hours
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: Office Phone: email address: Office Hours: variable
Course Description	Examine and choose valid surveys, tests, and data collection tools best suited for the student's scholarly inquiry. Apply methods for testing and measuring healthcare performance using the framework of access, quality and cost assess methods for process change, improvement and evaluation.
Course Outcomes	<ol style="list-style-type: none"> 1. Synthesize existing evidence when assessing gap in current access, quality or cost. (III, VI, VIII) 2. Examine testing methods best suited to the student's scholarly inquiry. (III) 3. Identify tools used to evaluate current, relevant evidence. (II, III, VI, VII, VIII) 4. Determine evaluation method to examine patient, population, program, and organizational outcomes. (II, III, VI, VII, VIII) 5. Analyze practice for risk and improvement of health care outcomes in populations and healthcare settings. (III, VII, VIII) 6. Evaluate healthcare processes in a framework of access, quality and cost. (III, VII, VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Gallo, K. & Smith, L. (2014). <i>Building a culture of patient safety through simulation</i>. NY: Springer Publishing. 2. Mateo, M. & Formen, M. (2014). <i>Research for Advanced Practice Nurses</i>. NY: Springer Publishing. 3. Brownson R, Colditz G, Proctor E, (Eds). <i>Dissemination and implementation research in health: Translating science to practice</i>. New York: Oxford University Press; 2012 4. On line- resources (TBD)
Teaching Methods	This practicum consists of planned experiences in a variety of settings.
Evaluation Methods	Methods Analyses = 70% DNP Science and Methods Practicum Evaluation = 30%
Practicum Performance	Practicum experience will be in collaboration with a healthcare or related professional in a relevant advanced role. Students must complete a minimum of 60 and a maximum of 240 practicum hours throughout the semester.

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8004	Health Policy and Economics
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Explores formulation of health policy in the United States, including the historical and cultural underpinnings of policies that shape national health, health care and the nursing profession. Emphasis is place on the economic, fiscal and regulatory aspects of health, healthcare and nursing and their impact on individuals, communities, delivery systems, providers of care and advanced nursing.
Course Outcomes	<ol style="list-style-type: none"> 1. Employ principles of economics to review health and health care delivery system models and policy. (III, V, VIII) 2. Evaluate the impact of specific economic theories on individuals, the health care delivery and regulatory system, health policy, and advanced nursing. (III, V, VIII) 3. Critically analyze mechanisms for health policy change, including ethical, legal, social, economic and political factors in policy development. (V) 4. Apply a policy analysis framework to current health problems, including the impact of government intervention in health and health care. (V) 5. Apply cost-benefit analysis to an approach to health and/or health care policy. (II, V)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Bodeheimer, T. & Grumbach, K. (2012) <i>Understanding health policy: A clinical approach</i>. (6th Ed). NY: McGraw-Hill Medical. 2. Folland, A. & Goodman, A. (2013). <i>The economics of health and healthcare</i>, (7th End.). N.Y.: Prentice Hall. 3. On-line resources (TBD)
Teaching Methods	This is a web-based course includes modules on a variety of topics related to healthcare policy and economics. Select teaching strategies include required readings, case studies, podcasts of analysis techniques, group projects, and written discussions.
Evaluation Methods	<p>Scholarly Discussions = 40%</p> <p>Written Policy Analysis = 30%</p> <p>Written Cost-Benefit Analysis = 30%</p>
Topical Outline	<ul style="list-style-type: none"> • Social Epidemiology and Determinants of Health • The Historical Evolvement of Conceptions of Health and Healthcare • The Contemporary Organization of Health Care Finance, Services, and Utilization • Health Policy and Special Populations • Economic Efficiency and Cost-Benefit Analysis • Government Regulation and Intervention in Health Care Markets • Health System Reform • A Systemic Approach to Containing Health Care Spending • Turning Health Policy Into Practice: Implications for Advanced Nursing • Health Policy and its Impact on Advanced Nursing-Driven Quality • Health Policy for Advanced Nursing: An international perspective

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8005	Organizational Healthcare Leadership
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Examines essential elements of community and health systems to achieve high quality health and healthcare. Emphasis is placed on assessing and understanding organizational and population cultures, strategies to transform communities and systems of care, and systems change.
Course Outcomes	<ol style="list-style-type: none"> 1. Examine attributes of highly reliable care delivery systems. (II) 2. Differentiate leadership concepts for effective organizational transformation. (II) 3. Analyze communities, systems culture, structures and processes for quality care and meaningful use of data. (II, VI) 4. Analyze the role of the DNP in building practice reliability. (II, VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Borkowski, N. (2011). <i>Organizational behavior in health care</i>. Sudbury MA: Jones and Bartlett Publishers. 2. Marshall, E. (2011). <i>Transformational leadership in nursing: From expert clinician to influential leader</i>. NY: Springer Publishing. 3. Waxman, K. (2012). <i>Financial and business management for the Doctor of Nursing Practice</i>. NY: Springer Publishing.
Teaching Methods	This is a web-based course includes modules on a variety of topics related to healthcare systems leadership. Select teaching strategies include required readings, case studies, podcasts of analysis techniques, group projects, and written discussions.
Evaluation Methods	Scholarly Discussions = 40% Leadership Analysis = 30% Care Delivery Analysis = 30%
Topical Outline	<ul style="list-style-type: none"> • High Reliability Organizations, Complexity, and Models to Guide Change • Organizational Leadership <ul style="list-style-type: none"> ○ Diversity in Health Care ○ Workplace Communication ○ Theories of Motivation and Leadership Behavior ○ Teams and Team Building ○ Conflict and Conflict Management ○ Decision Making and Negotiation Skills ○ Managing Organizational Change • Healthcare Structures, Process, and Quality Markers <ul style="list-style-type: none"> ○ Financial systems ○ Delivery systems ○ Community resources. ○ Patient-engagement and self-management support. ○ Adverse Childhood Experiences, Trauma Informed Care, Toxic Stress and Resiliency

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8100	DNP Practicum I
Credit Hours	2-3 semester units or 120 to 180 practicum clock hours
Prerequisites	NURS 8003
Co-requisites	None
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Analyzes micro-, meso-, and macro-system structures and processes to identify emerging patterns affecting current and/or future individual, community, nursing, system and/or organizational outcomes.
Course Outcomes	<ol style="list-style-type: none"> 1. Perform system analyses that support data-driven clinical, operational, and financial decision making at the community, organizational or facility level. (II, IV, VI, VII, VIII) 2. Demonstrate responsibility and accountability in the leadership role of the Doctor of Nursing Practice. (II, VI, VII, VIII) 3. Evaluate community, organization, and system operations for continuous improvement. (II, III, VI, VII, VIII) 4. Use best available evidence to enhance healthcare quality. (II, III, VI, VII, VIII)
Textbook(s) and Resources	Select topics from: Institute of Healthcare Improvement and Dartmouth Institute <i>Clinical Microsystem Action Guide</i> ; www.clinicalmicrosystem.org <ol style="list-style-type: none"> 1. Brownson R, Colditz G, Proctor E, (Eds). Dissemination and implementation research in health: Translating science to practice. New York: Oxford University Press; 2012 ReAIM Strategies
Teaching Methods	This practicum consists of planned experiences in a variety of settings.
Evaluation Methods	Organizational Analyses = 70% Safety Culture Leadership Finance and Budget Information Exchange Workforce Engagement Performance Improvement Community Health, Care Delivery and Work Processes DNP Leadership Competency Evaluation = 30%
Clinical Performance	Practicum experience will be in collaboration with a healthcare or related professional in a relevant advanced role. Students must complete a minimum of 120 and a maximum of 180 practicum hours throughout the semester.

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8101	Complex Healthcare Management
Credit Hours	3 semester units
Prerequisites	NURS 8000, 8001, 8002, 8003, 8004, & 8005
Co-requisites	None
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Examines interprofessional approaches to assist individuals, communities, systems, and/or health professionals in managing alterations in health, with the aim of optimal access, cost and quality.
Course Outcomes	<ol style="list-style-type: none"> 1. Analyze characteristics of complex, high-resource health and healthcare concerns. (III, VI, VII, VIII) 2. Explore predictive models that stratify populations by risk of hospitalization, high cost services, and problems that can be alleviated through community interventions and interprofessional medical-psychosocial intervention. (II, III, IV, VII, VIII) 3. Examine characteristics of effective health or system interventions that improve functional health status through interprofessional collaboration. (III, VI, VII, VIII) 4. Analyze structures and processes to reduce cost and improve quality, including community interventions, clinical teams, meaningful use of data, training, relationships, coaching, health literacy, treatment variability and incentives. (II, III, IV, VI, VII, VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Coulter, A. (2011). <i>Engaging patients in healthcare</i>. NY: McGraw-Hill Publishers. 2. RWJF Aligning Forces for Quality http://forces4quality.org/
Teaching Methods	This web-based course includes regularly scheduled modules on a variety of topics related to clinical management of complex patients. Select teaching strategies include required readings, case studies, podcasts of analysis techniques, group projects, and written discussions.
Evaluation Methods	Scholarly Discussions = 40% Complex Patient Population Analysis = 30% Integrated Clinical Care Management Analysis = 30%
Topical Outline	<ul style="list-style-type: none"> • Making the Case for Individual Engagement • Patient-Centered Care • Health Literacy, Behavior, Navigation, and Education • Treatment Selection, Practice Variation, Risk Management and Law • Ensuring Safe Care, Medication Management, and Infection Control • Self-Management, Chronic Illness, and Health Coaches • Participating in Research • Training Professionals, Interprofessional Teams, and Communication • Working with the community to shape health and reduce disparities.

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8102	DNP Practicum II
Credit Hours	1-4 semester units or 60 to 240 practicum clock hours
Prerequisites	NURS 8101
Co-requisites	None
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Apply best practices to achieve optimal healthcare outcomes. Analyzes structures and processes in various settings, including alternative strategies to bridge gaps between desired and actual healthcare outcomes. Focus on upstream strategies for health system improvement is emphasized.
Course Outcomes	<ol style="list-style-type: none"> 1. Perform analyses of complex at-risk populations and clinical management systems that support integrated clinical care management. (III, VI, VII, VIII) 2. Demonstrate responsibility and accountability in the clinical leadership role of the doctor of nursing practice. (II, III, VI, VII, VIII) 3. Identify culturally sensitive care that engages individuals and supports self - management. (III, VII, VIII) 4. Evaluate practice and/or systems for continuous improvement. (III, VIII) 5. Use best available evidence to enhance quality health and health systems for individuals, communities, and clinical practice. (III, VI, VII, VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Select topics from: <i>RWJF Aligning Forces for Quality Engaging Patients in Improving Primary Care Toolkit</i>; www.forces4quality.org 2. Select topics from IHI and Dartmouth Institute <i>Clinical Microsystem Action Guide</i>; www.clinicalmicrosystem.org 3. Select topics from: AHRQ (2008). <i>Integrating Chronic Care and Business Strategies in the Safety Net</i>; www.ahrq.gov 4. Brownson R, Colditz G, Proctor E, (Eds). <i>Dissemination and implementation research in health: Translating science to practice</i>. New York: Oxford University Press; 2012
Teaching Methods	This practicum consists of planned experiences in a variety of settings.
Evaluation Methods	Healthcare Management Analyses = 70% Complex Sample Integrated Healthcare Management Safety Engagement Care Transitions Support System(s) Individual Self-Management and Functional Health DNP Healthcare Management Competency Evaluation = 30%
Clinical Performance	Practicum experience will be in collaboration with a healthcare or related professional in a relevant advanced role. Students must complete a minimum of 60 and a maximum of 240 clinical hours throughout the semester.

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8103	Translational Inquiry and Informatics
Credit Hours	3 semester units
Prerequisites	NURS 8000, 8001, 8002, 8003, 8004, 8005, 8100, 8101, 8102
Co-requisites	none
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Analyze phenomena of scholarly inquiry based upon contextual understanding of the setting or system, including recommendations for improvement and dissemination of findings using translational research methods and applicable nursing informatics principles.
Course Outcomes	<ol style="list-style-type: none"> 1. Evaluate a health or healthcare practice problem or innovation using appropriate scientific methods, including translational research. (II, III, IV, V, VI, VII) 2. Identify nursing informatics principles that apply to the project. (V) 3. Demonstrate the use of nursing informatics principles with the dissemination of the scholarly inquiry. (V, VIII) 4. Disseminate results of the scholarly inquiry. (VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Moran, K., Burson, R., & Conrad, D. (2014). The Doctor of Nursing Practice scholarly project. Sudbury, MA: Jones and Bartlett Publishers. 2. American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed). Washington, D.C.: American Psychological Association. 3. Brownson R, Colditz G, Proctor E, (Eds). Dissemination and implementation research in health: Translating science to practice. New York: Oxford University Press; 2012 4. Nursing Informatics Scope/Standards
Teaching Methods	This is a web-based course includes regularly scheduled modules on a variety of topics related to scholarly inquiry, informatics, and scholarly dissemination. Select teaching strategies include required readings, case studies, podcasts of analysis techniques, group projects, and written discussions.
Evaluation Methods	Significance of Scholarly Inquiry for Advanced Nursing = 20% Scientific Methods of Inquiry = 30% Nursing Informatics and Data Analysis = 20% Implications for Advanced Nursing = 30%
Topical Outline	<ol style="list-style-type: none"> 1. Introduction 2. Significance for individuals, communities, and healthcare providers 3. Review of Literature and Best Health Practices 4. Methods of Inquiry 5. Data Collection using Nursing Informatics 6. Data Analysis using Nursing Informatics 7. Interpretation of Findings 8. Implications and Recommendations 9. Using Nursing Informatics for Effective Scholarly Dissemination

THE UNIVERSITY OF MEMPHIS
LOEWENBERG SCHOOL OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8200	DNP Practicum III - Residency
Credit Hours	4-6 semester units or 240-360 practicum clock hours
Prerequisites	NURS 8100, 8102
Co-requisites	none
Faculty	Dr. Location: Office Phone: (901) 678- email address: @memphis.edu Office Hours: variable
Course Description	Synthesizes essentials of doctoral nursing practice in collaboration with advanced healthcare professionals and faculty, including in-depth study of a select phenomenon of scholarly interest.
Course Outcomes	<ol style="list-style-type: none"> 1. Integrate legal, ethical, cultural and values frameworks to influence health systems and/or practices. (II, III, IV, VI, VII, VIII) 2. Integrate information technology, information systems, and nursing informatics to improve health systems and healthcare. (IV, V) 3. Translate research and other knowledge to improve health, practice, and systems. (III, VIII) 4. Demonstrate advanced levels of nursing judgment and scholarship. (II, III, IV, V, VI, VII, VIII) 5. Disseminate evidence from scholarly inquiry. (VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Zaccagnini, M., & White, K. (2014). <i>The Doctor of Nursing Practice Essentials, A new model for Advanced Practice Nursing (2nd ed.)</i>. Sudbury, MA: Jones and Bartlett Publishers.
Teaching Methods	This clinical course consists of supervised practicum experiences in a variety of settings.
Evaluation Methods	DNP competency evaluation = 40% Reflective Practice = 30% Case Studies = 30%
Clinical Performance	Practicum experience will be in collaboration with a healthcare professional in a relevant advanced healthcare role. Students must complete a minimum of 240 and a maximum of 360 practicum hours throughout the semester.

APPENDIX D

FACULTY CVs

CURRICULUM VITAE

Name: Dr. Annapoorna Mary		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD In Nursing	Nursing	University Of Tennessee Graduate Health Sciences	2007
MSc(N)	Nursing	Sri. Ramachandra University, Chennai, India	2002
BSc(N)	Nursing	Madras Medical College, Chennai, India	1999
Diploma in Nursing	Nursing	St. Ann's School of Nursing, Tuticorin, India	1983
Certification in Midwifefrey	Nursing	St. Ann's School of Nursing, Tuticorin, India	1984
CGFNS Certification	Nursing	CGFNS, USA	1995
Certification of Critical Care Nursing	Nursing	AACCN, USA	2004
Certification in Trauma Care Nursing	Nursing	Trauma care Association	2006
Chemotherapy Administration certification	Oncology Nursing	Oncology Nurses Association	2007
Certification of ACLS Instructor	Nursing	AHA	2006
Certification of Nurse Educator	Nursing	NLN	2012
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg College of Nursing	The University of Memphis	2012- todate
Assistant Professor	Baptist College Health Sciences: Nursing	Baptist College Health Sciences	2007-2012
Medical Response Team	MRT Department	St. Francis Hospital	2007-2010
Assistant Nurse Manager	Critical Care	St. Francis Hospital	2005-2007
CV ICU Nurse/ Charge Nurse	CVICU	St. Francis Hospital	2002- 2005
HONORS/AWARDS			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
DAISY Award for Extraordinary Nursing Faculty		Baptist College of Nursing	2010
Gleneagles Global Hospitals Research Excellence Award		Gleneagles Global Hospitals, Asia	2016
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Evidence Based Practice: BSN		University of Memphis	
Evidence Based Practice: RN BSN: Online		University of Memphis	
Advanced Nursing Research: Online		University of Memphis	
Introduction to Foundation of Nursing		University of Memphis	
Introduction to Professional Nursing		University of Memphis	
Clinical Pathophysiology		University of Memphis	
Course Coordinator/ Course Developer: RN BSN Evidence Based Practice		University of Memphis	

Nursing Ethics	University of Memphis
Course Coordinator/ Course Developer: BSN Evidence Based Practice	University of Memphis
Course Coordinator/ Course Developer: Advanced Nursing Research	University of Memphis
Advanced Adult Health	Baptist College Health Sciences
Course Development Clinical Pathophysiology: RN BSN G50	University of Memphis

Refereed Journal Publications - selected

- Mary. A. (2017). Discharge Education and Technology Integration in Prevention of CABG Re admissions. Journal of Managed Care Nursing, 4(1),8-17.
- Barger.L. & Mary. A. (2017). Evidence Based Practice: Cardiac Surgery Patient Education. Journal of Managed Care Nursing, 4(1), 19-28.
- Bottom.W. Mary.A.(2017). Benchmark Time of Door- to- Electrocardiogram (ECG) Time for patients with Myocardial Infarction and Acute Coronary Syndrome.Journal of Managed Care Nursing, 4(1), 19-28.19-32.
- Mary. A. (2016). Perioperative Risk Factors Associated With 30 Days Readmission After Coronary Artery Bypass Graft Surgery. Journal of Managed Care Nursing, 3(3), 13-25.
- Mary, A.(2016). Clinical Factors Associated With Postoperative Length of Time on Ventilator among Coronary Artery Bypass Surgery Patients. International Journal of Nursing and Medical Sciences, 5(1), 489-503.
- Raja.J.M , Mary. A., & Stagopan.U. (2016). A study on Dual Infections in Pyrexia Cases. International Journal of Medical Research & Health Sciences,5(8), 150-155.
- Mary, A. & Ward, K. D. (2015). Association between quality of life and depression among heart transplant recipients and family caregivers. Journal- Cardiovascular Surgery, 3 (2), 35-42. doi:10.5455/jcvs.2015323
- Arumugam, J. M. R., Mary, A. & Satagopan, U. (2015). A Review on Co-infection with Dengue and Malaria. International Journal of Tropical Medicine and Public Health, 5 (3), 1-5. doi:10.5455/ijtmph/190561.

Refereed Conference Publications-selected

- Mary. A. (2015). Current Challenges in Neonatal Intensive Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015
- Mary. A. (2015). Challenges of aging females in Critical Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015.
- Mary. A. (2015). Authentication of research evidences for practice: Quantitative methods: International conference on Authentication of scientific research for eminence: Translating research into practice, Sree Balaji College of Nursing, Chennai, India, June 2015.
- Mary. A. (2016). Impact of Discharge Education and Cardiac Rehabilitation in Prevention of Readmission after the Coronary Artery Bypass Graft Surgery, Nursing Society Conference Proceedings, SRM University, India, [Web presentation], November, 2016
- Mary. A. (2017). Mid Position Leadership Models for Evidence Based Practice, International Conference on Clinical Leadership excellence, Gleneagles Global Hospitals, India.
- Mary. A. (2017). Telehealth Interventions in Prevention of 30 days Readmission after CABG surgery. International Nursing Research Conference, Sri. Ramachandra University, Chennai, India.

Presentations - Conference (refereed *)-selected

- Mary. A. (2017). Telehealth Interventions in Prevention of 30 days Readmission after CABG surgery. International Nursing Research Conference, Sri. Ramachandra University, Chennai, India.
- Mary. A. (2017). Mid Position Leadership Models for Evidence Based Practice, International Conference on Clinical Leadership excellence, Gleneagles Global Hospitals, India.

- Mary. A. (2016). Impact of Discharge Education and Cardiac Rehabilitation in Prevention of Readmission after the Coronary Artery Bypass Graft Surgery, Nursing Society Conference Proceedings, SRM University, India, [Web presentation], November, 2016
- Authentication of research evidences for practice: Quantitative methods: International conference on Authentication of scientific research for eminence: Translating research into practice, Sree Balaji College of Nursing, Chennai, India, June 2015.
- Challenges of aging females in Critical Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015.
- Current Challenges in Neonatal Intensive Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015

Presentations - Universities/Industry (refereed *)-selected

- Mary. A. (2017). Research Methods and Models for Evidence Based Practice. SRM University, India.
- Mary. A.(2016, September).Effectiveness of health Education in Prevention of 30 days Readmission after CABG surgery, CSD PhD Colloquium, The University of Memphis.
- Jacobsen, D. & Mary. A. Blood culture Contamination in the Emergency Department: An Evaluation of Body of Evidence and Practice for Venipuncture Versus Peripheral IV for Blood Draws. Annual Research Conference, The University of Memphis, March, 2015 (Poster Presentation)
- McGraw, C. & Mary.A. Pressure Ulcer Documentation: Today VS Past. Annual Research Conference, The University of Memphis, March, 2015 (Poster Presentation)
- White, M.& Mary .A. Effects of Discharge Education on Hospital Readmission among Heart Failure Patients, Student Annual Research Conference, The University of Memphis, March, 2016. (Poster Presentation)
- Robinson.W.C.& Mary.A. Factors of Hospitalization among African American Children with Asthma, The University of Memphis, March, 2016.
- Welch.L.& Mary.A. Hypertension Education and Medication Adherence among African American Male, The University of Memphis, March, 2016.(Poster Presentation)
- Fukala. M.& Mary.A. Effects of Additional Sources of Educational Material in Patients Receiving Chemotherapy. The University of Memphis, March, 2016.

Outreach-selected			
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD	
BMH	IRB Member		
University of Memphis	IRB Member		
Sigma Theta Tau- Memphis Chapter	Secretary		
LCON; University of Memphis	Admission Committee Member	2013- till todote	
LCON; University of Memphis	Curriculum Committee Member	2015- todote	
LCON; University of Memphis	Progression Committee Member	2015- todote	
LCON; University of Memphis	Undergraduate Council Member		2014- to date
LCON; University of Memphis	Annual Student Research Forum: Evaluator		2016- to date
Journal Reviewer	Multiple Journals		2012- todote
International Universities	PhD Examiner		2012- todote
Catholic Church/ Diocese of Memphis	PRE Teacher		2013- todote
Catholic Church/ USA	Minister for St. Joan of Arc Fraternity: Secular Franciscan Order[St. Clare Region]		2012- todote

CURRICULUM VITAE

Name: Belinda Fleming		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	University of Tennessee Health Science Center	2009
MSN	Nursing	University of Tennessee Health Science Center	1985
BSN	Nursing	Southern Adventist University	1976
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Clinical Professor	Loewenberg School of Nursing	University of Memphis	9/09 to present
Director, FNP Program	Loewenberg School of Nursing	University of Memphis	9/10 to present
Assistant Professor	UT Health Science Center	College of Nursing	09/98 -9/09
Associate Professor	School of Nursing RN-BSN	Union University	1988-1994
Adjunct Faculty	Loewenberg School of Nursing	University of Memphis	1994
Lead Instructor and Course Coordinator	Senior Level	Methodist Hospital School of Nursing	1979-1985
Family Nurse Practitioner		May Medical Group	09/04- present
Family Nurse Practitioner-Primary Care Clinic	Health Loop	UT Health Science Center, College of Nursing	9/98-6-02
Family Nurse Practitioner	Family Physician Resident Practice	UT Health Science Center, College of Nursing	6/02-9/05
Family Nurse Practitioner-Endocrine Clinic	Student Health	UT Health Science Center, College of Nursing	9/98-7/04
Family Nurse Practitioner	Airport Clinic	UT Health Science Center, College of Nursing	9/03-09/04
Family Nurse Practitioner	Rehab Clinic	UT Health Science Center, College of Nursing	6/01-1/02
Family Nurse Practitioner-Psychiatric Emergency Room	Regional Medical Center	UT Health Science Center, College of Nursing	7/02-7/04
Family Nurse Practitioner	Community Free Clinic	UT Health Science Center College of Nursing	1/06 -7/06
Family Nurse Practitioner	Family Physician Resident Practice	UT Health Science Center College of Nursing	12/08 -9/09
Family Nurse Practitioner	Student Health	UT Health Science Center College of Nursing	9/98 - 9/09
Family Nurse Practitioner		Peabody Health Care Group	09/94 – 06/98
Family Nurse Practitioner		North Benton County Healthcare Association	03/92 – 09/94
Sexual Assault Nurse Evaluator		Memphis Sexual Assault Resource Center	09/87 – 09/92
Family Nurse Practitioner	Community Health Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Family Nurse Practitioner	Sexually Transmitted Disease Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Family Nurse Practitioner	Refugee Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Family Nurse Practitioner	Pediatric Acute Care Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Commander	Bureau of Navy Medicine	U S Navy(ret)	04/87-05/13

HONORS/AWARDS			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
DAISY Faculty Award for Teaching Excellence		DAISY Foundation	2012
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Adv Health Assessment		University of Memphis	
Family Nurse Practitioner I		University of Memphis	
Family Nurse Practitioner II		University of Memphis	
Family Nurse Practitioner III		University of Memphis	
Family Nurse Practitioner Residency		University of Memphis	
Pharmacology, Undergraduate		University of Memphis	
Advanced Pharmacology		University of Memphis	
Scholarly Synthesis		University of Memphis	
: Advanced Family Nursing II		University of Tennessee Health Science Center	
Physical Diagnosis		University of Tennessee Health Science Center	
Health Assessment		University of Tennessee Health Science Center	
Nursing Care of Children		University of Tennessee Health Science Center	
Health of Populations		University of Tennessee Health Science Center	
Mental Health Nursing		University of Tennessee Health Science Center	
Community Health Nursing		Union University	
Issues and Trends in Nursing		Union University	
Nursing Theory		Union University	
Health Assessment		Union University	
STUDENT ADVISING/MENTORING			
CURRENT DEGREE		NAME	YEAR OF GRADUATION
DNP		TRACY COLLINS	2013
DNP		CHERYL BURNETT	2016
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
SKILLS WEEK	began Spring 2016 and repeats every semester	COLLEGE OF NURSING	NONE
Objective Structured Comprehensive Exam	began Fall 2011	University of Memphis	none

Refereed Journal Publications

- Critical Thinking. (2014). Zhan, L. Lee, S., **Fleming, B.** Journal of Nursing (China),
- Vulnerable populations: Drug court clients. (2008). Speck, P.M., Conner, P.D., Hartig, M.T., Cunningham, P.D., **Fleming, B.** Nursing Clinics of North America, 42, 477-489.

Non-Refereed Publications

- Chang, C.F., Zhan, L., Mirvis, D.M & **Fleming, B.** University of Memphis. (2015). Unmet Demand for Primary Care in Tennessee: The benefits of Fully Utilizing Nurse Practitioners. Memphis, TN.

Creative/Artistic Works

- International Journal of Health Sciences Education: Manuscript Reviewer (2012)
- Nephrology Nursing Journal: Manuscript Reviewer (2004-2006)

Presentations - Conference (refereed *)- Selected

- Endothelial and thrombotic markers of cardiovascular risk in African-American adolescents* (Feb. 4-6, 2010). Lee, E., **Fleming, B.**, & Cowan, P.A. Southern Nursing Research Society, Austin, TX (Minority Health Poster Award)
- The effect of weight loss and fitness on metabolic syndrome markers, HRV and inflammation in obese African American Youth* (Feb. 2009). **Fleming, B.**, Cowan, P.A. Southern Nursing Research Society, Baltimore, Md.
- Heart rate variability differences between overweight adolescents with and without impaired glucose tolerance.* (February 21-23, 2008). Lee, S., Cowan, P. A., **Fleming, B.**, Chatman, M. & Velasquez, P.A. Southern Nursing Research Society. Birmingham, AL
- The Rhetoric of Childhood Obesity: A Nurse and Rhetorician Interpret the Closing Book of Activity. October 19-21, 2006. Fleming, B. Western States Rhetoric and Literacy Conference. University of Utah, Salt Lake City, Utah.

OUTREACH			
Project/s summary			
PROJECT - Selected	PARTICIPANTS	PERIOD	SPONSORSHIP
Healthy Memphis Common Table		2006 & 2008	
Town Hall Initiative to Fight Obesity in Youth		2006	Shaping America’s Youth
Free School Physicals	Tipton County Schools	2004, 2005, 2008, 2009, 2010, 2011	Dr Jeff May
SERVICE-Selected			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
College of Nursing	Graduate Curriculum Committee		2009-present
College of Nursing	MSN Admissions/Progressions Committee		2009-present
College of Nursing	Search Committee-Faculty		2011- present
OTHER			
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE		PERIOD
TNA	State office-Nominating Committee		2016-present
TNA	Disctrct 1 office-Membership Committee		2016-present
CONSULTING			
ORGANIZATION/COMPANY			PERIOD
Jining Medical University			Summer 2012
Jining Medical University			Summer 2013

CURRICULUM VITAE

Name: Bradley R. Harrell DNP, APRN, ACNP-BC		Department:	
EDUCATION DEGREES			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Doctor of Nursing Practice	Nursing	UT Health Science Center	2009
Master of Science	Nursing	University of Memphis	2006
Bachelor of Science	Nursing	University of Memphis	2003
Undergraduate Prerequisites	Allied Health	Dyersburg State Community College	2001
EXPERIENCE-Selected			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor - Tenure Track	Loewenberg College of Nursing	University of Memphis	2016-present
Clinical Associate Professor	Loewenberg College of Nursing	University of Memphis	08/2015 - 08/2016
Nurse Practitioner		Ripley Medical Clinic & Home Visits	05/2014 - present
Nurse Practitioner	Emergency Department	U.S. Department of Veterans Affairs	06/2015 - 08/2015
Department Chair	School of Nursing	Union University	08/2013 - 01/2015
Associate Professor	School of Nursing	Union University	04/2011 - 01/2015
Nurse Practitioner	Emergency Department	Baptist Hospital - Memphis via TeamHealth	09/2010 - 06/2014
HONOR/AWARD- Selected		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Leadership Germantown Nominee		City of Germantown, TN	2014
Graduated Cum Laude		University of Memphis	2003
State Practice Award Nominee		Tennessee Nurses Association	2014
40 Under 40 Member		Tennessee Action Coalition	2014
TEACHING EXPERIENCE			
SUBJECT	INSTITUTION		
Associate Graduate Faculty Member	University of Memphis		
Undergraduate Nursing	University of Memphis Loewenberg College of Nursing		
MSN and DNP Nursing	Union University School of Nursing		
Undergraduate Nursing	Union University School of Nursing		
BSN and MSN Nursing (including CNL)	University of Tennessee Health Science Center College of Nursing		

Book Reviews – (selected)

- Invited Reviewer, 25 Chapters, Rosenthal: Lehne's Pharmacotherapeutics for Nurse Practitioners, Physician Assistants, and Other Advanced Practitioners, First Edition, 2016
- Invited Manuscript Reviewer, The Scientific Pages of Nursing, 2016-present

Refereed Journal Publications - Selected

- Harrell, B.** & Miller, S. (2017 anticipated). Fluid resuscitation in patients with intra-abdominal hypertension and abdominal compartment syndrome. Nursing Clinics of North America. Accepted for publication.
- Lefave, M., **Harrell, B.**, Wright, M. (2016). Analysis of Cricoid Pressure Force and Technique Among Anesthesiologists, Nurse Anesthetists, and Registered Nurses. Journal of Perianesthesia Nursing, 31(3). 237-244.

Non-Refereed Publications

Harrell, B. (2013, March). I Am TNA. *The Tennessee Nurse*, pp. 1.

- Yearwood, A. & **Harrell, B.** (2013). Response Times and Sleepiness among Fatigued CRNAs. *Journal of the Union Faculty Forum* 33. 72-100.

- Wherry, S. & **Harrell, B.** (2011). Health Care Providers' Perceptions of Quality of Care: Spiritual Interventions and Medical Missions. Journal of the Union Faculty Forum, 31. 39-51.

Presentations - Conference (refereed *)- Selected

- ***Harrell, B.** (2014). Care of Critically Ill Patients with Hepatobiliary and Abdominal Trauma. Content expert speaker at CCRN Review Course for Greater Memphis Area Critical Care Nurses, American Association of Critical Care Nurses.
- ***Harrell, B.** (2015). Care and Management of Patients with Intra-Abdominal Hypertension and Abdominal Compartment Syndrome. Clinical Expert Speaker for American Association of Critical-Care Nurses – Greater Memphis Area Chapter, Spring Seminar, Focus the Flame.

Presentations - Universities/Industry (refereed *)-Selected

- Harrell, B. (2013). *Endurance, Achievement, and Health Policy*. Keynote speaker at MSN Education/Leadership Breakfast – Union University School of Nursing.
- Harrell, B. (2016). Teaching 101: Fostering Critical Thinking and Student Perception in the Classroom. LCON Faculty Collaboration Luncheon.

Other Presentations (refereed *)-Selected

- Harrell, B. (2013). *Using ExamView Test Generator to Create and Publish Exams for MoodleRooms*. Podium presentation at U-Tech Expo at Union University.
- ***Harrell, B.** and Lee, R. (2017). International WSAC Nursing Guidelines Workgroup. Nursing management guidelines in the care of patients with intra-abdominal hypertension and abdominal compartment syndrome. Abstract accepted for poster presentation at Inaugural Nurse Practitioners in Acute Care Conference.
- ***Harrell, B.** (2017). Teaching with Acronyms to Promote Critical Thinking and Prioritization in Undergraduate Nursing Students. Abstract accepted for poster presentation at Elsevier Nursing Education Conference.

SUPPORT (External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Developing the Leadership, Engagement, and Advancement in Nursing (LEAN) Program for LCON	Tennessee Board of Regents SERS Grant	25,000	Applied for 2017-2018
Evaluating Nurse Practitioner Care for Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Patients	Sigma Theta Tau - Beta Theta at Large Chapter	3,000	Applied for 2017-2018
Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
ACE Curriculum Integration	ACE Foundation and UCI	1,000	Spring 2017
Law School ACE Collaboration Practicum Course	ACE Foundation and UCI	10,000	Fall 2016 and ongoing
OUTREACH - Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
LGBT Health and NP Workforce Development		2016-present	Ongoing discussion with national experts.
Nurse Practitioner Practice (rural health and home visits)		2010-present	
SERVICE- Selected			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
University of Memphis Loewenberg College of Nursing	Tenure Track Faculty Search Committee	2016-present	
University of Memphis	University Undergraduate Appeals Committee	2016-present	
University of Memphis Loewenberg College of Nursing	Curriculum Committee - Chair	2016-present	
University of Memphis Loewenberg College of Nursing	Undergraduate Council	2016-present	
Tennessee Board of Regents	ACNP Exploratory Group	2016	
University of Memphis Loewenberg College of Nursing	NCLEX TaskForce - Chair	2016	
University of Memphis Loewenberg College of Nursing	Evaluation Committee	2015-2016	
University of Memphis Loewenberg College of Nursing	DNP Planning Workgroup	2015-present	
University of Memphis Loewenberg College of Nursing	Strategic Planning Committee	2015-present	
University of Memphis Loewenberg College of Nursing	NCLEX Taskforce	2015-present	
University of Memphis Loewenberg College of Nursing	Faculty Committee	2015-present	

OTHER-Selected SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
American Nurses Credentialing Center	Commission on Certification, Commissioner Nominee	2017
Tennessee Nurses Association, District 12	President	2016-present
Tennessee Nurses Association	District Presidents' Council	2016-present
American Nurses Credentialing Center (ANCC)	Adult Gerontology Acute Care Nurse Practitioner Content Expert Panel Member	2014-present
1. Tennessee Action Coalition	2. Leadership Committee	3. 2013-present
4. World Society of the Abdominal Compartment Syndrome	5. Nursing Guidelines Workgroup	6. 2013-present
American Association of Nurse Practitioners	Member	2011-present

Appendix A –(Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y)/(N)
2016	NURS 3006	Professional Nursing Seminar	3	100	7		N
2016	NURS 4205	Transitions to Professional Nursing Practice	4	100	47		No
2016	NURS 4206	Transition into Professional Nursing Practice Practicum	8	50	46	SI	No
2016	NURS 3205 Memphis	Nursing of the Adult 1: Common Health Alterations	3	100	145	S	No
2016	NURS 3205 Lambuth	Nursing of the Adult 1: Common Health Alterations	3	100	31		No
2016	HPP 705	Health Policy Practicum - Interdisciplinary	3		12	I	Y
2017	NURS 3205 Memphis	Nursing of the Adult 1: Common Health Alterations	3	100	141		No
2017	NURS 3205 Lambuth	Nursing of the Adult 1: Common Health Alterations	3	100	25		No

Appendix B- (Selected)

Mari Fritz, MSN Student - 2016 - "Development of Child Health Policy and Advocacy Program at Tertiary Pediatric Medical Center" - ACE/Law Health Policy Collaboration Course
Kristen Bell, MSN Student - 2016 - "Providing Health Data to Improve Environmental Public Health in a Metropolitan Underserved Area" - ACE/Law Health Policy Collaboration Course

Appendix C

Harrell, B., Sasser, J., Gill, M. (in progress). Evaluation of nurse practitioner care of LGBT patients. Early planning in progress.
Harrell, B., Chung, H., and Miller, S. (in progress). Fluid resuscitation changes in the critically ill adult. Plan to submit to Journal of Infusion Nursing.

CURRICULUM VITAE

Name: Beverly B West	Department: NURSING
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
ASN	Nursing	Memphis State University	1976
BSN	Nursing	Memphis State University	1985
MSN	Nursing	University of Memphis	2006
PhD	Education	Capella University	2016

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Staff Nurse	Orthopedics	Baptist Memorial Hospital	1976-1980
Staff Nurse	Home Health Care	Home-Bound Medical Care	1980-1981
Branch Manager	Home Health Care	Home-Bound Medical Care	1981-1983
Research Nurse	Endocrinology and Metabolism	University of Tennessee, Memphis	1983-1985
Research Study Coordinator	Endocrinology and Metabolism	University of Tennessee, Memphis	1985-1988
Diabetes Clinical Case Manager	Nursing Administration	LeBonheur Children's Medical Center	1988-2006
Graduate Assistant	Loewenberg School of Nursing	University of Memphis	2005-2006
Patient Educator (part-time)	Nursing Administration	LeBonheur Children	2006-2008
Clinical Associate Professor	Loewenberg College of Nursing	University of Memphis	2006-present
Vaccination Nurse	Public Health	Memphis & Shelby County Health Department	2009-2010
Research Nurse	Fetal and Infant Mortality Review (FIMR)	Memphis & Shelby County Health Department	2010
Registered nurse	Pediatric Services	Maxim Healthcare Services	2010 - present

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Diabetes Educator Certification (CDE)	National Certification Board for Diabetes Educators	1987
Pediatric Nurse Certification (CPN)	Pediatric Nursing Certification Board, Inc.	2008
Celebrate Nursing Award	Tennessee Nurses Association	1991
Who's Who in American Nursing		1992
Diabetes Educator Award	American Diabetes Association	2005
Presidents List	Capella University	2012-2016

TEACHING EXPERIENCE	
SUBJECT	INSTITUTION
Pediatric Nursing Practicum (U)	University of Memphis
Community Health Nursing Practicum	University of Memphis
Contemporary Issues and Trends in Nursing	University of Memphis
Nursing Simulation (U)	University of Memphis

Timely Learning Coaching (U)		University of Memphis
Health Assessment Lab		University of Memphis
Professional Nursing Seminar		University of Memphis
CREATIVE ACTIVITIES		
ACTIVITY	DATES	LOCATION
The Student with Diabetes	1988-1993	LeBonheur Children's Medical Center
It's a Small World	1988-2006	LeBonheur Children's Medical Center
Diabetes Update	2003, 2005	LeBonheur Children
Advanced Diabetes Management	2005	Methodist LeBonheur Healthcare
Diabetes in the School System	2005	LeBonheur Children's Medical Center
Poster Session: Has the Increasing Incidence of Type 2 Diabetes in Children Reached a Plateau?	2006	Annual Meeting of the Society for Adolescent Medicine
Special Topics in Diabetes	2006, 2007	Methodist LeBonheur Healthcare

Book Reviews

- Rudd, K. & Kocisko, D. (in press). Pediatric nursing: The critical components of nursing care (2nd ed.) Philadelphia, PA: F. A. Davis.
- Ball, J. W., Bindler, R. C., & Cowen, K. J. (2014). Child health nursing: Partnering with families (3rd ed.). Upper Saddle River, NJ: Pearson.
- Reviewed 4 chapters in the revision of the textbook: Bowden, V. R., & Greenberg, C. S. (2013). Children and their families: The continuum of nursing care (3rd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Non-Refereed Publications-(Selected)

- Danish, R. K., & West, B. B. (2005). Rapid progression from pre-diabetes to severely ill diabetes while under "expert care": Suggestions for improved screening for disease progression. *Diabetes Spectrum*, 18(4), 229-239.
- The DCCT Research Group. (1988). Reliability and validity of a diabetes quality-of-life measure for the diabetes control and complications trial (**DCCT**). *Diabetes Care*, 11(9), 725-732.

Case, 11(3), 125-132.

OUTREACH Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Fetal and Infant Mortality Review (FIMR)	Case Review Team	2010 - 2012	Memphis & Shelby County Health Department
Fetal and Infant Mortality Review ((FIMR)	Community Action Team	2010 - 2012	Memphis & Shelby County Health Department
SERVICE			
UNIVERSITY		COMMITTEE/ACTIVITY	PERIOD
University Of Memphis		Women in Healthcare	2010
University of Memphis, Loewenberg College of Nursing		Curriculum Committee	2010 - 2011
Sigma Theta Tau International Nurses Honor Society		Faculty Advisor	2010 - 2014
University of Memphis, Loewenberg College of Nursing		Student Affairs Committee	2011 - present
OTHER			
SOCIETY/ORGANIZATION/JOURNAL - Selected		COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD

American Nurses Association		2004-present
Sigma Theta Tau International Nurses Honor Society		2004-present
National League for Nursing		2005-present
Society of Pediatric Nurses		2008 - present
International Nurses Association of Clinical Simulation and Learning	Research Committee	2015-present

Appendix A – (Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Summer 2013	NURS 3229	Child Health Nursing Practicum	2	40	24		
Fall 2013	NURS 3229	Pediatric Nursing Practicum	2	62	78		
Fall 2013		Timely Learning Coaching (TLC)	1	15	62		Y
Spring 2014	NURS 3229	Pediatric Nursing Practicum	2	23	24		
Summer 2014	NURS 3229	Pediatric Nursing Practicum	2	100	7		
Fall 2014	NURS 4120	Contemporary Issues and Trends in Nursing	3	100	63		Y
Fall 2014	NURS 4129	Community Health Nursing Practicum	3	20	21		Y
Spring 2015	NURS 3229	Pediatric Nursing Practicum	2	15	15		
Spring 2015	NURS 4120	Contemporary Issues and Trends in Nursing	3	100	94		
Fall 2015	NURS 3229	Pediatric Nursing Practicum	2	23	22		
Fall 2015	NURS 3103	Health Assessment Lab	1	5	10		Y
Spring 2016	NURS 3229	Pediatric Nursing Practicum	2	25	89		
Fall 2016	NURS 3229	Pediatric Nursing Practicum	2	18	108		
Fall 2016	NURS 3006	Professional Nursing Seminar	1	15	100		Y

CURRICULUM VITAE

Name: Felesha Perry	Department: Loewenberg School of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Bachelors of Science in Nursing	Nursing	University of Memphis	2005
Masters of Science in Nursing	Adult Health: Clinical Nurse Specialist	Arkansas State University	2010
Post-Masters Certificate	Nursing Education	Arkansas State University	2010
Post-Masters Certificate	Family Nurse Practitioner	University of Memphis	2013
Doctorate of Nursing Practice	Nursing	University of Alabama Capstone College of Nursing	2016

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Registered Nurse	Cardiovascular Intensive Care Unit (CVICU)	Methodist Lebonheur Healthcare	February 2005- December 2007
Home Health Aide Supervisor		Elder Care Home Health Agency	January 2008- March 2010
Charge Nurse	Intensive Care Unit (ICU)	Saint Francis Hospital- Bartlett	March 2010- November 2014
Adjunct Faculty	Loewenberg School of Nursing	University of Memphis	January 2011- August 2011
Clinical Assistant Professor	Loewenberg School of Nursing	University of Memphis	August 2011- current
Family Nurse Practitioner		Getwell Community Clinic	December 2013- August 2014
Family Nurse Practitioner		AseraCare Hospice	March 2014- current

TEACHING EXPERIENCE	
SUBJECT	INSTITUTION
Medical/ Surgical Nursing I Practicum	University of Memphis
Community Health Nursing Practicum	University of Memphis
Medical/ Surgical Nursing II Practicum	University of Memphis
Medical/ Surgical Nursing	University of Memphis
Health Assessment Lab	University of Memphis
Gerontological Nursing Practicum	University of Memphis
Advanced Health Assessment Lab	University of Memphis
FNP II Clinical	University of Memphis

STUDENT ADVISING/MENTORING		
CURRENT DEGREE	NAME	YEAR OF GRADUATION
Bachelor of Science in Nursing	LaReina Adams	
Bachelor of Science in Nursing	Aguirre, Kristina	
Bachelor of Science in Nursing	Molly Davis	
Bachelor of Science in Nursing	Jason McLemore	
Bachelor of Science in Nursing	Stella Medlin	
Bachelor of Science in Nursing	Andrea Meiring	
Bachelor of Science in Nursing	Maria Mircheva	
Bachelor of Science in Nursing	Teresa Montano	
Bachelor of Science in Nursing	Jennifer Moore	
Bachelor of Science in Nursing	Megan Moore	
Bachelor of Science in Nursing	Olivia Moore	
Bachelor of Science in Nursing	Carolyn Morris	
Bachelor of Science in Nursing	Christi Nehilla	
Bachelor of Science in Nursing	Mandy Newell	
Bachelor of Science in Nursing	Chuong Nguyen	
Bachelor of Science in Nursing	Natalie Nichols	
Bachelor of Science in Nursing	Megan Nuckolls	
Bachelor of Science in Nursing	Kenya Osorio	
Bachelor of Science in Nursing	Ashana Parker	
Bachelor of Science in Nursing	Danielle Pegram	
Bachelor of Science in Nursing	Sherry Phfaler	

Presentations - Conference (refereed *)

- Reducing Readmission Rates of CHF Patients in Home Health
Arkansas Nursing Association State Conference
October 2010
- Improvement in Detection of Urinary Tract Infections in a Long Term Care Facility Utilizing the SHEA Critieria
Sigma Theta Tau Regional Conference
September 2016
- Improvement in Detection of Urinary Tract Infections in a Long Term Care Facility Utilizing the SHEA Criteria
Presented at SUNA National Convention
November 2016

SERVICE		
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Memphis	Access and Diversity	February 2011- May 2015
University of Memphis	Student Affairs	August 2011- May 2015
University of Memphis	Technology Committee	August 2015- May 2016

University of Memphis	Graduate Council	August 2016- current
University of Memphis	FNP Admissions Committee	October 2016-current

Appendix A- (Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2010- 2011	NURS 4129	Population Focus Practicum	2	100		Various Agen	
2010- 2011	NURS 4119	Medical- Surgical Nursing II	3	100		Saint Franci	
2011- 2012	NURS 4119	Medical- Surgical Nursing II	18	100		Baptist Memo	
2012-2013	NURS 4119	Med/Surg Nurs II Practicum	18	100		Baptist Memo	
2013-2013	NURS 3103	Health Assessment Lab	2	100		On-Campus	
2013-2014	NURS 4119	Med/Surg Nurs II Practicum	18	100		Baptist Memo	
2014-2015	NURS 3103	Health Assessment Lab	1	100		On-Campus	
2014-2015	NURS 4129	Community Health Practicum	2	100		Various Site	
2014-2015	NURS 4117	Medical/Surgical Nursing II	3	100		On-Campus	
2014-2015	NURS 3231	Gerontological Nurs Practicum	6	100		Kirby Pines	
2015-2016	NURS 3231	Gerontological Nurs Practicum	6	100		Kirby Pines	
2015-2016	NURS 3101	Health Assessment RN- BSN	2	100	17	On-line	
2015-2016	NURS 3103	Health Assessment Lab RN-BSN	1	100	17	On-line	
2015-2016	NURS 3103	Health Assessment Lab	1	100		On-Campus	
2015-2016	NURS 7102	Adv Health Assessment/Clinic	4	100		On-line	
2015-2016	NURS 7602	Family Nurs Pract I/Clinic	8	100		Various Site	

CURRICULUM VITAE

Name: GLORIA CARR		Department: NURSING	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing Education	The University of Texas, Arlington	2007
MSN	Nursing	University of TN, Memphis	1997
BSN	Nursing	Union University, Memphis	1995
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Professor	Loewenberg College of Nursing	University of Memphis	2012-Present
Assistant Professor	Nursing	The University of Memphis	2006-2012
HONOR/AWARD - Selected		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Inducted Nursing Honor Society		Sigma Thetha Tau, International	2010
Outstanding Professor: Excellence in Teaching, Mentoring, & Professionalism		The University of Memphis LSON Graduate Education Education Students	2010
Briggs Excellence in Teaching Nominee		The University of Memphis	2010
TEACHING EXPERIENCE -SUBJECT		INSTITUTION	
Advanced Adult Health Nursing (U)		University of Memphis	
Complex Alterations in Critical Care Nursing (G)		University of Memphis	
Case Management in Critical Care Nursing (G)		University of Memphis	
Pathophysiology (U)		University of Memphis	
Case Management Core (G)		University of Memphis	
Case Management Adult Health (G)		University of Memphis	
Population Focus Practicum (U)		The University of Memphis	
Advanced Pathophysiology (G)		The University of Memphis	
Advanced Pathophysiology (G)		Regents Online Degree Program (RODP)	
Clinical Focus Practicum (G)		The University of Memphis	
Gerontological Nursing (U)		The University of Memphis	
Education Residency (G)		The University of Memphis	
Scholarly Synthesis (G)		U of Memphis	
Professional Nursing Seminar (U)		U of Memphis	
STUDENT ADVISING/MENTORING-(Selected)			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
MSN The University of Memphis	Neysa Rhoads	2012	
MSN The University of Memphis	Laura Smeltzer	2013	
MSN The University of Memphis	Kayla Lambert	2013	
MSNc	Elizabeth Hollinger	2014	
MSNc	Ellen Goleb	2016	

BSNc	Latoria Boyland	2017
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Books Published-Selected

- Carr, G. F. (2012). Case Studies with suggested responses. In Evolve resources for T. A. Touhy & K. Jett (Eds.), *Ebersole & Hess' Toward healthy aging: Human needs and nursing response*. St. Louis: Mosby.
- Hayslip, B., Davis, S., Goodman, C., Smith, G.C., Neumann, C., Maiden, R., & Carr, G. The role of resilience in understanding grandparents raising their grandchildren. In B. Hayslip & G. Smith (eds). *Resilient grandparent caregivers: A strengths-based perspective*. New York: Routledge.
- Lee, C. J., & Carr, G. F. (2012). *Stepping up: A Companion and Guide for Family Caregivers*. Southport: Phronesis Press.

Book Reviews

- Ebersole, P., Hess, P., Tuohy, T. A., Jett, K., & Luggen, A. S. (2012). *Toward healthy aging: Human needs and nursing response (7th ed.)*. St. Louis, MO: Elsevier.
- Ellis, K. M. 2002. *EKG Plain and Simple: From Rhythm Strips to 12-Leads*. Upper Saddle River, NJ: Prentice Hall.

Refereed Journal Publications-Selected

- Goleb, E., & Carr, G. F. (in review). Evidenced-based Interventions for substance abuse among victims of adverse childhood experiences. Sixth Annual Global Healthcare Conference.
- Carr, G. F. (in press). Relationship between physical activity and cognitive function in older adults. The Deep South CME Network, UAB Division of CME, Geriatric-Focused CME Courses. <http://www.alabamacme.uab.edu/geriatrics.aspx>.
- Carr, G. F., Dinoff, B. L., Haile, B. J., & Pittman, J. R. (in press). End of life care in older adults with dementia. The Deep South CME Network, UAB Division of CME, Geriatric-Focused CME Courses. <http://www.alabamacme.uab.edu/geriatrics.aspx>.
- Bond, M. L., Jones, M. E., Barr, W. J., Carr, G. F., Williams, S. J., & Baxley, S. (2012). Relationships between hardiness, stress, perceived social support, perceived institutional support and progression of minority students in a master's of nursing program. *Hispanic Health Care International Journal*.

Creative/Artistic Works

- Carr, G. F. (2007). African American grandmother caregivers: Relationships among information need, perceived burden, perceived health, service need and service use. *Dissertation Abstracts International*, 68-11B, (UMI No. 3289407).

Presentations – Conference/Universities/Industry (refereed *) Selected

- Carr, G. F. (2010). Health needs and the use of service and support resources: Grandmother caregivers' perceptions. *The Alzheimer's Association Annual Caregiver's Conference, Memphis, TN*.

Other Presentations (refereed *) - Selected

- Carr, G. F., & Fuller-Thomson, E. (2014). Depressive disorders among African Americans with Chronic Obstructive Pulmonary Disease. *Gerontological Society of America's Annual Scientific Meeting*.
- Scroggins, I., & Carr, G. F. (2012). Pilot Study: Factors That Influence Parental Stress in Parents of Children with Epilepsy. *Proceedings of the Southern Nurses Research Society, New Orleans, LA*.

OUTREACH Project/s summary-(Selected)			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Global Missions	Citizens of Honduras	Spring 2014	MBCC
Supporter	Team Members	Fall 2014	Alzheimer's Foundation
Haiti	Global Missions	2015	
Africa	Global Missions	2016	
SERVICE-(Selected)			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
University of Memphis	Faculty Ombudsperson		2014-Present
International Ombudsman Association	Research & Assessment Committee		2015

University of Memphis LSON	Tenure & Promotion Committee	2012-Present
The University of Memphis LSON	Education Track Faculty Committee	2007-Present
The University of Memphis LSON	Graduate Faculty Council	2004-Present
The University of Memphis LSON	Graduate Curriculum Committee	2007-Present
	American Nurse Association	2015
	Tennessee Nurse Association	2015
	The National League for Nursing/Ambassador	2006-Present
OTHER		
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
The National League for Nursing	Ambassador	2006-Present
The National League for Nursing	Advisory committee Nurse Educator Certification Exam Development	2003- 2006

Appendix A - Selected

Academic Year (<u>please indicate year</u>)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2014	NURS 3230	Gerontological Nursing	3.0	100	108		
2014	NURS 3006	Professional Nursing Seminar	1.0		36		
2014	NURS 5002R	Research	3.0		13		
2014	NURS 7209	Educational Residency	4.0		10		
2015	3230	Gerontological Nursing	3.0		97		
2016	3006	Professional Nursing Seminar	1.0		24		
2016	7990	Scholarly Synthesis	3.0		44		

Appendix C

Grant Projects Submitted, Ongoing, or Completed
<ul style="list-style-type: none"> "Bridges to the Doctorate: A Powerful Opportunity", submitted to the National Institutes of Health January 2009.
Research Projects Ongoing or Completed
<ul style="list-style-type: none"> IRB application submitted 12/10. "Attitudes about Older Adults in Third Semester BSN Students"—a retrospective study analyzing data from the course redesign fellowship. "The Graduate Educator Mentoring (GEM) Pilot Program", Co-PI, ongoing research project began March 2010. "Relationships between Hardiness, Stress, Perceived Social Support, Perceived Institutional Support and Progression in a Master's of Nursing Program", ongoing research project began August 2006. "The Role of Resilience in Mediating Outcomes with Grandparents Raising Their Grandchildren", ongoing research project completed October 2009. "Health needs and the use of service and support resources: African American grandmother caregivers' perceptions", completed pilot study.

CURRICULUM VITA Name: GAYLE H SHIBA	Department: NURSING
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Post Masters Certificate, Family Nurse Practitioner	Nursing	University of Memphis, Loewenberg School of Nursing	December 2010
PhD	Nursing	University of California San Francisco	1997

EXPERIENCE-(Selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Director of MSN and RODP Programs	Loewenberg School of Nursing	University of Memphis	8/2014- present
Associate Dean, Graduate Nursing Programs	Loewenberg School of Nursing	University of Memphis	07/2011 - 8/2014
Associate Professor	Nursing	University of Memphis	2004- present
Research Associate	Otolaryngology/Head and Neck Surgery	University of Tennessee, Memphis	1998-2000
Co-Principal Investigator & Project Director	School of Nursing	University of California, San Francisco	1996-1998
Adjunct Faculty	School of Nursing	Yale University	1990-1991

HONOR/AWARD-Selected	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Llewellyn Legacy Professor	Methodist Healthcare and The University of Memphis Loewenberg School of Nursing	2006 -2009
Most Challenging Lecture Class	University of Memphis / Loewenberg School of Nursing Graduating Class	2004
Best Overall Theory Instructor	University of Memphis / Loewenberg School of Nursing Graduating Class	2003
Cancer Nursing Educator Grant	American Cancer Society	1981

TEACHING EXPERIENCE- (Selected)	
SUBJECT	INSTITUTION
Advanced Role Development (G)	University of Memphis, Loewenberg School of Nursing
Advanced Pharmacology (G)	University of Memphis, Loewenberg School of Nursing
Advanced Nursing Research (G)	University of Memphis, Loewenberg School of Nursing
Health Assessment	University of Memphis, Loewenberg School of Nursing
Clinical Focus Practicum (G)	University of Memphis, Loewenberg School of Nursing
Scholarly Synthesis (G)	University of Memphis, Loewenberg School of Nursing
Theoretical Foundations of Advanced Nursing Practice (G)	University of Memphis, Loewenberg School of Nursing
Theoretical Foundations of Advanced Nursing Practice (G)	Regents Online Degree Program / Tennessee Board of Regents
Advanced Adult Health Nursing I (G)	University of Memphis, Loewenberg School of Nursing
Advance Adult Health Nursing II (G)	University of Memphis, Loewenberg School of Nursing
Complex Alterations in Adult Health (G)	University of Memphis, Loewenberg School of Nursing

Radiation Oncology Nursing (G)	Yale University
Medical-Surgical Nursing (U)	Quinnipiac College
Pediatric Nursing (U)	Quinnipiac College
Pediatric Nursing - clinical (U)	Southern Connecticut State University
Obstetrical and Gynecological Nursing - clinical (U)	Southern Connecticut State University

Books Published-(Selected)

Book Chapters

- Shiba, G., Leong, Y. & Oka, R. (2005). Japanese-Americans. In J. G. Lipson, & S. L. Dibble (Eds.), Culture & Clinical Care. San Francisco, California: UCSF Nursing Press.
- Shiba, G. (1999) Nasopharyngeal cancer. In C. Miaskowski and P. Buchsel (Eds.), in Oncology Nursing: Assessment and Clinical Care. St. Louis: C. V. Mosby.
- Dodd, M. J., & Shiba, G. (1996). Self-Care. In R. McCorkle, S. Baird, M. Grant, & M. Frank-Stromborg (Eds.), Cancer Nursing: A Comprehensive Textbook (2nd Edition). Orlando, Florida: W.B. Saunders.

Refereed Journal Publications- (Selected)

- Wong, P. C., Dodd, M. J., Miaskowski, C., Paul, S. M., Bank, K. A., Shiba, G. H., & Facione, N. (2006). Mucositis Pain Induced by Radiation Therapy: Prevalence, Severity, and Use of Self-Care Behaviors. Journal of Pain and Symptom Management, 32(1); 27-37.
- Dodd, M. J., Miaskowski, C., Greenspan, D., MacPhail, L., Shih, A., Shiba, G., Facione, N., & Paul, S. M. (2003). Radiation-induced Mucositis: A Randomized Clinical Trial of Micronized Sucralfate versus Salt & Soda Mouthwashes. Cancer Investigation, 21(1), 21-33.
- Dodd, M. J., Dibble, S., Miaskowski, C., Paul, S., Cho, M., MacPhail, L., Greenspan, D., & Shiba, G. (2001). A Comparison of the Affective State and Quality of Life of Chemotherapy Patients Who Do and Do Not Develop Chemotherapy-induced Mucositis. Journal of Pain and Symptom Management, 21(6), 498-505.

Non-Refereed Publications

- Dibble, S. L., & Shiba, G. (1994). Software Review: CRUNCH Version 4 Gets High Rating. Advanced Nursing Research Newsletter, 4(2), 4.

Presentations – Conference/Universities/Industry (refereed *) (Selected)

- *Sigma Theta Tau – Beta Theta Chapter-at- Large – Research Day. Symptom Severity and Self-care in Patients Receiving Radiation therapy for Head and Neck Cancer. Memphis, Tennessee (March 2000).
- Symptom Management in the Patient with Head and Neck Cancer: The Nursing Perspective. University of Tennessee - Department of Otolaryngology and Head and Neck Surgery. Monthly Conference. (March 2009).
- Mucositis in the Cancer Patient: Mouth Sores – More than Just ‘Ouch’. FedEx Institute of Technology – Perspectives Speaker Series. University of Memphis, Loewenberg School of Nursing. (February, 2006)

SUPPORT (External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Executive MSN: Preparing Tomorrow's Healthcare Leaders	HRSA Grant 228620	\$250,000	August 2012 - June 2013
	UT, Memphis / Department of Otolaryngology/Head and Neck Surgery	\$10,000	1999-2000
	Quintiles / GeneMedicine	\$10,000	1999-2000
	University of Tennessee, Memphis / Department of Otolaryngology/Head and Neck Surgery	\$20,000	1998-1999
SERVICE – (Selected)			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
University of Memphis, Loewenberg School of Nursing	Graduate Council		2011- present

University of Memphis, Loewenberg School of Nursing	Graduate Admissions Committee	2011- present
University of Memphis	University Graduate Council	2011-present
University of Memphis, Loewenberg School of Nursing	Personnel Committee, Chair	Fall 2014 - present
University of Memphis, Loewenberg School of Nursing	Tenure and Promotion Committee	2004-present
OTHER		
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
Advances in Nursing Science	Reviewer	2012-present
Health Shelby	End of Life Committee	2012-present
University of Tennessee, Memphis, College of Nursing	Cashdollar Lectureship Committee	2000-present
CONSULTING		
ORGANIZATION/COMPANY	PERIOD	
University of Tennessee, Department of Head and Neck Surgery	Spring 2008 - Fall 2008	

Appendix A-(Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Fall 2013	NURS 3006-110	Introduction to Professional Nursing Seminar	1	100	11		Ye
Summer 2013	No courses taught						
Spring 2013	Nurs 7110-001	Independent Study	1	100	4		
Spring 2013	NURS 7110-002	Independent Study	2	100	1		
Fall 2013	NURS 7209	Nursing Education Residency	4	100	3		
Fall2013	NURS 7110-001	Independent Study	1	100	1		

Appendix B-(Selected)

2013 - Continue to advise all Nursing Informatics students. Also advising other graduate nursing students as needed. Available for meeting and speaking to prospective graduate nursing students.
2012 - Responsible for MSN advising. Advised MSN students in the Nursing Informatics and Nursing Administration concentration. Also available for advising regarding admissions to graduate nursing options.
Current Licenses/Certifications:
Registered Nurse - Tennessee/Multistate: #RN0000116794
Family Nurse Practitioner Certification - American Association of Nurse Practitioners
American Heart Association - Basic Life Support

CURRICULUM VITAE

Name: GENAE D.STRONG	Department: NURSING
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EDUCATION-Selected DEGREES			
	DISCIPLINE	INSTITUTION	YEAR
Doctor of Philosophy	Nursing	University of Tennessee, Memphis	2005
Nurse-Midwifery Certification	Nursing	American Midwifery Certification Board	1998

EXPERIENCE-(Selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Editor	Peer-reviewed Journal	Clinical Lactation	2016
Associate Professor	Nursing	University of Memphis Memphis, TN	2014 - Present
HONOR/AWARD- (Selected)		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Presidential Award		Memphis Area Lactation Consultant Association	2015
First "Clinical Lactation" publication to be translated into another language (Italian)		La Gazzetta della Prolattina - pagine scientifiche per L'Allattamento Moderno	2015

TEACHING EXPERIENCE-(Selected)	
SUBJECT	INSTITUTION
Nursing of the Childbearing Family- NURS 3217 Undergraduate (2). Concepts and principles necessary to provide nursing care to childbearing women, neonates, and their families.	University of Memphis
Global Perspectives on Nursing- NURS 4326 Undergraduate/graduate (3). This study abroad program is designed for undergraduate and graduate students interested in increasing their understanding of international health care issues as they relate to nursing.	University of Memphis
Health Assessment Lab- NURS 3103 Undergraduate (1). Laboratory course focuses on developing skills needed to perform a systematic and individualized health assessment of an adult patient.	University of Memphis
Professional Nursing Seminar- NURS 3006 Undergraduate (1). Discuss, debate, and conceptualize the role of the professional nurse; develop essential skills and strategies necessary for academic, interpersonal and professional success.	University of Memphis
Family Nurse Practitioner I- NURS 7601 Graduate (3). Focuses on advanced practice nursing and health care management of women in diverse populations; includes biopsychosocial interactions affecting women throughout the lifespan.	University of Memphis

Book Reviews

Chapter Review

- Olds' (2013). Adolescent pregnancy. In *Maternal-Newborn Nursing & Women's Health*, 10e project. (1-53) Pearson. In Press.
- Norword, S. (2009). Communicating research findings. In *Research essentials: Foundations for evidence-based practice* (pp. 406-425). Prentice Hall.

Refereed Journal Publications- Selected

- Marshall, J. & **Strong, G.** (2017). Expectant mothers' knowledge, perceptions, experiences and acceptance of human donor milk: A pilot study. *Journal of the Academy of Nutrition and Dietetics*. Finally stages of proofing.
- Smith, G., & **Strong, G.** (2016). Fetal effects of PPD: A review of the literature. In revision.
- **Strong, G.** (2016). ADHD: Challenges Breastfeeding Women Face. *ICAN: Infant, Child, & Adolescent Nutrition*. Under construction.
- Breckenridge, L. & **Strong, G.** (2016). Empowering Intrapartum Nurses to Identify Breastfeeding Barriers: Implementing a Motivational Interviewing Educational Program. *Journal of Human Lactation*. Under construction.

Refereed Conference Publications

- Strong, G., & Mele, N. (2011). Raynaud's Revisited: A clinical dilemma. Rejected.

Non-Refereed Publications

- Strong, G. (2012). What is the difference between an IBCLC and CLC? Shelby County Breastfeeding Coalition.

Presentations – Conference/Universities/Industry (refereed *) (Selected)

- Strong, G. (2016). Evaluating the Evidence: Vitamin D Supplementation in Breastfeeding Infants. MALCA Journal Club, April, 2016.
- Strong, G., & Rose, J. (2015). Find the Right Balance: In-patient Lactation Consultations. USLCA Webinar.
- Strong, G. (2015). "Conducting Effective In-patient Lactation Consultations by Finding Balance." iLactation (<http://www.ilactation.com/>).

SUPPORT (External)-(Selected)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Obesity Prevention - Early Childhood Design Team "Breastfeeding and Work: Let's Make it Work!	Healthy Shelby: A Memphis Fast Foward Initiative	(\$25,000) Partially Funded	2016
Co-PI- “Building a Culture of Health for the Vulnerable Children of Memphis.”	Tennessee Urban Child Institute (TUCI) and University of Memphis	(\$2,000,000) Funded. (\$400,000) Breastfeeding Initiative Not funded.	2016
Research Grant	International Lactation Consultants Association (ILCA)	(\$10,000) Funded	2013
Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Co-PI- “Loewenberg School of Nursing and Shelby County Books From Birth: An Innovative Partnership to Increase Early Literacy, Parental Engagement, and School Readiness.” University of Memphis 2014 Strengthening Communities Capacity Building Grant	University of Memphis	(\$18,000) – Not Funded.	2014
Faculty Research Grant- “Breastfeeding Knowledge, Attitudes, and Beliefs in Nursing Students and Breastfeeding Education in Pre-licensure Nursing Programs” Faculty Research Grant	University of Memphis	(\$6,000) Funded	2012-2013
Co-I-"Adelante (Forward): Facilitating Hispanic Enrollment in Health Career Programs" Dr. Levy- PI	Tennessee Board of Regions	(\$60,000) - Not Funded	2009
OUTREACH Project/s summary-(Selected)			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
"Tennessee Lactation Consultation Practice Act" Bill (HB-2615, SB-1978)	United States Lactation Consultant Association	February, 2016	Memphis Area Lactation Consultant Association
Created the "Genae Strong iLactation Scholarship" to support health workers in a category D developing country (Haiti).	Rose Mireille, EXUME, IBCLC, CLC, ALC, CEPAM promoting breastfeeding in Haiti	2016	Genae Strong
SERVICE –UNIVERSITY (Selected)	COMMITTEE/ACTIVITY		PERIOD
University of Memphis	LCON NCLEX Taskforce Committee		2015 - 2017
University of Memphis	Faculty Senate Ad Hoc Budget and Finance Committee		2014 - 2017
University of Memphis	LCON Tenure and Promotion Committee		2014 - 2017
OTHER			
SOCIETY/ORGANIZATION/JOURNAL – (Selected)	COMMITTEE/EDITORIAL BOARD/OFFICE		PERIOD

Tennessee Nursing Association District 1	Government Affairs Committee	2017
Shelby County Breastfeeding Coalition, Memphis Area Lactation Consultant Association	Birthright of Memphis	March, 2017
Shelby County Breastfeeding Coalition, Memphis Area Lactation Consultant Association	Mid South Baby and Kids Expo	April, 2017
United States Lactation Consultant Association	Conference Planning Subcommittee - Chair	2016 - 2017
Memphis Area Lactation Consultation Association	Webmaster	2016 - 2017

Appendix A- (Selected)

Academic Year (<u>please indicate year</u>)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Spring 2017	NURS 3217	Nursing/Childbearing Family	2	100	138		
Spring 2017	NURS 7990	Scholarly Synthesis	3	100	13		
Spring 2017	NURS 3006	Professional Nursing Seminar	1	100	10		
Fall 2016	NURS 3217	Nursing/Childbearing Family	2	100	82		
Fall 2016	NURS 3006	Professional Nursing Seminar	1	100	13		
Fall 2016	NURS 3006	Professional Nursing Seminar	1	100	15		
Fall 2016	NURS 7990	Scholarly Synthesis	3	100	20		

Appendix B - MSN Student Mentoring (Selected)

Carr, Jennifer (2013). Master's Thesis Committee under the direction of Dr. Ruth Williams-Hooker, MS, RD, EdD – Chair. "The use of donor breast milk."

Stewart, Towanda (2013). Education Residency -- University Memphis, Loewenberg School of Nursing.

Appendix C

REVIEWS:

External Reviewer for Tenure and Promotion-(Selected)

Personal invitation for review and recommendation of Associate Professor seeking promotion to Full Professor from Tennessee State University, Division of Nursing (2016).

Personal invitation for review and recommendation of Assistant Professor seeking promotion to Associate Professor and Tenure statue from University of Kentucky, College of Nursing (2016).

Research/Grant/Manuscript- (Selected)

International Board of Lactation Consultant Examiners (IBLCE) (January, 2017)

Education Research Journal (December, 2016)

Journal of Human Lactation (December, 2016)

Abstracts and/or Proceedings-(Selected)

Strong, G. (2016). "*When Evidence Changes Practice: Building a Skill Set for Interpreting and Applying Lactation Research.*" International Lactation Consultant Association 2017 Conference: Knowledge, Diversity, Equity: Global Access to Skilled Lactation Care. **July 19 - 22, 2017** • Toronto, Ontario, Canada. Accepted.

Strong, G. (2016). *Taking the Hassle Out of Critiquing, Evaluating, and Incorporating Evidence into Practice.* USLCA 2016 "New Horizons in Clinical Lactation: Refresh, Renew,& Revitalize your clinical practice" Conference. San Antonio, Texas May 4-6th Accepted.

Appendix D-(Selected)

"Breastfeeding Support for VLBW Infants in the NICU with Social Media" State of Tennessee Department of Health, 2012, Not Funded.

"Infant Effects of Postpartum Depression: A Systematic Review" Sigma Theta Tau International, Beta Theta Chapter at Large (2012). Not Funded

"Breastfeeding Knowledge, Attitudes, and Beliefs in Nursing Students and Breastfeeding Education in Pre-licensure Nursing Programs" Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) (\$10,000) – (2011) Not Funded.

CURRICULUM VITAE

Name: Hoi Sing Chung	Department: Loewenberg College of Nursing
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EDUCATION-(Selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Pharmacology	Chinese University of Hong Kong	2001
MPhil	Physiology	Chinese University of Hong Kong	1998
MB	Marine Medicine	Nantong Medical College	1988
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg College of Nursing	The University of Memphis	2012- Date
Registered Nurse (RN)	Pulmonary 11th Floor	Le Bonheur Children's Hospital	2011- Date
Registered Nurse (RN)	Post Trauma 5D Unit	Regional Medical Center in Memphis	2011- 2012
Clinical Research Associate-RN I	Leukemia/Lymphoma, Comprehensive Cancer Center	St. Jude Children's Research Hospital	2010- 2011
Clinical Research Associate I	Leukemia/Lymphoma, Comprehensive Cancer Center	St. Jude Children's Research Hospital	2009- 2010
Registered Nurse (RN)	Medical Intensive Care Unit	Methodist University Hospital	2009- 2009
HONORS/AWARDS (Selected)		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Nominee of Clinical Scholarship		Society of Pediatric Nurses (SPN)	2017
Daisy Faculty Award		Loewenberg School of Nursing	2015
New Researcher Award of Excellence		Society of Pediatric Nurses (SPN)	2015
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Pharmacology in Nursing		Loewenberg College of Nursing, University of Memphis	
Pathologic and Pharmacologic Concepts in Nursing for RNs II		Loewenberg School of Nursing, University of Memphis	
Pathologic and Pharmacologic Concepts in Nursing for RNs I		Loewenberg School of Nursing, University of Memphis	
Pharmacology for Advanced Practice		Loewenberg School of Nursing, University of Memphis	
Advanced Nursing Research		RODP (Loewenberg School of Nursing, University of Memphis)	

Book Reviews

- Burchum, J. R. & **CHUNG, H. S.** (2014). Pharmacology of the gastrointestinal tract. Book chapter In *Pharmacology for Nurses* Smith (Ed.) Berlington, MA, Jones & Bartlett Learning, 211-236.
- LIN, G., CHAN, S. S. K., **CHUNG, H. S.**, and LI, S. L. (2006). Chemistry and biological activities of naturally occurring phthalides. Book chapter In *Studies in Natural Products Chemistry (Bioactive Natural Products Part L)* **Atta-ur-Rahman (Ed.)** Amsterdam; New York: Elsevier, Volume **32**, 611-669.

Refereed Journal Publications

- Lan, J., CHUNG, H. S., Maltby, K., Stewart, C., Vickery, J., Michael, C. F., and Lew, D. B. (2016) High Prevalence of Atopy in Cohort of Severe Persistent Pediatric Asthmatics in Memphis, Tennessee. *Ins Alle, Asth & Bronc.* 2: 1-6.
- **CHUNG, H. S.**, Hathaway, D. K., and Lew, D. B. (2015). Risk factors associated with hospital readmission in pediatric asthma. *J Pediatr Nurs.* 30(2): 364-384. doi: 10.1016/j.pedn.2014.09.005. Epub 2014 Sep 28.
- Rhodes, L., Weatherford, B., Locke, L., **CHUNG, H. S.**, Tidwell, C., Paton, E., & Lee, S. (2015). A multidisciplinary approach to providing care to adolescents with spinal cord trauma resulting from all-terrain vehicle (ATV) accidents: A case study. *J Trauma Nurs.* **22**, 23-27.

Presentations - Conference (refereed *)

- CHUNG, H. S. (2016). Risk factors associated with pediatric asthma readmission: nursing implications. Webinar presentation in Society of Pediatric Nurses (SPN) 2016 series on 1/14/2016.

Other Presentations (refereed *)

- Fadahunsi, A., CHUNG, H. S., Terry, W., and Lew, D. B. (2016). Impact of multiple caretakers on pediatric asthma outcomes. E-poster on 2016 American College of Asthma, Allergy & Immunology (ACAAI) Annual Scientific Meeting, San Francisco, CA, USA.

American College of Podiatric, Emergency & Podiatry (ACPEP) Podiatric Scientific Meeting, San Francisco, CA, USA.

OUTREACH Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
International Academic Exchange Program	Dr. Shirleatha Lee & Dr. Hoi Sing Chung	May 29 to June 13, 2014	Jining Medical School, Jinning, Shandong Province, China
SERVICE			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
The University of Memphis	Safety Committee	2016-Date	
The University of Memphis	Institutional Review Board (IRB)	2016-Date	
OTHER			
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD	
Loewenberg College of Nursing	Faculty Affairs Committee	2015-Date	
Loewenberg College of Nursing	Undergraduate Council Committee	2015-Date	
Midsouth Chapter of Society of Pediatric Nurses (SPN)	Communication Officer	2015-2019	
Loewenberg School of Nursing	Graduate Curriculum Committee	2012-2015	
Loewenberg School of Nursing	Undergraduate Curriculum Committee	2012-2015	
Loewenberg School of Nursing	BSN coordinator meeting	2012-2015	

Appendix A

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y)/(N)
2016	NURS3000-001	Pharmacology in Nursing	3	100%	142		Y
2016	NURS3000-501	Pharmacology in Nursing	3	100%	22		Y
2016	NURS3000-301	Pharmacology in Nursing	3	100%	17		Y
2016	NURS3000-001	Pharmacology in Nursing	3	100%	160		Y
2016	NURS3000-501	Pharmacology in Nursing	3	100%	34		Y

Appendix B

In 2016, I recommended BSN student Stefan Ryan Kirkland to be the winner of TNA District 1 Scholarship.

In 2016, I recommended two students Mario Antonio Lopez-Rodriguez and Mary Claire Markle successfully hired as nurse extern at LeBonheur and Mario eventually was accepted into nurse residency at LeBonheur after graduation in May 2016.
In 2015, I recommended Aleksander Acred to be successfully hired as nurse residency at Methodist North hospital.
I advised two Graduate students Toya Dennis Kimble and Kelley L. Sega to fulfill their graduate assistant research with me. They completed a relevant literature review project, respectively and mentored them on tutor our BSN students prior to exams.
From 2012 to 2014, I reviewed exams with students and identified high risk students by face to face meeting in my office, email communications, or telephone conversations. I also advised them on study habits and learning strategies for all my ground and online classes.
In 2014, I advised two honor students Rosita Ekem and Aleksander Acred to fulfill their honors contract to the University. They completed a literature review project and a data analysis project collaborated with Dr. Sarah Miller, respectively.

Appendix C

Co-PI in a research proposal granted by Urban Child Institute titled as “University of Memphis Adverse Children Experiences (ACE) prevention” under subcategory of “Nursing ACE Initiatives – Nursing Asthma Management Program” collaborated with Drs. L. Zhan, T. Richardson, B. Cross, L. A. Brickenridge, M. E. Gill, J. Hoffman, and Prof. B. Moore. (\$550,000 in 3/3/2016)
PI in a research proposal granted by LCON Dean’s Small Grant to Support Research titled as “Assess APRN adherence to Asthma EPR3 guidelines” collaborated with Drs. L. A. Breckenridge, and T. Richardson. (\$2,200 in 3/3/2016)
On Jan 14, 2016, I delivered a Webinar presentation with Society of Pediatric Nurses (SPN) 2016 series on titled with "Risk factors associated with pediatric asthma readmission: nursing implications".
On September 8, 2015, I delivered a presentation to Midsouth Chapter SPN meeting on "Risk factors associated with hospital readmission in pediatric asthma".
Co-PI in a research project titled as “Impact of Multiple Caretakers on Pediatric Asthma Outcomes: A Retrospective Study” collaborated with Dr. D. Lew, Dr. A. Fadahunsi, and Dr. C. Michael. (IRB ID# 3508, 9/2014, completed).
Co-PI in a research case study titled as “A Multidisciplinary Approach to Providing Care to Adolescents with Spinal Cord Trauma Resulting from All Terrain Vehicle (ATV) Accidents” collaborated with Dr. S. Lee, Dr. L. Rhodes, Ms. B. Weatherford, Dr. C. Tidwell, Ms. L. Locke, Ms. E. Paton (IRB ID# 3316, 5/2014, completed).

Appendix D

In September 2013, collaboration work with Dr. Dukhee Betty Lew at Le Bonheur Children’s Hospital and University of Tennessee Health Science Center, an asthma proposal with title of “Allergen Immunotherapy Delivery and Genetics/Pharmacogenomics in High-Risk Atopic Asthma” were submitted to Patient-Centered Outcomes Research Institute (PCORI). Dr. Chung was notified that the proposal was not funded by PCORI in December 2013
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Appendix E

In Summer and Fall 2016, I as a leading member of LCON Culture of Health Asthma team was reaching out and built up a collaboration with Shelby County Schools on a school-based asthma educational and management program together with Drs. Beverly Cross, Leigh Ann Brickenridge, and Prof. Betsy Moore.
In Spring and Summer 2016, I was actively involved in the academic development of three large groups of Chinese visiting scholars on professional pharmacology teaching, local clinical site visitation including St. Jude, LeBonheur and Methodist University Hospital, Lambuth campus visitation as well as an introduction of Commencement.
During Summer 2014, I participated into the international academic exchange program at Jining Medical School in Jining City, Shandong Province, China. I taught junior and senior BSN students in School of Nursing on Communication and Collaborative Care, Introduction to Pediatrics, Medication Administration in Pediatrics, and Nursing Education in USA. Together with Dr. Shirleatha Lee, I visited School of Nursing at Jining Medical School and the Affiliated Hospital in Jining City, Shandong Province, China. I consulted nursing faculties in School of Nursing on teaching strategies and innovation. In addition, a special session of communication and consultation with male nurses and respiratory staff was offered toward caring pediatric asthma patients.

CURRICULUM VITAE

Name: Jill Augustus Dapremont, EdD, MN, RN	Department: NURSING
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EDUCATION-(selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Masters in Nursing	Psychiatric Nursing/Geriatrics and functional area Curriculum Development	Louisiana State University	1986-1987
EdD	Curriculum and Instruction in Higher Education	Argosy University/Sarasota Florida	2001-2008

EXPERIENCE-Selected			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Professor of Nursing	Nursing Division	Delgado Community College	9/1992 - 12/2005
Associate Professor	Nurisng	University of Memphis/LSON	2013 - present
Director RN-BSN Program	Nursing	University of Memphis	2014 - present

HONOR/AWARD (Selected)	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Program Committee Member	Southern Nursing Research Society	2012 - present
President Elect	Sigma Theta Tau International, Beta Theta Chapter At-Large	2012-2013
Chapter Key Award, Beta Theta-At-Large Chapter	Honor Society of Nursing, Sigma Theta Tau International	2015
Faculty Advocate for 1st Generation Students	University of Memphis	2015

TEACHING EXPERIENCE- SELECTED	
SUBJECT	INSTITUTION
NURS 5515 Advanced Psychiatric/Mental Health Nursing	University of Memphis/RODP
NURS 4120 Issues and Trends	University of Memphis
NURS 4309 Global Perspectives in Nursing	University of Memphis
NURS 3005 Professional Nursing	Loewenberg College of Nursing
NURS 3006 Professional Nursing Seminar	Loewenberg College of Nursing
NURS 4206 Transitions into Professional Nursing Practice	Loewenberg College of Nursing

STUDENT ADVISING/MENTORING-(Selected)		
CURRENT DEGREE	NAME	YEAR OF GRADUATION
	Elaina, Lewis	
	Christina, Sears	
	Kimberly, White	

CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
First Annual Expanding Your Horizons Conference	10/2008	University of Memphis	Department of Engineering Technology
Expanding Your Horizons	9/2011	University Center	Department of Engineering and Technology
Peer Review Panel	11/2010 - present	University of Memphis	
Memphis in May Student Affairs conference	5/15/2015	University of Memphis	Student Affairs

Books Published

- Zhan, L. Finch, L. Lee, S. & Dapremont, J. (2012). *Leading and Inspiring: A Shared Vision*. Springhill publication.

Refereed Journal Publications- (Selected)

- Dapremont, J. A.** (2014). Trends in Med-Surgical Patient Care: Caring for Those with Behavioral Health Issues. Methodist LeBonheur Hospital, Memphis, TN.
- White-Means, S.I., Rice, M.C., **Dapremont, J.A.**, Davis, B.D., & Martin, J.C. (2014). African-Americans Surviving Breast Cancer against High Odds. *The International Symposium on Minority Health and Health Disparities (ISMHHD)*, National Harbor, MD.
- Dapremont, J. A.** (2015). Trends in Med-Surgical Patient Care: Caring for Those with Behavioral Health Issues. Methodist LeBonheur Hospital, Memphis, TN.
- White-Means, S.I.& **Dapremont, J.A.** (2016). Breast Cancer Mortality Disparities: Providers' Perspective. Health Disparities Conference. New Orleans, LA.

Presentations - Universities/Industry (refereed *)

- Dapremont, J. (2012). *Experiences of Successful African Americans graduates in degree nursing programs in a southern state*. Sigma Theta Tau, Beta Theta Chapter At-Large, board meeting at the University of Memphis
- Dapremont, J. A.** (2016). Experiential Learning Credit Portfolio Credit. Second Annual Innovation Showcase, Memphis, TN.

SUPPORT (External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Feasibility of physical exercise for individuals with severe and persistent mental illness.	National Institutes of Health/National Institute of Mental Health, (NIH/NIMH), RO1 MH086762-01A2	1,719,394 million dollars, scored but not funded	2010
Support and Training for Academic Retention and Success (STARS)	Health Resources and Service Administration	1,024,377.00 (Not funded)	2011
Clinical Preceptor Preparation in the State of Tennessee	Robert Wood Johnson Foundation (RWJF)	up to 1.8 million (Not funded)	2011
Submitted the Strengthening Your Community grant	Strengthening Communities Initiative Capacity Building Grant	18,000 (Not funded)	2014

Internal Support

ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Feasibility of physical exercise for individuals with severe and persistent mental illness: A community-based partnership.	University of Memphis, Faculty Research Grant (FRG)	\$6,500.00	January 20, 2012

OUTREACH Project/s summary

PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Nursing in Diverse Cultures	Loewenberg School of Nursing Students	3/2009	University of Memphis/Loewenberg School of Nursing
Black History Month Presenter	Colonial Middle School	3/2012	Girls Black Youth Empowerment Program
Vountary Study groups	Loewenberg School of Nursing	Fall 2010 - present	Faculty inititative

SERVICE- (Selected)

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
Loewenberg School of Nursing	Evaluation Committee	2013 - present
Loewenberg School of Nursing	Tenure and Promotion Committee	2013 - present
Loewenberg School of Nursing	Dean's Council	2014 - present
Loewenberg School of Nursing	BSN Advisory Committee	2014 - present
Univesity of Memphis	Faculty Senate, Committees on Committees	2014 - present
Loewenberg School of Nursing	RN-BSN Curriculum Sub-Committee	2014 - present
Loewenberg School of Nursing	Executive Leadership Council	2014 - present
University of Memphis	Chair Tenure and Promotion Committee	2015-present

Appendix A- (Selected)

Academic Year (<u>please indicate year</u>)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Spring 2011	3127002	Psychiatric Mental Health Nursing	2	100	50		
Spring 2011	7207001	Clinical Focus Practicum	2	100	4		
Summer 2011	4129	Community Health Nursing Practicum	2	100	8		
Fall 2011	3127001	Psychiatric Mental Health Nursing	3	100	101		

Appendix B- (Selected)

Delgado Community College, Served as preceptor for (<i>Deirdre Jones</i>) Graduate Student attending the University of Phoenix, 1999 – 2000. Prepared student for nursing clinical teaching experience and didactic teaching role.
Delgado Community College, New Faculty (<i>Jodi Patterson</i>) , served as mentor for ongoing support in role as nursing faculty, Fall 2004 – present.
The University of Memphis, Nursing Education Graduate Student (<i>Zena Clark</i>) for Psychiatric Nursing, Spring 2008, Developing and Implementing Teaching Strategies. Served as Preceptor for student in Psychiatric Nursing.
The University of Memphis/Loewenberg School of Nursing, Undergraduate Student (<i>Elaina Lewis</i>), serve as mentor for support in nursing program, Fall 2009 – present.
The University of Memphis/Loewenberg School of Nursing, Undergraduate Student (<i>Kimberly White</i>), serve as mentor for support in nursing program, Fall 2009 – present.
The University of Memphis, Nursing Education Graduate Student (<i>Ramona Dennis</i>) ask me to be her mentor for transitional role into academic teaching, Spring 2009. Prepared student for the psychiatric nursing clinical experience and didactic teaching role.
Mentorship for, Graduate Educator Mentor pilot Study, University of Memphis, 2010
Union University, Nursing Education Graduate Student (<i>Kimberly Crockett</i>) for Medical Surgical Nursing, Summer 2011. Preceptor for student in community nursing clinical teaching experience and role.
A.T. Still University, Arizona School of Health Science, Department of Interdisciplinary Health Sciences, Graduate Student (<i>Brandy Morgan</i>) Dissertation Committee Member, Spring 2011-2012. Research question, “Does Coordinated School Health’s 6 Health Seminars Increase Health Literacy in 8 th Grade Students”? Mentor

CURRICULUM VITAE

Name: Jennifer McGuire Hitt	Department: Loewenberg College of Nursing
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EDUCATION

DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	University of Tennessee Health Science Center	2014
Masters of Science	Nursing	University of Mississippi Medical Center	2007
Bachelors of Science	Nursing	University of Memphis	2004
Bachelors of Science	Physics	University of Mississippi	2001

EXPERIENCE

RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Dean of Nursing Students	Loewenberg College of Nursing	University of Memphis	11/16-Present
Assistant Professor	College of Nursing	University of Tennessee Health Science Center	1/15-11/16
Director MSN-Nursing Education Interim	School of Nursing	University of Mississippi Medical Center	08/12-07/14
Assistant Professor	School of Nursing	University of Mississippi Medical Center	1/08-12/14
Clinical Nurse Educator	Nursing Education	Baptist Memorial Hospital	8/06-9/07
Staff RN	Nursing	Baptist Memorial Hospital	01/04-08/06

HONORS/AWARDS

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Poster Presentation-1st Place	RWJF New Careers in Nursing Conference	2014

TEACHING EXPERIENCE

SUBJECT	INSTITUTION
Health Policy and Leadership-DNP	University of Tennessee Health Science Center
Evaluation of Practice-DNP	University of Tennessee Health Science Center
Introduction to Nursing Education-MSN	University of Mississippi Medical Center
Teaching and Learning in Nursing-MSN	University of Mississippi Medical Center
Nursing Education Practicums-MSN	University of Mississippi Medical Center
Technology in Education-MSN	University of Mississippi Medical Center
Curriculum and Evaluation in Nursing-MSN	University of Mississippi Medical Center
Nursing Research-BSN	University of Mississippi Medical Center
Leadership in Nursing-BSN	University of Mississippi Medical Center
Foundations of Nursing-BSN	University of Mississippi Medical Center
Health Assessment-BSN	University of Mississippi Medical Center
Pathophysiology-BSN	University of Mississippi Medical Center
Adult Health-BSN	University of Mississippi Medical Center
Health Promotion-BSN	University of Mississippi Medical Center
Professional Nursing-BSN	University of Mississippi Medical Center

Refereed Journal Publications

Hitt, J., Neira, C., Velazquez, P. Cowan, C. (2016). Factors affecting hemoglobin A1c in the diagnosis of diabetes and prediabetes in youth. *Journal of Pediatric Nursing*, in publication.

Hitt, J.M., Tatum, E., McNair, M., Harrington, et al. (2012). Self-care management practices for the home health nurse: Staying hale and hearty through self-care and ergonomics. *Home Health Nurse*, 30(5).

Other Presentations (refereed *)

- *Plane crashes, nuclear meltdowns, and shoot-outs; What nursing can learn from other industries*
Mississippi Nurses Association Convention. Podium Presentation. Biloxi, MS. 2015

- *Creating a sense of community in an online community.*
Creating Futures Through Technology Conference. Podium Presentation Biloxi, MS. 2014

- *Implementing an interdisciplinary simulation program on a liberal arts campus: A pilot program with survey results.*
Society for Simulation in Health Care International Conference. Orlando, FL. Poster Presentation-2013

- *A1c lacks sensitivity and positive predictive value in diagnosing diabetes and prediabetes in a predominately minority sample.*
Southern Nursing Research Society. New Orleans, LA. Poster Presentation-2012

- *Successful academic success strategies for underrepresented students enrolled in an accelerated MSN- CNL program.*
Robert Wood Johnson Foundation New Careers in Nursing 4th Annual Summit. Chicago, IL Poster Presentation-2012

- *The use of A1C test in diagnosing diabetes and prediabetes in minorities.*
Mississippi Delta Alliance Health Care Conference. Tunica, MS Podium Presentation 2011

SUPPORT

(External)

ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Research Grant	Mississippi Nurses Foundation	\$1000	2012-2014

OUTREACH

Project/s summary

PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Study Abroad-Haiti Relief		2010-Present	

SERVICE

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Tennessee Health Science Center	CON Bylaws Committee	2015-2016
University of Tennessee Health Science Center	Faculty Senate	2016
University of Tennessee Health Science Center	Teaching and Learning Center Advisory Board	2016
University of Tennessee Health Science Center	Student Government Organization-Advisor	2015-2016
University of Mississippi Medical Center	Teacher Scholar Council-Chairperson	2010-2014
University of Mississippi Medical Center	Faculty Organization Governance-Chairperson	2012-2014
University of Mississippi Medical Center	Graduate Curriculum Committee	2011-2014
University of Mississippi Medical Center	Graduate Admissions Committee	2011-2014
University of Mississippi Medical Center	Undergraduate Curriculum Committee	2009-2010
University of Mississippi Medical Center	Junior Class Advisor	2009-2011

OTHER		
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
American Nurses Association	Nominations and Elections Committee	2015-2017
Tennessee Nurses Association	Political Action Committee-Chairperson	2016-Present
Tennessee Nurses Association	Government Affairs Committee	2016-Present
Mississippi Nurses Association	President	2013-2015
Mississippi Nurses Association	Vice-President	2011-2013
Mississippi Nurses Foundation	Board of Trustees	2010-2013
American Nurses Association	State Delegate	2012-2015

CONSULTING	
ORGANIZATION/COMPANY	PERIOD
Hitt Legal Nursing Consulting	2007-2015

CURRICULUM VITAE

Name: JOY E HOFFMAN	Department: NURSING
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Advanced Public Health Nurse- Board Certified (APHN-BC)	Nursing	American Nurses Credentialing Center	2014
Doctor of Nursing Practice (DNP)	Nursing	University of Tennessee Health Science Center	2013

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Clinical Associate Professor	Loewenberg College of Nursing	University of Memphis	August 2015-
Clinical Assistant Professor	Loewenberg School of Nursing	University of Memphis	August 2005- present
Program Coordinator	Preventive Medicine	University of Tennessee	2005
Public Health Nurse, Family Health Clinician	Maternal and Child Health Program, Wisconsin Division of Public Health	Department of Health and Family Services	2001-2004
Public Health Nurse	Madison Department of Public Health	City of Madison, Wisconsin	1999-2001
Nurse Clinician	Surgical Cluster	University of Wisconsin Hospital and Clinics	1998-1999
Medical Services Coordinator and House Staff	Women and Children's Shelter	Day Spring Villa	1996-1998
Nurse Clinician	High risk pregnancy, Postpartum and GYN Surgeries	St. John Medical Center	1996-1997

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Daisy Faculty Award	University of Memphis Loewenberg College of Nursing	2016
Friends of the Friendless	Memphis Union Mission	2014
Sigma Theta Tau International Honor Society of Nursing		1999-present
Sigma Theta Tau Chiron Fellow	Sigma Theta Tau	2003

TEACHING EXPERIENCE	
SUBJECT	INSTITUTION
Community Health Nursing	University of Memphis
Community Health Nursing Practicum	University of Memphis
Community Health Nursing RN- BSN	University of Memphis

Refereed Journal Publications

- Whitfield, J., Jehn, L., Kvale, K, and **Grotsky, J.** (2003) Forward for women's health: The state of women's health in Wisconsin. *Wisconsin Medical Journal*, 102,22-28.
- Grotsky, J.**, Gothard, M., Khalil, L. Squire, K., Mascola, M. (2004) Smoking cessation and prevention in women of reproductive age; Resources and partnerships for physicians. *Wisconsin Medical Journal*,103,31-33.

Presentations - Conference (refereed *)

- November 2015. **A strategy for teaching BSN students social justice and health promotion with a vulnerable population: A foot clinic for homeless men.** American Public Health Association Annual Meeting and Expo in Chicago, IL.
- June 2015 **Employing Informatics in Community/Population Health Assessments.** Little, B.; Hoffman, J.; Hughes, C.; Association of Community Health Nurse Educators Annual Institute, Denver, CO.

Presentations - Universities/Industry (refereed *)

- June 2010 Women in Healthcare Poster Presentation for Lowenberg School of Nursing presented at: Healing the Community, *The Impact of Women in Healthcare, sponsored by* The University Libraries, University of Memphis, with the support of the Friends of the University Libraries and in collaboration with the Women's Foundation for a Greater Memphis.
- Sept 2004 Hammes, O, Hoel G, Grotzky J. Disaster Mental Health and Emergency Preparedness and Response. Second Annual Statewide Partners' Conference on Public Health and Hospital Emergency Preparedness, Appleton, WI
- Jan 2004 Why women's health: women's health within public health. Women in Medicine Seminar Series, University of Wisconsin – Madison Medical School, Madison, WI
- Oct 2003 Whitfield J, Jehn, L, Kvale K, Grotzky J. Remington P, Jones M. Forward for women's health: The state of women's health in Wisconsin. [Poster Presentation] Wisconsin Public Health and Health Policy Institute Biennial Conference, Madison, WI
- Aug 2003 Disaster mental health. Hammes O, Grotzky J. 20 minute WebCT course with assessment questions developed for first responders (Emergency medical staff, hospital workers)
- Feb 2003 Preparedness for crisis and the mental health of children. Head Start Conference, Wisconsin Dells, WI
- Sep 2002 Preparedness for crisis and the mental health of children. Emergency Medical Services for Children Annual Conference, Wisconsin Dells, WI
- Jun 2002 Mental health response to bioterrorism. Grotzky J. Hammes O, Aronson R. Wisconsin Public Health Association Annual Conference, Wisconsin Dells, WI

Other Presentations (refereed *)

- October 2014 Interview on Ebola Local 24 Memphis News
- November 2013 Peer Reviewed Innovative Teaching Strategy " Home Visit Simulation" posted on Association of Community Health Nursing Educators Website

OUTREACH			
Project/s summary – (Selected)			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Manna House volunteer		2016-	
Memphis Union Mission volunteer		2016-	
Community Alliance for the Homeless Point in Time Count		January 2016	
Trip to Honduras- worked in inner city with poor children, served at men's homeless shelter, home for children with disabilities, city dump.		June 2016	
Shelby County Medical Reserve Corp		2010-	

St. Jude Marathon Medical Services		December 2010	
SERVICE (Selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
University of Memphis	Facilitate the Poverty Simulation for Undergraduate and Graduate Nursing Programs of LCON	Fall 2016	
University of Memphis LCON	NCLEX Task Force	2016-	
University of Memphis LCON	ACES Grant Team	U16- present	
University of Memphis	Curriculum Committee	2016-	
University of Memphis	LCON Strategic Planning Committee	2014-	
University of Memphis	Faculty Affairs Committee	2014- 2016	

Appendix A- (Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
F16	4127-001	Community Health Nursing	3	100	144		
F16	4129-209	Community Practicum	1	100	9		
F16	4129-101	Community Practicum	1	100	9		
S16	4127-001	Community Health Nursing	3	100	119		
S 16	4129-101	Community Practicum	1	100	7		
S16	4129-201	Community Practicum	1	100	6		
S16	NURS 4127 M50	Community Health Nursing RN-BSN	3	100	21		
U16	NURS 4127 M50	Community Health Nursing RN-BSN	3	100	9		

Appendix B- (Selected)

Fall 2016 LCON Honors Program Coordinator - review and sign all Honors Contracts for all LCON Honors students
Fall 2016 Advised and assisted 16 LCON Honors students who contracted NURS 4127 course for Honors.
Spring 2016 Advised and assisted 1 LCON Honors student who contracted NURS 4127 course for Honors.
Fall 2016 served as faculty mentor/advisor for students who participated in LCON Student Research Forum
Faculty Judge for LCON Student Research Forum Spring 2016
Helped organized Student Research Forum for Fall 2016

Appendix C – (Selected)

Public Service Funding Award from University of Memphis \$1000 for Green Machine Health Screenings, Education, and Referrals, beginning Fall 2014
Public Service Funding Award from University of Memphis \$1300 for Foot Clinic at Memphis Union Mission, Awarded Summer 2010

CURRICULUM VITAE

Name: Judith Rosenberg	Department: Loewenberg College of Nursing
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EDUCATION DEGREES			
	DISCIPLINE	INSTITUTION	YEAR
AAS	Recreational Supervision	Monroe Community College	1973
BSN	Nursing	State College of New York at Brockport	1977
MS	Nursing	University of Buffalo	1982
MPH	Public Health	University of South Florida	1991
PhD	Applied Anthropology	University of South Florida	2002
Certified Pediatric Nurse Practitioner, Pediatric Nursing Certification Board, - #20101503 current	Nursing		2010
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	College of Nursing	University of Memphis	8/2015 -current
Assistant Professor	Department of Nursing	University of Tampa	08/2012-08/2014
Assistant Professor	School of Nursing	Florida Southern College	04/2011-08/2012
Nurse Practitioner	Student Health Services	Florida Southern College	08/2011-04/2012
Nurse Practitioner	Department of Pediatrics Child Protection Team & Department of Juvenile Justice	University of South Florida	2008-2010
Coordinator of Disability Services	Student Affairs	University of South Florida	2003 -2009
Instructor/ Coordinator	Nursing and Medicine	University of Florida	09/84-08/89
HONOR/AWARD (Selected)		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Distinguished Service Award for Professional Activities		Student Disability Services University of South Florida	2002
TEACHING EXPERIENCE (Selected)			
SUBJECT		INSTITUTION	
NURS 4129 Community Health Practicum		LCON	
NURS 3005/Introduction to Prof Nurs		LCON	
NURS 3006 Prof Nurs Seminar		LCON	
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Health education presentation with honor student at local community center.	11/15	Lester Community Center preschool program	none

Books Published (selected)

- Angrosino, M, Rosenberg, J. (2011) OBSERVATIONS ON OBSERVATION: Continuities and Challenges, in N.K. Denzin, Y.L. Lincoln (eds) "The Handbook of Qualitative Research" Sage Publications; 2011.
- Rosenberg, Judith A., Nadkarni JA, Shulman, Sandra. (2014) The Relationship Between Domestic Violence And Child Maltreatment, In: Clements P, Burgess A, eds. Nursing Approach to the Evaluation of Child Maltreatment. 2nd ed. St. Louis, MO: STM Learning Inc.

Refereed Journal Publications

- Rosenberg, J.A. (1986) Health Care for Cambodian Children: Integrating treatment plans. Pediatric Nursing 12(2):18-125.
- Rosenberg, J.A., Givens, S.S. (1986). Teaching Khmer mothers child health care concepts. Journal of Community Health Nursing 3(3):157-168.

Non-Refereed Publications – (Selected)

- Rosenberg, J.A. (1987) Florida public schools need nurses. Florida Nursing and Health Care 4(1):2.
- Rosenberg, J.A. (1988) The Origin of School Nursing in the U.S.A Reflection of the Past Helps Future. The Florida Nurse 36(10):10.

Presentations – Conference/Universities/Industry (refereed *) (selected)

- Rosenberg, J.A October 29th 2016 Tennessee Nurses Association Poster session abstract submission –The View from the Other Side of the Bedrail: A Qualitative Study of the Patient Experience of Critical Illness.
- Rosenberg, J.A. 10/16 , University of Memphis LCON, guest lecturer Child Abuse and Maltreatment class lecture and slides pediatrics class
- Rosenberg, Judith A. Transition of College Students an over view of the program process. Abstract presented at the American College Personnel Association March 2006.
- Rosenberg Judith March 2006 Presentation of Activities and an overview of the Transition of College students with Disabilities in a University Setting, at the American College Personnel Association in Indianapolis Indiana.
- Rosenberg Judith October 21, 2007, Workshop for School District of Hillsborough County School District, Transition to college for high school students with disabilities. Panel Discussion.
- Continuing Education for the Department of Detention and Juvenile Justice System Nurse Practitioners: Intimate Partner Violence and the DJJ Adolescent population. 04/2010.

SUPPORT			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
y	Church Community Health Center	< 5000 dollars	9/2016-current
OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Baycare Mobile Pediatric Bus Unit	pediatric patients	2012-2014	volunteer-Tampa Florida
Volunteer ARNP School Physical	pediatric patients	2008-2014	Back to School Physicals Hillsborough County Coalition
SERVICE			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
University of Memphis	Faculty Affairs Committee		2016- current
University of Memphis	Student Affairs Committee		2015
University of Tampa	Faculty Advisor for STTI BEta Chapter		2013-2014
University of Tampa	Academic Appeals Committee		2013-2014
University of Tampa	Admissions Committee Department of Nursing		2013-2014
University of Tampa	Ad Hoc Committee		2013-2014
Hillsborough County	Childrens Board Advisory Committee		2013-2014
Baycare Mobile Pediatric Mobile Bus	Provide physicals to pediatric patients		2012-2014

Appendix A (Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Fall 2015	NURS 4129 002 & 003	Community Health Practicum	1	100	10		y
Fall 2015	NURS 4129 008 & 009	Community Health Practicum	1	100	10		y
Fall 2015	NURS 3005 001	Introduction to Professional Nursing	2	50%	114		y
Fall 2016	NURS 3005 001	Introduction to Professional Nursing	2	100	103		y
Fall 2016	NURS 3006 102	Introduction to Professional Nursing Seminar	1	100	9		y
Fall 2016	NURS 3006 103	Introduction to Professional Nursing Seminar	1	100	9		y
Fall 2016	NURS 3006 104	Introduction to Professional Nursing Seminar	1	100	9		y
Spring 2017	NURS 3005 001	Introduction to Professional Nursing	2	50%	50		y
Spring 2017	NURS 3006 102	Introduction to Professional Nursing Seminar	1	100	12		y
Spring 2017	NURS 3006 103	Introduction to Professional Nursing Seminar	1	100	12		y
Spring 2017	NURS 3006 104	Introduction to Professional Nursing Seminar	1	100	12		y
Spring 2017	NURS 3006 106	Introduction to Professional Nursing Seminar	1	100	12		y

Appendix B

Currently providing services called the TLC program within nursing program. Services are provided to first semester nursing students which include one on one time used for developing study plans, tutoring referrals, teach students time management skills, guide students in prioritizing academic goals, educate students in skills that guide them in preparation for class, test taking skills , and discuss managing test anxiety. Fall semester I saw more than 20 students including some N2 students. So fall Spring semester I have seen one student.

Appendix C

Beginning Fall semester 2016, LCON joined a partnership with Church Health Center and Baptist Desoto's Faith Community Nurse (FCN) Project. This projects use of FCN community based nurses, specifically will target patients recently discharged from the Baptist Desoto hospital. The FCN's will provide in home patient care and assist caregivers in decreasing readmissions and hospitalization of the patients through case management and transitional services. Interview data collected by the FCN from patient subjects will be qualitatively interpreted, analyzing common themes and trends. throughout the data collected.

Janet Adams Tucker, PhD, RNC-OB
208 Washington Street
Collierville, TN 38017
901371-1592

Education:

University of Alabama at Birmingham	Birmingham, Ala
PhD	April, 2016
University of Memphis	Memphis, TN
MSN	August, 2010

Experience: (selected)

LeBonheur Children's Hospital	Memphis, TN
Program Director-Fetal Center	2/11-present'
Coordination of care of high-risk obstetrical patients, clinical leader, liaison, outreach. Administrative, clinical and budgetary oversight of clinic.	
LeBonheur Children's Hospital	Memphis, TN
Nurse Coordinator-Fetal Center	5/09-1/11
Coordination of care of high-risk obstetrical patients that included developing processes for establishing new clinic at LeBonheur	
University of Memphis	Memphis, TN
Clinical Adjunct Faculty	1/11-4/11
Maternal Child clinical rotation for accelerated students	
Regional Medical Center	Memphis, TN
Staff Nurse-Labor & Delivery	3/08-1/11
Nursing care for high-risk obstetrical patients in triage, labor and delivery and the Operating room. Preceptor to new nurses	
Memphis Surgery Center	Memphis, TN

Certifications/Licensures

RN license	TN	1979
RNC-OB inpatient obstetrics	NCC	6/10/13
Lamaze Certified Childbirth Educator	Lamaze international	1985
(Inactive status)		
BLS & ACLS		current
PALS		current
NRP		current

Memberships

Tennessee Nursing Association
AWHONN-Association of Women's Health, Obstetric and Neonatal Nurses
AONE-American Organization of Nurse Executives

Publications:

Tucker, J.A. "Assessment of High Risk Pregnancy." In Lowdermilk, Perry, Cashion, & Alden (Eds.) Maternity & Women's Health Care (11th ed). St. Louis: Elsevier, 2016.

Presentations:

Bellflower, B., Davis, M., Rhodes, L., Scroggins, I., & Tucker, J. (2016, Apr). *Sacred Cow University: Revealing the Evidence about IM Injections by Pediatric Nurses in a Tertiary Care Pediatric Hospital*. Podium presentation at the annual National Society of Pediatric Nurses Convention. Minneapolis, MN

Tucker, J. (2015, Mar). *Nurse led research: It starts with a question*. Presented at Lunch n'Learn for outpatient nurses at LeBonheur Children's Hospital, Memphis, TN.

Tucker, J. (2015, June). *The experience of the expectant mother following a diagnosis of a fetal anomaly*. Poster session presented at UAB School of Nursing PhD Intensive, Birmingham, AL.

Tucker, J. (2014, Aug.) *Perinatal Loss*. Presented at Palliative Care Bootcamp at LeBonheur Children's Hospital, Memphis, TN.

Tucker, J. (2014, Aug). *LeBonheur Fetal Center: Experience of pregnancy with a fetal anomaly diagnosis*. Presented at Lunch n'Learn for outpatient nurses at LeBonheur Children's Hospital, Memphis, TN.

Tucker, J. (July, 2013). Supporting the family following diagnosis of a fetal anomaly: A multidisciplinary approach. Podium presentation at the 27th Annual Contemporary Issues in Obstetrics and Gynecology. Destin, FL.

Tucker, J. (July, 2013). Unexpected Fetal Loss. Podium presentation at the 27th Annual Contemporary Issues in Obstetrics and Gynecology. Destin, FL.

Tucker, J. & McCann, L. (June, 2013). Collaborating for Family Centered Care: Integrating Child Life Specialists in the Prenatal Setting. Podium Presentation at the annual Association of Women's Health, Obstetric and Neonatal Nurses Convention. Nashville, TN.

Tucker, J. & Thompson, J. (April, 2013). *Improving patient care through collaborative communication between high risk obstetrics and neonatology*. Podium presentation at the annual National Society of Pediatric Nurses Convention. Nashville, TN.

Tucker, J & McCann, L. (April, 2013). *The transition from prenatal to pediatric care: The collaboration between child life and nursing*. Poster presentation at the annual National Society of Pediatric Nurses Convention. Nashville, TN.

Tucker, J & McCann, L. (Oct, 2012). *Bridging the Obstetric and Pediatric world: Lessons learned*. Poster presentation at the annual Tennessee Hospital Association Convention. Nashville, TN.

Tucker, J & McCann, L. (Oct, 2012). *Patient and family centered care and team collaboration in a high-risk obstetric population: Case studies with child life*. Podium presentation at the annual Tennessee Nurses Association Convention. Nashville, TN.

Tucker, J., Wool, L., & Farrell, J. (June, 2012). *Continuum of care: Not the pregnancy we planned on: Developing a plan of care where there are severe fetal anomalies*. Podium presentation at the annual National Association of Women's health, obstetric and gynecologic, and neonatal nurses conference. Washington DC

Tucker, J. (July, 2011). *Perinatal loss: providing support for the family coping with a perinatal loss from diagnosis to postpartum period*. Podium presentation at 25th annual Contemporary Issues in Obstetrics and Gynecology. Destin, Florida.

Tucker, J. (July, 2011). *Bridge from obstetrics to IvIFM Continuum of care*. Podium presentation at 25th annual Contemporary Issues in Obstetrics and Gynecology. Destin, Florida.

Tucker, J. (April, 2011) *Infant Mortality and Morbidity, and Perinatal Loss* University of Memphis, Memphis, TN.

Tucker, J. (Nov., 2010) *Bereavement Support*. Regional Medical Center, Memphis, TN. Tucker, J. (May, 2010) *Perinatal Loss* Memphis AWHONN Chapter, Memphis, TN.

Tucker, J. (May, 2010) *Perinatal Loss* Midsouth Perinatal Bereavement Group, Memphis, TN

Awards & honors

Sigma Theta Tau International	4/9
Le Bonheur Associate of quarter	4/10
Le Bonheur Family Choice Award Winner 2014	10/14
2015 Society of Pediatric Nurses Research and Evidence-Based Grant award. \$2500 for team evidence based project, <i>Sacred Cow University: Revealing the Evidence about IMInjections by Pediatric Nurses in a Tertiary Care Pediatric Hospital</i> . 3/15	

CURRICULUM VITAE

Name: Kathy Diane Butler		Department: Loewenberg College of Nursing	
EDUCATION (selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Doctor of Nursing Practice	Nursing	Oakland University	2010
Legal Nurse Consulting Certificate	Nursing	Kaplan University	2008
Post-Master's Family Nurse Practice Certificate	Nursing	Belmont University	1995
MSN in Nursing Administration	Nursing	University of Tennessee Health Science Center	1987
BSN	Nursing	Memphis State University	1985
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Clinical Professor	LCON	University of Memphis	Fall 2014-present
Assistant Clinical Professor	LSON	University of Memphis	Fall 2011-Summer 2014
Primary Care Preceptor for Graduate Nursing Students	Nursing	Vanderbilt University	2010-2011
Primary Care Preceptor for Graduate Nursing Students	Nursing	Belmont University	1996-2000
Nurse Practitioner		The Grove Primary Care Clinic	2011-present
Nurse Practitioner		Achieve Medical Weight Loss	2009-present
HONORS/AWARDS			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION		YEAR
Nursing Honor Society Member	Sigma Theta Tau International Nursing Honor Society		1988
TEACHING EXPERIENCE (selected)			
SUBJECT	INSTITUTION		
Advanced Pathophysiology	University of Memphis-LSON		
Health care Policy	University of Memphis-LSON		
RN-BSN Clinical Pathophysiology	University of Memphis-LSON		
FNP Practicum	University of Memphis-LSON		
Clinical Pathophysiology	University of Memphis-LSON		
Scholarly Synthesis	University of Memphis-LSON		
Family Nurse Practitioner III Clinical Practicum	University of Memphis-LSON		
Health Assessment Didactic	University of Memphis-LSON		
Accountability, Advocacy, & Ethics	University of Memphis-LSON		

Communication & Relationship Building for the Nurse Executive	University of Memphis-LSON
Improving Patient care Delivery	University of Memphis-LSON
Ethical Dialogue	University of Memphis-LSON
Health Assessment Lab	University of Memphis-LSON
Clinical Skills Lab I	University of Memphis-LSON

Refereed Journal Publications

Butler, K. D. (2011). Nurse Practitioners and Evidence-Based Nursing Practice. *Clinical Scholars Review*, 4(1), 54-58.

Creative/Artistic Works

Butler, K. D. (2010). *Nurse Practitioners and Evidence-Based Nursing Practice*. (Unpublished Doctor of Nursing Practice Research Project). Oakland University, Rochester, MI.

Butler, K. D. (1987). *A Study of Characteristics of Nurse Externship Programs*. (Unpublished Master's Thesis). University of Tennessee, Memphis, TN.

Presentations - Conference (refereed *)

Butler, K. D. (2012). Nurse Practitioners and Evidence-Based Nursing Practice. Poster Presentation for Beta-Theta-at-Large, Sigma Theta Tau Research Day, Memphis, TN.

Butler, K. D. (2010). Nurse Practitioners and Evidence-Based Nursing Practice. Poster Presentation for Tennessee Nurses Association Convention, Franklin, TN.

Butler, K. D. (1989). A Study of Characteristics of Nurse Externship Programs. Poster Presentation for American Association of Critical Care Nurses National Teaching Institute, Atlanta, GA.

Butler, K. D. (1988). A Study of Characteristics of Nurse Externship Programs. Panel Discussion Presentation for Tennessee Nurses Association Convention, Gatlinburg, TN

OUTREACH (selected)			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Let's Talk Health Contributor	WUMR/University of Memphis	2016	LCON
Volunteer FNP	RAM Clinic-Chester County TN	2015	Remote Area Medical
Let's Talk Health Contributor	WUMR/University of Memphis	2015	LSON
Let's Talk Health Contributor	WUMR/University of Memphis	2014	LSON
Let's Talk Health Contributor	WUMR/University of Memphis	2013	LSON
Shingles Disorder	Seniors at Wesley Highland	2013	The Grove Primary Care Clinic
Shingles Disorder	Seniors at Hermitage Towers	2013	The Grove Primary Care Clinic
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
University of Memphis-LCON	Graduate Council		2012-present

University of Memphis-LSON	Graduate Curriculum Committee	Spring 2013-present
University of Memphis-LSON	FNP Faculty	2013-present
University of Memphis-LSON	EMSN Faculty	Spring 2012-present
University of Memphis-LSON	Undergraduate Curriculum Committee	Fall 2011-Spring 2012
CONSULTING		
ORGANIZATION/COMPANY		PERIOD
Achieve Medical Weight Loss Clinics-Provide NP training as well as updating protocols		2009-present

Appendix A (selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Laboratory Supervised(S)/Instructed(I)	New Preparation (Y)/(N)
2016	NURS 7001	Health Care Policy	3	100			No
2016	NURS 7609	FNP Residency Practicum	3	100			No
2015	NURS 7001	Health care Policy	3	100			Y
2015	NURS 7103	Advanced Pathophysiology	3	100			Y
2015	NURS 7609	FNP Practicum Residency	3	100			

Appendix B

I serve as Faculty Advisor each semester for nursing students administratively assigned to me. I am available to meet and mentor them regularly. Many need my guidance for study and test taking skills. Many need my counsel regarding balancing school and personal lives.

Appendix C (selected)

[Abstract Reviewer for the Southern Nursing Research Society Annual Conference, 2016](#)

Manuscript Reviewer for: The Journal for Nurse Practitioners 2010-present

Manuscript Reviewer for: The American Journal for Nurse Practitioners 2010-present

Manuscript Reviewer for: The Nurse Practitioner: The American Journal of Primary Healthcare 2010-present

Manuscript Reviewer for: Journal of the American Academy of Nurse Practitioners 2010-present

Tennessee Nurses Association Membership, 1976-present

West Tennessee Nurse Practitioner Alliance Membership, 1995-present

American Academy of Nurse Practitioners Membership, 1995-present

Southern Nurses Research Society Membership, 2010-present.

Sigma Theta Tau International Nursing Honor Society Membership, 1988-present.

Sigma Theta Tau International Nursing Honor Society Membership, Beta-Theta-at-Large Chapter, 1988-present.

Appendix E

Elected to American College of Nurse Practitioners Nominating Committee 2012

Served as Tennessee Nurses Association District 6 Delegate to Tennessee Nurses Association Convention 2010 & 2011

CURRICULUM VITAE

Name: Dr. Kathy M. O'Connor-Wray		Department: Loewenberg College of Nursing	
EDUCATION (selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
DNP	Nursing	Union University	2013
MSN	Nursing - Family Nurse Practitioner Track	University of Memphis	2006
MBA	Business	Union University	2000
BSN	Nursing	Union University	1998
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Clinical Associate Professor	Loewenberg College of Nursing	University of Memphis - Lambuth	August 2016 to Present
Family Nurse Practitioner		DC Urgent Care	2016 to Present
RN, Nurse Educator	Nurse Education	Jackson-Madison Co. General Hospital	1988 to Present
NCLEX Specialist/Live Review Educator	Assessment Technologies Incorporated	Ascend Learning, Inc.	2012 to Present
Tenured Associate Professor	School of Nursing	Union University	2005 to 2016
Hospital Corpsman Second Class	Fleet Hospital 500 Detachment A Combat Zone Z	United States Navy	1987 to 1995
HONORS/AWARDS (selected)			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION		YEAR
Faculty Member of the Year	Student Nurses Association - Union University		2016
Who's Who - VIP	Cambridge		2009-2010
Who's Who Among Business Professionals	Cambridge		2008-2009
Who's Who Among Educators	Jackson State Community College		2005-2006
TEACHING EXPERIENCE (selected)			
SUBJECT	INSTITUTION		
Transitions NCLEX Preparation	University of Memphis		
Common Adult Health Alterations Practicum	University of Memphis		
Adult Health II Didactic and Clinical	Union University		
Adult Health I Didactic and Clinical	Union University		
RN to BSN Principles of Leadership Online	Union University		
BSN Leadership and Management Clinical	Union University		
Senior Seminar NCLEX Preparation	Union University		

Pharmacology I and II	Union University
Issues in Nursing Online	Union University
Health Assessment Didactic and Lab	Union University

Refereed Journal Publications

O'Connor, K.M. & Speros, C.I. (2008). PANDAS in Primary Care: A pediatric case study. The American Journal for Nurse Practitioners, 12(3), 21-32.

Presentations - Conference (refereed *)

The Fifth Vital Sign: A Pathway to Addiction. Sigma Theta Tau Region 8 Conference 2016, Jackson, MS. September 29-October 1, 2016

Not Your Grandma's Bath Salts and Scooby Snacks. Society of Pediatric Nurses Regional Conference, Anaheim, California. 2015

Effects of Estrogen Therapy in the Prevention of Recurrent Urinary Tract Infections (RUTIs). In Postmenopausal Women. Sigma Theta Tau International Regional Conference, Murfreesboro, TN. 2014

N.E.W. Death by Design: An Emerging Phenomenon. Sigma Theta Tau Region 8 Conference: Research, Education & Practice in the 21st Century, Union University, Jackson, TN. 2012

Critical Thinking and Beyond: Using Care Scene Investigation to Develop Habits of the Mind in Undergraduate Baccalaureate Students. AACN Baccalaureate Conference, Chicago, Illinois. 2009

IV Conscious Sedation. Association of Peri-Operative Registered Nurses. Old English Inn, Jackson, TN. 1996

12-Lead EKG Interpretation & Thrombolytic Therapy in AMI: Time to Treatment. West TN Chapter Emergency Nursing Association Symposium, Natchez Trace State Park. 1995

Presentations - Universities/Industry (refereed *) (selected)

Designer Street Drugs, Society of Pediatric Nurses Association Meeting, Memphis, TN. October 11, 2016

Effects of Estrogen Therapy in the Prevention of Recurrent Urinary Tract Infections (RUTIs). In Postmenopausal Women. Union University Scholarship Symposium, Jackson, TN. 2013

N.E.W. Designer Drugs: An Emerging Phenomenon. Union University Scholarship Symposium, Jackson, TN. 2012

Dominican Republic: Healthcare Economics. Union University Scholarship Symposium, Jackson, TN. 2012

Power Point for Educators: Avoiding the Pitfalls. Union University, School of Nursing New Faculty Orientation, Jackson, TN. 2009

Planning for the Course & Class Session: Active Learning. Union University, School of Pharmacy, Jackson, TN. 2008

Managing the Neurological System in Critical Care Patients. West Tennessee Healthcare, Jackson, TN. 2007

The CNA Role in Identification of Patient Risk Factors and Improvement of Outcomes. Jackson Madison County General Hospital, Jackson, TN. 1999

OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Soul Care Counselor	Provide counseling and resources for individuals struggling with relational issues	2015 to Present	Fellowship Bible Church

Room in the Inn	Provide skin care assessment and treatment for the local homeless population	2005 to Present	Fellowship Bible Church and Regional InterFaith Association
Volunteer Crisis Counselor	Provide counseling, transportation and housing for women and children affected by domestic violence	1990 to 1995	Women's Resource and Rape Assistance Program
SERVICE			
UNIVERSITY		COMMITTEE/ACTIVITY	PERIOD
University of Memphis Loewenberg College of Nursing		Chair - NCLEX Task Force	2016 to Present
University of Memphis Loewenberg College of Nursing		Undergraduate Council	2016 to Present
University of Memphis Loewenberg College of Nursing		Evaluation Committee	2016 to Present
OTHER			
SOCIETY/ORGANIZATION/JOURNAL		COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
Society of Pediatric Nurses Association		Member	2014 to Present
Sigma Theta Tau NuLambda Chapter		Regional Delegate	2013 to Present
Sigma Theta Tau NuLambda Chapter		Vice President & Coordinator of Induction Ceremony	2013 to 2016
Doctor of Nursing Practice		Member	2012 to Present
American Academy of Nurse Practitioners		Member	2006 to Present
West TN Nurse Practitioner Association		Member	2006 to Present
American Nurses Association		Member	1991 to Present
Tennessee Nurses Association - District 6		Member	1991 to Present

Appendix A

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Laboratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2016 -2017	NURS 3206-511	Common Adult Health Alterations Practicum	3	100%	8	Instructed	Ye
2016 -2017	NURS 3206-512	Common Adult Health Alterations Practicum	3	100%	7	Instructed	Ye
2016-2017	NURS 3206-514	Common Adult Health Alterations Practicum	3	100%	8	Instructed	Ye
2016-2017	NURS 3206-513	Common Alterations in Adult Health	3	0%	8	Supervised	Ye

Lisa D. Beasley, DNP(c), MSN, Nurse Practitioner - C, Registered Nurse

Memphis, TN

(H) 901-683-9112; (C) 901-51-8800; lbeasley0127@comcast.net; ldbeasl@memphis.edu

Education:

Doctor of Nursing Practice, *University of Alabama Capstone College of Nursing, Tuscaloosa, Alabama*.
Expected graduation date, August 1, 2015.

Master of Science in Nursing, *University of Memphis, Memphis, Tennessee*. May 2010. Concentration: Family Nurse Practitioner.

Bachelor of Science in Nursing, *University of Memphis, Memphis, Tennessee*. December 2005. Minor concentration: Political Science.

Professional Experience (selected):

January 2015 to Present - Director of Clinical Education. University of Memphis, Loewenberg School of Nursing (LSON). Memphis, Tennessee.

- Effectively communicates with clinical faculty in order to problem solve and team build.
- a Promotes evidence-based clinical teaching, and coordinates assessments of clinical learning and teaching.
- Serves as faculty resource for student performance and professionalism issues.
- Collaborates with Associate Dean, Directors of other LSON programs and tracks on teaching, scheduling assignments, and assists in recruiting of part-time faculty for LSON program and tracks in the undergraduate and graduate levels.
- Conducts formal orientation for all clinical faculty, full and part-time, at beginning of each semester and as needed.
- a Tracks medication errors, accidents, occurrences during the semester and collaborates with faculty to identify strategies to eliminate such errors from occurring.
- Collaborates with Clinical Placement Coordinator on clinical sites through the Tennessee Clinical Placement System.
- Serves as a liaison to electronic clinical Data Based system vendors.
- Identifies strategies for scholarly learning and practice for clinical faculty and promotes effective scholarship among clinical faculty.
- a Identifies practice partners outside the Tennessee Placement System to promote clinical learning among both undergraduate and graduate students.

August 2010 to Present - Clinical Assistant Professor. University of Memphis, Loewenberg School of Nursing (LSON). Memphis, Tennessee.

- Formerly, Director, RN to BSN Program. Responsibilities included but not limited to managing, mentoring, and advising 130+ students, and 3 to 5 faculty in the program.
- Current, online instruction in RN to BSN Program..
- Formerly, Course Coordinator for Leadership & Management for pre-licensure students,
- Instruction of Introduction to Medical Surgical Nursing Practicum, Medical Surgical I Nursing Practicum, and Leadership Practicum nursing students in an acute care setting according to the vision of the Loewenberg School of Nursing and evidence based practice.
- Instruction of Introduction to Medical Surgical Nursing Practicum, Medical Surgical I Nursing Practicum, and Leadership Practicum nursing students in a simulated skills laboratory environment according to the vision of the Loewenberg School of Nursing and evidence based practice.
- Collaborates with the Associate Dean, course coordinators and other faculty and staff in the curriculum and course of study for undergraduate and graduate nursing students.

*February 2012 to Present— **Family Nurse Practitioner.** Cans Healthcare, Somerville, Tennessee.*

- Collaborates with the Medical Director and other members of the Hospice Care team to provide Hospice Services to patients and families in their home.
- Face to face visits include assessing patients for admission and recertification of Hospice Services. These services include pain management, nutritional needs, durable medical equipment needs as well as continuing to provide for the diagnosis and treatment of other co-morbidities and acute illnesses.
- Prepare and maintain accurate records for the patients and families supporting reliable Hospice practices.
- Educate patients and family members regarding illness, disease process and end of life care.

*June 2014 to August 2014- **Palliative Care Nurse Practitioner,** Aspire Health, Memphis, Tennessee.*

- Conducted home visits to manage complex medical needs and treatment plans for palliative care patients
- Developed and implemented plans of care for each patient
- Performed assessments, histories and physicals, diagnostics and recommends symptom management plan
- Developed plans to meet patient and family psychosocial needs
- Educated patients and families on medications, side effects, illness progression, diet and nutrition, medical adherence, crisis anticipation and prevention
- Communicated with Aspire team members, patients' medical providers, to coordinate optimal care and resources for the patient and family
- Communicated with Aspire's lead physician to review patient records and care plans on a timely basis consistent with Tennessee regulations and Aspire health standards and policies

Maintained patient medical records and documentation consistent with Tennessee regulations and Aspire health standards and policies; proscribed medication as permitted by the Tennessee State Board of Nursing

Scholarly Endeavors:

Scholarly Project *at* the University of Alabama's Capstone College of Nursing - *End of*

Life Core: Quality of Life Through Effective Pain Management

Honors and Awards:

2013 - Faculty **Daisy Award Winner**. The Loewenberg School of Nursing at the University of Memphis.

2008— Nursing **Star of the Year**. Cardiac Step down Unit, Cardiac Transitional Care Unit. Award as nominated by leadership at Germantown Methodist Hospital.

December 2005 - **Most Inspirational**. Award voted on by nursing classmates as most inspirational student of the class.

Committees and Service (selected):

WUMR - University of Memphis Collaboration Committee, voiceover talent for LSON, "Let's Talk Health" - Current active member. Spring 2012 to present.

Graduate Curriculum Committee - LSON. Current Active Member, Fall 2014 to present.

Dean's Leadership Council - LSON. Fall 2012 to Spring 2014.

Certifications:

BLS - Expires March, 2016.

American Association of Nurse Practitioners— Certified June 1, 2010 through May 31, 2020.

State of Tennessee - Certified Advanced Practice Nurse with Fitness to Prescribe

Professional Memberships:

American Association of Nurse Practitioners (AANP)

Greater Memphis Area Association of Nurse Practitioners (AMAANP)

American Nurses Association (ANA)/Tennessee Nurses Association (TNA)

References:

Available upon request.

CURRICULUM VITAE

Name: Dr. Leigh Ann Breckenridge		Department: Loewenberg College of Nursing		
EDUCATION				
DEGREES		DISCIPLINE	INSTITUTION	YEAR
DNP			University of Alabama	August. 2015
post masters certificate		FNP	U of M	May 2012
Clinical Nurse Specialist-parent/child nursing		MSN	University of Kentucky	1994
BSN		nursing	Mississippi College	1986
Certified lactation counselor				2014
EXPERIENCE (selected)				
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD	
FNP		The Morning Center	July 2015-present	
FNP		Methodist Minor Med	2014-present	
Family Nurse Practioner		Collierville Pediatrics	May 2012-present	
Clinical faculty	Lowenburg school of nursing	university of memphis	Aug 2009-present	
Clinical Faculty	Baptist School of health sciences	Baptist Memorial Hospital	Aug 2008-Dec. 2008 and May 2009-Aug 2009	
HONORS/AWARDS				
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION		YEAR	
Phi Kappa Phi	University of Alabama		2015	
Daisy Award nomanee	University of Memphis		2014	
Distinguished Teaching Award	University of Memphis		2012-2013	
Advising Award	University of Arkansas		2003	
TEACHING EXPERIENCE (selected)				
SUBJECT		INSTITUTION		
FNP clinical-Pediatrics		University of Memphis		
FNP clinical-women's health		University of Memphis		
Advanced Health Assessment		University of Memphis		
Global Health Perspectives in Costa Rica		University of Memphis		
Intoduction to Professional Nursing		University of Memphis		
Health Assessment		University of Memphis		
maternal newborn practicum		University of Memphis		
Child health nursing		University of Memphis		
med surg nursing practicum		University of Memphis		
clinical skills 1		University of Memphis		
OB nursing		Baptist College of Health Sciences		

NCLEX Review		ATI	
STUDENT ADVISING/MENTORING			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
	Betsy Moore-New Faculty U of M		
Masters of Nusing Education	Terrica Adams	2014	
MSN in Education	Lauren Russell	2013-Union University	
new faculty-mentoring	Linda Billings		
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Urban Child Institute developmental training	August 2013	Memphis, TN	Urban Child Institute
Diversity training			University of Mempis
Urban Childhood Institute	Nov. 2010	UCI	UCI
UCI Grant/research committee	ongoing	U of M	coordinating faculty in projects
Liason for homebound elderly and student nurses care	2010-1012	U of M	

Non-Refereed Publications

Student Absenteeism and the Need for School Nurses-Commercial Appeal 2016

Presentations - Conference (refereed *)

Society of Pediatric Nurses Mid-South Chapter presentation-Motivational Interviewing and Overcoming Breastfeeding Barriers

Tennessee Nurses Association State Convention-Presented Motivational Interviewing and Overcoming Breastfeeding Barriers

Presentation of Fetal Heart Monitoring to Nursing 3219

Other Presentations (refereed *)

Presentation to Baptist Women's Hospital leadership-The use of motivational interviewing and overcoming breastfeeding barriers

Multiple presentations on handwashing to a variety of settings (Churches, daycares, schools).

Presentations on Children with Aspergers syndrome to teachers

OUTREACH (selected)			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Outreach to underinsured pregnant mothers	Morning Center	2015-current	
Breastfeeding Counselors of Memphis		2014	
Skylark Ministries	Medical Missions-Nicaragua	summer 2014	
Skylark Ministries-Nicaragua	Area physicians	Summer 2013	
Muscular Dystrophy Camp Nurse		Summer 2010	MDA
Parish nursing		Aug 2008-present	First Baptist Church of Memphis

Education for daycare workers	daycare providers from all over the state of Arkansas	2003-2004	grant sponsored by the state of Arkansas
Cross Link International		volunteer-ongoing	
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
	Society of Pediatric Nurses-Member	2017	
	Academy on Violence and Abuse-member	2016-present	
	TNA member	2015-current	
	ANA member	2015-current	
	Greater Memphis Area APN's	2015-current	
Tennessee Action Coalition		2013	
University of Memphis	FNP preceptor	2013-current	
Faculty Affairs committee		2012-2013	
	Sigma Theta Tau Secretary	2011-2012	
CONSULTING			
ORGANIZATION/COMPANY			PERIOD
Breastfeeding counselors of Memphis			2014-current
Nicaragua mission trip			summer 2013, 2014
Uganda Mission trip (nurse)			March 2011
First Baptist Church day school			2009-2010
Rivermont Ave. Baptist Church Pre-school			2004-2008

Appendix A (selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2010	3018	clinical skills I	1.0		8		
2010	3018	clinical skills 1	1.0		7		
2010	3219	maternal newborn practicum	3.0		9		
2010	3019	med/surg nursing practicum	2.0		8		
2010	3019	med surg nursing practicum	2.0		7		

CURRICULUM VITAE – Lin Zhan, College of Nursing

EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Ph.D.	Nursing	Boston College School of Nursing	1993
MSN	Nursing	Boston University School of Nursing	1987
BS	Nursing	West China Medical University	1980

EXPERIENCE (SELECTED)				
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD	
Dean & Professor	Loewenberg College of Nursing	The University of Memphis	2010-t	
Consultant, Partner		Harvard Medical International	2008-11	
Dean & Professor	School of Nursing	Massachusetts College of Pharmacy and Health Sciences	2008-10	
Director & Professor, PhD Program in Nursing	School of Health & Environment	University of Massachusetts Lowell	2003-08	
Associate Professor (Tenured)	College of Nursing & Health Sciences	University of Massachusetts Boston	1998-03	
Assistant Professor	College of Nursing & Health Sciences	University of Massachusetts Boston	1993-98	
Research Fellow	Institute for Research and Training	Hebrew Rehabilitation Center for Aged	2000-03	
Executive Director	Education Councils, NLN	National League for Nursing, New York	1995-97	
Clinical Faculty	National Neuroscience Center	West China University of Medical Sciences	1980-84	

HONORS/AWARDS (SELECTED)			
	INSTITUTION/COMPANY/ORGANIZATION	YEAR	
Outstanding Leadership Award in Nursing and Education	National League for Nursing	2010	
Extraordinary Leadership Award	New Jersey Asian American Human and Health Services	2005	
Excellent Education Award	Massachusetts Association of RNs	2005	
Partners in Excellence Award	Harvard Medical School & Partner Healthcare	2001	
Inducted as Fellow to American Academy of Nursing	American Academy of Nursing	2001-	
The Book of the Year/Most Outstanding Professional Development	American Journal of Nursing	2000	
Chancellor's award for excellence in teaching and Mentoring	Chancellor of University of Massachusetts Boston	2000	

TEACHING EXPERIENCE (SELECTED)	
SUBJECT	INSTITUTION
Introduction to Nursing Profession Seminar (BSN Course)	University of Memphis
Philosophy of Science (PhD Course)	UMass Lowell
Epistemology of Nursing (PhD Course)	UMass Lowell
Theoretical Foundation in Health Promotion and Nursing (PhD Course)	UMass Lowell
Intervention Research in Health Promotion and Nursing (PhD Course)	UMass Lowell

Measurement in Health and Behavioral Research (PhD Course)	UMass Lowell
Research Apprenticeship (PhD Course)	UMass Lowell
Evaluation Research (PhD Course)	UMass Lowell
Dissertation Work (Health Promotion, Gerontology, Immigration, Intervention)	UMass Lowell
Chaired PhD Dissertation Committee for 14 doctoral students	UMass Lowell
Human Diversity and Health Care (MSN Course)	UMass Boston
Gerontological Nursing (MSN Course)	UMass Boston
Health Care Management (MSN Course)	UMass Boston
Nursing Leadership & Management (BSN Course)	UMass Boston
Scholarly Inquiry (MSN Course)	UMass Boston
Visiting/Honorary professor	In 12 Chinese Universities since 1996

Books Published (SELECTED)

Zhan, L & Finch, L (2011). *Accelerated Nursing Education: Challenges, Strategies, and Future Directions*. Springer Publisher.

Zhan, L (2009). *Asian American Voices: Engaging, Empowering, Enabling*. NY: NLN Press.

Jiang AL & Zhan L (2008). *Nursing Theories*, Beijing: People and Health Publisher, P.R. China.

Zhan L & Wang ZH (2006). *Gerontological Nursing*, Shanghai Science & Technology Publisher, P.R. China.

Zhan, L (2003). *Asian Americans: Vulnerable Population, Model Interventions, and Clarifying Agendas*, Boston: Jones and Bartlett Publisher.

Zhan, L (1999). *Asian Voices: Asian and Asian American Health Educators Speak Out*, Boston: Jones & Bartlett Publishers.

Zhan L (1981). *Neurosurgery: Handbook for OR Nurses*, University Press, West China University of Medical Sciences, PRC.

Refereed Journal Publications (Selected 20 from >100 articles)

1. Zhan, L (2014). Aging and Quality of Life: Live Longer and Live Better, *Macau Journal of Nursing*
2. Lee, S., Zhan, L., Fleming, B. (2015). Critical Thinking II: Teaching Strategies to Foster Critical Thinking in Undergraduate Nursing Students: A Case Analysis Approach, *Chinese Journal of Nursing*
3. Zhan, L., Lee, S., Fleming B (2014). Critical thinking: Seeking conceptual clarity. *Journal of Nursing*. (China).
4. Tao, H., et al., Zhan, L (2012). The Influence of Social Environmental Factors on Rehospitalization among Patients Receiving Home Healthcare Services. *Advances in Nursing Science*.
5. Zhan, L (2008). Scholarly Writing: from idea to publication. *PLA Journal of Nursing*, Shanghai, 25 (11A), 1-5.
6. Morgan, B., Hultman, T., & Zhan, L (2007). Nursing care at the end of life: An HIV case study. *Journal of Chinese PLA*, second Military Medical University, 24(7b), 1-5.
7. Mahoney D, Cloutterbuck J, Neary S, and Zhan L (2005). African American, Chinese, and Latino family caregivers' impressions of the onset and diagnosis of dementia: Cross-cultural similarities and differences. *Gerontologist*, 45 (6): 73:792.
8. Zhan, L (2005). Advanced nursing practice: Strategies and policy of its implementation in China. *PLA Journal of Nursing*, 6(2): 2-28. PRC.
9. Zhan, L (2004). Improving mental health for ethnic older adults. *Journal of Gerontological Nursing*, 30(8):3.
10. Zhan, L (2004). Caring for family members with Alzheimer's disease: Perspectives from Chinese Family Caregivers, *Journal of Gerontological Nursing*. 30(8): 19-29.
11. Zhan, L., & Chen, J. (2004). Medication practices among Chinese American older adults: A study of cultural influences, *Journal of Gerontological Nursing*, 30(4): 24-33.

12. Zhan, L (2003). Chinese family's caregiving for persons with dementia. Macau Journal of Nursing, 2(1): 1-6.
13. Jiang, AL and Zhan, L. Comparative analysis of nursing education evaluation between USA and China, Journal of Chinese Nursing, 38(5): 33-37.

Professional Presentations/Keynotes (over 500 speeches – professional presentations and Keynotes)

GRANT SUPPORT (SELECTED)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Principle Investigator	The Urban Child Institute Memphis	\$550,000	2016-17
Co-investigator and consultant	Mass. Department of Public Health	\$183,024	11/07-6/10
Consultant: Bring Diversity to Nursing	HRSA Grant	\$840,000	2008-2011
Consultant: PhD Program	Mass Board of Higher Education	\$21,000	2006
Research consultant, "Long term care health needs of Macau older adults"	Kiang Wu College of Nursing and Macau City of Human services	\$550,000	4/04-5/06
Co-PI, "Health Services for the Elders in Boston's Chinatown"	Boston Foundation	\$32,000	2001-02
Co-PI, "Family Caregivers' Experience for Persons with Alzheimer's and Associated Disorders", a large intervention study by the PI Dr. Diane Mahoney	NIH K24 Grant	\$450,000	2000-2002
Principal Investigator, Self-Medication Practices in Community-Dwelling Chinese Older Persons"	Charles H. Farnsworth Trust and Medical foundation	\$41,683	1999-2000
Co-Investigator, "Identifying Learning Needs of Asian American Students in the College of Nursing", University-wide Diversity Research Initiative Research Project	the Ford Foundation	\$154,000	1998-1999
Principal Investigator, "Substance Abuse among Urban Chinese Women of Childbearing Age: Exploring Resiliency Factors"	The Institute for Asian American Studies, The Joseph P. Healey Endowment Grant and the Sigma Theta Tau Theta Alpha Chapter Grant	\$9,500	1997-98

SERVICE(SELECTED)		
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
American Association of Colleges of Nursing, D.C.	Board of Directors (Elected), Governing Board for the AACN	2017-2019
American Association of Colleges of Nursing, D.C.	Advisory Committee Member on Position Statement: Diversity, Inclusion, & Equity	2015-
American Association of Colleges of Nursing, D.C.	Chair, Executive Development Series	2016-2018
American Association of Colleges of Nursing, D.C.	Member, AACN Program Committee	2014-
American Association of Colleges of Nursing, D.C.	Chair, AACN Faculty Development Sub-Committee	2014
American Association of Colleges of Nursing, D.C.	Chair, Board of Directors of the Memphis Student Nurse Anesthetist Foundation	2013-155

CURRICULUM VITAE

Name: Michelle D. Baldwin	Department: Loewenberg College of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Doctor of Nursing Practice	Nursing	University of Tennessee Health Science Center	2015
Bachelor of Science in Nursing	Nursing	Union University	2005
Bachelor of Science in Business Administration	Management and Marketing	Union University	1996

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Clinical Assistant Professor	Loewenberg College of Nursing	University of Memphis - Lambuth	2015 - present
Adjunct Faculty	Loewenberg College of Nursing	University of Memphis - Lambuth	Spring 2015
Registered Nurse	Cardiac Catheterization Lab	Travel Assignments	2009 - 2015
Registered Nurse	ICU Stepdown/Progressive Care	Travel Assignments	2007 - 2008
Registered Nurse	Transitional Care Unit	Methodist North	2006 - 2007
Registered Nurse	ICU Stepdown	Baptist DeSoto	2006 - 2007
Project Coordinator/Customer Service Manager/Customer Service Representative		Building Plastics Inc.	1997 - 2005

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Imhotep Society	UTHSC	2014
Memorial Graduate Nursing Scholarship	Tennessee Nurses Foundation	2014
Nu Lambda Leadership Award	Sigma Theta Tau	2005
Freshman Chemistry Award	Department of Chemistry, Union University	1989

TEACHING EXPERIENCE	
SUBJECT	INSTITUTION
Gerontological Nursing	University of Memphis
Gerontological Nursing Practicum	University of Memphis

Health Assessment Lab	University of Memphis
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SERVICE		
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Memphis	LCON Technology Committee	Fall 2016 - present
University of Memphis Lambuth	Mentor U - Lambuth Campus Day - Nursing demonstrations	

OTHER		
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
West Tennessee Nurse Practitioner Alliance	Co-President	2015 - present
American Association of Nurse Practitioners		
Sigma Theta Tau International		
Tennessee Nurses Association		
American Nurses Association		

Appendix A

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Laboratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2016	NURS 3230	Gerontological Nursing	3				
2016	NURS 3231	Gerontological Nursing Practicum	3				
2016	NURS 3103	Health Assessment Lab	1				
2015	3230	Gerontological Nursing	3			I	Y
2015	3231	Gerontological Nursing Practicum	3			S & I	Y
2015	3103	Health Assessment Lab	1			I	Y

CURRICULUM VITAE

Name: Mary C Elliotte	Department: Loewenberg College of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Bachelor of Science	Education	University of Tennessee at Martin	1985
Associate of Science	Nursing	University of West Georgia	1995
Bachelor of Science	Nursing	University of Memphis	2003
Master of Science in Nursing	Family Nurse Practitioner	University of Memphis	2005
Doctor of Nursing Practice	Executive Leadership	University of Alabama	2014
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Clinical Professor	Loewenberg School of Nursing	University of Memphis	2013-present
Director of Clinical Education	Loewenberg School of Nursing	University of Memphis	Fall 2014
Family Nurse Practitioner	Methodist Minor Medical Clinics	Methodist Community Care Associates	2012-present
Associate Clinical Professor, FNP Clinical Coordinator	Loewenberg School of Nursing	University of Memphis	2013-2014
Assistant Clinical Professor, FNP Clinical Coordinator	Loewenberg School of Nursing	University of Memphis	Adjunct 2006-2007, Full Time 2007-2013
Family Nurse Practitioner		May Medical Group	2011-2012
Family Nurse Practitioner		The Little Clinic	2010-2012
Family Nurse Practitioner	Emergency Department	TeamHealth Midsouth	2006-2010
Family Nurse Practitioner		Memphis Gastroenterology Group	2005-2006
Flight Nurse	Hospital Wing of Memphis	Memphis Medical Center Air Ambulance Service	2001-2004
Registered Nurse, Clinical Nurse Educator	Nursing Education	Methodist Healthcare Systems	2000-2001
Registered Nurse	Shock Trauma/Trauma Resus	Regional Medical Center at Memphis	1997-2001
Registered Nurse	Emergency Room	Methodist Healthcare Systems	1996-2001, 2003-2005
HONORS/AWARDS			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION		YEAR
Hill Crest Foundation Scholarship	University of Alabama-Capstone College of Nursing		2012-2013
Nursing Education Loan Repayment Program Scholarship	U.S. Dept of Health and Human Services, Health Resources and Services Administration		2012, 2013, 2014
Honor Gift	Culteral Nursing Program, Dr. Lawrette Axley		2009
Clinical Instructor of the Year-Undergraduate	undergraduate nursing students		2009
Clinical Instructor of the Year-Undergraduate	undergraduate nursing students		2008

TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Complex Alterations Designated Education Unit		University of Memphis	
Medical/Surgical II Nursing Clinical		University of Memphis	
Advanced Health Assessment Clinical		University of Memphis	
Advanced Health Assessment Clinical-Course Developer		TBR-Regents Online Degree Program	
Advanced Pathophysiology		University of Memphis	
FNP I-Women's Health Clinical		TBR-Regents Online Degree Program	
FNP II-Adult Health Clinical		University of Memphis	
FNP III-Pediatric Health Clinical		University of Memphis	
FNP Residency Clinical		University of Memphis	
Global Studies in Nursing-Ecuador		University of Memphis	
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Global studies in Nursing	2016-17	Shanghai, China	Shandau University
Global Studies in Nursing	2014-2015	Costa Rica	University of Memphis
Global Studies in Nursing	2011-2012	Ecuador	University of Memphis
International Teaching	5/2012	Jining Medical University, Jining, China	Jining Medical University
Global Studies in Nursing-Mission Trip	3/2011	Dominican Republic	University of Memphis
Global Studies in Nursing-Mission Trip	10/2009	Dominican Republic	University of Memphis
Global Studies in Nursing-Mission Trip	10/2008	Dominican Republic	University of Memphis
Global Studies in Nursing-Mission Trip	3/2008	Dominican Republic	University of Memphis

Book Reviews

Elliott, M.C. (2014). Chronic Neurological Disorders. In Koch, R.W., Adams, M.P. & Urban, C.A. Pathophysiology: Connections to Nursing Practice. Pearson Publishing, Upper Saddle, River New Jersey (in press).

OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Member of Shelby County Schools Family Consumer Science and Health Science Advisory Board		2013	
Vesta Home Show	volunteer	2012	Down Syndrome Association of Memphis and the MidSouth
Sam's Engine Company	50-75 varies yearly	2009-2014	Down Syndrome Association of Memphis and the MidSouth
Special Olympics of North Mississippi	60	2010-2011	Special Olympics State Games, Biloxi, MS
SERVICE (selected)			

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Memphis	Graduate Council	2016-17
University of Memphis	DNP Task Force	2016-17
University of Memphis	Evaluation Committee	2016-17
University of Memphis	LSON Leadership Committee	2014-15
University of Memphis	LSON Undergraduate Curriculum Committee	2014
University of Memphis	LSON Evaluation Committee	2014
University of Memphis	LSON Executive Leadership Committee	2014
University of Memphis	LSON BSN Coordinators Committee	2014
University of Memphis	LSON Technology Committee	2012-2013
University of Memphis	LSON Student Affairs Committee	2013-2014
Tennessee Board of Regents-MSN Executive Board	FNP Sub-Committee	2012
University of Memphis	LSON Access and Diversity Committee	2011-2012
University of Memphis	LSON Graduate Curriculum Committee	2009-2011, 2015-present

Appendix A

Academic Year (<u>please indicate year</u>)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2016	NURS 5101	Advanced Health Assessment	3	100			Re
2016	NURS 5104	Advanced Pharmacology	3	33			Co

Appendix B

As FNP Faculty, I counsel and mentor at least 50 of the approx. 200 FNP students who have been accepted in to the FNP Program. Areas of advisement and mentoring include, but are not limited to, program of study and personal scheduling. In addition, I counsel and mentor course assigned students each semester in the previously listed areas, as well as in specific course content. With the majority of the FNP students being employed full time and having families, some of the advising and mentoring is centered on the balance between personal lives and school.

Appendix C

ANA/TNA member since 2015
Faculty Development--Continuing Education: 2012 Western Schools, Pain Management: Principles and Practice, 25 Contact Hours
Faculty Development-Organizational Memberships: Greater Memphis Area of Advanced Practice Nurses, American Academy of Nurse Practitioners, Nurse Practitioners National Association (now merged with AANP), National Organization of Nurse Practitioner Faculties, National League of Nursing
Faculty Development--Conferences Attended: 2010 American Academy of Nurse Practitioners Annual Conference, 2010 Nurse Practitioners National Association, 2010, 2011, 2012, 2013, 2014 National Organization of Nurse Practitioner Faculties, 2014 NLN National Conference

CURRICULUM VITAE

Name: Marie Gill	Department: Loewenberg College of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Ph.D.	Nursing	The University of Tennessee Health Sciences	2012
Master of Science	Nursing	The University of Memphis	2006
Master of Science	Education	The University of Memphis	1995
Bachelor of Science	Nursing	The University of Tennessee Health Science Center	1988
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Program Coordinator	Nursing	The University of Tennessee Health Science Center	2009-2012
Research Assistant	Nursing	The University of Tennessee Health Science Center	2009-2012
Assistant Professor	Nursing	The University of Memphis	August 2014 - Present
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Professional Nursing Seminar		The University of Memphis, Loewenberg College of Nursing	
Evidence Based Practice Nursing		The University of Memphis, Loewenberg College of Nursing	
Transition Professional Nursing		The University of Memphis, Loewenberg College of Nursing	
Leadership & Management Nursing		The University of Memphis, Loewenberg College of Nursing	
STUDENT ADVISING/MENTORING (selected)			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
BSN	Kaycee Gifford	Spring 2016	
BSN	Natalie Rash	Spring 2016	
BSN	Linsey Tate	Spring 2016	
BSN	Allison Roberts	Fall 2016	
Current Student (N4)	Brittany Anderson		
Current Student (N4)	Travis Blankenship		
Current Student (N3)	Lauren Acosta		
Current Student (N3)	Callie Adams		
Current Student (N3)	Meredith Adams		

Refereed Journal Publications

Gill, M.E. (2016). Predictors of drug court client graduation. *Journal of Offender Rehabilitation*, 55(8), 564-588.

Gill, M. (2016). Development of a low literacy Drug Court client handbook. (in-progress).

Gill, M. (2016). Evaluation of drug court handbooks for low literacy client. (in-progress).

Gill, M. (2016). Development of a Multidisciplinary Health Literacy Model. (in-progress).

Mary, A., & **Gill, M.** (2016). Systematic review of literature discharge education and readmission after coronary artery bypass graft surgery. (in-progress).

Other Presentations (refereed *) (selected)

Engle, V., Webb, S. Gill, M. & McKeon, L. (2010, January). *Microsystem Outcomes of a Dedicated Education Unit for CNLs*. Presentation at the American Association of Colleges of Nursing, 2010 CNL Summit in San Diego, California.

Gill, M., & Engle, V. (2011, February). *A Multidimensional Health Literacy Model to Guide Research*. Presentation at the Southern Nursing Research Society in Jacksonville, Florida.

Gill, M. (2011, November). *PhD student experiences*. Podium session presented at The University of Tennessee Health Science Center, College of Nursing, Community Advisory Council, Memphis, TN.

Gill, M., Engle, V.F., Speck, P.M., & Cunningham, P. (2011, November). *Navigating drug court treatment programs: Health literacy issues*. Podium session presented at the Coahoma Community College Healthcare Conference, Tunica, MS.

Gill, M., Speck, P. M., & Engle, V. F. (2011, April). *Literacy, health literacy and health in a Mid-South drug court population*. Roundtable discussion presented at the Academy on Violence and Abuse Meeting, Minneapolis, MN. (refereed)

Gill, M. E. (2012, December). *Predictors of drug court graduation*. Roundtable discussion presented at the Shelby County Drug Court, Memphis, TN.

Gill, M.E. (2013, March). *Predictors of drug court graduation*. Roundtable discussion presented at the Shelby County Drug Court Foundation Board Meeting, Memphis, TN.

McKeon, L., Webb, S., Norris, T., Engle, V., & Gill, M. (2009, December). *Dedicated Education Units for CNL Education*. Presentation at the Institute for Healthcare Improvement 21st Annual National Forum on Quality Improvement in Health Care in Orlando, Florida.

McKeon, L., Webb, S., & Gill, M. (2010, January). *Use of PDAs in Practice by Clinical Teacher and CNL Students*. Abstract Presented at Quality and Safety Education for Nurses National Forum Conference in Denver, Colorado.

McKeon, L., Webb, S., Gill, M., & Strange, S. (2012, January). *Facilitating Model C CNL students transition to practice through a better understanding of the CNL role*. Podium session presented at the AACN Clinical Nurse Leader Summit, Tampa, FL (refereed).

SUPPORT (selected)			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
13%	The Urban Child Institute	\$500,000	May 2016 - May 2017
OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Development of Shelby County Drug Court Client Guidebook for Low Literacy Learners	4	2012-2014	The Shelby County Drug Court Foundation
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
The University of Memphis, Loewenberg College of Nursing	Culture of Health Committe		Spring 2016 - present

The University of Memphis	Memphis Healthy U	Fall 2016 - present
The University of Memphis	Engaged Scholarship	Fall 2015 - present
The University of Memphis - Loewenberg College of Nursing	NCLEX Task Force, Member	Fall 2015 - present

Appendix A (selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Spring 2016	NURS 3006010	Professional Nursing Seminar	1.0	100	9		
Spring 2016	NURS 4205001	Transitions into Professional Nursing Practice	4.0	50	78		
Spring 2016	NURS 4110501	Evidence Based Practice	3.0	100	17		

Appendix B (selected)

Jan Mitchell, Fall 2016
Terry Howell, Fall 2016
Allison Roberts, Fall 2016
Natalie Rash, Spring 2016
Lindsey Tate, Spring 2016
Kaycee Hess, Spring 2016

Appendix C

Gill, M.E. (2016). Predictors of drug court client graduation. <i>Journal of Offender Rehabilitation</i> , 55(8), 564-588.
Gill, M. (2016). Evaluation of drug court handbooks for low literacy client. (in-progress).
Mary, A., & Gill, M. (2016). Systematic review of literature discharge education and readmission after coronary artery bypass graft surgery. (in-progress).
Gill, M. (2016). Development of a Multidisciplinary Health Literacy Model. (in-progress).
Gill, M. (2016). Development of a low literacy drug court client handbook. (in-progress).

Appendix D

In July, 2016, as Co-Investigator with Dr. Teresa Richardson, a grant was submitted for Accelerating Interprofessional Community-Based Education and Practice supported by The National Center for Interprofessional Practice and Education in collaboration with the Robert Wood Johnson Foundation, The John A. Hartford Foundation, the Josiah Macy Jr. Foundation, and the Gordon and Betty Moore Foundation. This grant proposal was not funded.
In March 2015, as Co-Investigator with the Shelby County Drug Court, grant was submitted to SAMHSA (Substance Abuse and Mental Health Services Administration) Grant to Expand Substance Abuse Treatment Capacity in Adult and Family Drug Courts. This grant was not funded (July, 2015). We did not receive scoring/feedback regarding reason(s) why this proposal was not funded.

Appendix E

-Volunteer charity work, Appalachian Service Project. This project aims to improve the living conditions and general health of persons and families living in poverty-stricken rural areas in the United States.
-Shelby County Drug Court, supporter of drug court program activities to benefit client outcomes.

CURRICULUM VITAE

Name: Marcy Cain Purnell	Department: Loewenberg School of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Bachelor of Science	Nursing	University of Tennessee Health Science Center	1986
Masters of Science in Nursing	Family Nurse Practitioner	University of Memphis	2009
Ph.D.	Nursing	University of Tennessee Health Science Center	2016

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg College of Nursing	University of Memphis	August 2015-present
Sub-Principal Investigator	Clinical Trials Unit	University of Tennessee Health Science Center	2009-present
Assistant Clinical Professor	Loewenberg School of Nursing	University of Memphis	August 2011 to present
Family Nurse Practitioner	Office/Hospital	Stern Cardiovascular Foundation	2009 to present
Sub-Principal Investigator	Baptist Hospital Memphis	Research Administration	2010 until present
Sub-Principal Investigator	Stern Cardiovascular Foundation	Research Division	2010 until present
Family Nurse Practitioner/Clinical Investigator	Department of Preventive Medicine	University of Tennessee Health Science Center	August 2009-December 2010
Clinical Instructor/Adjunct Faculty	School of Nursing	Baptist College of Health Sciences	May 2006 - December 2009
Research Coordinator	Department of Preventive Medicine	Stern Cardiovascular Center	September 2003-April 2006
Research Nurse/Outreach Specialist	Department of Preventive Medicine	University of Tennessee Health Science Center	June 2002-September 2003
Nursing Instructor/Allied Health Math Instructor	School of Allied Health	Anne Arundel Community College	May 1991-October 1994
Staff Nurse-Newborn Nursery, Labor and Delivery	Women's Hospital	Howard County General Hospital	June 1987-December 1989

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
2008 Nurse Practitioner Scholarship Recipient	American Academy of Nurse Practitioners	2008
Lettie Pate Whitehead Scholarship Recipient	Lettie Pate Whitehead Foundation/Coca Cola Company	2007
Sigma Theta Tau	Sigma Theta Tau/Beta Theta Chapter	1986

Doctoral Scholarship Award	Greater Memphis Association of Advanced Practice Nurses	2012
Hal and Alma Reagan Fellowship Award	University of Tennessee Health Science Center	2014-2015
Hal and Alma Reagan Fellowship Award	University of Tennessee Health Science Center	2015-2016
National Dissertation Grant	Southern Nursing Research Society/Council of Advancement for Nursing Science	2014-2015
Summer Genetics Institute Scholar	National Institute of Nursing Research	2016

TEACHING EXPERIENCE		
SUBJECT	INSTITUTION	
Pharmacology	University of Memphis	
Introduction to Medical Surgical Nursing	University of Memphis	
Community Health Nursing	University of Memphis	
Medical Surgical Nursing I	University of Memphis	
Foundations of Nursing Practice	Baptist College of Health Sciences	
Adult Health I	Baptist College of Health Sciences	
Adult Health II	Baptist College of Health Sciences	
Health Assessment	Baptist College of Health Sciences	
Allied Health Math	Anne Arundel Community College	

Refereed Journal Publications

Purnell M., Skrinjar J. The Dielectrophoretic Disassociation of Chloride Ions and the Influence on Diamagnetic Anisotropy in Cell Membranes. Discovery Medicine. 2016; 22 (122): 257-273.

Purnell M., Skrinjar T. Bio-electric Field Enhancement: The Influence on Membrane Potential and Cell Migration In Vitro. Advances in Wound Care. 2016; 5 (12): 539-545.

Purnell, M., Whitt, M. Bioelectrodynamics: A New Patient Care Strategy for Nursing, Health and Wellness. Holistic Nursing Practice. 2016; 30 (1): 4-9.

Presentations - Conference (refereed *)

2016 West Cancer Clinic/Methodist University Cancer Symposium Podium Presentation; " Selective Inhibition of Cancer Cell Growth Through Activation of the Unfolded Protein Response" Memphis, TN

2014 Southern Nursing Research Society Annual Conference Poster Presentation; "The Effects of Bioelectrodynamics on Cancerous and Noncancerous Cells. San Antonio, Texas

2014 WSEA Transforming Healthcare: A Pathway to Excellence, Podium Presentation- "Cellular Energy Science" Honolulu, Hawaii

Presentations - Universities/Industry (refereed *)

2016 University of Tennessee College of Nursing Newman's Scholars' Dialogue, Podium Presentation; "Bioelectrodynamics: A Newman's Scholar Dialogue. Memphis, TN

2016 National Human Genome Center Seminar; "Bioelectrodynamics: A New Patient Care Strategy for Nursing, Health and Wellness. Washington D.C.

2015 West Cancer Clinic/Methodist University Cancer Symposium Poster Presentation; " Modulation of Bioelectrodynamics: A Novel Approach to Cancer in Healthcare" Memphis, TN

SERVICE UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Memphis	Curriculum Committee	2012-2013
University of Memphis	Faculty Affairs Committee	2014-2016
University of Memphis	Tenure Track Faculty Search Committee	2016-2017

Appendix C

CURRICULUM VITAE

Name: Dr. R. McLaughlin	Department: Loewenberg College of Nursing
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EDUCATION				
DEGREES	DISCIPLINE	INSTITUTION	YEAR	
PhD	Nursing	University of Tennessee HSC	2009	
MSN	Nursing	University of Arkansas Medical Sciences	1988	
BSN	Nursing	Harding University	1982	
EXPERIENCE				
RANK/POSITION		DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Professor of Nursing (Tenured)		School of Nursing	Union University	2014-2016
Associate Professor of Nursing		School of Nursing	Union University	2005-2014
Nursing Research Specialist		Nursing Research	St. Jude Children's Research Hospital	2003-2006
Assistant Professor of Nursing		School of Nursing	Union University	1999-2005
Instructor		School of Nursing	Union University	1995-1999
Instructor		School of Nursing	Harding University, Searcy, AR	1989-1990
Staff RN/ Charge RN		Neonatal Intensive Care	Arkansas Children's Hospital, Little Rock. AR	1995-2001
Critical Care Educator (Level IV)		Nursing Education	Arkansas Children's Hospital, Little Rock. AR	1990-1995
Extracorporeal Membrane Oxygenation (ECMO) Technician		Nursing Administration	Arkansas Children's Hospital, Little Rock. AR	1989-1994
Staff RN/ Charge RN		Neonatal Intensive Care	Arkansas Children's Hospital, Little Rock. AR	1982-1990
HONORS/AWARDS				
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION		YEAR
Certified Neonatal Registered Nurse		National Centering Corporation		1991-Pres.
Certified Nurse Educator (CNE)		ANCC		2013–Pres.
UT Travel Award		Univ of TN		2008
NIH Genome Scholar		National Institutes of Health		2007
Educational Scholarship Award		Society of Pediatric Nurses		2007
Who's Who in American Nursing				1994
Grant Recipient		Univ of Arkansas		1987
Outstanding Young Women of America				1983
Presidential Scholarship		Harding University		1978-1982
TEACHING EXPERIENCE				
SUBJECT			INSTITUTION	

Community Health Nursing (Didactic & Clinical)	University of Memphis
Pediatric Nursing (Didactic and clinical)	University of Memphis
Pediatric Nursing (Didactic and clinical) 21 years	Union University
Community Health Nursing Clinical	Union University
Issues in Professional Nursing	Union University
Leadership in Nursing Clinical	Union University

Books Published

McLaughlin, RA. (2008). Blood Gas SAMpling and Monitoring. In Bowden, VR., & Greenberg, CS. (Eds.), Pediatric nursing Procedures (pp.129-136).Philadelphia: Lippincott Williams & Wilkins.

McLaughlin, RA. (2008). Blood Drawing From Peripheral Sites: Venipuncture. In Bowden, VR., & Greenberg, CS. (Eds.), Pediatric nursing Procedures (pp.123-128).Philadelphia: Lippincott Williams & Wilkins.

McLaughlin, RA. (2008). Blood Drawing From Peripheral Sites: Heel Stick and Finger Stick. In Bowden, VR., & Greenberg, CS. (Eds.), Pediatric nursing Procedures (pp.118-122). Philadelphia: Lippincott Williams & Wilkins.

Webb, J, & McLaughlin, R.A. (2014). Nursing Research and Evidence-Based Practice. In Cherry, B., & Jacob, S.R. (Eds.), Contemporary Nursing: Issues, trends and management. 6th Ed. St. Louis:Elsevier.

McLaughlin, RA., & Sanchez, Z.V. (2017). Nursing Research and Evidence-Based Practice. In Cherry, B., & Jacob, S.R. (eds.), Contemporary Nursing: Issues, trends and management. 7thEd. St. Louis:Elsevier.

Refereed Journal Publications

Cox, CL., McLaughlin, RA., Steen, BD., Gattuso, JS., Rai, SN., & Hudson, MM. (2004). Health promotion in adolescent survivors of childhood cancer. Scientific Report, St. Jude Children's Research Hospital, Memphis, TN

Cox, CL., McLaughlin, RA., Steen, BD., & Hudson, MM. (2005). Late effects risk reduction in childhood cancer survivors.Scientific Report, St. Jude Children's Research Hospital,Memphis, TN

Cox, CL., McLaughlin, RA., Rai, SN., Steen, BD., Hudson, MM. (2005). Adolescent cancer survivors: A secondary analysis of a clinical trial targeting behavior change. Pediatric Blood and Cancer.45(2), 144-54.

Cox, CL., McLaughlin, RA., Steen, BD., & Hudson, MM. (2006). Predicting and modifying substance use in childhood cancer survivors. Oncology Nursing Forum. 33(1), 51-60.

Cox, CL., Montgomery, M., Rai, SN., McLaughlin, RA., Steen, BD., & Hudson, M. (2008). "Supporting breast self-examination in female childhood cancer survivors: A secondary analysis of a behavioral intervention. Oncology Nursing Forum.35(3), 423-30.

Creative/Artistic Works

Cox, CL., McLaughlin, RA., Rai, SN., Steen, BD., Tyc, V & Hudson, MM. (2003). Health promotion in adolescent cancer survivors. Poster session. Society of Pediatric Nurses.Las Vegas, NV

Presentations - Conference (refereed *)

Therapy Dogs: What they are & what they do. Volunteer luncheon speaker, Jackson Madison County General Hospital (JMCGH), Jackson, TN.

O'Connor-Wray, KM., & McLaughlin, RA. (2015). Not Your Grandmother's Bath Salts & Scooby Snacks: Designer Drugs Poster presentation Society of Pediatric Nurses(SPN), Anaheim, CA

MidSouth SPN. Blazing Trails: Chapter of the Year Presentation (2014). SPN, Phoenix, AZ

Moore, ME., & McLaughlin, RA. (2013). Caring for the Pakistani-Muslim Family: Culturally Sensitive Lessons Learned. Poster Presentation (Mentored student) SPN, Nashville, TN

McLaughlin, R., Pawley, C., Thomason, J., Kossick, B., Webb, J., & Cashion, A. (2008). Utilization of Simulation for Pediatric Clinical Experiences. Poster Presentation, SPN, Denver, CO.

Cox, CL., & McLaughlin, RA. (2004). Health Promotion in adolescent childhood cancer survivors. Poster Presentation. SPN. Las Vegas, NV

Other Presentations (refereed *)

Asher, L & McLaughlin, RA. (2012). A Short Walk in my Patient's Shoes: Menke's Disease. Post Presentation. (Mentored student). Sigma Theta Tau Regional Meeting, Jackson, TN

Miller, C., McLaughlin, RA., Mandrell, B., & Wing, L. (2009). Early T-Cell Precursor Leukemia in a child: Changes in Treatment: A case presentation. Poster Presentation. (Mentored Student). SPN, Orlando, FL

McLaughlin, R., & Bellflower, BB. (2008). Screening Newborns for Infection Using C-Reactive Protein. Poster Presentation. 22nd Southern Nursing Research Society Conference. Birmingham, AL.

McLaughlin, R., & Bellflower, BB. (2007). Using C-Reactive Protein as a screening tool for neonatal infection: An evidence-based study. Poster Presentation. Sigma Theta Tau. University of Tennessee. Memphis, TN

Cox, CL., & McLaughlin, RA. (2006). The importance of breast and testicular self-examination in adolescent childhood cancer survivors. Poster Presentation. University of Tennessee, Memphis, TN

OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Therapy Dog Volunteer	Jackson General Hospital and Others	2008-2016	Maggie & Friends
Make A Wish Volunteer		2011-2015	
SERVICE			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
Union University	Faculty Affairs	2006-2012	
Society of Pediatric Nursing (National)	Nominations Committee	2013-2015	
Society of Pediatric Nursing (National)	Education Committee	2002-2005 & 2012 -2014	
MidSouth Society of Pediatric Nursing (Regional)	Treasurer & Charter Member	2009-11 & 2013 to present	
Sigma Theta Tau Charter Member	Harding University	1982	
Univ of Memphis	Health Fair	2016	
Univ of Memphis	Progressions Committee	2016-2017	
University of Memphis	Sigma Theta Tau - Nominations	2015-present	
CONSULTING			
ORGANIZATION/COMPANY			PERIOD
Editorial Board - Journal of Pediatric Nursing			2007-present
Reviewer - Neonatal Network			1991-present

CURRICULUM VITAE

Stacey D. LaBarre-Powell, RN, BSN, MS, MSN, FNP-BC

Family Nurse Practitioner/Owner
 CareFree Health & Weight Solutions
 793 W. Poplar Avenue
 Collierville, TN 38017
Cell: 901-606-8585
Home: 901-755-4155
[Email: staceyp@bellsouth.net](mailto:staceyp@bellsouth.net)

EDUCATION

Dates	Degree	Institution	Major
1985	RN Diploma	Methodist Hospital SON Memphis, TN	Nursing
1990	BSN	University of Memphis Memphis, TN	Nursing
1992	MSHCA	College of St. Francis HCA Joliet, IL	HC Admin.
1996	MSN, FNP-BC	UT Memphis, Memphis, TN	Nursing
2017	Doctorate of Nursing	Union University, Jackson, TN	DNP

LICENSES

1985 - Present TN Board of Nursing RN Diploma, TN
 1996 - Present TN Board of Nursing APN, TN

CERTIFICATIONS

1996 - Present ANCC - American Nurses Credentialing Center

HONORS & AWARDS

1988 Induction, Sigma Theta Tau International Honor Society of Nursing

PROFESSIONAL POSITIONS

1986-1993	RN Maternal-Child Nurse	Methodist Hospital HD
1988-1989	Research Coordinator	Memphis & Shelby HD
1989-1992	Pediatric Team Leader	Memphis & Shelby HD
1992-1993	Coordinator of Professional Ed.	St. Francis Hospital, TN
1993-1994	Asst. Facility Administrator	Health First Medical, TN
1993-1996	Nursing Duty Administrator	LeBonheur Children's
1994-1996	Staff Development Coordinator	Memphis Mental Health

1994-1997 1996-1997 1997-2001 2001 —2007 1999-2009

Sexual Assault Nurse Examiner Women's Health FNP Director of Nursing

Family Nurse Practitioner Family Nurse Practitioner

Memphis Sexual Ctr, TN Ob/Gyn Centers MphsTN LeBonheur Children's

Methodist Preventive Ctr MediPlan Services, TN

PROFESSIONAL POSITIONS CONTINUED.

2009-2010	Director of Nursing	Lapaloma Center TN
2010-2011	Family Nurse Practitioner	TakeCare Health TN
2002 - Present	Family Nurse Practitioner/Entrep.	CareFree Health &Wgt Solutions Mphs, TN

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

1988 - Present Sigma Theta Tau National Nursing Honor Society 1986 -

Present SNA/Tennessee Nursing Association

2005 - Present Greater Memphis Area for Advanced Practice Nurses 2000 -

Present Alpha Kappa Alpha Sorority Incorporated

PROFESSIONAL ACTIVITIES

1994-1995 Member, Board of Directors, Memphis Planned
Parenthood

COMMUNITY SERVICE

1994-1996 Instructor, CPR

2002 - Present FNP, Memphis Schools Physicals 2002-2011 FNP,

Employee Flu Care 2012-2013 FNP, Health Fairs

American Red Cross Memphis & ShelbyCty Memphis Businesses Memphis
Businesses

PROFESSIONAL DEVELOPMENT

2012 Comprehensive Botox & Dermal Fillers Course
Fort Lauderdale, FL

1994 - Present CPR Instructor, American Red Cross Memphis, TN

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CURRICULUM VITAE

Name: SHIRLEATHA T. LEE		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	The University of Tennessee Health Science Center Memphis	2009
MSN	Nursing Education	Union University	2004
BSN	Nursing	University of Tennessee at Martin	2002
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg School of Nursing	The University of Memphis	08/2009-09/2013
Associate Professor	Loewenberg School of Nursing	The University of Memphis	09/2013 - present
Associate Professor/Associate Dean of Academic Programs	Loewenberg College of Nursing	The University of Memphis	01/2016-present
HONORS/AWARDS (selected)			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Department of Health and Human Services Health Resources Services Award		HRSA	2009
Most Outstanding African American Student for the College of Graduate Health Sciences		Univ. of Tennessee Health Science Center	2009
Nominated for 2012-2013 Thomas Briggs Foundation Excellence in Teaching Award		The University of Memphis	2013
Nominated for 2014-2015 Thomas Briggs Foundation Excellence in Teaching Award		The University of Memphis	2015
Received the 2014-2015 Thomas Briggs Foundation Excellence in Teaching Award		The University of Memphis	2015
TEACHING EXPERIENCE			
SUBJECT			INSTITUTION
Adult Health Theory			Baptist College of Health Sciences
Adult Health Practicum			Baptist College of Health Sciences
Nursing Foundations Practicum			The University of Memphis
Nursing Research			The University of Memphis
Adult Health Practicum			The University of Memphis
Medical Surgical Nursing			The University of Memphis
Advanced Nursing Research			The University of Memphis
Honors Forum: Nursing in the 21st Century			The University of Memphis
Scholarly Synthesis			The University of Memphis

Honors Forum: The Basics of Culture in Healthcare and Nursing			The University of Memphis
STUDENT ADVISING/MENTORING (selected)			
CURRENT DEGREE	NAME		YEAR OF GRADUATION
Biomedical Engineering	Jamie Bishop		
Undergraduate Nursing Student	Maria Bouzeid		
Undergraduate Nursing Student	Michelle Lakes		
Masters of Science in Nursing	Laura Alley		
Bachelor of Science in Nursing	Kaelee Shrewsbury		
CREATIVE ACTIVITIES (selected)			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Manuscript Reviewer	2010-present	Biological Research in Nursing	
Manuscript Reviewer	2010-present	Nursing Education Perspectives	
Manuscript Reviewer	2010-present	Applied Nursing Research	
Manuscript Reviewer	2011-present	The Journal of Nursing Education	

Books Published

Leading and inspiring a shared vision. Authored by Zhan, L., Finch, L., Lee, S., & Dapremont, J. in Accelerated Education in Nursing: Challenges, Strategies, and Future Directions; Edited by Dr. Lin Zhan. December 2011

Lee, S. Audience Response System. In Smith, M. J., Carpenter, R., & Fitzpatrick, J. J. (2015, in press). *Encyclopedia of nursing education*. New York: Springer Publishing.

Refereed Journal Publications (selected)

Dapremont, J. & Lee, S. (2013). Partnering to Educate: Dedicated Education Units. *Nurse Education in Practice*, 13(5), 335-337.

Lee, S., Zhan, L., & Fleming, B. (2014). Critical thinking II: Teaching strategies to foster critical thinking in undergraduate nursing students: A case analysis approach. *Journal of Nursing (China)*, 21(23), 98-102.

Rhodes, L., Weatherford, B., Locke, L., Chung, H., Tidwell, C., Paton, E., & Lee, S. (2015). A multidisciplinary approach to providing care to adolescents with spinal cord trauma resulting from all-terrain vehicle (ATV) accidents: A case study. *Journal of Trauma Nursing*, 22(1), 23-27.

Refereed Conference Publications

Lee, S., Cowan, P., & Velasquez, P. A. (2011). The influence of pre-hypertension on QTc interval duration in overweight-obese youth: [Abstract]. *Southern Online Journal of Nursing Research*, 11(2). Retrieved from <http://www.resourcenter.net/images/SNRS/Files/2011/AnnMtg/AbstractProceedings/start.html>

Presentations - Conference (refereed *) (selected)

American Academy of Nurse Practitioners 27th National Conference. (June, 2012). *Osteogenesis imperfecta type VIII: A case report*. Poster session. Hines-Dowell, S., Lee, S., Baskin, S., Janeczek, A., & Rhodes, L. Orlando, FL

Lee, S., (2015, February). Invited Speaker. *The Nuts and Bolts of Success in the Faculty Role: Stocking Your Professional Toolkit*. AACN Faculty Development Conference: Success Strategies for New Faculty. Nashville, TN

Other Presentations (refereed *)

Southern Nursing Research Society, Celebrating 25 Years of Nursing Research (February 2011). "The Influence of Pre-Hypertension on QTc Interval Duration in Overweight-Obese Youth". **Lee, S.**, Cowan, P. & Velasquez, P.A. Jacksonville, FL.

Lee, S. & Zhan, L. (Accepted for: 2015, November). *Chinese Nursing Students' Perceptions of Case Study Use as a Teaching and Learning Strategy*. Poster session at the 43rd Biennial Convention of Sigma Theta Tau International. Las Vegas, NV

SUPPORT			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
National Honor Society of Nursing	Sigma Theta Tau Beta Theta Chapter at large	\$2000.00	10/2008-05/2009
Arnold P. Gold Foundation/AACN Nursing White Coat Ceremony		\$1000.00	2016-2017
Collaborative Opportunity Grant (Co-PI)	Urban Serving Universities & Assoc. of Public Land Grant Universities	\$50,000.00	2016-2017
Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
University of Memphis	Loewenberg School of Nursing Faculty Research Grant	\$800.00	2012-2013
OUTREACH (selected)			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Assistant Director of Church Health Ministry		06/2005-pres.	Shiloh Baptist Church
Church Education Ministry Board Member		11/2008-pres.	Shiloh Baptist Church
Health Occupations Students of America East High Advisory Board Member		08/2010-pres.	East High School
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
The University of Memphis (School of Nursing)	DNP/Phd Development Task Force	01/2010-present	
The University of Memphis	University of Memphis' IRB Committee	05/2011-present	
The University of Memphis (School of Nursing)	Dedicated Education Unit Task Force	09/2011-present	
Commission on Collegiate Nursing Education	On-Site Evaluator	05/2013-present	
Methodist Lebonheur Healthcare/ The University of Memphis	Methodist Lebonheur Healthcare Nurse Residency Faculty Advisor	08/2014-present	
The University of Memphis	Undergraduate Council	08/2015-present	
The University of Memphis	Graduate Council	08/2015-present	
TN Deans and Directors	NCLEX Task Force	04/2016-present	

CURRICULUM VITAE

Name: TONI BARGAGLIOTTI		Department: Loewenberg College of Nursing	
EDUCATION (selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
BSN	Nursing	University of TN- Memphis	1976
MSN	Nursing	University of California at San Francisco	1978
PhD	Nursing	University of California at San Francisco	1984
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Dean for Academic Programs & Research/Associate Professor/Professor	School of Nursing	University of San Francisco, San Francisco, CA	1985-1989
Associate Director of Nursing	Nursing	Ralph K. Davies Medical Center, San Francisco, CA	1991-1992
Dean and Professor	Loewenberg School of Nursing	The University of Memphis	1992-pres.
HONORS/AWARDS (selected)			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR	
Author Award for Excellence in Policy 2009-2010	Nursing Outlook	2011	
Fellow	American Academy of Nursing	2011	
Sigma Theta Tau International Honor Society	STT	1976-present	
TEACHING EXPERIENCE (selected)			
SUBJECT			INSTITUTION
Advanced Role Development [G] constructed electronic course with Dr. Doris Davenport (APSU) & Dr. Amy Hamlin (APSU)			TBR MSN-RODP
Advanced Pharmacology- constructed course [G]			TBR MSN-RODP
Issues and Trends (U)			University of Memphis
Teaching Strategies in Nursing Education (G)			University of Memphis
Nursing Theory [G]			University of Memphis
Evaluation Methods in Nursing Education [G]			University of Memphis
Health Policy [G]			University of Memphis

Books Published (selected)

Book Chapters Bargagliotti, L. A. (2017). Contemporary image of nursing. In Cherry, B. & Jacob, S. Contemporary nursing: Issues, trends and management. 7th ed. St. Louis, MO: Elsevier.

Book chapter - Bargagliotti, L. A. (2013). Contemporary image of nursing. In Cherry, B. & Jacobs, S. Contemporary nursing: Issues, trends, and management. 6th ed. St. Louis: Elsevier.

Books (authored, edited) Book Chapter

Bargagliotti, L. A. (2011). The contemporary image of professional nursing. 5th ed. In Cherry, B. & Jacob, S.R. Contemporary nursing: Issues, trends & management. St. Louis: Elsevier.

Book Reviews

Bargagliotti, L. A. (1986). Review of Polit, D. F. & Hungler, B. P. (1985) *Essentials of nursing research: Methods and applications*. Philadelphia: J. B. Lippincott. Polit, D. F. & Hungler, B. P. (1985) Study guide to essentials of nursing research: Methods and applications. *Western Journal of Nursing Research* 8 (1), 95-96.

Refereed Journal Publications (selected)

Bargagliotti, L. A. (2012). Work engagement in nursing: A concept analysis. *Journal of Advanced Nursing* 68(6), 1414-1428.

Bargagliotti, L. A. (2006). The DNP: Historical parallels and persistent questions. *Nursing Education Perspectives* 27 (5), 26.

Non-Refereed Publications

Bargagliotti, L. A. (1977). Microshock or how to fibrillate the patient. A computer assisted instruction program written in PILOT-73 in the SIMA collection, University of California, San Francisco.

Presentations - Conference (refereed *) (selected)

Bargagliotti, L. A., Davenport, D., Hanna, K., & Wagner, L. (2015). Lessons learned from a decade of a multi-university MSN collaborative: The story, the model, outcomes and lessons learned. Tennessee Board of Regents Summer Academy, Knoxville, TN.

(2011). Graduate education: Through the looking glass. Tennessee Board of Regents, MSN RODP Retreat, Cookeville, TN.

Presentations - Universities/Industry (refereed *) (selected)

(2002) Managing without staff. The Regional Medical Center, Memphis, TN.

(2002) The nursing shortage in Tennessee. Tennessee Higher Education Commission and Tennessee Board of Regents Roundtable on Nursing. Nashville, TN

Other Presentations (refereed *)

(2010). The symphony of health care reform: Finding the melody. QHR conference for Chief Nursing Officers, Vanderbilt Conference Center, Nashville, TN (October).

SUPPORT (selected)			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Memphis Diversity Support and Training for Academic Training and Success (STARS)	DHHS HRSA	\$1,013, 611	not funded (HRSA does not allow co-PDs)
Advanced Education Nursing Traineeship 1 A10HP22146-01-00	Health Resources Service Admin	\$36,000	07/01/2011-06/30-2012
University of Memphis LSON Scholarships	St. Francis Auxilliary	\$25,000	2005-2006
University of Memphis LSON Graduate Program	Methodist Healthcare systems	\$1,000,000	Endowment
University of Memphis LSON MSN Scholarships	Baptist Memorial Health Care	\$600,000	Endowment
University of Memphis LSON Scholarship	Glazer Foundation	\$35,000	Endowment
University of Memphis LSON Scholarships	Lettie Pate Whitehead Foundation	\$42,000	2005
University of Memphis LSON Scholarships	St. Francis Auxilliary	\$75,000	2004
University of Memphis Lola Llewellyn Endowed Nursing Professorship-	Methodist Healthcare	\$100,000	Endowment
University of Memphis LSON Scholarshps	Lettie Pate Whitehead Foundation	\$37,000	2004
University of Memphis LSON Grant for Simulation Equipment	Loewenberg Lichterman Foundation	\$15,000	2003
University of Memphis LSON Scholarships	Lettie Pate Whitehead Foundation	\$37,000	2003
University of Memphis LSON Ronnie Price Scholarship	Family/ friends of Ronnie Price	\$35,000	Endowment
Scholarships for Disadvantaged Students- University of Memphis	Dept. of Health & Human Services	\$92,000	2002-2003
University of Memphis BSN Scholarships	Assissi Foundation	\$50,000	

University of Memphis LSON Scholarships	Lettie Pate Whitehead Foundation	\$34,000	2002
University of Memphis Tuition Assistance Program	Assissi Foundation	\$65,000	9/2001-5/2002
Scholarships for Disadvantaged Students-University of Memphis	Dept. of Health & Human Services	~ \$150,000	1998-2001
Scholarships for the Undergraduate Education of Professional Nurses S11116835-90	Dept. of Health & Human Services	\$150,000	1989-90; 1990-91

Internal Support

ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Cost of nursing care in high/low volume DRG categories	San Francisco State University Faculty Development Grant	\$5,000	1984-1985

SERVICE (selected)

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University appointment	Tenure and Promotion Appeals	2015-
University appointment as Ombudsman	University Promotions Appeal	2014
TBR	MSN-RODP Curriculum Committee[C]	2013 on
University of Memphis LSON	Graduate Curriculum Committee [C]	2010 on
TBR MSN-RODP	Curriculum Committee	2011 on
Tenure and Promotion Committee, LSON		2007-present

OTHER (selected)

SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
Nursing Outlook	manuscript reviewer	2010 on
Scandinavian Journal of Occupational Therapy	manuscript reviewer	2016- on
International Journal of Nursing Studies	manuscript reviewer	2012- on
Journal of Nurse Practitioners	manuscript reviewer	2016 on
Academy of Nursing Education	Fellow	2009-on
American Academy of Nursing	Fellow, Expert Panel on Global Health	2011-on

CONSULTING (selected)

ORGANIZATION/COMPANY	PERIOD
Harding University Carr College of Nursing- Graduate Curriculum	2012 on

Appendix A (selectd)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2016	NURS 7000	Theoretical Foundations of Advanced Practice Nursing	3	100%	60	-	-

CURRICULUM VITAE

Name: Tracy Mason Collins		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Doctor of Nursing Practice	Nursing	The University of Alabama at Tusculoosa	August 2014
Post Master's Certificate	Clinical Research	The University of Tennessee, Health Science Center	2011
Master of Science in Nursing	Family Nurse Practitioner-BC ANCC	The University of Tennessee, Health Science Center	2002
Bachelor of Science in Nursing	Nursing	The University of Memphis, Loewenberg School of Nursing	1998
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Advanced Practice Nurse	Nursing	Premisehealth	May 2015- Present
Advanced Practice Nurse	Nursing	Walgreens Takecare Clinic	July 2014- June 2016
Clinical Associate Professor	Nursing	The University of Memphis, Loewenberg School of Nursing	September 2013- present
Clinical Assistant Professor	Nursing	The University of Memphis, Loewenberg School of Nursing	August 2007- September 2013
Advanced Practice Nurse	Nursing	Mediplan	January 2009 - September 2012
HONORS/AWARDS (selected)			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Continuing Education Scholarship		Greater Memphis Area Advanced Practice Nurses (GMAAPN)	2014
Epsilon Omega Chapter of Sigma Theta Tau		The Universty of Alabama	2013
TEACHING EXPERIENCE (selected)			
SUBJECT		INSTITUTION	
NURS 5102 Advanced Health Assessment		The University of Memphis, RODP/ROCC	
NURS 5602 Family Nurse Practitioner I Practicum		The University of Memphis, RODP/ROCC	
NURS 7102 Adv Health Assessment Lab		The University of Memphis, LSON	
NURS 7601 Family Nurse Practitioner I Practicum		The University of Memphis, LSON	
NURS 7602 Family Nurse Practitioner I Practicum		The University of Memphis, LSON	
NURS 7604 Family Nurse Practitioner II Practicum		The University of Memphis, LSON	
NURS 7606 Family Nurse Practitioner III Practium		The University of Memphis, LSON	
NURS 7609 Residency Practicum		The University of Memphis, LSON	
STUDENT ADVISING/MENTORING (selected)			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
	Lakesha Armfield-Tillman	Advised Fall 2012	

	Yolanda Wayne Berdin	Advised Fall 2012
	Hali M. Beyer	Advised Fall 2012
	Anikia S. Billington	Advised Fall 2012

Refereed Journal Publications

Miller, S., Owens, L. & Collins, T (2014). Psychophysiology of respiratory disease: clinical considerations for the advanced practice nurse. Malta Journal of Health Sciences, 1 (1), pp. 24-27.

Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
The University of Memphis, LSON	LSON	\$1,000.00	Fall 2013
OUTREACH (selected)			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Coordinator of Porter Leath Physicals for children	LSON UOM Faculty	2013-2015	Porter Leath Children Services
Porter Leath Childhood Services Board Member	Tracy Collins	2013 -2015	Porter Leath Childhood Services
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
The University of Memphis	National Conference Undergraduate Research (NCUR)	Fall 2016	
The University of Memphis, LCON	Graduate Curriculum Committee	Fall 2016	
The University of Memphis, LCON	Graduate Council Committee	Fall 2016	
The University of Memphis, LCON	Evaluations Committee	Fall 2016	
The University of Memphis, LCON	FNP Admissions Committee	Fall 2016	
The University of Memphis, LCON	DNP Task Force Committee	Fall 2016	
The University of Memphis, LCON	Tenure and Promotion Review Committee	Fall 2016	
The University of Memphis, LCON	DNP Task Force Committee	Spring 2016	
The University of Memphis, LCON	FNP Admissions Committee	Spring 2016	
The University of Memphis, LCON	FNP Clinical Coordinator	Spring 2016	
The University of Memphis, LSON	Graduate Council Committee, LSON	Spring 2015	
The University of Memphis, LSON	FNP Clinical Coordinator	Spring 2015	
The University of Memphis, LSON	FNP Admissions Committee	Spring 2015	
The University of Memphis, LCON	FNP Clinical Coordinator	Fall 2015	
The University of Memphis, LSON	Dominican Republic (Study Abroad Program)	Fall 2010	
The University of Memphis, LSON	Dominican Republic (Study Abroad Program)	Spring 2010	

Appendix A (selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Fall 2012	NURS7602	Family Nurse Practitioner I Practicum	2	100	6	I	Y

Fall 2012	NURS 7609	Family Nurse Practitioner Residency	3	100	3	I	Y
Fall 2012	NURS 7102	Adv Health Assmt Lab Practicum	1	100	7	I	Y
Summer 2012	NURS 7601	Family Nurse Practitioner I	3	100	13	I	Y
Spring 2012	NURS 7102	Adv Health Assmt Lab Clinical	1	100	6	I	N
Spring 2012	NURS 7602	Family Nurse Practitioner I Practicum	2	100	6	I	Y
Spring 2012	NURS 7602	Family Nurse Practitioner I Practicum	2	100	6	I	Y
Spring 2012	NURS 7602	Family Nurse Practitioner I Practicum	2	100	5	I	Y
Spring 2012	NURS 7604	Family Nurse Practitioner II Practicum	2	100	6	I	N
Fall 2011	NURS 7102	Adv Health Assmt Lab Practicum	1	100	6	I	Y
Fall 2011	NURS 7602	Family Nurse Practitioner I Practicum	2	100	6	I	N
Fall 2011	NURS 7602	Family Nurse Practitioner I Practicum	2	100	6	I	N
Fall 2011	NURS 7601	Family Nurse Practitioner I	3	100	18	I	N
Summer 2011	NURS 7602	Family Nurse Practitioner I Practicum	2	100	6	I	N
Summer 2011	NURS 7602	Family Nurse Practitioner I Practicum	2	100	5	I	N
Spring 2011	NURS 7602	Family Nurse Practitioner I Practicum	2	100	5	I	N
Spring 2011	NURS 7102	AdvHealth Assmt Lab Practicum	1	100	6	I	Y

CURRICULUM VITAE

Name: Teresa Ann Kelly Richardson		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Doctor of Nursing Practice	Nursing	Vanderbilt University, School of Nursing	2010
Master of Science in Nursing	Health Systems Management	Vanderbilt University, School of Nursing	2004
Associate Degree	Nursing	Hillsborough Community College	1984
Bachelor of Arts and Letters	Mass Communication	University of South Florida	1978
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Director and Faculty, Executive Leadership MSN	Loewenberg College of Nursing	University of Memphis	2015 to present
Clinical Director	Special Care Unit & Parenteral Support Team	Le Bonheur Children's Hospital, Memphis, Tennessee	March 1992-March 2006
Administrative Director	Nursing Administration	Le Bonheur Children's Medical Center, Memphis, TNe	March 1992 - March 2006
Assistant Director of Nursing	Special Care Unit	Le Bonheur Children's Medical Center, Memphis, Tennessee	May 1990-May 1992
HONORS/AWARDS			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION		YEAR
Nightingale Scholarship for DNP Student	Vanderbilt University School of Nursing		2009
Students' Choice for Clinical Faculty Recognition	University of Memphis, Loewenberg School of Nursing		Fall 2009
Students' Choice for Clinical Faculty Recognition	University of Memphis, Loewenberg School of Nursing		Summer 2009
Top 100 Nurses in Memphis	Celebrate Nursing		2006
Methodist LeBonheur Healthcare Star	Methodist LeBonheur Healthcare		2006
Nurse Executive Certification	ANCC		2006
Sigma Theta Tau induction	Sigma Theta Tau International, Iota Chapter		2004
Julia Blair Chenault Honor Scholarship	Vanderbilt University School of Nursing		2004
Nurse of the Year nominee	Le Bonheur Children's Medical Center		1990
TEACHING EXPERIENCE (selected)			
SUBJECT	INSTITUTION		
NURS 5304 Human Resource Management	TNeCampus, Loewenberg College of Nursing, University of Memphis		
NURS 5302 Nursing Administration II (TNeCampus)	TNeCampus, Loewenberg College of Nursing, University of Memphis		
MSN-Relationship Building (NURS 7901)	Loewenberg School of Nursing, University of Memphis		
MSN-Advanced Role Development of Nurse Executives (NURS 7003 or 7007)	Loewenberg School of Nursing, University of Memphis		

MSN-Evidence Based Leadership Practices (NURS 7907)	Loewenberg School of Nursing, University of Memphis		
MSN-Improving Patient Care Delivery (NURS 7905)	Loewenberg School of Nursing, University of Memphis		
MSN-Nursing Adminstration Practicum (NURS 7309)	Loewenberg School of Nursing, University of Memphis		
MSN - Nurse Executive Practicum (NURS 7909)	Loewenberg School of Nursing, University of Memphis		
MSN - Financial Management and Resource Allocation for Patient Care (NURS 7904)	Loewenberg School of Nursing, University of Memphis		
MSN - Accountability, Advocacy, & Ethics (NURS 7903)	Loewenberg School of Nursing, University of Memphis		
MSN - Scholarly Synthesis (NURS 7990)	Loewenberg School of Nursing, University of Memphis		
MSN - Peds II Graduate Nurse Education (NURS 7633)	Loewenberg School of Nursing, University of Memphis		
MSN - Nursing Education Preceptor	St Louis University School of Nursing		
MSN - Nursing Administration - Preceptor	Loewenberg School of Nursing, University of Memphis		
MSN - Clinical Education - Preceptor	School of Nursing, University of Mississippi		
STUDENT ADVISING/MENTORING (selected)			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
pending Executive Leadership MSN	Linwood White	2018	
pending Executive Leadership MSN	Brittany Marshall	2018	
pending Executive Leadership MSN	Annette Johnson	2018	
pending MSN Executive Leadership	Maddie Srivnivasan	2018	
pending MSN Executive Leadership	Shawnee Weddington	2017	
pending MSN Executive Leadership	Andrea Mathis	2017	
pending MSN Executive Leadership	Michelle Chaffen	2017	
pending MSN Executive Leadership	Jason Fleener	2017	
MSN Executive Leadership	Charis Baskin	2016	
MSN Executive Leadership	Teresa Freeman	2016	
MSN Executive Leadership	Virginia Elder	2016	
MSN Executive Leadership	Catherine Tankersley	2016	
MSN Executive Leadership	Jennifer Winfield	2016	
Executive Leadership MSN	Laura Robinson	2016	
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Worked with five cohorts of new nurses in Nurse Residency Program	2015	Regional One Healthcare	Nurse Residency Program
Co-established Mid-south Chaper of the Society of Pediatric Nurses	2010	TN, AR, MS and LA	Society of Pediatric Nurses
Team member developing Shared Governance	2015	VA Medical Center, Memphis	VA Medical Center, Memphis
Worked with Church Health Center to host MSSPN regional nursing conference	Feb 2014	Church Health Center	Society of Pediatric Nurses
Transformational Leadership Presentation	2013	VA Memphis	VA Memphis
Shared Governance	2013	VA Memphis	VA Memphis

Member MLHC Patient/Family Centered Care	2012	MLH Memphis	MLHC Patient/Family Centered Care
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Presentations - Conference (refereed *) (selected)

October 19-21, 2010: Dr. Teresa Richardson was selected to present in a panel session with the theme "*Building effective educational - clinical partnerships*" at the conference on *Enhancing Nursing Undergraduate Teaching and Learning in the Clinical Settings: What do we know and how do we move forward?* sponsored by the Robert Woods Johnson Foundation for the American Association of Colleges of Nursing. In her panel presentation, Dr. Richardson addressed the role of academic-practice partnerships in educating nurses, with particular emphasis on the students. She particularly and proudly focused on the Loewenberg School of Nursing's relationship with healthcare partners in Memphis, an abstract generated from her dissertation work.

Presentations - Universities/Industry (refereed *) (selected)

October 18, 2011. Presented *Opportunities in Pediatric Nursing* for the Student Nurses' Association, Union University, Jackson Tennessee.

January - December 2015 "UHC NRP Use of Evidence: Project Development Tools and Technique" at Regional One Health

OUTREACH (selected)			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Mid-south Chapter of the Society of Pediatric Nurses	President of regional chapter: West Tennes, Mississippi, Louisiana, and Eastern Arkansas	2015-2016	Society of Pediatric Nurses
Society of Pediatric Nursing, National Education Committee		2015-2016	Society of Pediatric Nursing
Co-established the Mid-south Chapter of the Society of Pediatric Nurses	largest chapter of national organization	2010	Society of Pediatric Nursing
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
Loewenberg College of Nursing	Director: Executive Leadership MSN Program	2016-2017	
University of Memphis	Nursing Representative: Center for Urban Children and Families Health and Wellness	2016-2017	
Loewenberg College of Nursing	Co-Chair: Evaluations Committee	2016-2017	
Loewenberg College of Nursing	Lead: DNP Curriculum Task Force	2016-2017	
Loewenberg College of Nursing	Director: Executive Leadership MSN Program	2015-2016	
Loewenberg College of Nursing	Graduate Admissions Committee	2016-2017	
Loewenberg College of Nursing	Advisory Board Member & faculty: Regional One Healthcare Nurse Residency	2015-2016	
Loewenberg School of Nursing	DNP/PhD Task Force	Spring 2011	

CURRICULUM VITAE

Name: Vicki Little Chandler	Department: Loewenberg College of Nursing		
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
DNP	Nursing Executive Leadership	University of AL, Tuscaloosa	August 2014
N/A	Bachelor of Arts	Baylor University	1980-1881
N/A	Bachelor of Science	University of Memphis	1981-1982
BSN, cum laude	Nursing	University of Tennessee	1984
MSN	Nursing	University of Mississippi	1994
FNP Certification	Nursing	American Nurses Credentialing Center	1994
	Doctorate of Nursing Practice	University of Alabama	Spring 2012-Pres.
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Promoted to Clinical Associate Professor	Loewenberg School Of Nursing	University of Memphis	September 2013
FNP	Clinic Location in Southaven, MS	Peabody Healthcare	1994-1997
FNP	Memphis, TN	Humphreys Family Practice	1997-2010
FNP Preceptor	Nursing	University of Memphis	2004-2007
FNP Consultant		The Back Care Institute	2008-2010
Assistant Clinical Professor	Loewenberg School of Nursing	University of Memphis	2007-Present
FNP	Cordova, TN	Cordova Internal Medicine	2009-Present
FNP		Mid-South Internal Medicine	October 2014-Pres
HONORS/AWARDS			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Expert Witness		Hardison Law Firm	2008, 2010, 2012
Expert Witness		Adams and Reese, LLP	2012
Inducted into Sigma Theta Tau		Epsilon Omega chapter,Universtiy of Alabama	2013
TEACHING EXPERIENCE (selected)			
SUBJECT		INSTITUTION	
Continuous AMbulatory Peritoneal Dialysis/IV Therapy		Methodist Hospital	
Adult Learning Needs/Re-entry RN Orientation/ACLS (Advanced Cardiac Life Support		Methodist Hospital	
SmokebusterHead and Neck Physical Assessment/Neuro Infections/AIDS/Cardiac Enzymes		Methodist Hospital	
Unisys Computer Programs/Baxter Flo-Gard Pumps and Interlink Systems		Methodist Hospital	
Length of Stay and Workload Measurement/OSHA Requirements		Methodist Hospital	
Community Health		University of Memphis	
Adult Health FNP Clinical		University of Memphis	

Pediatric Health FNP Clinical	University of Memphis
Residency FNP Clinical	University of Memphis
Adult Health, online	University of Memphis
FNP Women's Health	Loewenberg School of Nursing, University of Memphis
FNP Pediatric Health	ROCC, Board of Regents

STUDENT ADVISING/MENTORING (selected)

CURRENT DEGREE	NAME	YEAR OF GRADUATION
MSN	Current Students, as well as those assigned	2015-Present
MSN	May Fernandez	pending
MSN	Adam Joseph Crouse	pending
MSN	Roselyn Delaney	pending
MSN	Current students, as well as those assigned for 2012	Varies from 2012-2014
MSN	Current students, as well as those assigned for 2013	Varies from 2013-2015

CREATIVE ACTIVITIES

ACTIVITY	DATES	LOCATION	SPONSORSHIP
Lead author on article Zika Virus Disease Detection-Case Study	10/2016	Submitted to ADVANCE online journal for FNP's and PAs	
Reviewed manuscript for Journal of Evaluation in Clinical Practice	July 2016		
Poster presentation entitled, "Adherence to Diabetes Management Guidelines"	June 2015	New Orleans, LA	American Association of Nurse Practitioners
DNP Student	05/2013-08/2014	University of Alabama	

Books Published

Wrote chapter on spinal cord injuries for Dr. Robert Koch's textbook, 2011

Creative/Artistic Works

Authored chapter ("Spinal Cord Injuries") for textbook accepted to be published, 2011.

Authored and submitted information for 7 health topics for the WUMR radio project, Spring 2012

Appeared as guest of "Live at 9" broadcasts, WREG-TV, Spring 2012, discussing health topics

Presentations - Conference (refereed *)

Presented "Creative Teaching Strategies" at the 1992 Workshop on Creative Teaching for Nursing Educators, Peabody Hotel, Memphis, TN

Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Mid-South Mission of Mercy, volunteer		2/2016	
Poverty Simulation, volunteer		2015-2016	
Stop Hunger Now, volunteer		4/2016	

Provide health care to Memphis area residents as a FNP		1994-present	
Invited and appeared on "Live @ 9" broadcast to discuss health related topics		2013	WREG-TV
Health room volunteer and classroom volunteer		2012-2013	Crosswind Elementary, Schilling Farms Middle School
Porter Leath Head Start Center volunteer		08/2013-8/2015	

SERVICE (selected)

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Memphis, Loewenberg School of Nursing	Graduate Council, Member	2009-Present
University of Memphis	Engaged Scholarship Committee, Member	2012-present
LCON	Curriculum Committee	Fall 2015, Spring 2016
LCON	Faculty Affairs, Secretary	2016-Present
LCON	DNP Task Force committee, member	2016
LCON	FNP Admissions Committee	2010-present
LCON	Judge for Fall Student Research Forum	Fall 2016
University of Memphis	Reviewed 5 poster abstracts for National Conference on Undergraduate Research	Fall 2016

OTHER (selected)

SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
Crosswind Elementary School	Health Room Volunteer	2010-Present
Schilling Farms Middle School	Health Room Volunteer	2012-Present

Appendix A (selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y)/(N)
Spring 2015	7603-410	FNP Adult Health	3	100	24		
Spring 2015	7606-101	Pediatric Health Clinical	2	100	8		
Spring 2015	7609-102	FNP Residency	4	100	5		
Summer 2015	7603-341	FNP Adult Heath	3	100	8		
Fall 2015	7102-105	Advanced Health Assessment Clinical	1	100	4		
Fall 2015	7602-103	FNP Women's Health Clinical	2	100	6		
Fall 2015	7604-107	FNP Adult Health Clinical	4	100	5		
Fall 2015	7609-104	FNP Residency	4	100	7		
Spring 2016	NURS 7602-101	FNP Women Clinical	2	100	6		
Fall 2016	NURS 7603-410	FNP Adult Didactic	3	100	42		
Fall 2016	NURS 7604-106	FNP Adult Clinical	4	100	7		

CURRICULUM VITAE

Name: Y'Esha Williams	Department: Loewenberg College of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	The University of Tennessee Health Science Center	2016
MSN	Nursing Clinical Nurse Leader	The University of Tennessee Health Science Center	2012
Bachelor	Biology	The University of Mississippi	2008

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Nursing	The University of Memphis Loewenberg College of Nursing	2016- Present
Adjunct Faculty	Nursing	The University of Tennessee Health Science Center	2012-2016

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Top Student Presenter	Southern Nursing Research Society	2016
Southern Regional Education Board Doctoral Scholar	Southern Regional Education Board	2013-2016
UTHSC Dissertation Award	The University of Tennessee Health Science Center	2015
Robert Wood Johnson Foundation Scholar	Robert Wood Johnson Foundation	2010-2012
Sigma Theta Tau International Honor Society of Nursing Member	Sigma Theta Tau International Honor Society of Nursing	2011
Teacher of the Year	Greenwood High School	2009-2010

Refereed Journal Publications

Cowan, P., Weeks, Y., Wicks, M. (2015). Promoting ethnic minority and male success in an accelerated, entry-level mater's in nursing program: The sustain program. Journal of Nursing Education, 54(9).

Other Presentations (refereed *)

Williams, Y., Cowan, P., Graff, C., Wicks, M., Hare, M., & Tolley, E. (2017, February). Associations among depressive symptoms, body mass index (BMI) z-scores, and physical activity self- efficacy in African American (AA) children. Poster presentation at the Southern Nursing Research Society 31st Annual Conference, Dallas, TX.

Williams, Y., Cowan, P., Graff, C., Wicks, M., Hare, M., & Tolley, E. (2016, June). Associations among depressive symptoms and body mass index in mother-child dyads. Poster and podium session presented at the Community-Campus Partnership Conference to Address Health Disparities, Little Rock, AR.

Hitt, J., Cowan, P., Williams, Y. (2014, October). A relationship of mutual benefit: integrating doctoral students into the new careers in nursing program. New Careers in Nursing Summit, Chicago, IL.

Cowan, P., Williams, Y., Hitt, J. (October, 2013). Choosing doctoral education: factors influencing pursuit of doctoral education by previous new careers in nursing scholarship recipients. New Careers in Nursing Summit, Washington D.C.

APPENDIX E
LETTERS OF SUPPORT

BAPTIST MEMORIAL HEALTH CARE CORPORATION

February 15, 2017

Dr. Karen Weddle-West
University of Memphis
Administration Building
3641 Central Avenue
Memphis, TN 38152
Re: UOM DNP Program

Dear Dr. Weddle-West,

As Vice President/ Chief Clinical Transformation Officer and Vice President/Chief Nurse Executive at Baptist Memorial Health Care Corporation (BMHCC) we are writing this letter in strong support of a Doctor of Nurse Practice (DNP) program in the Loewenberg College of Nursing (LCON) at University of Memphis.

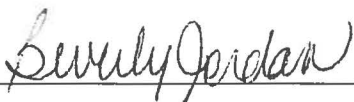
Institute of Medicine document *Future of Nursing* (2010) recommends that a number of doctorate nurses be doubled by 2020. Memphis areas have a great need for doctoral prepared nurses with knowledge and skills to improve patient outcomes. The practice of DNP graduates will improve health of Memphians by providing healthcare that is focused on clinical management using evidence, impacting and transforming current healthcare from a fragmental system to more seamless care, improving care delivery safety and patient care quality, coordinating care at reduced cost, and translating research into practice. The rippling effect of doctoral prepared nurse practitioners will be transformative of healthcare and impact on meeting current and future healthcare challenges in West Tennessee.

As members of the LCON Advisory Council, former and current, we have come to appreciate outstanding leadership faculty in the LCON. The LCON has over 30 doctoral prepared faculty members, prominent faculty leaders in advanced practice, a reputable family nurse practitioner program with over 140 students, and fully accredited BSN and MSN programs by the Commission on Collegiate Nursing Education (CCNE). The LCON's Master Program in Executive Leadership has produced clinical nurse leaders who help transform healthcare.

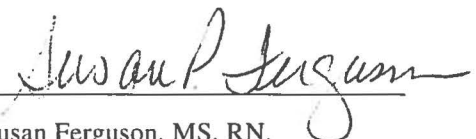
It is important for LCON to provide this affordable, accessible, flexible, and online DNP program to serve students and ultimately healthcare needs in Memphis and West Tennessee. The LCON has had an unbroken record of serving the needs of the community for over four decades. The LCON graduates - both undergraduate and graduate - have been employed in the BMHCC and deliver quality patient/family centered care. We are supportive of this DNP program, as it will prepare graduates as clinical experts and leaders to meet the healthcare needs in the area.

We enthusiastically support the DNP program at University of Memphis.

Respectfully submitted,



Beverly Jordan, MSN, RN
VP/Chief Information Transformation Officer



Susan Ferguson, MS, RN.
VP/System Chief Nursing Executive



February 15, 2017

Dr. Karen Weddle-West
Provost
University of Memphis
Administration Building
3641 Central Avenue
Memphis, TN 38152

Re: UOM DNP Program

Dear Dr. Weddle-West:

I am writing this letter in support of a Doctor of Nurse Practice (DNP) program at the University of Memphis, Loewenberg College of Nursing (LCON). The proposed DNP program at the University of Memphis will have the much-needed focus of addressing the healthcare needs of the citizens in the greater Memphis area.

In the Institute of Medicine *Future of Nursing* (2010) report, it is recommended that the number of registered nurse (RNs) with doctoral degrees be doubled by 2020. Memphis healthcare organizations need these doctoral prepared RNs with the knowledge and skills to improve patient outcomes. They will help transform healthcare and meet current and future healthcare challenges in West Tennessee by providing seamless, safe, and high quality care via use of evidence-based practice.

As a member of the LCON Advisory Council, I have had the privilege to learn about the significant work being done at the college and its outstanding faculty. The LCON has over 30 doctoral prepared faculty members, prominent advanced practice faculty, reputable family nurse practitioner program with over 70% of their graduates practicing in medically underserved areas, and BSN and MSN programs fully accredited by The Commission on Collegiate Nursing Education (CCNE).

The LCON is recognized for serving the needs of the community for over 4 decades. Their graduates -- both undergraduate and graduate -- are valued associates at MLH and recognized for delivering high quality, cost effective patient and family-centered care.

It is important for LCON to provide this affordable, flexible, and online DNP program to serve students and ultimately the healthcare needs of the citizens in Memphis and West Tennessee. I enthusiastically support the DNP program at University of Memphis.

Please feel free to contact me if I could provide any additional information.

Respectfully,

A handwritten signature in dark ink, appearing to read "Nikki Polis", written over a horizontal line.

Nikki Polis, PhD
Chief Nurse Executive
Methodist Le Bonheur Healthcare



February 17, 2017

Dr. Karen Weddle-West
Provost
University of Memphis
Administration Building
Memphis, TN 38152

Re: UOM DNP Program

Dear Dr. Weddle-West,

I write this letter in strong support of a Doctor of Nurse Practice (DNP) program in the Loewenberg College of Nursing (LCON) at University of Memphis.

As President/Chief Executive Officer at Le Bonheur Children's Hospital in Memphis, TN, I see a critical time for nursing to respond to the Institute of Medicine document *Future of Nursing* (2010) recommendation. One area is to double a number of doctorate nurses by 2020.

Memphis health has a great need for doctoral prepared nurses with knowledge and skills to improve patient outcomes. The practice of DNP graduates from University of Memphis will focus on clinical management for population health by impacting and transforming current healthcare from a fragmental system to more seamless care, improving care delivery safety and patient care quality, coordinating care at reduced cost, and translating research into practice. Doctoral prepared nurse practitioners will be transformative of healthcare and help meet current and future healthcare challenges in Memphis and West Tennessee.

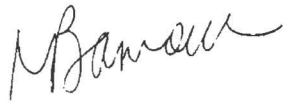
As an executive in Memphis healthcare, I have come to know the leadership within the LCON and their outstanding faculty. The LCON has had an unbroken record of serving the needs of the community for over four decades. The LCON graduates - both undergraduate and graduate - have been employed by Le Bonheur and deliver quality patient/family centered care. The LCON has over 30 doctoral prepared faculty members, prominent faculty in advanced practice, a reputable family nurse practitioner program with over 140 students, and fully accredited BSN and MSN programs by the Commission on Collegiate Nursing Education (CCNE).

Dr. Karen Weddle-West
Provost
University of Memphis
Page 2

I am very supportive of this DNP program as it will prepare graduates as clinical experts and leaders to meet the healthcare needs in the area. It is important for LCON to provide this affordable, accessible, flexible, and online DNP program to serve students and ultimately healthcare needs in Memphis and West Tennessee.

I enthusiastically support the DNP program at University of Memphis.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Meri Armor", with a stylized flourish at the end.

Meri Armor, MSN, MBA
President/Chief Executive Officer



THE UNIVERSITY OF
MEMPHIS®

Loewenberg College of Nursing

**Letter of Notification &
New Academic Program Proposal (NAPP)
Doctor of Philosophy in Nursing Program (PhD)**

Proposed Implementation Date: August 2017

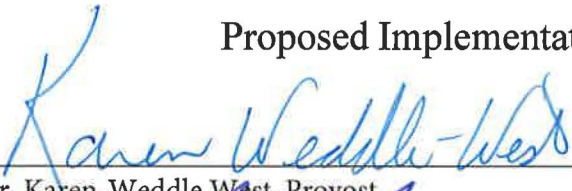

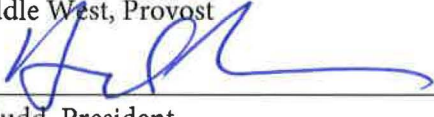

	
Dr. Karen-Weddle West, Provost	date
	
Dr. M. David Rudd, President	date

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Letter of Notification

Institution:	The University of Memphis
Program Name:	Doctor of Philosophy (PhD) in Nursing
CIP AND SOC CODES:	31.51.3808.00
Proposed Implementation Date:	August, 2017
Academic Program Liaison (APL) name and contact information:	Dr. Jasbir Dhaliwal Professor, Vice Provost (Academic) and Dean of Graduate School University of Memphis 215 Administration Building Memphis, TN 38152 901-678-4653 jdhaliwl@memphis.edu

Purpose and Nature of Program

The Loewenberg College of Nursing (LCON) at the University of Memphis (UOM) proposes to offer a PhD degree in Nursing. This is the terminal degree in nursing or the highest research degree for nurses preparing for lifetime scholars in universities, research scientists in health care systems, and leaders in health care and educational systems. This program is designed for those who plan to teach, generate new knowledge using rigorous methods to transform understandings and new knowledge. Graduates of the PhD program in nursing will be prepared to conduct rigorous nursing and interdisciplinary research, generate new knowledge that guides nursing practice to promote health, reduce health disparities, and improve the years of quality life. Imperatively, graduates of the PhD Program will be prepared as academicians to educate future nurses, leaders, and nursing scientists.

The PhD program will increase our capacity to educate nurses who are so critically needed to meet the regional and national agenda for a cost effective, transformed health care system (IOM, 2010) as well as to ease the severe shortage of nursing faculty. Using an interdisciplinary approach, graduates research will focus on reducing health disparities, increasing the years of quality life, providing leadership to improve the safety and quality of health care systems, and educating future nurses. Notably, we are uniquely positioned to help diversify nursing faculty because we have a 35% minority student population.

Alignment with State Master Plan and Institutional Mission- Explain how the proposed academic program is consistent with the state's economic development, workforce development, and research needs (as applicable) as well as the mission and strategic direction statement of the institution.

The RN workforce is expected to grow from 2.71 million in 2012 to 3.24 million in 2022, an increase of 526,800 or 19% (the Bureau of Labor Statistics, 2012). Reflecting the nation's RN shortage, Tennessee's shortfall of 2,800 RNs in 2008 is predicted by the Tennessee Center for Nursing (TCN) (2009) to increase to 14,910 by 2020. The TCN (2008) supply/demand model predicts that averting this shortfall requires increasing the number of TN 2008 graduates by 40%. In 2020, the percentage of Tennesseans over the

age of 65 (who are the highest consumers of health care) will increase from 13.5% to 18% of the population (TCN, 2009).

A shortage of nurses has endured due in part to aging of the nursing workforce, demands of healthcare, and a shortage of qualified nurse educators. In Tennessee, there were 4.7% nursing faculty vacancies in 2014, 5.4% in 2015, and 6.2% in 2016 ([American Association of Colleges of Nursing] AACN, 2017). Nurse educator vacancies get worse as the demand for nursing workforce increases. Adding to Tennessee's predicted shortfall is the Institute of Medicine (IOM) (2010) report that recommended increasing the numbers of BSN's from 55% to 80% by 2020 and doubling the enrollment in doctoral programs.

Adequate high quality nursing workforce serves as the backbone of healthcare in the region and state. Preparing PhD graduates contributes to nursing workforce development, improved health and thus economic development. Healthcare calls for evidence based nursing practice and precision medicine for improvement of safety and quality of patient care/service. Nursing needs continuous knowledge development that helps guide nursing practice. To this end, PhD graduates are important nursing workforce development for nurse researchers/scientists to generate new knowledge and nurse academicians to educate future nurses.

Feasibility Study- Provide supporting documentation addressing:

- **Student interest in the proposed academic program**

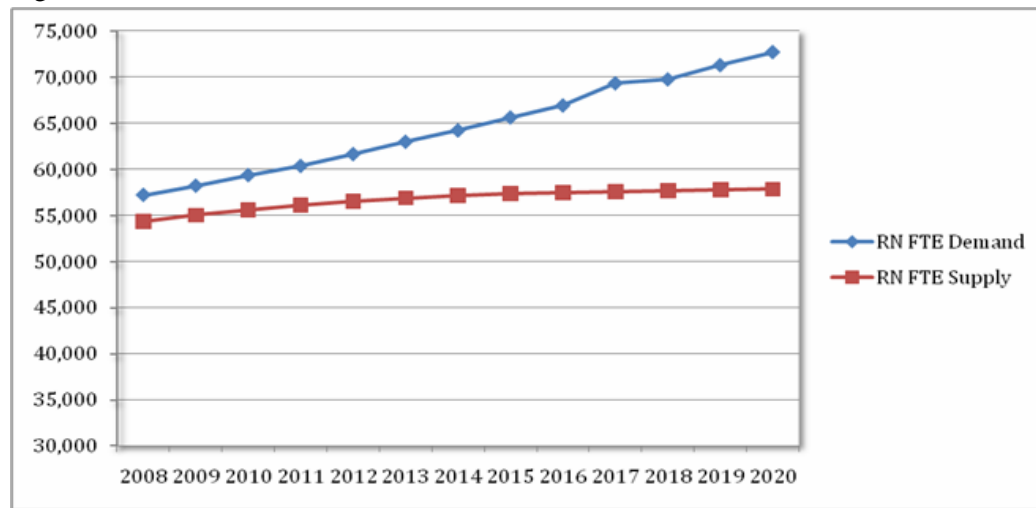
Student Interest/Demand

The 120 research-focused doctoral programs in the US turned away 1,044 qualified applicants in 2008-2009 (AACN, 2010a). Since 2003, US enrollments in PhD programs have increased by 1/3 (1,000 students). The largest single enrollment increase (5.1%) in four years occurred in 2009. The increase reflects market demands for nurse educators with research background to generate new knowledge that guides nursing practice.

Labor Market Evidence

Across the US, nursing's efforts to meet the need for an additional half million nurses by 2020 are stymied by a lack of adequately prepared faculty. Figure 1 displays the projected supply and demand of RNs in Tennessee. However, it is important to note that only 51% (n=40,702) of the RNs with active licenses in TN are practicing nursing full-time in Tennessee.

Figure 1.



Source: Tennessee Center for Nursing (2009). Forecasting supply, demand, and shortage in Tennessee. Nashville, TN: Author

Local and regional need/demand as demonstrated in market analysis or similar evidence of the employer need and an assessment of the employment opportunities of the program (i.e. number of anticipated job openings) in appropriate service areas demonstrated through an employer needs assessment, current labor market analysis, future workforce projections during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).

Increasing RN graduates is significantly stymied by a serious faculty shortage. In 2009, 39% of ASN programs and 23% of BSN programs turned away qualified applicants because of the lack of faculty, resources, and clinical sites (National League for Nursing, 2010). For BSN programs alone, 54,991 qualified BSN applicants were denied admission [American Association of College of Nursing (AACN), 2010A]. The US has only 28,369 nursing faculty (DHHS, 2010) to meet the needs of more than 600 baccalaureates, 270 masters, 120 practice doctoral, and 120 research doctoral programs in the US (AACN, 2010a). In AY 2010-11, the AACN (2010b) survey of baccalaureate and higher degree programs indicated there were 880 vacant faculty positions (6.9% vacancy rate in the US; 9.5% in the SE US) and colleges also reported a need to hire an additional 112 faculty members. Only 6.8% of these vacancies were for master's prepared nurses; 55.5% required an earned doctorate and 37.1% preferred the doctorate (AACN, 2010b). Notably, 56.2% of the vacant positions were tenure track positions. How constricting these faculty vacancies are to the educational pipeline of new RNs is that 58.5% of vacant positions were for BSN or BSN and MSN programs with an additional 19.9% directed to all levels of nursing education. Sixty-two percent of these vacant positions were in schools/colleges that were not a part of an academic health center (AACN, 2010b). The AACN (2010b) survey respondents cited the limited pool of doctorally prepared faculty (30.4%) as the primary reason for faculty vacancies followed closely by noncompetitive salaries (30.2%). Nationally, nurse faculty salaries lag 45% behind the salaries of non-nursing faculty (National League for Nursing, 2009).

Since 60% of US nursing faculty are over the age of 50, 19% are over the age of 60 and less than 1% of practicing nurse faculty are 70 years old, the US will predictably lose 19% of nursing faculty over the next five years (AACN, 2010a). Since there are only about 400 graduates from the 120 research doctoral programs in the US, our nation has a doctoral replacement rate of less than 1%. More challenging is that only 11.6% of full-time faculty in baccalaureate and higher degree programs are from racial and ethnic minority groups (AACN, 2010a).

Future sustainable need/demand as evidenced in letters from employers of increased need, preference for proposed degree, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond three years of the program if approved.

Across the US, there is a current shortage of nursing complicated by a shortage of nurse faculty. In 2009-2010, 567 students graduated from research focused (PhD, DNSc) programs, 4,177 were enrolled in research focused doctoral programs, and 1,044 qualified applicants were turned away (AACN, 2010a). Although the Institute of Medicine (2010) recommended doubling the number of nursing doctorates by 2020, nursing could have increased enrollments by 25% by accepting the qualified students who applied IF they had had sufficient faculty.

Of the 14,595 full-time faculty teaching in baccalaureate and higher degree programs in AY 2009-2010 only 29% had an earned doctorate in nursing (n=4,232) with an additional 13.9% (n=2, 028) holding earned doctorates in related disciplines (AACN, 2010a). Having one in three of our doctoral prepared nurses earning a doctorate in a related field reflects an enduring problem with access to PhD programs in nursing.

The lack of faculty with doctoral preparation in nursing reflects the history of doctoral education in nursing that is displayed in Table 1.

Decade beginning:	Program Totals	Degree Offered			
		EdD	PhD	DNS/DNS/DSN	ND
1930	2	1	1	0	0
1940	0	0	0	0	0
1950	1	0	1	0	0
1960	3	0	1	2	0
1970	20	0	14	3	3
1980	30	0	25	5	0
1990	26	0	22	3	1
2000	78	1	64	9 ^a	4
2010 ^b	120	1	112	7 ^a	0

^aThe 2000 and 2010 totals do not reflect the sum of preceding years because six of these programs became PhD programs *Sources:* American Association of Colleges of Nursing (2001). *Position statement on quality indicators for doctoral programs.* Washington, DC: Author. ^b American Association of Colleges of Nursing (2010). *Institutions offering doctoral degrees in nursing and degrees conferred.* Washington, DC: Author.

The lack of doctoral prepared nursing faculty is a central issue for 21st century healthcare in the US. While community colleges previously educated the majority (67%) of nurses in the latter half of the twentieth century, that is no longer the case in Tennessee (Tennessee Center for Nursing, 2010), nor is it the healthiest for patients (Aiken et al, 2003; Tourangeau et al, 2006; Friese et al, 2008; Aiken et al, 2008). In multiple secondary analyses of hospital data sets in Pennsylvania and Ontario, Canada, the percentage of baccalaureate prepared nurses significantly reduced mortality rates and failure-to-rescue problems in both surgical and oncology patient populations (Aiken et al, 2003; Tourangeau et al, 2006; Friese et al, 2008; Aiken et al, 2008).

As the majority of nursing students seek baccalaureate education, this increasingly places nursing education in universities and colleges that award baccalaureate degrees. Having only 29% of nursing faculty with an earned terminal degree in the discipline or slightly less than 43% with a terminal degree fails to match the quality measures of effective universities.

Focusing on nursing education, this number of doctoral prepared faculty teaching BSN, MSN, DNP, and PhD students in the US yielded a faculty/student ratio of 1:70. That is not a sustainable faculty to student ratio for this discipline.

As noted in Table 2, the production of new PhDs in nursing in Tennessee cannot keep pace with the demands for faculty.

Table 2. New PhD Graduates in Tennessee 2006-2009, 2015

	2006-2007	2007-2008	2008-2009	2015
East TN State University	1	2	2	2
UT Health Sciences Center	3	6	12	2
UT Knoxville	4	4	3	3
Vanderbilt University	3	4	4	
Total	11	16	21	7

Source: Tennessee Center for Nursing (2010a, 2016). *Tennessee Board of Nursing state approved professional nursing programs annual report 2009, 2016*. Nashville, TN: Author.

While the number of graduates has doubled over three years, graduating only 21 new PhDs per year is troubling for Tennessee. In that same year, the state had 785 full-time faculty, 23 budgeted unfilled positions, and 10 retirements. (Tennessee Center for Nursing, 2010a). Having only 21 possible new faculty to fill 33 positions does not begin to allow Tennessee to increase its production of new RNs by 40% to forestall a significant nursing shortage in 2020. The enrollment trends in these PhD programs do not improve this picture (See Table 3).

Table3. PhD Enrollments in Tennessee 2007-2009

University	2007	2008	2009	Net change 2007-2009
East Tennessee State University	26	22	18	-31%
UT Health Sciences Center	31	28	25	-20%
UT Knoxville	27	21	31	15%

Vanderbilt University	25	23	22	-12%
Total	109	94	96	-12%

Source: Tennessee Center for Nursing (2010a). *Tennessee Board of Nursing state approved professional nursing programs annual report 2009*. Nashville, TN: Author

Program Costs/Revenue- Provide supporting documentation that program costs will be met from internal reallocation, tuition and fees or from other sources such as grants and gifts.

The PhD Program will be sustained by generating revenues from student tuitions and fees, and by seeking research grants to support faculty and PhD students' research activities. Demands for nurse educators and nurse researchers support the projection of enrollment increase over years. The long-term investment is the nursing workforce development for adequate nurse educators that prepare future nurses to meet dire needs of healthcare in the region.

Existing Programs offered at public and private Tennessee institutions – List all programs within the same CIP code definition at the same level (bachelor's, master's, doctoral) currently offered in public and private higher education in Tennessee.

Programs with Same CIP Code in TN

University	Location
East TN State University	Johnson City, TN
University of TN Health Science Center	Memphis, TN
University of TN Knoxville	Knoxville, TN
Vanderbilt University	Nashville, TN

There are four PhD programs in Tennessee that collectively graduate 7-21 new PhDs per year. Only one of these four programs, ETSU now has an electronic program. However, the ETSU program, that has a declining enrollment trend, requires students to travel for intensives to East Tennessee State University. Geographically, East Tennessee State is located in a mountainous and less populated area of the state than is Memphis, TN. The University of Memphis will be an electronic program with some intensives.

The U of M has extensive experience with electronic delivery of graduate education because our over 10-year-old master's program began and continues to be offered as a hybrid program. Reflecting the interests of students, the U of M master's program has the highest enrollment MSN enrollment in 2016 (n=284) in Tennessee.

New Academic Program Proposal (NAPP)

CURRICULUM- An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer (where applicable for undergraduate programs based on *Policy XX, Articulation and Transfer*).

The proposed program requires the completion of 60 semester credit hours beyond the master's degree or 30 semester hours beyond the Doctor of Nursing Practice (DNP) degree. The following table displays program requirements, current and existing courses, new courses needed, and distance learning.

Program Requirements- Include the minimum number of SCH overall, required curriculum (course prefix and number, title, SCH) and any special requirements including theses, internships.

Table 1. General Overview

Curriculum Component	Hours Required
Nursing Core	9
Doctoral Seminar Core	6
Research Methods Core	12
Biostatistics Core	6
Electives	15
Dissertation	12
TOTAL	60

Table 2. Detailed Degree Map (Post Master's) – 60 credits

Course prefix and number	Course title	SCH	New courses needed (Y/N)	Distance Learning (Y/N)
Nursing <i>Advanced</i> Core: 9 hours				
NURS 8111	Philosophy of Science	3	Y	Y
NURS 8112	Theory Construction	3	Y	Y
NURS 8113	Health Promotion Research	3	Y	Y
Nursing <i>Doctoral Seminar</i> Core: 6 hours				
NURS 8311	Doctoral Research Seminar 1	3	Y	Y
NURS 8312	Doctoral Research Seminar II	3	Y	Y
Nursing <i>Research Methods</i> Core: 12 hours				
NURS 8211	Qualitative Methods	3	Y	Y
NURS 8002	Science and Methods for Healthcare Improvement	3	Y	Y
NURS 8213	Quantitative Methods	3	Y	Y
PSYCH 8315 or PUBH 8450	Randomized Clinical Trials	3	N	N
Nursing <i>Biostatistics</i> Core: 6 hours				
PUBH 7150	Biostatistical Methods I	3	N	N
PUBH 8152	Biostatistical Methods II	3	N	N
<i>Electives</i> : 15 hours				
PSYCH 8304	Measurement Theory and Psychometrics	3	N	N
PSYCH 8305	Quantitative Methods of Review in Research	3	N	N
PUBH 8311	Applied Categorical Data Analysis	3	N	N
PUBH 8140	Epidemiology of chronic Disease	3	N	N
PUBH 8333	Addictive Behaviors	3	N	N
PUBH 8342	Epidemiology of Minority and Ethnic Populations	3	N	N
PUBH 8345	Health Literacy	3	N	N
EDPR 8109	Infant Development	3	N	N
EDPR 8110	Early Childhood Development	3	N	N
NUTR 8602	Community Nutrition	3	N	N
PSYCH 8309	Focus Group Research	3	N	N
PSYCH 8312	Qualitative Research /Psychology	3	N	N
PHIL 8442	Seminar on Heidegger	3	N	N
ECON 8710	Health Care Economics	3	N	N
<i>Dissertation</i> : 12 hours				
NURS 9000	Doctoral Dissertation	1-12 hours	Y	Y

Table 3. Detailed Degree Map (Post-DNP) – 30 credits

Course prefix and number	Course title	SCH	New courses needed (Y/N)	Distance Learning (Y/N)
Nursing <i>Advanced</i> Core: 3 hours				
NURS 8111	Philosophy of Science	3	Y	Y
Nursing <i>Doctoral Seminar</i> Core: 6 hours				
NURS 8311	Doctoral Research Seminar I	3	Y	Y
NURS 8312	Doctoral Research Seminar II	3	Y	Y
Nursing <i>Research Methods</i> Core: 9 hours				
NURS 8211	Qualitative Methods	3	Y	Y
NURS 8213	Quantitative Methods	3	Y	Y
PSYCH 8315 or PUBH 8450	Randomized Clinical Trials	3	N	N
Nursing <i>Biostatistics</i> Core: 6 hours				
PUBH 7150	Biostatistical Methods I	3	N	N
PUBH 8152	Biostatistical Methods II	3	N	N
<i>Electives</i> : 0 hours				
PSYCH 8304	Measurement Theory and Psychometrics	3	N	N
PSYCH 8305	Quantitative Methods of Review in Research	3	N	N
PUBH 8311	Applied Categorical Data Analysis	3	N	N
PUBH 8140	Epidemiology of chronic Disease	3	N	N
PUBH 8333	Addictive Behaviors	3	N	N
PUBH 8342	Epidemiology of Minority and Ethnic Populations	3	N	N
PUBH 8345	Health Literacy	3	N	N
EDPR 8109	Infant Development	3	N	N
EDPR 8110	Early Childhood Development	3	N	N
NUTR 8602	Community Nutrition	3	N	N
PSYCH 8309	Focus Group Research	3	N	N
PSYCH 8312	Qualitative Research /Psychology	3	N	N
PHIL 8442	Seminar on Heidegger	3	N	N
ECON 8710	Health Care Economics	3	N	N
<i>Dissertation</i> : 6 hours				
NURS 9000	Doctoral Dissertation	1-12 hours	Y	Y

Table 4. Description of New Courses

Course Number	Course Title	Course Description	SCH
NURS 8111	Philosophy of Science	The study of historical and contemporary philosophical perspectives and how philosophical views have shaped science and scientific inquiry. Scientific explanations, perceived or received views of philosophy of science, and science and cultures are examined. Emphasis is on the nature of knowledge and the development of knowledge in nursing science and other disciplines.	3
NURS 8112	Theory Construction	The study of theory construction and concept analysis to evaluate selected middle-range and grand theories and conceptual models from nursing and other disciplines that inform nursing practice and research.	3
NURS 8113	Health Promotion Research	The study of theories related to health behavioral change and their applications in health promotion research. Emphasis is on areas in which theory testing is required to set a research agenda and to use valid research methodology for health promotion research relevant to nursing.	3
NURS 8211	Qualitative Methods	The study of qualitative research methods used in nursing and the health sciences. Emphasis is on grounded theory, phenomenology, ethnography, life history/narrative, critical incidents, and case study. Provides students with the opportunity to understand the philosophical underpinnings of qualitative research methods, data collection and analysis methods. Prerequisites: NURS 8111, NURS 8112.	3
NURS 8002	Science and Methods of Healthcare Improvement	The study of scientific and philosophic foundation of healthcare improvement science. Emphasis is on analysis and evaluation of multidisciplinary concepts, models, and techniques to identify evidence-based approaches	3

		that help improve population's health, healthcare delivery, and cost effective.	
NURS 8213	Quantitative Methods	The study of quantitative research design and methods in nursing. Emphasis is placed on the research process: review of literature, selecting a research design, operationalizing concepts, sampling, protecting human subjects in research, selecting measurement instruments, collecting data, and analyzing and reporting data. Quantitative approaches to collect data will be examined and applied. Prerequisites: NURS 8111, NURS 8112, NURS 8113, PSYCH 8303	3
NURS 8311	Doctoral Research Seminar I	Explores how research proposals are generated. Emphasis is on identifying the researchable problem, the knowledge gap in the area of inquiry, the theoretical basis for the proposed research, and developing an integrative review. Prerequisites: NURS 8111, NURS 8112, PSYCH 8303	3
NURS 8312	Doctoral Research Seminar II	Explores how the research study is designed including data collection methods and analysis in the development of a research proposal. Prerequisites: NURS 8311	3
NURS 9000	Doctoral Dissertation	This course focuses on guiding the student in the development of a doctoral dissertation proposal toward defending his/her dissertation.	1-12

Comprehensive Examination- Upon completion of required coursework and prior to enrolling in dissertation hours (NURS 9000), the student must successfully complete a written and oral comprehensive examination. The examination will assess mastery of areas covered in the PhD program. Broadly, three areas will be examined: epistemology and theoretical foundations in nursing, research methodology and ethical principles, and the dissertation topic. The LCON PhD comprehensive Examination Committee will be responsible for organizing and evaluating the examination.

Dissertation - To fulfill the requirements for the PhD in Nursing, the student must write and defend a dissertation. The dissertation must adhere to the format outlined by the Graduate School. The student will determine the dissertation topic in consultation with the advisor with input from the dissertation committee chair and members.

Current Courses and Existing Programs – List current courses and existing institutional programs, which will give strength to the proposed program.

This program requires students to take courses in other disciplines. The program is developed in cooperation with multiple departments both within and outside of the LCON such as the School of Public Health, School of Health Studies, Psychology, School of Laws, Nutrition, the College of Education, the Fogelman College of Business.

Students may also collaborate outside of the University of Memphis, through partnerships and affiliations with all health care agencies in the greater Memphis area, the Memphis and Shelby County Health Department, the Tennessee Department of Health, the Tennessee Board of Nursing, The Urban Child Institute, and other universities/colleges in the region.

New Courses Needed- List any new courses and existing institutional programs, which will give strength to the proposed program.

New courses, which will give strength to the program accompanied by the course descriptions, are listed in Table 3 above.

Distance Learning- Indicate whether this program will be offered via distance learning and which courses are available via distance learning.

Most of courses will be online that provides flexible and accessible course delivery to PhD students. PhD seminars will also be via online discussion board. Students are expected to be on campus to 1) present their proposal hearing, 2) meeting dissertation chairs, and 3) defend their PhD dissertation. If the student who selects *an elective course* outside of nursing offered on ground, the student may be expected to take the course on ground.

Course Syllabi

See Appendix C

ACADEMIC STANDARDS – The admission, retention, and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

Admission Requirements additional to those of the University of Memphis Graduate School. Applicants already holding a doctoral degree or its professional equivalent may be exempted from the GRE requirement. Applicants whose native language is not English will be expected to submit acceptable scores on the Test of English as a Foreign Language (TOEFL IBT).

Additionally, applicants will:

- 1) possess an unencumbered RN or APRN license in the student's state of residence.
- 2) earned Master's Degree with minimum GPA of 3.0.
- 3) provide three letters of reference from individuals (at least two letters from former professors, but fewer may be acceptable in extenuating circumstances) familiar with the applicant's capabilities for doctoral study and for future performance as a nurse scholar and scientist.
- 4) submit a personal statement of approximately 750-1000 words indicating his/her present interests and career goals, including how the PhD in Nursing will prepare the student to achieve those goals.
- 5) interview via phone, face-to-face, or Skype may be requested.

The PhD Admissions Committee will review all submitted materials. Admissions decisions are made on the overall quality of the applicant's professional background in nursing, scholarship, academic ability (based on GPAs, undergraduate and graduate coursework completed, research conducted, and recommendations) as well as the applicant's "fit" for the program in terms of academic background, research interests, and career goals.

Retention Requirements: As per the University of Memphis Graduate School

Graduation Requirements: All of the University of Memphis Graduate School requirements. Additionally, students must complete a minimum of 48 semester hours of graduate course work beyond the master's degree or 24 hours beyond the doctor of nursing practice degree plus 12 hours of NURS 9000 (Doctoral Dissertation) for a minimum of 60 graduate credit hours.

DIVERSITY – Provide information regarding how the proposed program will serve a diverse population of students (e.g. adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of student or international students.

As the US population (34% minority) becomes increasingly diverse, it is strategically important to nursing and health professions at the highest level of practice reflect the diversity of the nation. Within nursing there are only 16.8% of practicing RNs from minority or under-represented populations (DHHS, 2010). The 2010 IOM report on the future of nursing recommends that, "... schools of nursing receive the full support of academic leadership, funding agencies and accrediting bodies to double the number of nurses with doctorates by the year 2020 to add to the cadre of nurse faculty and researchers, paying particular attention to increasing diversity".

The LCON PhD program supports the IOM recommendation regarding diversity in the nursing workforce. The LCON has successfully increased diversity in both students (31%) and faculty (35%) as compared to other nursing schools in Tennessee with the diversity rates ranging from 4% to 13%. Working closely with U of M Diversity Officer who is also the Provost, we will develop and implement a strategic plan of outreach and marketing to increase awareness of and promote access to the LCON PhD program among racially, ethnically and culturally diverse communities in Tennessee and beyond. This would entail strategically placed advertisements in professional nursing journals targeting minority populations such as the Journal of National Black Nurses' Association; Journal of the National Association of Hispanic Nurses; Asian Journal of Nursing Research; Asian Journal of Nursing; Journal of Minority Nursing, and Men in Nursing. We would also target professional organizations such as the Association of Black Nursing Faculty; the National Association of Hispanic Nurses; the American Assembly for Men in Nursing; the National Association of Indian Nurses of America; and the National Association of Asian Pacific Islanders.

The U of M offers equal opportunity to all persons without regard to race, religion, sex, creed, color, national origin or disability. The University does not discriminate on these bases in recruitment and admission of students or in the operation of its programs and activities, as specified by federal laws and regulations. Designated coordinators for University compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Vice President for Student Affairs and Equal Opportunity Compliance Officer. The U of M is an Equal Opportunity/Affirmative Action University. It is committed to education of a diverse student body. In line with the U of M commitment to diversity, the LCON's core values integrate *caring, diversity, integrity, and leadership*.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).

Table 4. Projected Enrollment for PhD in Nursing Program

Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE Faculty	Graduates
1	5	5	10	1.5	0
2	3	3	16	2	0
3	3	4	23	2.5	0
4	4	5	*28	3	4
5	5	5	*32	3.5	6
6	8	12	*49	4	3
7	8	12	*66	5	3

These enrollment projections are based on the following assumptions: 1) PhD students will be practicing Master's prepared nurses; 2) Because our current MSN students are practicing professional nurses, the PhD student enrollment patterns will be similar to those of our current MSN students. Approximately 15% of the currently enrolled 284 MSN students are full-time students with the majority enrolling in 6 to 7 credit hours/semester. We also anticipate increasing fulltime PhD students due to online course offerings.

ADMINISTRATIVE STRUCTURE- Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The LCON is organized under the leadership of the Dean who serves as Chief Academic Officer of the College. Associate Dean for Academic Programs provides oversight for both undergraduate and graduate programs and works closely with faculty and director of respective academic programs – BSN program, RN-BSN Program, Lambuth BSN Program, MSN and RODP programs, and the proposed PhD program. Assistant Dean for Nursing Student works with academic advisors and academic service coordinators to provide student-centered services from admission to graduation. The Director of PhD program provides leadership and oversight for development, implementation, and evaluation of the PhD program by working with PhD faculty to insure high quality of the PhD program. The LCON has shared governance in which Chairs of Faculty Standing Committees serve on Dean's Leadership Council that promotes shared decision making to fulfill the vision and mission of the LCON. The LCON organizational chart is displayed in Appendix A.

Dean of Nursing, a 12-month administrative position is held by a doctoral prepared, tenured full professor. The Dean serves as Chief Academic Officer comparable to chief administrators of colleges and schools in the U of M. The Dean is vested with administrative authority in nursing budget and personnel. She serves on the University Deans' Council, University's SRI Advisory Committee, University's Council for Institutional Effectiveness, and works closely with Provost, Vice President for Academic Affairs for needed resource and support to fulfill mission and to reach strategic goals of the LCON, and U of M. As the Chief Academic Officer of the LCON, the Dean is responsible and accountable for insuring high quality programs, sound academic policies, adherence to accreditation and regulatory requirements, and provides vision and leadership for the LCON. The Dean performs annual reviews for all full-time faculty, tenure and promotion reviews, and reviews of the Associate Dean, the Assistant Dean for Students, and all staff. The Dean is vested and supported by the University's top leadership to sustain, advance, and accomplish the mission and goals of the LCON.

The Associate Dean for Academic Programs, a 12-month administrative position is held by a doctoral prepared, tenured associate professor. The Associate Dean provides leadership and oversight for sustaining high quality of all nursing programs including the proposed PhD program. The Associate Dean works closely with the Dean and reports to the Dean, and works with faculty and directors of academic programs to support faculty teaching and student learning. The Associate Dean insures the designed curriculum meets CCNE accreditation standards. The Associate Dean also serves as liaison to the U of M Undergraduate and Graduate Councils, and to the LCON practice and community partners.

Assistant Dean for Nursing Students, a 12-month administrative position is held by a doctoral prepared, tenured assistant professor. The Assistant Dean for Nursing Students provides leadership for student recruitments, admission, retention, graduation and leadership development. The Assistant Dean manages

student affairs, serves as a liaison to the academic counseling units of the University, plans and implements student related functions/activities (e.g., student orientations), coordinates registration activities for entering classes, administers student scholarships, and supports honor students. The Assistant Dean conducts Town Hall meetings to listen to student voices and uses data to improve processes and student related policies. Two Academic Advisors and two Academic Service Coordinators report to the Assistant Dean for Student Affairs.

Director of PhD Program, a 9-month faculty position is held by a doctoral prepared faculty with expertise and experience directing the program. The Director of the PhD program will work closely with the Associate Dean and PhD faculty to develop, implement, and evaluate the PhD program. The Director of the PhD program provides leadership and oversight to insure the PhD program meets accreditation standards and regulatory requirements.

FACULTY RESOURCES- Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student faculty ratio for the proposed program should be included in the documentation.

The LCON has 18 faculty members with research doctorates and 15 members with practice doctorates. LCON currently has three unfilled tenure track positions; when these positions filled in AY17-18, the number of faculty with research doctorates will be 21. All PhD prepared faculty are able to guide students in the PhD program.

Current Faculty- List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three-page vita for each faculty member listed including relevant related activities for the past five years.

Table 5. Proposed Participating Faculty (PhD Program)

Name	Rank	Highest Degree	Primary Dept.	Involvement	Graduate Faculty Status
Lin Zhan, PhD, RN, FAAN	Professor	PhD	Nursing	25%	Full Graduate Faculty Status
Shirleatha Lee, PhD, RN, CNE	Associate Professor	PhD	Nursing	25%	Full Graduate Faculty Status
Jennifer Hitt, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Toni Bargagliotti, PhD, RN, FAAN	Professor	PhD	Nursing	25%	Full Graduate Faculty Status
Gloria Carr, PhD, RN	Associate Professor	PhD	Nursing	50%	Associate Graduate Faculty Status
Belinda Fleming, PhD, RN, FNP-BC	Clinical Associate Professor	PhD	Nursing	25%	Associate Graduate Faculty Status
Gayle Shiba, PhD, RN	Associate Professor	PhD	Nursing	25%	Full Graduate Faculty Status
Genae Strong, PhD, CNM, RN	Associate Professor	PhD	Nursing	25%	Associate Graduate Faculty Status
Marie Gill, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Beverly West, PhD, RN	Clinical Associate Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Y'Esha Williams, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Janet Tucker, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Annapoorna Mary, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Marcy Purnell, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Hoi Sing Chung, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Judy Rosenberg, PhD, RN	Assistant Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Jill Dapremont, EdD, RN	Associate Professor	EdD	Nursing	25%	Full Graduate faculty Status

Rosemary McLaughlin, PhD, RN	Clinical Associate Professor	PhD	Nursing	25%	Eligible for Graduate Faculty Status
Brad Harrell, DNP, RN	Assistant Professor	DNP	Nursing	15%	Associate Graduate Faculty Status
Teresa Richardson DNP, RN	Clinical Professor	DNP	Nursing	15%	Associate Graduate Faculty Status

CVs for each respective faculty located in Appendix D

Anticipated Faculty- Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

No additional faculty will be needed in the first two years of the initiation of the PhD program. By the third year, given the number of the PhD students enrolled, we will add additional faculty to teach, guide, and support PhD students.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES- Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program, which meets recognized standards for study at a particular level or in a particular field.

The U of M offers a broad array of library resources that include many electronic databases such as CINAHL, OVID, and SciVerse that provide full-text articles. The library also provides ILLiad, which is an outstanding resource that provides full text articles that may not be available in full-text in our current journal databases. The University Libraries (*Libraries*) are housed in the McWherter Library with 5 branch libraries (CSD; Math; Music; Lambuth Campus; and CHB). The collection items, which support the Nursing Program, are found in the McWherter Library and in electronic format on the Libraries' website (<http://www.memphis.edu/libraries>). The Libraries have 77 full-time personnel: 21 Faculty; 4 professional/administrative staff; and 52 support staff.

The Ned R. McWherter Library opened in fall 1994 at a cost of \$26,500,000. This 250,000 square foot library offers state of the art electronic capabilities, full wireless access to the internet in addition to 163 computer workstations for wired access via the Campus Network, and over 150 group and individual study carrels available throughout the building, as are appropriate copiers, printers, micro format readers and reader-printers. The McWherter Library opens 93.5 hours per week during the regular semester, with abbreviated hours between semesters. The Libraries' website (<http://www.memphis.edu/libraries/>) offers access to over 150 electronic resources (indexes, full-text databases, abstracts) and over 109,000 electronic books. When searching the Libraries' online catalog using subject "nursing" and material type "E-Book" 323 titles are listed in the response as available for use by U of M students and faculty. Resources of particular interest to LCON include CINAHL, PubMed, Nursing and Allied Health Collection Complete, Nursing journals @ Ovid, Stat!Ref, and SciVerse. All are available to the Libraries' users, either on or off Campus. The Nursing monographs collection includes Library of Congress Classifications: RA, RJ, RM, and RT, plus scattered books in other classifications. The Libraries receive access to 10,067 serial subscriptions in either print or electronic format.

The Libraries' Research and Information Services (RIS) Desk is located on the first floor of the McWherter Library in the Learning Commons. The RIS Desk is staffed during all the open hours of the McWherter Library, while the Learning Commons and its Technical Support Desk are open for extended hours during exam periods. The staff at the RIS Desk seeks to help library users successfully meet their information needs. Throughout each semester the RIS Desk staff present "open-walk-in" instructional sessions on the various electronic resources available on the Libraries' website.

The Libraries has an active Interlibrary Loan Department which uses the ILLiad and RAPIDILL systems to fill faculty and student requests for materials not locally owned, a free service to students and faculty through which he/she can make requests via the Libraries' website from over 10,000 libraries world-wide. The Libraries also participates in collaborative document delivery with its fellow-members of the Association of Southeastern Research Libraries and members of TENN-SHARE. As the Regional Federal Depository for the State of Tennessee, the Libraries receives and/or has access to all U. S. Government Printing Office publications in print, microform, and electronic formats. This collection is, by law, available to all U. S. citizens, most especially the citizens of Tennessee.

The LCON is served by all areas of the U of M Libraries. In summer 2015, most of the materials which support the Nursing Program in the Ned R. McWherter Library were transferred to the Health Sciences Library within the new Community Health Building (CHB) on U of M's Park Avenue Campus. Holdings in the Libraries for Nursing as of March 2015 are 2,710. Since the proposed PhD program will be an online program, the CHB Health Science Library and U of M Ned McWherter Library's electronic resources are most important for the PHD program, and for the curriculum and research needs of the nursing programs. The Library faculty/staff meet with nursing faculty and all new nursing students to inform them of the available resources and services each semester. Since the PHD program will be offered online, the U of M library uses embedded librarians who provide online support for students.

Technology. All University students pay a technology access fee (TAF) that funds computing equipment and printing supplies in computer labs across campus. The University has 1,305 computers in 53 TAF labs. In addition to departmental labs located across campus, there are two large general-use computer lab facilities accessible by students: McWherter Library Learning Commons has 118 computers and the University Center Technology Hub has a total of 82 computers. The Technology Hub is open 24 hours per day, seven days per week. Lab attendants are present at all times for the two general-use labs with extended hours. Student technology workers who are available to assist other students with use of computing laboratory equipment staff these computer labs. Student computers are rotated out of TAF labs every three years or as budget conditions allow. Computers removed from TAF labs are sometimes used to replace older faculty desktop computers. All nursing faculty old desktop computers were either replaced or upgraded since 2010.

TAF funded nursing \$290,543.90 in AY 2011-2012 for items of Electronic Medi-Dispense Unit® dose systems, high fidelity simulator, Elsevier-Simulation Learning System and Hearing Voice Curriculum, SimMan® 3G, MetroMed Dispense System®, SimMom®, SimView®, and Optiplex 790 for Lambuth. In the new CHB, TAF allocated about \$300,000 to equip 56 computers for students' use on the 4th floor's Collaboration Room, 9 computers for student and faculty use in the Health Science Library, and 180

computers for the testing center estimated at \$300,000.

Faculty and Staff Technology Resources. The LCON has several faculty conference and seminar rooms located on the 2nd, 3rd, and 4th floor of the CHB. All these rooms are equipped with an overhead projector, projector screen, and a Mobile Polycom Video-Teleconferencing System. Faculty use these conference rooms for group meetings, webinars, meetings via Skype, and graduate student seminars. Nursing Dean's Conference Room is used for faculty organization meetings as well as Dean's meetings. The LCON faculty and staff have desktop computers with Internet connections and color inkjet or laser printers in their offices. Faculty and staff are networked to a shared color laser printer in the CHB, and other color laser printers are located in the Lichterman-Loewenberg Dean's Suite. The Nursing Science Research Suite located on the third floor provides space and rooms for office, data storage, interview, seminar, and study. The LCON maintains laptop computers and portable computer projectors that are available for temporary sign out. Course designers for the MSN RODP program are supplied Dell laptop computers. Faculty and staff of LCON utilize a variety of mobile technologies including tablets, smart phones, iPads, and notebooks. Nine iPads are provided to faculty and administrators; four iPads for students charting, and one surface pro for the nursing lab.

Desktop computers are a mix of Apple Macintosh desktops and Dell Windows-based PCs. Faculty and staff have a choice of using either a Dell or Macintosh computer. All run at 733 MHz or faster and have at least a 40 GB hard drive, at least 512 MB of RAM, a CD-RW or DVD-ROM, and a 10/100 Ethernet card, with at least a 17-inch CRT or LCD monitor. Standard software for Dell computers includes: Windows 7, Office 2010, AVG Antivirus, Internet Explorer 8, Firefox, Adobe (Reader, Shockwave, and Flash), Java, Real Player, QuickTime, and VLC Media Player. Any other software is installed on an as-needed basis. Standard software for Macintosh computers includes: the appropriate licensed version of OS X, Firefox, Adobe (Reader, Shockwave, and Flash), QuickTime, and Office 2011. Any other software is installed on an as needed basis.

University Portal. On both Mac's and PC's, faculty and staff use their preferred browser to leverage the University's portal system (<http://my.memphis.edu/>). The portal is the focal point of contact for most faculty, staff, and students. The portal may be used by faculty and/or staff to review class rosters, refer students to the Early Intervention program, post grades, review budgets, create purchase requisitions, and perform other activities. Students may use the portal for a variety of university business and it allows students to register, withdraw, and pay fees online. Students may also use the portal to obtain their class schedules, unofficial transcripts, financial aid information, and other information.

Content Management System (CMS). The LCON leverages the University's web CMS to ensure uniformity of web pages and seamless integration with the University's web infrastructure. Web pages maintained via the CMS are stored on redundant servers that are backed up nightly and supported by staff 24 hours per day 7 days per week. Changes to the LCON website are made by staff via the CMS using popular web browsers currently either Internet Explorer or Firefox.

LCON Servers. Information Technology Services (ITS) manages the servers that support LCON file shares and FilemakerPro database services. LCON file shares are hosted on the main ITS NAS environment, which is a redundant EMC Isilon cluster with more than 80TB of capacity. File shares are

secured to ensure that data is only accessible to appropriate individuals. Disk quotas are enforced to prevent inadvertent use of disk space and user-accessible snapshots are performed three times a day during business hours to protect data. LCON FileMaker Pro databases are stored on a secured server hosted in the main ITS datacenter. All file and database data is backed up nightly via Symantec's NetBackup software to the ITS Enterprise backup environment and replicated to the off-site Disaster Recovery site.

Technical Support Personnel. There are two dedicated IT staff in the CHB who provide Information Technology Services (ITS), desktop support, system administrator support for servers, assistance with web pages in CMS, as well as classroom and testing rooms technology support. ITS provides support for the information technology infrastructure when there are problems with email, network connectivity, computing laboratory facilities, smart classroom equipment, or portal problems. In addition, the University centralized helpdesk provides technology support for all requests for assistance routed through the centralized helpdesk.

Technology Service Desk. The Service Desk is open 24 hours per day, seven days per week with the exception of two major holidays (Thanksgiving – 2 days, and Christmas – 5 days). The Service Desk answers and resolves 90% of telephone calls at first contact, routing the other 10% to a higher level of technical support. Ninety-five percent of calls are answered in less than five minutes, with an average abandonment rate of less than 5% monthly. Faculty support is also a service provided by the Service Desk. Faculty may make appointments, at their convenience, to get assistance with learning management content and technology services that support pedagogical best practices.

Library and Information Technology Acquisitions Needed- Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs), or 7 years (doctoral programs) for the successful initiation of the program.

No additional library and information technology acquisitions will be needed during the first 7 years of the PHD program for the successful initiation of the program.

SUPPORT RESOURCES- Provide documentation to demonstrate adequate other existing and/or anticipated resources including clear statements of support staff, student advising, resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

Evidence of Willingness to Partner- Include government, education, health, and business entities.

The LCON has sustainable partnerships with local and regional healthcare agencies, which can support PhD student clinical research. International Paper in Memphis sponsored the nursing science research suite for LCON located in the Community Health Building that provides a conducive research environment for faculty and students. The suite includes conference rooms, focus group interview rooms, and a mini-health assessment lab. Given the diversity of our PhD program faculty and students, we will seek federal diversity grants and encourage our PhD students to apply for Johnson and Johnson Minority faculty grants, NIH K awards, and National Research Service Awards (NRSA) under the guidance of nursing faculty. We will also continue seeking donations in support of research and educational efforts.

Other Support Currently Available- Include support staff, university and non-university assistance.

Business Officer III, a 12-month professional staff position is held by an educationally qualified person who provides management and oversight of all budgetary matters. The business officer is involved with adjunct contracts, faculty summer compensations, grants management, and all purchasing. The Business Officer helps compile data, oversees daily operations, and supports staff work. The Business Officer reports and advises the Dean on both financial and operational matters.

Development Director, a 12-month professional staff position. The Development Director works with the Dean to raise funds for nursing and to build productive community partnerships. This person serves as a liaison to University Advancement Office.

AV Specialist, a 12-month professional staff position is held by an educationally qualified individual who provides oversight, support, and technical consultation for nursing faculty and staff in the Community Health Building (CHB) where nursing resides. This staff is located in the CHB.

Local Technical Support Provider, a 12-month professional staff position is held by a qualified individual who provides daily technical support to faculty teaching and student learning such as setting up Skype, webinar, testing, and troubleshooting computer and or internet issues or problems. This staff is located in the CHB.

Student Advising

Academic Advisors (Undergraduate Advisor/Graduation Analyst), two professional staff members, a master prepared in education, hold the position. Academic Advisors advise all undergraduate students including RN-BSN students and certify them for graduation. They serve as liaisons to the Registrar's Office and the Academic Counseling Center for pre-nursing students.

Clinical Resources

Clinical Placement Coordinators, two 12-month professional staff positions are held by educationally and experientially qualified persons whose primary responsibility is to secure clinical sites for BSN and MSN

students. They work with TN's centralized clinical placement system and clinical partners in Memphis and surrounding areas. Over 300 clinical affiliations exist in support of nursing students' clinical learning. The staff work closely with Director of Clinical Education and Associate Dean to place clinical sites to meet the LCON programmatic needs.

Academic Services Coordinators, Two Academic Service Coordinators maintain health credentials, CPR, and background check information for all nursing students. They interact with the Registrar to establish nursing class schedules, post class permits, clear nursing students for registration, and assign student schedules. They maintain undergraduate degree sheets in student files, assists in planning and implementing orientation/pre-registration for new classes of nursing students, provide clinical affiliates with clearances for student clinical rotations and serve as LCON liaison with the Tennessee Board of Nursing. One academic services coordinator focuses on the graduate students and also initiates and maintains contracts with clinical affiliates for the graduate program and another academic services coordinator's effort is in undergraduate programs.

RN Coordinator, a 12-month professional staff position is held by an educationally and experientially qualified person who works closely with Director of RN programs and takes responsibility to recruit and coordinate RN programs.

Additional Staff Resources

Administrative Associate to the Dean provides administrative/clerical support to the Dean.

Administrative Associate to Associate Dean provides administrative/clerical support to the Associate Dean.

Administrative Assistant provides administrative support to Assistant Dean and Director of Clinical Education.

Office Associate provides clerical support to both the full-time and part-time faculty.

Receptionist (Office Associate) manages the mail and telephone communication for the LCON and responds to requests for information about the program.

Graduate Assistants (GAs) are students who provide hourly work/week to the LCON Graduate assistants mainly assist faculty teaching, research, and nursing labs. Each semester, there are 8 graduate assistants working for the LCON. We anticipate having GA support for the proposed DNP program.

Professional Development for Faculty

Faculty who teach and guide PhD students will be supported to attend AACN annual doctoral conference, NIH research workshops, and grant writing workshops, and regional nursing science conferences. Faculty also participate AACN doctoral online network.

Other Support Needed- List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs), or 7 years (doctoral programs).

We will provide two Graduate Assistants (GAs) and one full time staff to support the PhD program.

FACILITIES AND EQUIPMENT- Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover cost.

A new \$60 million Community Health Building was erected in 2015 from private donations of \$16M in and \$45M in state funding. The CHB, approximately 180,000square feet, will accommodate over 1,000 nursing students, faculty, and staff. The four-story CHB anchors the University's Park Avenue Campus and houses the LCON and CSD.

Existing Facilities and Equipment- Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities etc.

On the CHB's main floor, there is a central lobby and a Primary Care Education Suite. On the first floor there are health assessment and examination rooms and two simulated intensive care rooms. On the first floor, a reception hall leads to a 140-seat auditorium and lecture hall. Upper floors offer on-site branch of the University Libraries for student research, collaboration, and studies; classrooms, seminar rooms, conference rooms for students and faculty; and health assessment and skills labs, as well as five simulation suites for nursing education. Customized research offices and labs for nursing include Chair of Excellence Suites. All nursing faculty and staff have an individual office, and enjoy three nursing faculty conference rooms and two seminar rooms located on the 3rd and 4th floor respectively.

All classrooms are equipped as SMART classrooms. About \$3.5M were used for installation of state of the art technology for this new building, the largest facility for health related education and research in the Mid-South.

Additional Facilities and Equipment-Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs), or 7 years (doctoral programs).

No additional physical facilities and equipment will be required/anticipated during the first seven years of the PhD program.

MARKETING AND RECRUITMENT PLAN- A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education (Post Geier). *Note: Programs may not be advertised nor students admitted prior to Commission approval.*

Working closely with U of M Diversity Officer who is also the Provost, we will develop and implement a strategic plan of outreach and marketing to increase awareness of and promote

access to the U of M PhD program among racially, ethnically and culturally diverse communities in Tennessee and beyond. This would entail strategically placed advertisements in professional nursing journals targeting minority populations such as the Journal of National Black Nurses' Association; Journal of the National Association of Hispanic Nurses; Asian Journal of Nursing Research; Asian Journal of Nursing; Journal of Minority Nursing, and Men in Nursing. We would also target professional organizations such as the Association of Black Nursing Faculty; the National Association of Hispanic Nurses; the American Assembly for Men in Nursing; the National Association of Indian Nurses of America; and the National Association of Asian Pacific Islanders.

ASSESSMENT/EVALUATION- Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

The schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation.

Formative and summative evaluations will include ongoing student evaluations, faculty feedbacks, an annual evaluation of the program in four major components: faculty, program, outcomes, resources, and students.

Faculty- Faculty data will include the numbers of faculty; diversity; productivity (publications, funded research); extramural grant awards; editorial review activity; state, regional and national recognition; participation on grant study panels; and participation on dissertation committees (no more than 3-5).

Program- Evaluating the program remains consistent with the university's mission and professional standards for doctoral education. It addresses the historical philosophical foundations that are significant to the development of nursing knowledge; existing and evolving substantive nursing knowledge; methods/processes of theory development; and research methods. It provides for formal and informal teaching and learning that focuses on analytical and leadership strategies related to nursing, health care and research; formation of the scientist/scholar; and immersion experiences that foster the student's development as a leader, educator, and nurse scientist.

Outcomes- Advancement to candidacy is based on an assessment of the student's basic knowledge of the critical elements of epistemology, existing and evolving nursing knowledge, methods and processes of theory development, and research methods. Dissertations are original contributions to the scholarship of nursing. There will be a systematic evaluation of graduates and their scholarly productivity at 1, 3, 5, & 7 years.

Resources- Continued evaluation that LCON resources are sufficient to support the needs of the doctoral program and the research of the faculty. There is technical support for peer review of proposals, manuscripts, research design, and data analysis. There is sufficient hardware and software and expertise in grant management. There is sufficient space for faculty research needs and doctoral student study, meeting, and socializing.

Students- Evaluation determining there is an adequate student pool whose research interests can be addressed by the faculty. Students are competitive for extramural awards. They progress as expected and develop productive levels of scholarship.

Those responsible for conducting program assessments or evaluations, and accreditation

The Associate Dean for Academic Programs in conjunction with the LCON Evaluation Committee will be responsible for evaluation of the PhD program. The Director of PhD Program will be a member on the Evaluation Committee. Evaluating the doctoral program will require monitoring faculty, program, outcomes, resource, and student data. Alumni and employer surveys will be done at 1, 3, and 5 years.

A plan for how results will inform the program post-approval.

The LCON, based on recommendations/results of formative and summative evaluations will design actionable plan for improvement to insure high quality and viability of the PhD program in Nursing.

ACCREDITATION- Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may require a SACS-COC review should be indicated.

Since nursing does not professionally accredit PhD programs, the LCON will follow the periodic peer evaluation of PhD programs recommended by the U of M Graduate School. There are no SACS implications of the proposal. During the first 7 years of program implementation the program will be evaluated annually.

FUNDING- A budget projection using the THEC Financial Projection form that documents the institution's capacity to deliver the proposed program within existing and projected resources must be submitted including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degree), 5 years (baccalaureate and master's degree), or 7 years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs. Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts, which have been awarded or anticipated.

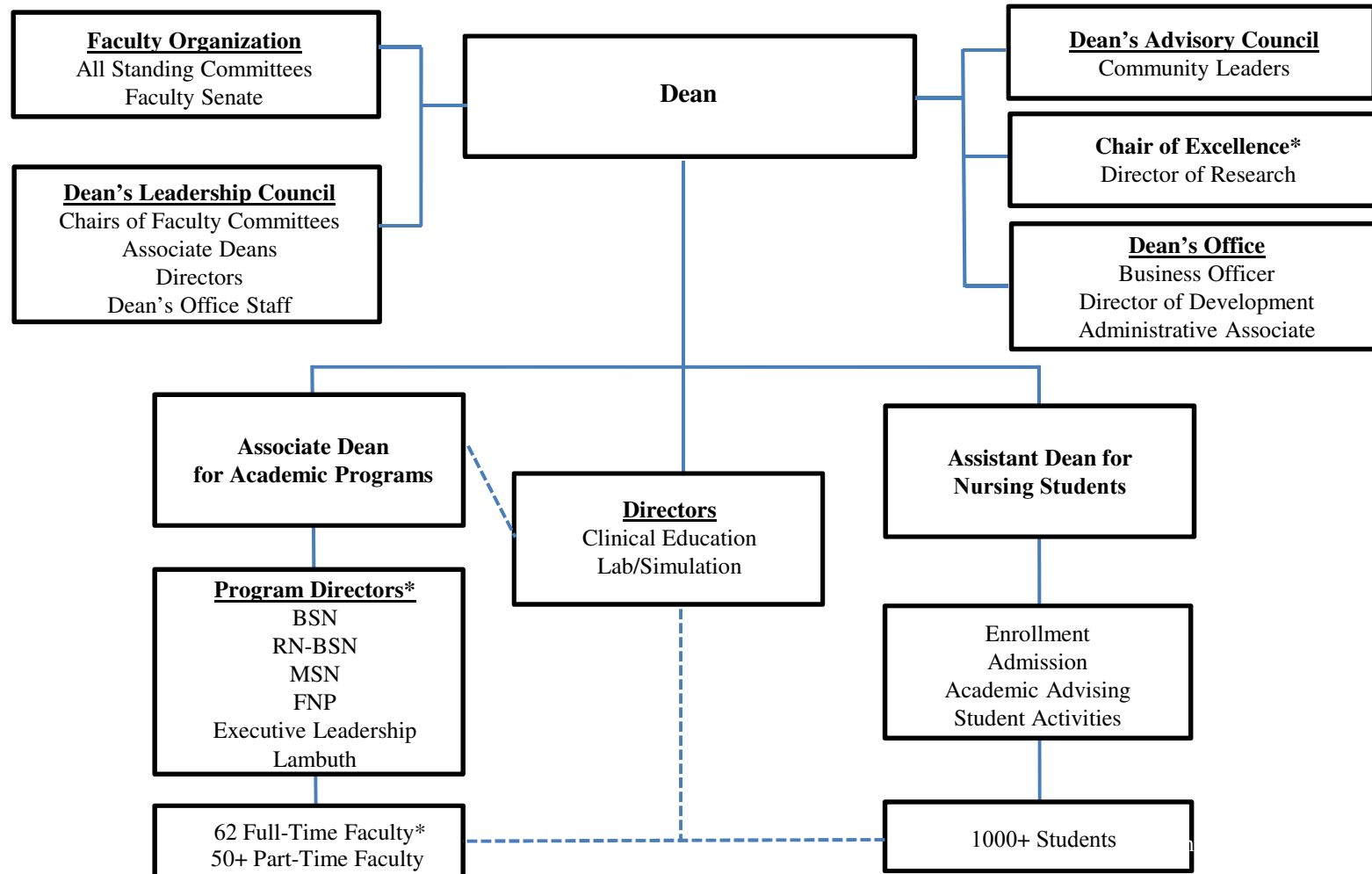
See THEC Financial Projections Form in Appendix B.

APPENDIX A

Organizational Chart

Loewenberg College of Nursing

Memphis and Lambuth Campuses



*9 month faculty positions

APPENDIX B

THEC FINANCIAL PROJECTIONS

Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Please Enter the Name of the Institution Here
Please Enter the Name of the Proposed Program Here

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty							
Salary	\$ 112,500	\$ 150,000	\$ 187,500	\$ 225,000	\$ 262,500	\$ 300,000	\$ 375,000
Benefits	42,291	55,941	69,591	83,241	96,891	110,541	137,841
Sub-Total Faculty	\$ 154,791	\$ 205,941	\$ 257,091	\$ 308,241	\$ 359,391	\$ 410,541	\$ 512,841
Support Staff							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants							
Salary	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	5,232	5,232	5,232	5,232	5,232	5,232	5,232
Sub-Total Graduate Assistants	\$ 11,232	\$ 11,232	\$ 11,232	\$ 11,232	\$ 11,232	\$ 11,232	\$ 11,232
Operating							
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total Operating	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ 166,023	\$ 217,173	\$ 268,323	\$ 319,473	\$ 370,623	\$ 421,773	\$ 524,073
TOTAL EXPENDITURES (A + B)	\$ 166,023	\$ 217,173	\$ 268,323	\$ 319,473	\$ 370,623	\$ 421,773	\$ 524,073

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	5,231.50	\$	5,231.50	\$	5,231.50	\$	5,231.50	\$	5,231.50	\$	5,231.50	\$	5,231.50
Number of Graduate Assistants		1		1		1		1		1		1		1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	88,434	153,792	215,676	242,226	258,156	406,638	555,120
Institutional Reallocations ²	77,589	63,381	52,647	77,247	112,467	15,135	(31,048)
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 166,023	\$ 217,173	\$ 268,323	\$ 319,473	\$ 370,623	\$ 421,773	\$ 524,073

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition and fee revenue will begin Year 1.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

Not applicable

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

Not applicable

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

Not applicable

(5) Please provide information regarding other sources of the funding.

Not applicable

APPENDIX C
COURSE SYLLABI

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
Doctor of Nursing Practice (DNP) Program

NURS 8002	Science and Methods for Healthcare Improvement
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: Office Phone: email address: Office Hours: variable
Course Description	The study of scientific and philosophic foundation of science in healthcare improvement. Emphasis is on analysis and evaluation of multidisciplinary concepts, models, and techniques and identify evidence-based approaches that help improve population's health, healthcare delivery, and reduce healthcare cost.
Course Outcomes	<ol style="list-style-type: none"> 1. Examine process improvement theory and its application to practice in understanding core performance. (II, III, VI, VIII) 2. Identify the core and complementary concepts of discovery and justification in the science of improvement and their importance for translating research into practice. (II, III, VI, VIII) 3. Synthesize how to collect, analyze, interpret and act on data for specific performance measures. (II, III, VI, VIII) 4. Identify gaps in performance, determine corrections, determine measures and data collection methods and track outcomes. (II, III, VI, VIII) 5. Apply theories of variation and causation for effective decision-making and quality improvement. (II, III, VI, VIII) 6. Analyze the organizational and human dimensions of change and their application in project planning and execution. (II, III, VI, VIII)
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Kleinpell, R.M (Ed.) (2013). <i>Outcome assessment in advanced practice nursing</i> (3rd ed.). New York: Springer Publishing Co. 2. Ogrinc,G. et al. (2012). <i>Fundamentals of health care improvement: A guide to improving your patient's care</i>. Joint Commission Resources. 3. IHI Courses
Teaching Methods	This is a web-based course, which includes regularly scheduled modules on a variety of topics related to improvement science. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, critical review of the literature; group projects; and written discussions.
Evaluation Methods	Focused Literature Review = 20% Project Charter = 20% Process Model = 10% Small Test of Change Plan = 30% Practice Analysis Case Study = 20%
Topical Outline	<ul style="list-style-type: none"> • Evidence-based Quality Improvement • Translating Scientific Evidence to Systems of Care

	<ul style="list-style-type: none">• Effective Interprofessional Teams• Measuring Outcomes in Advanced Nursing Practice• Process Literacy• Outcome Measurement and Analysis• Complexity of System Changes• Evidence based approaches to meet triple aims
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THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 8111	Philosophy of Science
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable
Course Description	The study of historical and contemporary philosophical perspectives and how philosophical views shaped science and scientific inquiry. Scientific explanation, perceived and received views of philosophy of science, and science and cultures will be examined. Emphasis is placed on analysis and evaluation of the nature of knowledge and the development of knowledge in nursing science and other disciplines.
Course Outcomes	<ol style="list-style-type: none"> 1. Examine the relationship between history and history of science 2. Identify essential tension between tradition and innovation in scientific research 3. Explain the logic of scientific discovery 4. Articulate induction, falsification, and observation and theory in science 5. Differentiate science from non-science 6. Analyze the function of thought experiments and measurement in modern science 7. Analyze culture, social, economic, political, and ecological factors in scientific progression and development 8. Synthesize different philosophic views of science 9. Apply philosophic underpinnings to scientific progress and development in Nursing.
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Kuhn T.S (2014). The Structure of Scientific Revolutions (4th Ed). Chicago: University of Chicago Press. 2. Kuhn, T S. (1977). The Essential Tension: Selected studies in Scientific Tradition and Change, Chicago: University of Chicago Press. 3. Popper, K (2001). The Logic of Scientific Discovery. New York: Routledge Taylor and Francis Group 4. Losee, J (2001). A Historical Introduction to the Philosophy of Science (4th Ed). Oxford: Oxford University Press. 5. Ludwik F., Robert K. Merton (1981). Genesis and Development of a Scientific Fact, Chicago: University of Chicago Press 6. Chalmers A.F (1999). What is the thing called science? (3rd ed). Cambridge: Hackett Publishing Company, Inc.
Teaching Methods	This is a web-based course, which includes regularly scheduled modules on a variety of topics related to philosophy of science. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, critical review of the literature, group projects, and written

	discussions.
Evaluation Methods	Scientific Explanation paper = 30% Analysis different philosophic views in Science = 50% <u>Discussion Activities = 20%</u>
Topical Outline	<ul style="list-style-type: none"> • History and history of science • Meanings of science • Scientific progression and development • Scientific explanations • Inductivism v. the hypothetic-deduction view of science • Logical reconstructionist philosophy of science • The justification of evaluation standards in science • Perceived views v. received views in science • The nature and necessity of scientific revolution • The priority of paradigms • Genesis and development of a scientific fact • Science and cultures • Nursing as a science

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 8112	Theory Construction
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: Office Phone: email address: Office Hours: variable
Course Description	The study of theory construction and concept analysis to evaluate selected middle-range and grand theories and conceptual models from nursing and other disciplines that inform nursing practice and research
Course Outcomes	<ol style="list-style-type: none"> 1. Examine structure and use of nursing knowledge 2. Analyze conceptual models in nursing 3. Analyze concept analysis, synthesis, and derivation 4. Evaluate nursing theories 5. Examine conceptual models and theories in health behavioral change 6. Examine nursing knowledge in the 21st century
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Fawcett J (2005). Contemporary Nursing Knowledge: Analysis and Evaluation of Nursing Models and Theories (2nd ed). Philadelphia: F.A Davis Company. 2. Walker LO & Avant KC (1983). Strategies for theory construction in nursing. Norwalk, Appleton-Century-Crofts. 3. Bandura A (1997). Self-Efficacy: The exercise of Control. New York: W.H. Freeman and Company
Teaching Methods	This is a web-based course which includes regularly scheduled modules on a variety of topics related to philosophy of science. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, critical review of the literature; group projects; and written discussions.
Evaluation Methods	Concept analysis = 35% Analysis and evaluate a theory or conceptual model = 45% <u>Online Discussion and Presentation = 20%</u>
Topical Outline	<ul style="list-style-type: none"> • Contemporary nursing knowledge • Framework for analysis nursing models • Johnson's behavioral system models • Roy adaptation model • Neuman's system model • Rogers Science of Unitary Human being • Framework for analysis and evaluation of nursing theories Newman's theory of health as expanding consciousness Watson's theory of human caring • Parse's theory of human becoming

	<ul style="list-style-type: none">• Bandura's theory of self efficacy• Nursing models and practice• Nursing models and research• Domains of nursing knowledge• Nursing Knowledge for the 21st century
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THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 8113	Health Promotion Research
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable
Course Description	The study of theories related to health behavioral change and their applications in health promotion research. Emphasis is on areas in which theory testing is required to set a research agenda and to use valid research methodology for health promotion research relevant to nursing.
Course Outcomes	<ol style="list-style-type: none"> 1. Examine health promotion theories 2. Formulate research questions and hypotheses in health promotion research 3. Examine ethics and ethical principles in health promotion research 4. Analyze and evaluate health promotion programs 5. Analyze sampling and sampling methods 6. Examine measurements in health promotion research 7. Analyze experimental designs and quasi-experimental designs 8. Identify statistical and measurement threats 9. Identify data analysis methods 10. Disseminate research findings
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Shumaker, S A., Ochene, J.K., Riekert, K.A (2009). The Handbook of Health Behavior Change (3rd ed). New York: Springer Publishing Company. 2. Grembowski, D (2001). The Practice of Health Program Evaluation. London: Sage Publications. 3. Bandura Cottrell, RR & McKenzie (2005). Health Promotion education Research Methods: Using the five-chapter dissertation model. Sudbury, MA Jones and Bartlett Publishers
Teaching Methods	This is a web-based course, which includes regularly scheduled modules on a variety of topics related to philosophy of science. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, critical review of the literature; group projects, and written discussions.
Evaluation Methods	Health Promotion Program Evaluation: From a research question to report research results = 80% <u>Online discussion and Presentation = 20%</u>
Topical Outline	<ul style="list-style-type: none"> • Types of health program evaluations • Developing evaluation questions • Designing the program evaluation • Pre-experimental designs

	<ul style="list-style-type: none">• One group pretest –posttest design• Posttest-only comparison design• History threats• Maturation threats• Testing threats• Instrumental threats• Regression threats• Selection threats• Attrition• Interaction with selections• External validity• Experimental designs• Quasi-experimental designs• Reliability of program implementation• Sampling and sample size• Survey research and design• Correlational research• In-depth interviews: focus group interviews• Manuscript development
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THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 8211	Qualitative Methods
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable
Course Description	The study of qualitative research methods used in nursing and the health sciences. Emphasis is on grounded theory, phenomenology, ethnography, life history/narrative, critical incidents, and case study. Provides students with the opportunity to understand the philosophical underpinnings of qualitative research methods, data collection and analysis methods.
Course Outcomes	<ol style="list-style-type: none"> 1. Explore the guiding principles of qualitative research 2. Examine qualitative research methods commonly used in nursing 3. Explore the core beliefs of the philosophical foundation of qualitative methodology 4. Examine qualitative designs and data collection methods 5. Understand the principles of qualitative analysis and interpretation
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Patton, M (2015). Qualitative Research and Evaluation Methods; Integrating Theory into Practice (4th ed). Los Angeles: Sage. 2. American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed). Washington, DC: Author
Teaching Methods	This is a web-based course which includes regularly scheduled modules on a variety of topics related to qualitative research methods in nursing. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, development of a qualitative research proposal; and written discussions.
Evaluation Methods	Online Discussion Board = 10% Field Observation = 20% Interview = 20% Qualitative Research Proposal = 50%
Topical Outline	<ul style="list-style-type: none"> • Foundations of Qualitative Research • Qualitative Design and Data Collection • Ethical Considerations • Phenomenology • Grounded Theory • Ethnography • Historical Research • Triangulation • Purposeful Sampling • Interviewing

	<ul style="list-style-type: none">• Analysis, Interpretation, and Reporting• Quality and Credibility in Qualitative Research
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THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 8213	Quantitative Methods
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable
Course Description	The study of quantitative research design and methods in nursing. Emphasis is placed on the research process: review of literature, selecting a research design, operationalizing concepts, sampling, protecting human subjects in research, selecting measurement instruments, collecting data, and analyzing and reporting data. Quantitative approaches to collect data will be examined and applied.
Course Outcomes	<ol style="list-style-type: none"> 1. Explore the guiding principles of quantitative research 2. Examine quantitative research designs in nursing 3. Understand how to enhance rigor in quantitative research 4. Explore quantitative sampling designs 5. Analyze major types of data collection strategies in quantitative research
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Knapp, T. (1998). Quantitative Nursing Research. Thousand Oaks: Sage. 2. American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed). Washington, DC: Author
Teaching Methods	This is a web-based course which includes regularly scheduled modules on a variety of topics related to quantitative research methods in nursing. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, and written discussions.
Evaluation Methods	Discussion Activities = 20% Quantitative Research Critique Paper = 50% Quantitative Research Critique Presentation = 30%
Topical Outline	<ul style="list-style-type: none"> • Research Questions and Hypotheses • Ethical Considerations • Quantitative Research Designs • Data Collection and Analysis • Sampling • Measurement • Validity and Reliability • Analysis Software • Secondary Analysis • Meta-Analysis • Pilot Studies • Dissemination of Findings

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 8311	Doctoral Research Seminar I
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable
Course Description	Explores how research proposals are generated. Emphasis is on determining need, the theoretical basis for the proposed study, and developing and integrative review.
Course Outcomes	<ol style="list-style-type: none"> 1. Identify a research problem of interest in nursing practice 2. Formulate a clear research question or hypothesis 3. Understand the hierarchy of evidence 4. Conduct an in-depth literature search and review
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Offredy, M. & Vickers, P. (2010). Developing a Healthcare Research Proposal: An Interactive Student Guide. Oxford: Wiley. 2. Wood, M. & Kerr, J. (2010) Basic Steps in Planning Nursing Research: From Question to Proposal (7th ed.) 3. American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed). Washington, DC: Author
Teaching Methods	This is a web-based course which includes regularly scheduled modules guiding the student in the initial phase of proposal development. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, initiate the development of a research proposal; and written discussions.
Evaluation Methods	Discussion Board = 10% Research Question = 25% Review of Literature = 40% Final Presentation = 25%
Topical Outline	<ul style="list-style-type: none"> • Conceptualizing a study • Research problems • Types of research questions • Purpose of a literature review • Scope of literature search • Locating relevant literature for a research proposal • Preparing a written literature review

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 8312	Doctoral Research Seminar II
Credit Hours	3 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable
Course Description	Explores how the research study is designed including data collection methods and analysis in the development of a research proposal.
Course Outcomes	<ol style="list-style-type: none"> 1. Understand ethical guidelines in nursing research 2. Utilize appropriate research designs to guide research questions 3. Design a data collection plan 4. Explore data analysis strategies 5. Describe methods of disseminating research findings
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. Offredy, M. & Vickers, P. (2010). Developing a Healthcare Research Proposal: An Interactive Student Guide. Oxford: Wiley. 2. Wood, M. & Kerr, J. (2010) Basic Steps in Planning Nursing Research: From Question to Proposal (7th ed.) 3. American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed). Washington, DC: Author
Teaching Methods	This is a web-based course which includes regularly scheduled modules guiding the student in the last phases of proposal development. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, development of a research proposal; and written discussions.
Evaluation Methods	Discussion Board = 10% Data Collection Plan = 15% Data Analysis = 20% Final Proposal = 40% Final Presentation = 15%
Topical Outline	<ul style="list-style-type: none"> • Planning data collection • Data sources • Methods for data collection • Methods for data analysis • Research designs • Ethical conducts and principles in human research • Writing the first three chapters of the research proposal

THE UNIVERSITY OF MEMPHIS
LOEWENBERG COLLEGE OF NURSING
PhD Program

NURS 9000	Doctoral Dissertation
Credit Hours	1-12 semester units
Prerequisites	none
Co-requisites	none
Faculty	Dr. Location: _____ Office Phone: _____ email address: _____ Office Hours: variable
Course Description	This course focuses on guiding the student in the development of a doctoral dissertation proposal toward defending his/her dissertation.
Course Outcomes	<ol style="list-style-type: none"> 1. Prepare a research proposal 2. Conduct original research after successful proposal hearing 3. Prepare PhD dissertation defense
Textbook(s) and Resources	<ol style="list-style-type: none"> 1. American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed). Washington, DC: Author 2. Textbooks from doctoral seminars and research methodology courses
Teaching Methods	This is a web-based course, which includes regularly scheduled modules guiding the student from the last phase of proposal development to defending PhD dissertation. The student dissertation committee's chair and members regularly communicate, guide, and mentor the student in this process. Assignments are posted by course week(s). Select teaching strategies include required readings, films, data base searches, development of a research proposal; written discussions, and guided dissertation writing.
Evaluation Methods	Proposal specific assignments = 100%
Topical Outline	<ul style="list-style-type: none"> • Requirements of a PhD dissertation • Research proposal • Significance of study • Research hypotheses • Research questions • Review of literature • Theoretical or conceptual model • Design of study • Sampling methods and principles • Study population and setting(s) • Sources of data • Instrumentation and testing • Data collection methods • Analysis of data • Reliability, validity, or credibility of the research study • Limitations of study • Conclusions of the findings

	<ul style="list-style-type: none">• Recommendations for future research• Implications for practice, education, and or/research
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APPENDIX D

FACULTY CVs

CURRICULUM VITAE

Name: Dr. Annapoorna Mary		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD In Nursing	Nursing	University Of Tennessee Graduate Health Sciences	2007
MSc(N)	Nursing	Sri. Ramachandra University, Chennai, India	2002
BSc(N)	Nursing	Madras Medical College, Chennai, India	1999
Diploma in Nursing	Nursing	St. Ann's School of Nursing, Tuticorin, India	1983
Certification in Midwifefrey	Nursing	St. Ann's School of Nursing, Tuticorin, India	1984
CGFNS Certification	Nursing	CGFNS, USA	1995
Certification of Critical Care Nursing	Nursing	AACCN, USA	2004
Certification in Trauma Care Nursing	Nursing	Trauma care Association	2006
Chemotherapy Administration certification	Oncology Nursing	Oncology Nurses Association	2007
Certification of ACLS Instructor	Nursing	AHA	2006
Certification of Nurse Educator	Nursing	NLN	2012
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg College of Nursing	The University of Memphis	2012- todate
Assistant Professor	Baptist College Health Sciences: Nursing	Baptist College Health Sciences	2007-2012
Medical Response Team	MRT Department	St. Francis Hospital	2007-2010
Assistant Nurse Manager	Critical Care	St. Francis Hospital	2005-2007
CV ICU Nurse/ Charge Nurse	CVICU	St. Francis Hospital	2002- 2005
HONORS/AWARDS			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
DAISY Award for Extraordinary Nursing Faculty		Baptist College of Nursing	2010
Gleneagles Global Hospitals Research Excellence Award		Gleneagles Global Hospitals, Asia	2016
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Evidence Based Practice: BSN		University of Memphis	
Evidence Based Practice: RN BSN: Online		University of Memphis	
Advanced Nursing Research: Online		University of Memphis	
Introduction to Foundation of Nursing		University of Memphis	
Introduction to Professional Nursing		University of Memphis	
Clinical Pathophysiology		University of Memphis	
Course Coordinator/ Course Developer: RN BSN Evidence Based Practice		University of Memphis	

Nursing Ethics	University of Memphis
Course Coordinator/ Course Developer: BSN Evidence Based Practice	University of Memphis
Course Coordinator/ Course Developer: Advanced Nursing Research	University of Memphis
Advanced Adult Health	Baptist College Health Sciences
Course Development Clinical Pathophysiology: RN BSN G50	University of Memphis

Refereed Journal Publications - selected

- Mary. A. (2017). Discharge Education and Technology Integration in Prevention of CABG Re admissions. Journal of Managed Care Nursing, 4(1),8-17.
- Barger.L. & Mary. A. (2017). Evidence Based Practice: Cardiac Surgery Patient Education. Journal of Managed Care Nursing, 4(1), 19-28.
- Bottom.W. Mary.A.(2017). Benchmark Time of Door- to- Electrocardiogram (ECG) Time for patients with Myocardial Infarction and Acute Coronary Syndrome.Journal of Managed Care Nursing, 4(1), 19-28.19-32.
- Mary. A. (2016). Perioperative Risk Factors Associated With 30 Days Readmission After Coronary Artery Bypass Graft Surgery. Journal of Managed Care Nursing, 3(3), 13-25.
- Mary, A.(2016). Clinical Factors Associated With Postoperative Length of Time on Ventilator among Coronary Artery Bypass Surgery Patients. International Journal of Nursing and Medical Sciences, 5(1), 489-503.
- Raja.J.M , Mary. A., & Stagopan.U. (2016). A study on Dual Infections in Pyrexia Cases. International Journal of Medical Research & Health Sciences,5(8), 150-155.
- Mary, A. & Ward, K. D. (2015). Association between quality of life and depression among heart transplant recipients and family caregivers. Journal- Cardiovascular Surgery, 3 (2), 35-42. doi:10.5455/jcvs.2015323
- Arumugam, J. M. R., Mary, A. & Satagopan, U. (2015). A Review on Co-infection with Dengue and Malaria. International Journal of Tropical Medicine and Public Health, 5 (3), 1-5. doi:10.5455/ijtmph/190561.

Refereed Conference Publications-selected

- Mary. A. (2015). Current Challenges in Neonatal Intensive Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015
- Mary. A. (2015). Challenges of aging females in Critical Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015.
- Mary. A. (2015). Authentication of research evidences for practice: Quantitative methods: International conference on Authentication of scientific research for eminence: Translating research into practice, Sree Balaji College of Nursing, Chennai, India, June 2015.
- Mary. A. (2016). Impact of Discharge Education and Cardiac Rehabilitation in Prevention of Readmission after the Coronary Artery Bypass Graft Surgery, Nursing Society Conference Proceedings, SRM University, India, [Web presentation], November, 2016
- Mary. A. (2017). Mid Position Leadership Models for Evidence Based Practice, International Conference on Clinical Leadership excellence, Gleneagles Global Hospitals, India.
- Mary. A. (2017). Telehealth Interventions in Prevention of 30 days Readmission after CABG surgery. International Nursing Research Conference, Sri. Ramachandra University, Chennai, India.

Presentations - Conference (refereed *)-selected

- Mary. A. (2017). Telehealth Interventions in Prevention of 30 days Readmission after CABG surgery. International Nursing Research Conference, Sri. Ramachandra University, Chennai, India.
- Mary. A. (2017). Mid Position Leadership Models for Evidence Based Practice, International Conference on Clinical Leadership excellence, Gleneagles Global Hospitals, India.

- Mary. A. (2016). Impact of Discharge Education and Cardiac Rehabilitation in Prevention of Readmission after the Coronary Artery Bypass Graft Surgery, Nursing Society Conference Proceedings, SRM University, India, [Web presentation], November, 2016
- Authentication of research evidences for practice: Quantitative methods: International conference on Authentication of scientific research for eminence: Translating research into practice, Sree Balaji College of Nursing, Chennai, India, June 2015.
- Challenges of aging females in Critical Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015.
- Current Challenges in Neonatal Intensive Care: International Health care summit: Modern Trends in Nursing Education, All India Institute of Local Self Government, Feb, 2015

Presentations - Universities/Industry (refereed *)-selected

- Mary. A. (2017). Research Methods and Models for Evidence Based Practice. SRM University, India.
- Mary. A.(2016, September).Effectiveness of health Education in Prevention of 30 days Readmission after CABG surgery, CSD PhD Colloquium, The University of Memphis.
- Jacobsen, D. & Mary. A. Blood culture Contamination in the Emergency Department: An Evaluation of Body of Evidence and Practice for Venipuncture Versus Peripheral IV for Blood Draws. Annual Research Conference, The University of Memphis, March, 2015 (Poster Presentation)
- McGraw, C. & Mary.A. Pressure Ulcer Documentation: Today VS Past. Annual Research Conference, The University of Memphis, March, 2015 (Poster Presentation)
- White, M.& Mary .A. Effects of Discharge Education on Hospital Readmission among Heart Failure Patients, Student Annual Research Conference, The University of Memphis, March, 2016. (Poster Presentation)
- Robinson.W.C.& Mary.A. Factors of Hospitalization among African American Children with Asthma, The University of Memphis, March, 2016.
- Welch.L.& Mary.A. Hypertension Education and Medication Adherence among African American Male, The University of Memphis, March, 2016.(Poster Presentation)
- Fukala. M.& Mary.A. Effects of Additional Sources of Educational Material in Patients Receiving Chemotherapy. The University of Memphis, March, 2016.

Outreach-selected			
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD	
BMH	IRB Member		
University of Memphis	IRB Member		
Sigma Theta Tau- Memphis Chapter	Secretary		
LCON; University of Memphis	Admission Committee Member	2013- till todote	
LCON; University of Memphis	Curriculum Committee Member	2015- todote	
LCON; University of Memphis	Progression Committee Member	2015- todote	
LCON; University of Memphis	Undergraduate Council Member		2014- to date
LCON; University of Memphis	Annual Student Research Forum: Evaluator		2016- to date
Journal Reviewer	Multiple Journals		2012- todote
International Universities	PhD Examiner		2012- todote
Catholic Church/ Diocese of Memphis	PRE Teacher		2013- todote
Catholic Church/ USA	Minister for St. Joan of Arc Fraternity: Secular Franciscan Order[St. Clare Region]		2012- todote

CURRICULUM VITAE

Name: Belinda Fleming		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	University of Tennessee Health Science Center	2009
MSN	Nursing	University of Tennessee Health Science Center	1985
BSN	Nursing	Southern Adventist University	1976
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Clinical Professor	Loewenberg School of Nursing	University of Memphis	9/09 to present
Director, FNP Program	Loewenberg School of Nursing	University of Memphis	9/10 to present
Assistant Professor	UT Health Science Center	College of Nursing	09/98 -9/09
Associate Professor	School of Nursing RN-BSN	Union University	1988-1994
Adjunct Faculty	Loewenberg School of Nursing	University of Memphis	1994
Lead Instructor and Course Coordinator	Senior Level	Methodist Hospital School of Nursing	1979-1985
Family Nurse Practitioner		May Medical Group	09/04- present
Family Nurse Practitioner-Primary Care Clinic	Health Loop	UT Health Science Center, College of Nursing	9/98-6-02
Family Nurse Practitioner	Family Physician Resident Practice	UT Health Science Center, College of Nursing	6/02-9/05
Family Nurse Practitioner-Endocrine Clinic	Student Health	UT Health Science Center, College of Nursing	9/98-7/04
Family Nurse Practitioner	Airport Clinic	UT Health Science Center, College of Nursing	9/03-09/04
Family Nurse Practitioner	Rehab Clinic	UT Health Science Center, College of Nursing	6/01-1/02
Family Nurse Practitioner-Psychiatric Emergency Room	Regional Medical Center	UT Health Science Center, College of Nursing	7/02-7/04
Family Nurse Practitioner	Community Free Clinic	UT Health Science Center College of Nursing	1/06 -7/06
Family Nurse Practitioner	Family Physician Resident Practice	UT Health Science Center College of Nursing	12/08 -9/09
Family Nurse Practitioner	Student Health	UT Health Science Center College of Nursing	9/98 - 9/09
Family Nurse Practitioner		Peabody Health Care Group	09/94 – 06/98
Family Nurse Practitioner		North Benton County Healthcare Association	03/92 – 09/94
Sexual Assault Nurse Evaluator		Memphis Sexual Assault Resource Center	09/87 – 09/92
Family Nurse Practitioner	Community Health Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Family Nurse Practitioner	Sexually Transmitted Disease Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Family Nurse Practitioner	Refugee Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Family Nurse Practitioner	Pediatric Acute Care Clinic	Memphis- Shelby County Health Department	09/85 – 06/94
Commander	Bureau of Navy Medicine	U S Navy(ret)	04/87-05/13

HONORS/AWARDS			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
DAISY Faculty Award for Teaching Excellence		DAISY Foundation	2012
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Adv Health Assessment		University of Memphis	
Family Nurse Practitioner I		University of Memphis	
Family Nurse Practitioner II		University of Memphis	
Family Nurse Practitioner III		University of Memphis	
Family Nurse Practitioner Residency		University of Memphis	
Pharmacology, Undergraduate		University of Memphis	
Advanced Pharmacology		University of Memphis	
Scholarly Synthesis		University of Memphis	
: Advanced Family Nursing II		University of Tennessee Health Science Center	
Physical Diagnosis		University of Tennessee Health Science Center	
Health Assessment		University of Tennessee Health Science Center	
Nursing Care of Children		University of Tennessee Health Science Center	
Health of Populations		University of Tennessee Health Science Center	
Mental Health Nursing		University of Tennessee Health Science Center	
Community Health Nursing		Union University	
Issues and Trends in Nursing		Union University	
Nursing Theory		Union University	
Health Assessment		Union University	
STUDENT ADVISING/MENTORING			
CURRENT DEGREE		NAME	YEAR OF GRADUATION
DNP		TRACY COLLINS	2013
DNP		CHERYL BURNETT	2016
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
SKILLS WEEK	began Spring 2016 and repeats every semester	COLLEGE OF NURSING	NONE
Objective Structured Comprehensive Exam	began Fall 2011	University of Memphis	none

Refereed Journal Publications

- Critical Thinking. (2014). Zhan, L. Lee, S., **Fleming, B.** Journal of Nursing (China),
- Vulnerable populations: Drug court clients. (2008). Speck, P.M., Conner, P.D., Hartig, M.T., Cunningham, P.D., **Fleming, B.** Nursing Clinics of North America, 42, 477-489.

Non-Refereed Publications

- Chang, C.F., Zhan, L., Mirvis, D.M & **Fleming, B.** University of Memphis. (2015). Unmet Demand for Primary Care in Tennessee: The benefits of Fully Utilizing Nurse Practitioners. Memphis, TN.

Creative/Artistic Works

- International Journal of Health Sciences Education: Manuscript Reviewer (2012)
- Nephrology Nursing Journal: Manuscript Reviewer (2004-2006)

Presentations - Conference (refereed *)- Selected

- Endothelial and thrombotic markers of cardiovascular risk in African-American adolescents* (Feb. 4-6, 2010). Lee, E., **Fleming, B.**, & Cowan, P.A. Southern Nursing Research Society, Austin, TX (Minority Health Poster Award)
- The effect of weight loss and fitness on metabolic syndrome markers, HRV and inflammation in obese African American Youth* (Feb. 2009). **Fleming, B.**, Cowan, P.A. Southern Nursing Research Society, Baltimore, Md.
- Heart rate variability differences between overweight adolescents with and without impaired glucose tolerance.* (February 21-23, 2008). Lee, S., Cowan, P. A., **Fleming, B.**, Chatman, M. & Velasquez, P.A. Southern Nursing Research Society. Birmingham, AL
- The Rhetoric of Childhood Obesity: A Nurse and Rhetorician Interpret the Closing Book of Activity. October 19-21, 2006. Fleming, B. Western States Rhetoric and Literacy Conference. University of Utah, Salt Lake City, Utah.

OUTREACH			
Project/s summary			
PROJECT - Selected	PARTICIPANTS	PERIOD	SPONSORSHIP
Healthy Memphis Common Table		2006 & 2008	
Town Hall Initiative to Fight Obesity in Youth		2006	Shaping America’s Youth
Free School Physicals	Tipton County Schools	2004, 2005, 2008, 2009, 2010, 2011	Dr Jeff May
SERVICE-Selected			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
College of Nursing	Graduate Curriculum Committee		2009-present
College of Nursing	MSN Admissions/Progressions Committee		2009-present
College of Nursing	Search Committee-Faculty		2011- present
OTHER			
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE		PERIOD
TNA	State office-Nominating Committee		2016-present
TNA	Disctrct 1 office-Membership Committee		2016-present
CONSULTING			
ORGANIZATION/COMPANY			PERIOD
Jining Medical University			Summer 2012
Jining Medical University			Summer 2013

CURRICULUM VITAE

Name: Bradley R. Harrell DNP, APRN, ACNP-BC		Department:	
EDUCATION DEGREES			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Doctor of Nursing Practice	Nursing	UT Health Science Center	2009
Master of Science	Nursing	University of Memphis	2006
Bachelor of Science	Nursing	University of Memphis	2003
Undergraduate Prerequisites	Allied Health	Dyersburg State Community College	2001
EXPERIENCE-Selected			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor - Tenure Track	Loewenberg College of Nursing	University of Memphis	2016-present
Clinical Associate Professor	Loewenberg College of Nursing	University of Memphis	08/2015 - 08/2016
Nurse Practitioner		Ripley Medical Clinic & Home Visits	05/2014 - present
Nurse Practitioner	Emergency Department	U.S. Department of Veterans Affairs	06/2015 - 08/2015
Department Chair	School of Nursing	Union University	08/2013 - 01/2015
Associate Professor	School of Nursing	Union University	04/2011 - 01/2015
Nurse Practitioner	Emergency Department	Baptist Hospital - Memphis via TeamHealth	09/2010 - 06/2014
HONOR/AWARD- Selected		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Leadership Germantown Nominee		City of Germantown, TN	2014
Graduated Cum Laude		University of Memphis	2003
State Practice Award Nominee		Tennessee Nurses Association	2014
40 Under 40 Member		Tennessee Action Coalition	2014
TEACHING EXPERIENCE			
SUBJECT	INSTITUTION		
Associate Graduate Faculty Member	University of Memphis		
Undergraduate Nursing	University of Memphis Loewenberg College of Nursing		
MSN and DNP Nursing	Union University School of Nursing		
Undergraduate Nursing	Union University School of Nursing		
BSN and MSN Nursing (including CNL)	University of Tennessee Health Science Center College of Nursing		

Book Reviews – (selected)

- Invited Reviewer, 25 Chapters, Rosenthal: Lehne's Pharmacotherapeutics for Nurse Practitioners, Physician Assistants, and Other Advanced Practitioners, First Edition, 2016
- Invited Manuscript Reviewer, The Scientific Pages of Nursing, 2016-present

Refereed Journal Publications - Selected

- Harrell, B.** & Miller, S. (2017 anticipated). Fluid resuscitation in patients with intra-abdominal hypertension and abdominal compartment syndrome. Nursing Clinics of North America. Accepted for publication.
- Lefave, M., **Harrell, B.**, Wright, M. (2016). Analysis of Cricoid Pressure Force and Technique Among Anesthesiologists, Nurse Anesthetists, and Registered Nurses. Journal of Perianesthesia Nursing, 31(3). 237-244.

Non-Refereed Publications

Harrell, B. (2013, March). I Am TNA. *The Tennessee Nurse*, pp. 1.

- Yearwood, A. & **Harrell, B.** (2013). Response Times and Sleepiness among Fatigued CRNAs. *Journal of the Union Faculty Forum* 33. 72-100.

- Wherry, S. & **Harrell, B.** (2011). Health Care Providers' Perceptions of Quality of Care: Spiritual Interventions and Medical Missions. Journal of the Union Faculty Forum, 31. 39-51.

Presentations - Conference (refereed *)- Selected

- ***Harrell, B.** (2014). Care of Critically Ill Patients with Hepatobiliary and Abdominal Trauma. Content expert speaker at CCRN Review Course for Greater Memphis Area Critical Care Nurses, American Association of Critical Care Nurses.
- ***Harrell, B.** (2015). Care and Management of Patients with Intra-Abdominal Hypertension and Abdominal Compartment Syndrome. Clinical Expert Speaker for American Association of Critical-Care Nurses – Greater Memphis Area Chapter, Spring Seminar, Focus the Flame.

Presentations - Universities/Industry (refereed *)-Selected

- Harrell, B. (2013). *Endurance, Achievement, and Health Policy*. Keynote speaker at MSN Education/Leadership Breakfast – Union University School of Nursing.
- Harrell, B. (2016). Teaching 101: Fostering Critical Thinking and Student Perception in the Classroom. LCON Faculty Collaboration Luncheon.

Other Presentations (refereed *)-Selected

- Harrell, B. (2013). *Using ExamView Test Generator to Create and Publish Exams for MoodleRooms*. Podium presentation at U-Tech Expo at Union University.
- ***Harrell, B.** and Lee, R. (2017). International WSAC Nursing Guidelines Workgroup. Nursing management guidelines in the care of patients with intra-abdominal hypertension and abdominal compartment syndrome. Abstract accepted for poster presentation at Inaugural Nurse Practitioners in Acute Care Conference.
- ***Harrell, B.** (2017). Teaching with Acronyms to Promote Critical Thinking and Prioritization in Undergraduate Nursing Students. Abstract accepted for poster presentation at Elsevier Nursing Education Conference.

SUPPORT (External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Developing the Leadership, Engagement, and Advancement in Nursing (LEAN) Program for LCON	Tennessee Board of Regents SERS Grant	25,000	Applied for 2017-2018
Evaluating Nurse Practitioner Care for Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Patients	Sigma Theta Tau - Beta Theta at Large Chapter	3,000	Applied for 2017-2018
Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
ACE Curriculum Integration	ACE Foundation and UCI	1,000	Spring 2017
Law School ACE Collaboration Practicum Course	ACE Foundation and UCI	10,000	Fall 2016 and ongoing
OUTREACH - Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
LGBT Health and NP Workforce Development		2016-present	Ongoing discussion with national experts.
Nurse Practitioner Practice (rural health and home visits)		2010-present	
SERVICE- Selected			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
University of Memphis Loewenberg College of Nursing	Tenure Track Faculty Search Committee	2016-present	
University of Memphis	University Undergraduate Appeals Committee	2016-present	
University of Memphis Loewenberg College of Nursing	Curriculum Committee - Chair	2016-present	
University of Memphis Loewenberg College of Nursing	Undergraduate Council	2016-present	
Tennessee Board of Regents	ACNP Exploratory Group	2016	
University of Memphis Loewenberg College of Nursing	NCLEX TaskForce - Chair	2016	
University of Memphis Loewenberg College of Nursing	Evaluation Committee	2015-2016	
University of Memphis Loewenberg College of Nursing	DNP Planning Workgroup	2015-present	
University of Memphis Loewenberg College of Nursing	Strategic Planning Committee	2015-present	
University of Memphis Loewenberg College of Nursing	NCLEX Taskforce	2015-present	
University of Memphis Loewenberg College of Nursing	Faculty Committee	2015-present	

OTHER-Selected SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
American Nurses Credentialing Center	Commission on Certification, Commissioner Nominee	2017
Tennessee Nurses Association, District 12	President	2016-present
Tennessee Nurses Association	District Presidents' Council	2016-present
American Nurses Credentialing Center (ANCC)	Adult Gerontology Acute Care Nurse Practitioner Content Expert Panel Member	2014-present
1. Tennessee Action Coalition	2. Leadership Committee	3. 2013-present
4. World Society of the Abdominal Compartment Syndrome	5. Nursing Guidelines Workgroup	6. 2013-present
American Association of Nurse Practitioners	Member	2011-present

Appendix A –(Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y)/(N)
2016	NURS 3006	Professional Nursing Seminar	3	100	7		N
2016	NURS 4205	Transitions to Professional Nursing Practice	4	100	47		No
2016	NURS 4206	Transition into Professional Nursing Practice Practicum	8	50	46	SI	No
2016	NURS 3205 Memphis	Nursing of the Adult 1: Common Health Alterations	3	100	145	S	No
2016	NURS 3205 Lambuth	Nursing of the Adult 1: Common Health Alterations	3	100	31		No
2016	HPP 705	Health Policy Practicum - Interdisciplinary	3		12	I	Y
2017	NURS 3205 Memphis	Nursing of the Adult 1: Common Health Alterations	3	100	141		No
2017	NURS 3205 Lambuth	Nursing of the Adult 1: Common Health Alterations	3	100	25		No

Appendix B- (Selected)

Mari Fritz, MSN Student - 2016 - "Development of Child Health Policy and Advocacy Program at Tertiary Pediatric Medical Center" - ACE/Law Health Policy Collaboration Course
Kristen Bell, MSN Student - 2016 - "Providing Health Data to Improve Environmental Public Health in a Metropolitan Underserved Area" - ACE/Law Health Policy Collaboration Course

Appendix C

Harrell, B., Sasser, J., Gill, M. (in progress). Evaluation of nurse practitioner care of LGBT patients. Early planning in progress.
Harrell, B., Chung, H., and Miller, S. (in progress). Fluid resuscitation changes in the critically ill adult. Plan to submit to Journal of Infusion Nursing.

CURRICULUM VITAE

Name: Beverly B West	Department: NURSING
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
ASN	Nursing	Memphis State University	1976
BSN	Nursing	Memphis State University	1985
MSN	Nursing	University of Memphis	2006
PhD	Education	Capella University	2016

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Staff Nurse	Orthopedics	Baptist Memorial Hospital	1976-1980
Staff Nurse	Home Health Care	Home-Bound Medical Care	1980-1981
Branch Manager	Home Health Care	Home-Bound Medical Care	1981-1983
Research Nurse	Endocrinology and Metabolism	University of Tennessee, Memphis	1983-1985
Research Study Coordinator	Endocrinology and Metabolism	University of Tennessee, Memphis	1985-1988
Diabetes Clinical Case Manager	Nursing Administration	LeBonheur Children's Medical Center	1988-2006
Graduate Assistant	Loewenberg School of Nursing	University of Memphis	2005-2006
Patient Educator (part-time)	Nursing Administration	LeBonheur Children	2006-2008
Clinical Associate Professor	Loewenberg College of Nursing	University of Memphis	2006-present
Vaccination Nurse	Public Health	Memphis & Shelby County Health Department	2009-2010
Research Nurse	Fetal and Infant Mortality Review (FIMR)	Memphis & Shelby County Health Department	2010
Registered nurse	Pediatric Services	Maxim Healthcare Services	2010 - present

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Diabetes Educator Certification (CDE)	National Certification Board for Diabetes Educators	1987
Pediatric Nurse Certification (CPN)	Pediatric Nursing Certification Board, Inc.	2008
Celebrate Nursing Award	Tennessee Nurses Association	1991
Who's Who in American Nursing		1992
Diabetes Educator Award	American Diabetes Association	2005
Presidents List	Capella University	2012-2016

TEACHING EXPERIENCE	
SUBJECT	INSTITUTION
Pediatric Nursing Practicum (U)	University of Memphis
Community Health Nursing Practicum	University of Memphis
Contemporary Issues and Trends in Nursing	University of Memphis
Nursing Simulation (U)	University of Memphis

Timely Learning Coaching (U)		University of Memphis
Health Assessment Lab		University of Memphis
Professional Nursing Seminar		University of Memphis
CREATIVE ACTIVITIES		
ACTIVITY	DATES	LOCATION
The Student with Diabetes	1988-1993	LeBonheur Children's Medical Center
It's a Small World	1988-2006	LeBonheur Children's Medical Center
Diabetes Update	2003, 2005	LeBonheur Children
Advanced Diabetes Management	2005	Methodist LeBonheur Healthcare
Diabetes in the School System	2005	LeBonheur Children's Medical Center
Poster Session: Has the Increasing Incidence of Type 2 Diabetes in Children Reached a Plateau?	2006	Annual Meeting of the Society for Adolescent Medicine
Special Topics in Diabetes	2006, 2007	Methodist LeBonheur Healthcare

Book Reviews

- Rudd, K. & Kocisko, D. (in press). Pediatric nursing: The critical components of nursing care (2nd ed.) Philadelphia, PA: F. A. Davis.
- Ball, J. W., Bindler, R. C., & Cowen, K. J. (2014). Child health nursing: Partnering with families (3rd ed.). Upper Saddle River, NJ: Pearson.
- Reviewed 4 chapters in the revision of the textbook: Bowden, V. R., & Greenberg, C. S. (2013). Children and their families: The continuum of nursing care (3rd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Non-Refereed Publications-(Selected)

- Danish, R. K., & West, B. B. (2005). Rapid progression from pre-diabetes to severely ill diabetes while under "expert care": Suggestions for improved screening for disease progression. *Diabetes Spectrum*, 18(4), 229-239.
- The DCCT Research Group. (1988). Reliability and validity of a diabetes quality-of-life measure for the diabetes control and complications trial (**DCCT**). *Diabetes Care*, 11(9), 725-732.

Case, 11(3), 125-132.

OUTREACH Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Fetal and Infant Mortality Review (FIMR)	Case Review Team	2010 - 2012	Memphis & Shelby County Health Department
Fetal and Infant Mortality Review ((FIMR)	Community Action Team	2010 - 2012	Memphis & Shelby County Health Department
SERVICE			
UNIVERSITY		COMMITTEE/ACTIVITY	PERIOD
University Of Memphis		Women in Healthcare	2010
University of Memphis, Loewenberg College of Nursing		Curriculum Committee	2010 - 2011
Sigma Theta Tau International Nurses Honor Society		Faculty Advisor	2010 - 2014
University of Memphis, Loewenberg College of Nursing		Student Affairs Committee	2011 - present
OTHER			
SOCIETY/ORGANIZATION/JOURNAL - Selected		COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD

American Nurses Association		2004-present
Sigma Theta Tau International Nurses Honor Society		2004-present
National League for Nursing		2005-present
Society of Pediatric Nurses		2008 - present
International Nurses Association of Clinical Simulation and Learning	Research Committee	2015-present

Appendix A – (Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Summer 2013	NURS 3229	Child Health Nursing Practicum	2	40	24		
Fall 2013	NURS 3229	Pediatric Nursing Practicum	2	62	78		
Fall 2013		Timely Learning Coaching (TLC)	1	15	62		Y
Spring 2014	NURS 3229	Pediatric Nursing Practicum	2	23	24		
Summer 2014	NURS 3229	Pediatric Nursing Practicum	2	100	7		
Fall 2014	NURS 4120	Contemporary Issues and Trends in Nursing	3	100	63		Y
Fall 2014	NURS 4129	Community Health Nursing Practicum	3	20	21		Y
Spring 2015	NURS 3229	Pediatric Nursing Practicum	2	15	15		
Spring 2015	NURS 4120	Contemporary Issues and Trends in Nursing	3	100	94		
Fall 2015	NURS 3229	Pediatric Nursing Practicum	2	23	22		
Fall 2015	NURS 3103	Health Assessment Lab	1	5	10		Y
Spring 2016	NURS 3229	Pediatric Nursing Practicum	2	25	89		
Fall 2016	NURS 3229	Pediatric Nursing Practicum	2	18	108		
Fall 2016	NURS 3006	Professional Nursing Seminar	1	15	100		Y

CURRICULUM VITAE

Name: GLORIA CARR		Department: NURSING	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing Education	The University of Texas, Arlington	2007
MSN	Nursing	University of TN, Memphis	1997
BSN	Nursing	Union University, Memphis	1995
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Professor	Loewenberg College of Nursing	University of Memphis	2012-Present
Assistant Professor	Nursing	The University of Memphis	2006-2012
HONOR/AWARD - Selected		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Inducted Nursing Honor Society		Sigma Thetha Tau, International	2010
Outstanding Professor: Excellence in Teaching, Mentoring, & Professionalism		The University of Memphis LSON Graduate Education Education Students	2010
Briggs Excellence in Teaching Nominee		The University of Memphis	2010
TEACHING EXPERIENCE -SUBJECT		INSTITUTION	
Advanced Adult Health Nursing (U)		University of Memphis	
Complex Alterations in Critical Care Nursing (G)		University of Memphis	
Case Management in Critical Care Nursing (G)		University of Memphis	
Pathophysiology (U)		University of Memphis	
Case Management Core (G)		University of Memphis	
Case Management Adult Health (G)		University of Memphis	
Population Focus Practicum (U)		The University of Memphis	
Advanced Pathophysiology (G)		The University of Memphis	
Advanced Pathophysiology (G)		Regents Online Degree Program (RODP)	
Clinical Focus Practicum (G)		The University of Memphis	
Gerontological Nursing (U)		The University of Memphis	
Education Residency (G)		The University of Memphis	
Scholarly Synthesis (G)		U of Memphis	
Professional Nursing Seminar (U)		U of Memphis	
STUDENT ADVISING/MENTORING-(Selected)			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
MSN The University of Memphis	Neysa Rhoads	2012	
MSN The University of Memphis	Laura Smeltzer	2013	
MSN The University of Memphis	Kayla Lambert	2013	
MSNc	Elizabeth Hollinger	2014	
MSNc	Ellen Goleb	2016	

BSNc	Latoria Boyland	2017
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Books Published-Selected

- **Carr, G. F.** (2012). Case Studies with suggested responses. In Evolve resources for T. A. Touhy & K. Jett (Eds.), *Ebersole & Hess' Toward healthy aging: Human needs and nursing response*. St. Louis: Mosby.
- Hayslip, B., Davis, S., Goodman, C., Smith, G.C., Neumann, C., Maiden, R., & **Carr, G.** The role of resilience in understanding grandparents raising their grandchildren. In B. Hayslip & G. Smith (eds). *Resilient grandparent caregivers: A strengths-based perspective*. New York: Routledge.
- Lee, C. J., & **Carr, G. F.** (2012). *Stepping up: A Companion and Guide for Family Caregivers*. Southport: Phronesis Press.

Book Reviews

- *Ebersole, P., Hess, P., Tuohy, T. A., Jett, K., & Luggen, A. S. (2012). Toward healthy aging: Human needs and nursing response (7th ed.). St. Louis, MO: Elsevier.*
- Ellis, K. M. 2002. *EKG Plain and Simple: From Rhythm Strips to 12-Leads*. Upper Saddle River, NJ: Prentice Hall.

Refereed Journal Publications-Selected

- Goleb, E., & **Carr, G. F.** (in review). Evidenced-based Interventions for substance abuse among victims of adverse childhood experiences. Sixth Annual Global Healthcare Conference.
- Carr, G. F. (in press). Relationship between physical activity and cognitive function in older adults. The Deep South CME Network, UAB Division of CME, Geriatric-Focused CME Courses. <http://www.alabamacme.uab.edu/geriatrics.aspx>.
- **Carr, G. F.**, Dinoff, B. L., Haile, B. J., & Pittman, J. R. (in press). End of life care in older adults with dementia. The Deep South CME Network, UAB Division of CME, Geriatric-Focused CME Courses. <http://www.alabamacme.uab.edu/geriatrics.aspx>.
- Bond, M. L., Jones, M. E., Barr, W. J., **Carr, G. F.**, Williams, S. J., & Baxley, S. (2012). Relationships between hardiness, stress, perceived social support, perceived institutional support and progression of minority students in a master's of nursing program. *Hispanic Health Care International Journal*.

Creative/Artistic Works

- Carr, G. F. (2007). African American grandmother caregivers: Relationships among information need, perceived burden, perceived health, service need and service use. *Dissertation Abstracts International*, 68-11B, (UMI No. 3289407).

Presentations – Conference/Universities/Industry (refereed *) Selected

- Carr, G. F. (2010). Health needs and the use of service and support resources: Grandmother caregivers' perceptions. *The Alzheimer's Association Annual Caregiver's Conference, Memphis, TN*.

Other Presentations (refereed *) - Selected

- **Carr, G. F.**, & Fuller-Thomson, E. (2014). Depressive disorders among African Americans with Chronic Obstructive Pulmonary Disease. *Gerontological Society of America's Annual Scientific Meeting*.
- Scroggins, I., & **Carr, G. F.** (2012). Pilot Study: Factors That Influence Parental Stress in Parents of Children with Epilepsy. *Proceedings of the Southern Nurses Research Society, New Orleans, LA*.

OUTREACH Project/s summary-(Selected)			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Global Missions	Citizens of Honduras	Spring 2014	MBCC
Supporter	Team Members	Fall 2014	Alzheimer's Foundation
Haiti	Global Missions	2015	
Africa	Global Missions	2016	
SERVICE-(Selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
University of Memphis	Faculty Ombudsperson	2014-Present	
International Ombudsman Association	Research & Assessment Committee	2015	

University of Memphis LSON	Tenure & Promotion Committee	2012-Present
The University of Memphis LSON	Education Track Faculty Committee	2007-Present
The University of Memphis LSON	Graduate Faculty Council	2004-Present
The University of Memphis LSON	Graduate Curriculum Committee	2007-Present
	American Nurse Association	2015
	Tennessee Nurse Association	2015
	The National League for Nursing/Ambassador	2006-Present
OTHER		
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
The National League for Nursing	Ambassador	2006-Present
The National League for Nursing	Advisory committee Nurse Educator Certification Exam Development	2003- 2006

Appendix A - Selected

Academic Year (<u>please indicate year</u>)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2014	NURS 3230	Gerontological Nursing	3.0	100	108		
2014	NURS 3006	Professional Nursing Seminar	1.0		36		
2014	NURS 5002R	Research	3.0		13		
2014	NURS 7209	Educational Residency	4.0		10		
2015	3230	Gerontological Nursing	3.0		97		
2016	3006	Professional Nursing Seminar	1.0		24		
2016	7990	Scholarly Synthesis	3.0		44		

Appendix C

Grant Projects Submitted, Ongoing, or Completed
<ul style="list-style-type: none"> "Bridges to the Doctorate: A Powerful Opportunity", submitted to the National Institutes of Health January 2009.
Research Projects Ongoing or Completed
<ul style="list-style-type: none"> IRB application submitted 12/10. "Attitudes about Older Adults in Third Semester BSN Students"—a retrospective study analyzing data from the course redesign fellowship. "The Graduate Educator Mentoring (GEM) Pilot Program", Co-PI, ongoing research project began March 2010. "Relationships between Hardiness, Stress, Perceived Social Support, Perceived Institutional Support and Progression in a Master's of Nursing Program", ongoing research project began August 2006. "The Role of Resilience in Mediating Outcomes with Grandparents Raising Their Grandchildren", ongoing research project completed October 2009. "Health needs and the use of service and support resources: African American grandmother caregivers' perceptions", completed pilot study.

CURRICULUM VITA Name: GAYLE H SHIBA	Department: NURSING		
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Post Masters Certificate, Family Nurse Practitioner	Nursing	University of Memphis, Loewenberg School of Nursing	December 2010
PhD	Nursing	University of California San Francisco	1997
EXPERIENCE-(Selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Director of MSN and RODP Programs	Loewenberg School of Nursing	University of Memphis	8/2014-present
Associate Dean, Graduate Nursing Programs	Loewenberg School of Nursing	University of Memphis	07/2011 - 8/2014
Associate Professor	Nursing	University of Memphis	2004-present
Research Associate	Otolaryngology/Head and Neck Surgery	University of Tennessee, Memphis	1998-2000
Co-Principal Investigator & Project Director	School of Nursing	University of California, San Francisco	1996-1998
Adjunct Faculty	School of Nursing	Yale University	1990-1991
HONOR/AWARD-Selected	INSTITUTION/COMPANY/ORGANIZATION		YEAR
Llewellyn Legacy Professor	Methodist Healthcare and The University of Memphis Loewenberg School of Nursing		2006 -2009
Most Challenging Lecture Class	University of Memphis / Loewenberg School of Nursing Graduating Class		2004
Best Overall Theory Instructor	University of Memphis / Loewenberg School of Nursing Graduating Class		2003
Cancer Nursing Educator Grant	American Cancer Society		1981
TEACHING EXPERIENCE- (Selected)			
SUBJECT		INSTITUTION	
Advanced Role Development (G)		University of Memphis, Loewenberg School of Nursing	
Advanced Pharmacology (G)		University of Memphis, Loewenberg School of Nursing	
Advanced Nursing Research (G)		University of Memphis, Loewenberg School of Nursing	
Health Assessment		University of Memphis, Loewenberg School of Nursing	
Clinical Focus Practicum (G)		University of Memphis, Loewenberg School of Nursing	
Scholarly Synthesis (G)		University of Memphis, Loewenberg School of Nursing	
Theoretical Foundations of Advanced Nursing Practice (G)		University of Memphis, Loewenberg School of Nursing	
Theoretical Foundations of Advanced Nursing Practice (G)		Regents Online Degree Program / Tennessee Board of Regents	
Advanced Adult Health Nursing I (G)		University of Memphis, Loewenberg School of Nursing	
Advance Adult Health Nursing II (G)		University of Memphis, Loewenberg School of Nursing	
Complex Alterations in Adult Health (G)		University of Memphis, Loewenberg School of Nursing	

Radiation Oncology Nursing (G)	Yale University
Medical-Surgical Nursing (U)	Quinnipiac College
Pediatric Nursing (U)	Quinnipiac College
Pediatric Nursing - clinical (U)	Southern Connecticut State University
Obstetrical and Gynecological Nursing - clinical (U)	Southern Connecticut State University

Books Published-(Selected)

Book Chapters

- Shiba, G., Leong, Y. & Oka, R. (2005). Japanese-Americans. In J. G. Lipson, & S. L. Dibble (Eds.), Culture & Clinical Care. San Francisco, California: UCSF Nursing Press.
- Shiba, G. (1999) Nasopharyngeal cancer. In C. Miaskowski and P. Buchsel (Eds.), in Oncology Nursing: Assessment and Clinical Care. St. Louis: C. V. Mosby.
- Dodd, M. J., & Shiba, G. (1996). Self-Care. In R. McCorkle, S. Baird, M. Grant, & M. Frank-Stromborg (Eds.), Cancer Nursing: A Comprehensive Textbook (2nd Edition). Orlando, Florida: W.B. Saunders.

Refereed Journal Publications- (Selected)

- Wong, P. C., Dodd, M. J., Miaskowski, C., Paul, S. M., Bank, K. A., Shiba, G. H., & Facione, N. (2006). Mucositis Pain Induced by Radiation Therapy: Prevalence, Severity, and Use of Self-Care Behaviors. Journal of Pain and Symptom Management, 32(1); 27-37.
- Dodd, M. J., Miaskowski, C., Greenspan, D., MacPhail, L., Shih, A., Shiba, G., Facione, N., & Paul, S. M. (2003). Radiation-induced Mucositis: A Randomized Clinical Trial of Micronized Sucralfate versus Salt & Soda Mouthwashes. Cancer Investigation, 21(1), 21-33.
- Dodd, M. J., Dibble, S., Miaskowski, C., Paul, S., Cho, M., MacPhail, L., Greenspan, D., & Shiba, G. (2001). A Comparison of the Affective State and Quality of Life of Chemotherapy Patients Who Do and Do Not Develop Chemotherapy-induced Mucositis. Journal of Pain and Symptom Management, 21(6), 498-505.

Non-Refereed Publications

- Dibble, S. L., & Shiba, G. (1994). Software Review: CRUNCH Version 4 Gets High Rating. Advanced Nursing Research Newsletter, 4(2), 4.

Presentations – Conference/Universities/Industry (refereed *) (Selected)

- *Sigma Theta Tau – Beta Theta Chapter-at- Large – Research Day. Symptom Severity and Self-care in Patients Receiving Radiation therapy for Head and Neck Cancer. Memphis, Tennessee (March 2000).
- Symptom Management in the Patient with Head and Neck Cancer: The Nursing Perspective. University of Tennessee - Department of Otolaryngology and Head and Neck Surgery. Monthly Conference. (March 2009).
- Mucositis in the Cancer Patient: Mouth Sores – More than Just ‘Ouch’. FedEx Institute of Technology – Perspectives Speaker Series. University of Memphis, Loewenberg School of Nursing. (February, 2006)

SUPPORT (External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Executive MSN: Preparing Tomorrow's Healthcare Leaders	HRSA Grant 228620	\$250,000	August 2012 - June 2013
	UT, Memphis / Department of Otolaryngology/Head and Neck Surgery	\$10,000	1999-2000
	Quintiles / GeneMedicine	\$10,000	1999-2000
	University of Tennessee, Memphis / Department of Otolaryngology/Head and Neck Surgery	\$20,000	1998-1999
SERVICE – (Selected)			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
University of Memphis, Loewenberg School of Nursing	Graduate Council		2011- present

University of Memphis, Loewenberg School of Nursing	Graduate Admissions Committee	2011- present
University of Memphis	University Graduate Council	2011-present
University of Memphis, Loewenberg School of Nursing	Personnel Committee, Chair	Fall 2014 - present
University of Memphis, Loewenberg School of Nursing	Tenure and Promotion Committee	2004-present
OTHER		
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
Advances in Nursing Science	Reviewer	2012-present
Health Shelby	End of Life Committee	2012-present
University of Tennessee, Memphis, College of Nursing	Cashdollar Lectureship Committee	2000-present
CONSULTING		
ORGANIZATION/COMPANY	PERIOD	
University of Tennessee, Department of Head and Neck Surgery	Spring 2008 - Fall 2008	

Appendix A-(Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Fall 2013	NURS 3006-110	Introduction to Professional Nursing Seminar	1	100	11		Ye
Summer 2013	No courses taught						
Spring 2013	Nurs 7110-001	Independent Study	1	100	4		
Spring 2013	NURS 7110-002	Independent Study	2	100	1		
Fall 2013	NURS 7209	Nursing Education Residency	4	100	3		
Fall2013	NURS 7110-001	Independent Study	1	100	1		

Appendix B-(Selected)

2013 - Continue to advise all Nursing Informatics students. Also advising other graduate nursing students as needed. Available for meeting and speaking to prospective graduate nursing students.
2012 - Responsible for MSN advising. Advised MSN students in the Nursing Informatics and Nursing Administration concentration. Also available for advising regarding admissions to graduate nursing options.
Current Licenses/Certifications:
Registered Nurse - Tennessee/Multistate: #RN0000116794
Family Nurse Practitioner Certification - American Association of Nurse Practitioners
American Heart Association - Basic Life Support

CURRICULUM VITAE

Name: GENAE D.STRONG	Department: NURSING
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EDUCATION-Selected DEGREES			
	DISCIPLINE	INSTITUTION	YEAR
Doctor of Philosophy	Nursing	University of Tennessee, Memphis	2005
Nurse-Midwifery Certification	Nursing	American Midwifery Certification Board	1998

EXPERIENCE-(Selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Editor	Peer-reviewed Journal	Clinical Lactation	2016
Associate Professor	Nursing	University of Memphis Memphis, TN	2014 - Present
HONOR/AWARD- (Selected)		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Presidential Award		Memphis Area Lactation Consultant Association	2015
First "Clinical Lactation" publication to be translated into another language (Italian)		La Gazzetta della Prolattina - pagine scientifiche per L'Allattamento Moderno	2015

TEACHING EXPERIENCE-(Selected)	
SUBJECT	INSTITUTION
Nursing of the Childbearing Family- NURS 3217 Undergraduate (2). Concepts and principles necessary to provide nursing care to childbearing women, neonates, and their families.	University of Memphis
Global Perspectives on Nursing- NURS 4326 Undergraduate/graduate (3). This study abroad program is designed for undergraduate and graduate students interested in increasing their understanding of international health care issues as they relate to nursing.	University of Memphis
Health Assessment Lab- NURS 3103 Undergraduate (1). Laboratory course focuses on developing skills needed to perform a systematic and individualized health assessment of an adult patient.	University of Memphis
Professional Nursing Seminar- NURS 3006 Undergraduate (1). Discuss, debate, and conceptualize the role of the professional nurse; develop essential skills and strategies necessary for academic, interpersonal and professional success.	University of Memphis
Family Nurse Practitioner I- NURS 7601 Graduate (3). Focuses on advanced practice nursing and health care management of women in diverse populations; includes biopsychosocial interactions affecting women throughout the lifespan.	University of Memphis

Book Reviews

Chapter Review

- Olds' (2013). Adolescent pregnancy. In *Maternal-Newborn Nursing & Women's Health*, 10e project. (1-53) Pearson. In Press.
- Norword, S. (2009). Communicating research findings. In *Research essentials: Foundations for evidence-based practice* (pp. 406-425). Prentice Hall.

Refereed Journal Publications- Selected

- Marshall, J. & **Strong, G.** (2017). Expectant mothers' knowledge, perceptions, experiences and acceptance of human donor milk: A pilot study. *Journal of the Academy of Nutrition and Dietetics*. Finally stages of proofing.
- Smith, G., & **Strong, G.** (2016). Fetal effects of PPD: A review of the literature. In revision.
- **Strong, G.** (2016). ADHD: Challenges Breastfeeding Women Face. *ICAN: Infant, Child, & Adolescent Nutrition*. Under construction.
- Breckenridge, L. & **Strong, G.** (2016). Empowering Intrapartum Nurses to Identify Breastfeeding Barriers: Implementing a Motivational Interviewing Educational Program. *Journal of Human Lactation*. Under construction.

Refereed Conference Publications

- Strong, G., & Mele, N. (2011). Raynaud's Revisited: A clinical dilemma. Rejected.

Non-Refereed Publications

- Strong, G. (2012). What is the difference between an IBCLC and CLC? Shelby County Breastfeeding Coalition.

Presentations – Conference/Universities/Industry (refereed *) (Selected)

- Strong, G. (2016). Evaluating the Evidence: Vitamin D Supplementation in Breastfeeding Infants. MALCA Journal Club, April, 2016.
- Strong, G., & Rose, J. (2015). Find the Right Balance: In-patient Lactation Consultations. USLCA Webinar.
- Strong, G. (2015). "Conducting Effective In-patient Lactation Consultations by Finding Balance." iLactation (<http://www.ilactation.com/>).

SUPPORT (External)-(Selected)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Obesity Prevention - Early Childhood Design Team "Breastfeeding and Work: Let's Make it Work!	Healthy Shelby: A Memphis Fast Foward Initiative	(\$25,000) Partially Funded	2016
Co-PI- “Building a Culture of Health for the Vulnerable Children of Memphis.”	Tennessee Urban Child Institute (TUCI) and University of Memphis	(\$2,000,000) Funded. (\$400,000) Breastfeeding Initiative Not funded.	2016
Research Grant	International Lactation Consultants Association (ILCA)	(\$10,000) Funded	2013
Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Co-PI- “Loewenberg School of Nursing and Shelby County Books From Birth: An Innovative Partnership to Increase Early Literacy, Parental Engagement, and School Readiness.” University of Memphis 2014 Strengthening Communities Capacity Building Grant	University of Memphis	(\$18,000) – Not Funded.	2014
Faculty Research Grant- “Breastfeeding Knowledge, Attitudes, and Beliefs in Nursing Students and Breastfeeding Education in Pre-licensure Nursing Programs” Faculty Research Grant	University of Memphis	(\$6,000) Funded	2012-2013
Co-I-"Adelante (Forward): Facilitating Hispanic Enrollment in Health Career Programs" Dr. Levy- PI	Tennessee Board of Regions	(\$60,000) - Not Funded	2009
OUTREACH Project/s summary-(Selected)			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
"Tennessee Lactation Consultation Practice Act" Bill (HB-2615, SB-1978)	United States Lactation Consultant Association	February, 2016	Memphis Area Lactation Consultant Association
Created the "Genae Strong iLactation Scholarship" to support health workers in a category D developing country (Haiti).	Rose Mireille, EXUME, IBCLC, CLC, ALC, CEPAM promoting breastfeeding in Haiti	2016	Genae Strong
SERVICE –UNIVERSITY (Selected)	COMMITTEE/ACTIVITY		PERIOD
University of Memphis	LCON NCLEX Taskforce Committee		2015 - 2017
University of Memphis	Faculty Senate Ad Hoc Budget and Finance Committee		2014 - 2017
University of Memphis	LCON Tenure and Promotion Committee		2014 - 2017
OTHER			
SOCIETY/ORGANIZATION/JOURNAL – (Selected)	COMMITTEE/EDITORIAL BOARD/OFFICE		PERIOD

Tennessee Nursing Association District 1	Government Affairs Committee	2017
Shelby County Breastfeeding Coalition, Memphis Area Lactation Consultant Association	Birthright of Memphis	March, 2017
Shelby County Breastfeeding Coalition, Memphis Area Lactation Consultant Association	Mid South Baby and Kids Expo	April, 2017
United States Lactation Consultant Association	Conference Planning Subcommittee - Chair	2016 - 2017
Memphis Area Lactation Consultation Association	Webmaster	2016 - 2017

Appendix A- (Selected)

Academic Year (<u>please indicate year</u>)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Spring 2017	NURS 3217	Nursing/Childbearing Family	2	100	138		
Spring 2017	NURS 7990	Scholarly Synthesis	3	100	13		
Spring 2017	NURS 3006	Professional Nursing Seminar	1	100	10		
Fall 2016	NURS 3217	Nursing/Childbearing Family	2	100	82		
Fall 2016	NURS 3006	Professional Nursing Seminar	1	100	13		
Fall 2016	NURS 3006	Professional Nursing Seminar	1	100	15		
Fall 2016	NURS 7990	Scholarly Synthesis	3	100	20		

Appendix B - MSN Student Mentoring (Selected)

Carr, Jennifer (2013). Master's Thesis Committee under the direction of Dr. Ruth Williams-Hooker, MS, RD, EdD – Chair. "The use of donor breast milk."

Stewart, Towanda (2013). Education Residency -- University Memphis, Loewenberg School of Nursing.

Appendix C

REVIEWS:

External Reviewer for Tenure and Promotion-(Selected)

Personal invitation for review and recommendation of Associate Professor seeking promotion to Full Professor from Tennessee State University, Division of Nursing (2016).

Personal invitation for review and recommendation of Assistant Professor seeking promotion to Associate Professor and Tenure statue from University of Kentucky, College of Nursing (2016).

Research/Grant/Manuscript- (Selected)

International Board of Lactation Consultant Examiners (IBLCE) (January, 2017)

Education Research Journal (December, 2016)

Journal of Human Lactation (December, 2016)

Abstracts and/or Proceedings-(Selected)

Strong, G. (2016). "*When Evidence Changes Practice: Building a Skill Set for Interpreting and Applying Lactation Research.*" International Lactation Consultant Association 2017 Conference: Knowledge, Diversity, Equity: Global Access to Skilled Lactation Care. **July 19 - 22, 2017** • Toronto, Ontario, Canada. Accepted.

Strong, G. (2016). *Taking the Hassle Out of Critiquing, Evaluating, and Incorporating Evidence into Practice.* USLCA 2016 "New Horizons in Clinical Lactation: Refresh, Renew,& Revitalize your clinical practice" Conference. San Antonio, Texas May 4-6th Accepted.

Appendix D-(Selected)

"Breastfeeding Support for VLBW Infants in the NICU with Social Media" State of Tennessee Department of Health, 2012, Not Funded.

"Infant Effects of Postpartum Depression: A Systematic Review" Sigma Theta Tau International, Beta Theta Chapter at Large (2012). Not Funded

"Breastfeeding Knowledge, Attitudes, and Beliefs in Nursing Students and Breastfeeding Education in Pre-licensure Nursing Programs" Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) (\$10,000) – (2011) Not Funded.

CURRICULUM VITAE

Name: Hoi Sing Chung	Department: Loewenberg College of Nursing
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EDUCATION-(Selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Pharmacology	Chinese University of Hong Kong	2001
MPhil	Physiology	Chinese University of Hong Kong	1998
MB	Marine Medicine	Nantong Medical College	1988
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg College of Nursing	The University of Memphis	2012- Date
Registered Nurse (RN)	Pulmonary 11th Floor	Le Bonheur Children's Hospital	2011- Date
Registered Nurse (RN)	Post Trauma 5D Unit	Regional Medical Center in Memphis	2011- 2012
Clinical Research Associate-RN I	Leukemia/Lymphoma, Comprehensive Cancer Center	St. Jude Children's Research Hospital	2010- 2011
Clinical Research Associate I	Leukemia/Lymphoma, Comprehensive Cancer Center	St. Jude Children's Research Hospital	2009- 2010
Registered Nurse (RN)	Medical Intensive Care Unit	Methodist University Hospital	2009- 2009
HONORS/AWARDS (Selected)		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Nominee of Clinical Scholarship		Society of Pediatric Nurses (SPN)	2017
Daisy Faculty Award		Loewenberg School of Nursing	2015
New Researcher Award of Excellence		Society of Pediatric Nurses (SPN)	2015
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Pharmacology in Nursing		Loewenberg College of Nursing, University of Memphis	
Pathologic and Pharmacologic Concepts in Nursing for RNs II		Loewenberg School of Nursing, University of Memphis	
Pathologic and Pharmacologic Concepts in Nursing for RNs I		Loewenberg School of Nursing, University of Memphis	
Pharmacology for Advanced Practice		Loewenberg School of Nursing, University of Memphis	
Advanced Nursing Research		RODP (Loewenberg School of Nursing, University of Memphis)	

Book Reviews

- Burchum, J. R. & **CHUNG, H. S.** (2014). Pharmacology of the gastrointestinal tract. Book chapter In *Pharmacology for Nurses* Smith (Ed.) Berlington, MA, Jones & Bartlett Learning, 211-236.
- LIN, G., CHAN, S. S. K., **CHUNG, H. S.**, and LI, S. L. (2006). Chemistry and biological activities of naturally occurring phthalides. Book chapter In *Studies in Natural Products Chemistry (Bioactive Natural Products Part L)* **Atta-ur-Rahman (Ed.)** Amsterdam; New York: Elsevier, Volume **32**, 611-669.

Refereed Journal Publications

- Lan, J., CHUNG, H. S., Maltby, K., Stewart, C., Vickery, J., Michael, C. F., and Lew, D. B. (2016) High Prevalence of Atopy in Cohort of Severe Persistent Pediatric Asthmatics in Memphis, Tennessee. *Ins Alle, Asth & Bronc.* 2: 1-6.
- **CHUNG, H. S.**, Hathaway, D. K., and Lew, D. B. (2015). Risk factors associated with hospital readmission in pediatric asthma. *J Pediatr Nurs.* 30(2): 364-384. doi: 10.1016/j.pedn.2014.09.005. Epub 2014 Sep 28.
- Rhodes, L., Weatherford, B., Locke, L., **CHUNG, H. S.**, Tidwell, C., Paton, E., & Lee, S. (2015). A multidisciplinary approach to providing care to adolescents with spinal cord trauma resulting from all-terrain vehicle (ATV) accidents: A case study. *J Trauma Nurs.* 22, 23-27.

Presentations - Conference (refereed *)

- CHUNG, H. S. (2016). Risk factors associated with pediatric asthma readmission: nursing implications. Webinar presentation in Society of Pediatric Nurses (SPN) 2016 series on 1/14/2016.

Other Presentations (refereed *)

- Fadahunsi, A., CHUNG, H. S., Terry, W., and Lew, D. B. (2016). Impact of multiple caretakers on pediatric asthma outcomes. E-poster on 2016 American College of Asthma, Allergy & Immunology (ACAAI) Annual Scientific Meeting, San Francisco, CA, USA.

American College of Podiatric, Emergency & Podiatry (ACPEP) Podiatric Scientific Meeting, San Francisco, CA, USA.

OUTREACH Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
International Academic Exchange Program	Dr. Shirleatha Lee & Dr. Hoi Sing Chung	May 29 to June 13, 2014	Jining Medical School, Jinning, Shandong Province, China
SERVICE			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
The University of Memphis	Safety Committee	2016-Date	
The University of Memphis	Institutional Review Board (IRB)	2016-Date	
OTHER			
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD	
Loewenberg College of Nursing	Faculty Affairs Committee	2015-Date	
Loewenberg College of Nursing	Undergraduate Council Committee	2015-Date	
Midsouth Chapter of Society of Pediatric Nurses (SPN)	Communication Officer	2015-2019	
Loewenberg School of Nursing	Graduate Curriculum Committee	2012-2015	
Loewenberg School of Nursing	Undergraduate Curriculum Committee	2012-2015	
Loewenberg School of Nursing	BSN coordinator meeting	2012-2015	

Appendix A

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y)/(N)
2016	NURS3000-001	Pharmacology in Nursing	3	100%	142		Y
2016	NURS3000-501	Pharmacology in Nursing	3	100%	22		Y
2016	NURS3000-301	Pharmacology in Nursing	3	100%	17		Y
2016	NURS3000-001	Pharmacology in Nursing	3	100%	160		Y
2016	NURS3000-501	Pharmacology in Nursing	3	100%	34		Y

Appendix B

In 2016, I recommended BSN student Stefan Ryan Kirkland to be the winner of TNA District 1 Scholarship.

In 2016, I recommended two students Mario Antonio Lopez-Rodriguez and Mary Claire Markle successfully hired as nurse extern at LeBonheur and Mario eventually was accepted into nurse residency at LeBonheur after graduation in May 2016.
In 2015, I recommended Aleksander Acred to be successfully hired as nurse residency at Methodist North hospital.
I advised two Graduate students Toya Dennis Kimble and Kelley L. Sega to fulfill their graduate assistant research with me. They completed a relevant literature review project, respectively and mentored them on tutor our BSN students prior to exams.
From 2012 to 2014, I reviewed exams with students and identified high risk students by face to face meeting in my office, email communications, or telephone conversations. I also advised them on study habits and learning strategies for all my ground and online classes.
In 2014, I advised two honor students Rosita Ekem and Aleksander Acred to fulfill their honors contract to the University. They completed a literature review project and a data analysis project collaborated with Dr. Sarah Miller, respectively.

Appendix C

Co-PI in a research proposal granted by Urban Child Institute titled as “University of Memphis Adverse Children Experiences (ACE) prevention” under subcategory of “Nursing ACE Initiatives – Nursing Asthma Management Program” collaborated with Drs. L. Zhan, T. Richardson, B. Cross, L. A. Brickenridge, M. E. Gill, J. Hoffman, and Prof. B. Moore. (\$550,000 in 3/3/2016)
PI in a research proposal granted by LCON Dean’s Small Grant to Support Research titled as “Assess APRN adherence to Asthma EPR3 guidelines” collaborated with Drs. L. A. Breckenridge, and T. Richardson. (\$2,200 in 3/3/2016)
On Jan 14, 2016, I delivered a Webinar presentation with Society of Pediatric Nurses (SPN) 2016 series on titled with "Risk factors associated with pediatric asthma readmission: nursing implications".
On September 8, 2015, I delivered a presentation to Midsouth Chapter SPN meeting on "Risk factors associated with hospital readmission in pediatric asthma".
Co-PI in a research project titled as “Impact of Multiple Caretakers on Pediatric Asthma Outcomes: A Retrospective Study” collaborated with Dr. D. Lew, Dr. A. Fadahunsi, and Dr. C. Michael. (IRB ID# 3508, 9/2014, completed).
Co-PI in a research case study titled as “A Multidisciplinary Approach to Providing Care to Adolescents with Spinal Cord Trauma Resulting from All Terrain Vehicle (ATV) Accidents” collaborated with Dr. S. Lee, Dr. L. Rhodes, Ms. B. Weatherford, Dr. C. Tidwell, Ms. L. Locke, Ms. E. Paton (IRB ID# 3316, 5/2014, completed).

Appendix D

In September 2013, collaboration work with Dr. Dukhee Betty Lew at Le Bonheur Children’s Hospital and University of Tennessee Health Science Center, an asthma proposal with title of “Allergen Immunotherapy Delivery and Genetics/Pharmacogenomics in High-Risk Atopic Asthma” were submitted to Patient-Centered Outcomes Research Institute (PCORI). Dr. Chung was notified that the proposal was not funded by PCORI in December 2013
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Appendix E

In Summer and Fall 2016, I as a leading member of LCON Culture of Health Asthma team was reaching out and built up a collaboration with Shelby County Schools on a school-based asthma educational and management program together with Drs. Beverly Cross, Leigh Ann Brickenridge, and Prof. Betsy Moore.
In Spring and Summer 2016, I was actively involved in the academic development of three large groups of Chinese visiting scholars on professional pharmacology teaching, local clinical site visitation including St. Jude, LeBonheur and Methodist University Hospital, Lambuth campus visitation as well as an introduction of Commencement.
During Summer 2014, I participated into the international academic exchange program at Jining Medical School in Jining City, Shandong Province, China. I taught junior and senior BSN students in School of Nursing on Communication and Collaborative Care, Introduction to Pediatrics, Medication Administration in Pediatrics, and Nursing Education in USA. Together with Dr. Shirleatha Lee, I visited School of Nursing at Jining Medical School and the Affiliated Hospital in Jining City, Shandong Province, China. I consulted nursing faculties in School of Nursing on teaching strategies and innovation. In addition, a special session of communication and consultation with male nurses and respiratory staff was offered toward caring pediatric asthma patients.

CURRICULUM VITAE

Name: Jill Augustus Dapremont, EdD, MN, RN	Department: NURSING
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EDUCATION-(selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Masters in Nursing	Psychiatric Nursing/Geriatrics and functional area Curriculum Development	Louisiana State University	1986-1987
EdD	Curriculum and Instruction in Higher Education	Argosy University/Sarasota Florida	2001-2008

EXPERIENCE-Selected			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Professor of Nursing	Nursing Division	Delgado Community College	9/1992 - 12/2005
Associate Professor	Nurisng	University of Memphis/LSON	2013 - present
Director RN-BSN Program	Nursing	University of Memphis	2014 - present

HONOR/AWARD (Selected)	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Program Committee Member	Southern Nursing Research Society	2012 - present
President Elect	Sigma Theta Tau International, Beta Theta Chapter At-Large	2012-2013
Chapter Key Award, Beta Theta-At-Large Chapter	Honor Society of Nursing, Sigma Theta Tau International	2015
Faculty Advocate for 1st Generation Students	University of Memphis	2015

TEACHING EXPERIENCE- SELECTED	
SUBJECT	INSTITUTION
NURS 5515 Advanced Psychiatric/Mental Health Nursing	University of Memphis/RODP
NURS 4120 Issues and Trends	University of Memphis
NURS 4309 Global Perspectives in Nursing	University of Memphis
NURS 3005 Professional Nursing	Loewenberg College of Nursing
NURS 3006 Professional Nursing Seminar	Loewenberg College of Nursing
NURS 4206 Transitions into Professional Nursing Practice	Loewenberg College of Nursing

STUDENT ADVISING/MENTORING-(Selected)		
CURRENT DEGREE	NAME	YEAR OF GRADUATION
	Elaina, Lewis	
	Christina, Sears	
	Kimberly, White	

CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
First Annual Expanding Your Horizons Conference	10/2008	University of Memphis	Department of Engineering Technology
Expanding Your Horizons	9/2011	University Center	Department of Engineering and Technology
Peer Review Panel	11/2010 - present	University of Memphis	
Memphis in May Student Affairs conference	5/15/2015	University of Memphis	Student Affairs

Books Published

- Zhan, L. Finch, L. Lee, S. & Dapremont, J. (2012). *Leading and Inspiring: A Shared Vision*. Springhill publication.

Refereed Journal Publications- (Selected)

- Dapremont, J. A.** (2014). Trends in Med-Surgical Patient Care: Caring for Those with Behavioral Health Issues. Methodist LeBonheur Hospital, Memphis, TN.
- White-Means, S.I., Rice, M.C., **Dapremont, J.A.**, Davis, B.D., & Martin, J.C. (2014). African-Americans Surviving Breast Cancer against High Odds. *The International Symposium on Minority Health and Health Disparities (ISMHHD)*, National Harbor, MD.
- Dapremont, J. A.** (2015). Trends in Med-Surgical Patient Care: Caring for Those with Behavioral Health Issues. Methodist LeBonheur Hospital, Memphis, TN.
- White-Means, S.I.& **Dapremont, J.A.** (2016). Breast Cancer Mortality Disparities: Providers' Perspective. Health Disparities Conference. New Orleans, LA.

Presentations - Universities/Industry (refereed *)

- Dapremont, J. (2012). *Experiences of Successful African Americans graduates in degree nursing programs in a southern state*. Sigma Theta Tau, Beta Theta Chapter At-Large, board meeting at the University of Memphis
- Dapremont, J. A.** (2016). Experiential Learning Credit Portfolio Credit. Second Annual Innovation Showcase, Memphis, TN.

SUPPORT (External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Feasibility of physical exercise for individuals with severe and persistent mental illness.	National Institutes of Health/National Institute of Mental Health, (NIH/NIMH), RO1 MH086762-01A2	1,719,394 million dollars, scored but not funded	2010
Support and Training for Academic Retention and Success (STARS)	Health Resources and Service Administration	1,024,377.00 (Not funded)	2011
Clinical Preceptor Preparation in the State of Tennessee	Robert Wood Johnson Foundation (RWJF)	up to 1.8 million (Not funded)	2011
Submitted the Strengthening Your Community grant	Strengthening Communities Initiative Capacity Building Grant	18,000 (Not funded)	2014

Internal Support

ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Feasibility of physical exercise for individuals with severe and persistent mental illness: A community-based partnership.	University of Memphis, Faculty Research Grant (FRG)	\$6,500.00	January 20, 2012

OUTREACH Project/s summary

PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Nursing in Diverse Cultures	Loewenberg School of Nursing Students	3/2009	University of Memphis/Loewenberg School of Nursing
Black History Month Presenter	Colonial Middle School	3/2012	Girls Black Youth Empowerment Program
Vountary Study groups	Loewenberg School of Nursing	Fall 2010 - present	Faculty inititative

SERVICE- (Selected)

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
Loewenberg School of Nursing	Evaluation Committee	2013 - present
Loewenberg School of Nursing	Tenure and Promotion Committee	2013 - present
Loewenberg School of Nursing	Dean's Council	2014 - present
Loewenberg School of Nursing	BSN Advisory Committee	2014 - present
Univesity of Memphis	Faculty Senate, Committees on Committees	2014 - present
Loewenberg School of Nursing	RN-BSN Curriculum Sub-Committee	2014 - present
Loewenberg School of Nursing	Executive Leadership Council	2014 - present
University of Memphis	Chair Tenure and Promotion Committee	2015-present

Appendix A- (Selected)

Academic Year (<u>please indicate year</u>)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Spring 2011	3127002	Psychiatric Mental Health Nursing	2	100	50		
Spring 2011	7207001	Clinical Focus Practicum	2	100	4		
Summer 2011	4129	Community Health Nursing Practicum	2	100	8		
Fall 2011	3127001	Psychiatric Mental Health Nursing	3	100	101		

Appendix B- (Selected)

Delgado Community College, Served as preceptor for (<i>Deirdre Jones</i>) Graduate Student attending the University of Phoenix, 1999 – 2000. Prepared student for nursing clinical teaching experience and didactic teaching role.
Delgado Community College, New Faculty (<i>Jodi Patterson</i>) , served as mentor for ongoing support in role as nursing faculty, Fall 2004 – present.
The University of Memphis, Nursing Education Graduate Student (<i>Zena Clark</i>) for Psychiatric Nursing, Spring 2008, Developing and Implementing Teaching Strategies. Served as Preceptor for student in Psychiatric Nursing.
The University of Memphis/Loewenberg School of Nursing, Undergraduate Student (<i>Elaina Lewis</i>), serve as mentor for support in nursing program, Fall 2009 – present.
The University of Memphis/Loewenberg School of Nursing, Undergraduate Student (<i>Kimberly White</i>), serve as mentor for support in nursing program, Fall 2009 – present.
The University of Memphis, Nursing Education Graduate Student (<i>Ramona Dennis</i>) ask me to be her mentor for transitional role into academic teaching, Spring 2009. Prepared student for the psychiatric nursing clinical experience and didactic teaching role.
Mentorship for, Graduate Educator Mentor pilot Study, University of Memphis, 2010
Union University, Nursing Education Graduate Student (<i>Kimberly Crockett</i>) for Medical Surgical Nursing, Summer 2011. Preceptor for student in community nursing clinical teaching experience and role.
A.T. Still University, Arizona School of Health Science, Department of Interdisciplinary Health Sciences, Graduate Student (<i>Brandy Morgan</i>) Dissertation Committee Member, Spring 2011-2012. Research question, “Does Coordinated School Health’s 6 Health Seminars Increase Health Literacy in 8 th Grade Students”? Mentor

CURRICULUM VITAE

Name: Jennifer McGuire Hitt	Department: Loewenberg College of Nursing
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EDUCATION

DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	University of Tennessee Health Science Center	2014
Masters of Science	Nursing	University of Mississippi Medical Center	2007
Bachelors of Science	Nursing	University of Memphis	2004
Bachelors of Science	Physics	University of Mississippi	2001

EXPERIENCE

RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Dean of Nursing Students	Loewenberg College of Nursing	University of Memphis	11/16-Present
Assistant Professor	College of Nursing	University of Tennessee Health Science Center	1/15-11/16
Director MSN-Nursing Education Interim	School of Nursing	University of Mississippi Medical Center	08/12-07/14
Assistant Professor	School of Nursing	University of Mississippi Medical Center	1/08-12/14
Clinical Nurse Educator	Nursing Education	Baptist Memorial Hospital	8/06-9/07
Staff RN	Nursing	Baptist Memorial Hospital	01/04-08/06

HONORS/AWARDS

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Poster Presentation-1st Place	RWJF New Careers in Nursing Conference	2014

TEACHING EXPERIENCE

SUBJECT	INSTITUTION
Health Policy and Leadership-DNP	University of Tennessee Health Science Center
Evaluation of Practice-DNP	University of Tennessee Health Science Center
Introduction to Nursing Education-MSN	University of Mississippi Medical Center
Teaching and Learning in Nursing-MSN	University of Mississippi Medical Center
Nursing Education Practicums-MSN	University of Mississippi Medical Center
Technology in Education-MSN	University of Mississippi Medical Center
Curriculum and Evaluation in Nursing-MSN	University of Mississippi Medical Center
Nursing Research-BSN	University of Mississippi Medical Center
Leadership in Nursing-BSN	University of Mississippi Medical Center
Foundations of Nursing-BSN	University of Mississippi Medical Center
Health Assessment-BSN	University of Mississippi Medical Center
Pathophysiology-BSN	University of Mississippi Medical Center
Adult Health-BSN	University of Mississippi Medical Center
Health Promotion-BSN	University of Mississippi Medical Center
Professional Nursing-BSN	University of Mississippi Medical Center

Refereed Journal Publications

Hitt, J., Neira, C., Velazquez, P. Cowan, C. (2016). Factors affecting hemoglobin A1c in the diagnosis of diabetes and prediabetes in youth. *Journal of Pediatric Nursing*, in publication.

Hitt, J.M., Tatum, E., McNair, M., Harrington, et al. (2012). Self-care management practices for the home health nurse: Staying hale and hearty through self-care and ergonomics. *Home Health Nurse*, 30(5).

Other Presentations (refereed *)

- *Plane crashes, nuclear meltdowns, and shoot-outs; What nursing can learn from other industries*
Mississippi Nurses Association Convention. Podium Presentation. Biloxi, MS. 2015
- *Creating a sense of community in an online community.*
Creating Futures Through Technology Conference. Podium Presentation Biloxi, MS. 2014
- *Implementing an interdisciplinary simulation program on a liberal arts campus: A pilot program with survey results.*
Society for Simulation in Health Care International Conference. Orlando, FL. Poster Presentation-2013
- *A1c lacks sensitivity and positive predictive value in diagnosing diabetes and prediabetes in a predominately minority sample.*
Southern Nursing Research Society. New Orleans, LA. Poster Presentation-2012
- *Successful academic success strategies for underrepresented students enrolled in an accelerated MSN- CNL program.*
Robert Wood Johnson Foundation New Careers in Nursing 4th Annual Summit. Chicago, IL Poster Presentation-2012
- *The use of A1C test in diagnosing diabetes and prediabetes in minorities.*
Mississippi Delta Alliance Health Care Conference. Tunica, MS Podium Presentation 2011

SUPPORT

(External)

ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Research Grant	Mississippi Nurses Foundation	\$1000	2012-2014

OUTREACH

Project/s summary

PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Study Abroad-Haiti Relief		2010-Present	

SERVICE

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Tennessee Health Science Center	CON Bylaws Committee	2015-2016
University of Tennessee Health Science Center	Faculty Senate	2016
University of Tennessee Health Science Center	Teaching and Learning Center Advisory Board	2016
University of Tennessee Health Science Center	Student Government Organization-Advisor	2015-2016
University of Mississippi Medical Center	Teacher Scholar Council-Chairperson	2010-2014
University of Mississippi Medical Center	Faculty Organization Governance-Chairperson	2012-2014
University of Mississippi Medical Center	Graduate Curriculum Committee	2011-2014
University of Mississippi Medical Center	Graduate Admissions Committee	2011-2014
University of Mississippi Medical Center	Undergraduate Curriculum Committee	2009-2010
University of Mississippi Medical Center	Junior Class Advisor	2009-2011

OTHER		
SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
American Nurses Association	Nominations and Elections Committee	2015-2017
Tennessee Nurses Association	Political Action Committee-Chairperson	2016-Present
Tennessee Nurses Association	Government Affairs Committee	2016-Present
Mississippi Nurses Association	President	2013-2015
Mississippi Nurses Association	Vice-President	2011-2013
Mississippi Nurses Foundation	Board of Trustees	2010-2013
American Nurses Association	State Delegate	2012-2015

CONSULTING	
ORGANIZATION/COMPANY	PERIOD
Hitt Legal Nursing Consulting	2007-2015

CURRICULUM VITAE

Name: Judith Rosenberg	Department: Loewenberg College of Nursing
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EDUCATION DEGREES			
	DISCIPLINE	INSTITUTION	YEAR
AAS	Recreational Supervision	Monroe Community College	1973
BSN	Nursing	State College of New York at Brockport	1977
MS	Nursing	University of Buffalo	1982
MPH	Public Health	University of South Florida	1991
PhD	Applied Anthropology	University of South Florida	2002
Certified Pediatric Nurse Practitioner, Pediatric Nursing Certification Board, - #20101503 current	Nursing		2010
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	College of Nursing	University of Memphis	8/2015 -current
Assistant Professor	Department of Nursing	University of Tampa	08/2012-08/2014
Assistant Professor	School of Nursing	Florida Southern College	04/2011-08/2012
Nurse Practitioner	Student Health Services	Florida Southern College	08/2011-04/2012
Nurse Practitioner	Department of Pediatrics Child Protection Team & Department of Juvenile Justice	University of South Florida	2008-2010
Coordinator of Disability Services	Student Affairs	University of South Florida	2003 -2009
Instructor/ Coordinator	Nursing and Medicine	University of Florida	09/84-08/89
HONOR/AWARD (Selected)		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Distinguished Service Award for Professional Activities		Student Disability Services University of South Florida	2002
TEACHING EXPERIENCE (Selected)			
SUBJECT		INSTITUTION	
NURS 4129 Community Health Practicum		LCON	
NURS 3005/Introduction to Prof Nurs		LCON	
NURS 3006 Prof Nurs Seminar		LCON	
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Health education presentation with honor student at local community center.	11/15	Lester Community Center preschool program	none

Books Published (selected)

- Angrosino, M, Rosenberg, J. (2011) OBSERVATIONS ON OBSERVATION: Continuities and Challenges, in N.K. Denzin, Y.L. Lincoln (eds) "The Handbook of Qualitative Research" Sage Publications; 2011.
- Rosenberg, Judith A., Nadkarni JA, Shulman, Sandra. (2014) The Relationship Between Domestic Violence And Child Maltreatment, In: Clements P, Burgess A, eds. Nursing Approach to the Evaluation of Child Maltreatment. 2nd ed. St. Louis, MO: STM Learning Inc.

Refereed Journal Publications

- Rosenberg, J.A. (1986) Health Care for Cambodian Children: Integrating treatment plans. Pediatric Nursing 12(2):18-125.
- Rosenberg, J.A., Givens, S.S. (1986). Teaching Khmer mothers child health care concepts. Journal of Community Health Nursing 3(3):157-168.

Non-Refereed Publications – (Selected)

- Rosenberg, J.A. (1987) Florida public schools need nurses. Florida Nursing and Health Care 4(1):2.
- Rosenberg, J.A. (1988) The Origin of School Nursing in the U.S.A Reflection of the Past Helps Future. The Florida Nurse 36(10):10.

Presentations – Conference/Universities/Industry (refereed *) (selected)

- Rosenberg, J.A October 29th 2016 Tennessee Nurses Association Poster session abstract submission –The View from the Other Side of the Bedrail: A Qualitative Study of the Patient Experience of Critical Illness.
- Rosenberg, J.A. 10/16 , University of Memphis LCON, guest lecturer Child Abuse and Maltreatment class lecture and slides pediatrics class
- Rosenberg, Judith A. Transition of College Students an over view of the program process. Abstract presented at the American College Personnel Association March 2006.
- Rosenberg Judith March 2006 Presentation of Activities and an overview of the Transition of College students with Disabilities in a University Setting, at the American College Personnel Association in Indianapolis Indiana.
- Rosenberg Judith October 21, 2007, Workshop for School District of Hillsborough County School District, Transition to college for high school students with disabilities. Panel Discussion.
- Continuing Education for the Department of Detention and Juvenile Justice System Nurse Practitioners: Intimate Partner Violence and the DJJ Adolescent population. 04/2010.

SUPPORT			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
y	Church Community Health Center	< 5000 dollars	9/2016-current
OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Baycare Mobile Pediatric Bus Unit	pediatric patients	2012-2014	volunteer-Tampa Florida
Volunteer ARNP School Physical	pediatric patients	2008-2014	Back to School Physicals Hillsborough County Coalition
SERVICE			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
University of Memphis	Faculty Affairs Committee		2016- current
University of Memphis	Student Affairs Committee		2015
University of Tampa	Faculty Advisor for STTI BEta Chapter		2013-2014
University of Tampa	Academic Appeals Committee		2013-2014
University of Tampa	Admissions Committee Department of Nursing		2013-2014
University of Tampa	Ad Hoc Committee		2013-2014
Hillsborough County	Childrens Board Advisory Committee		2013-2014
Baycare Mobile Pediatric Mobile Bus	Provide physicals to pediatric patients		2012-2014

Appendix A (Selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Fall 2015	NURS 4129 002 & 003	Community Health Practicum	1	100	10		y
Fall 2015	NURS 4129 008 & 009	Community Health Practicum	1	100	10		y
Fall 2015	NURS 3005 001	Introduction to Professional Nursing	2	50%	114		y
Fall 2016	NURS 3005 001	Introduction to Professional Nursing	2	100	103		y
Fall 2016	NURS 3006 102	Introduction to Professional Nursing Seminar	1	100	9		y
Fall 2016	NURS 3006 103	Introduction to Professional Nursing Seminar	1	100	9		y
Fall 2016	NURS 3006 104	Introduction to Professional Nursing Seminar	1	100	9		y
Spring 2017	NURS 3005 001	Introduction to Professional Nursing	2	50%	50		y
Spring 2017	NURS 3006 102	Introduction to Professional Nursing Seminar	1	100	12		y
Spring 2017	NURS 3006 103	Introduction to Professional Nursing Seminar	1	100	12		y
Spring 2017	NURS 3006 104	Introduction to Professional Nursing Seminar	1	100	12		y
Spring 2017	NURS 3006 106	Introduction to Professional Nursing Seminar	1	100	12		y

Appendix B

Currently providing services called the TLC program within nursing program. Services are provided to first semester nursing students which include one on one time used for developing study plans, tutoring referrals, teach students time management skills, guide students in prioritizing academic goals, educate students in skills that guide them in preparation for class, test taking skills , and discuss managing test anxiety. Fall semester I saw more than 20 students including some N2 students. So fall Spring semester I have seen one student.

Appendix C

Beginning Fall semester 2016, LCON joined a partnership with Church Health Center and Baptist Desoto's Faith Community Nurse (FCN) Project. This projects use of FCN community based nurses, specifically will target patients recently discharged from the Baptist Desoto hospital. The FCN's will provide in home patient care and assist caregivers in decreasing readmissions and hospitalization of the patients through case management and transitional services. Interview data collected by the FCN from patient subjects will be qualitatively interpreted, analyzing common themes and trends. throughout the data collected.

Janet Adams Tucker, PhD, RNC-OB
208 Washington Street
Collierville, TN 38017
901371-1592

Education:

University of Alabama at Birmingham	Birmingham, Ala
PhD	April, 2016
University of Memphis	Memphis, TN
MSN	August, 2010

Experience: (selected)

LeBonheur Children's Hospital	Memphis, TN
Program Director-Fetal Center	2/11-present'
Coordination of care of high-risk obstetrical patients, clinical leader, liaison, outreach. Administrative, clinical and budgetary oversight of clinic.	
LeBonheur Children's Hospital	Memphis, TN
Nurse Coordinator-Fetal Center	5/09-1/11
Coordination of care of high-risk obstetrical patients that included developing processes for establishing new clinic at LeBonheur	
University of Memphis	Memphis, TN
Clinical Adjunct Faculty	1/11-4/11
Maternal Child clinical rotation for accelerated students	
Regional Medical Center	Memphis, TN
Staff Nurse-Labor & Delivery	3/08-1/11
Nursing care for high-risk obstetrical patients in triage, labor and delivery and the Operating room. Preceptor to new nurses	
Memphis Surgery Center	Memphis, TN

Certifications/Licensures

RN license	TN	1979
RNC-OB inpatient obstetrics	NCC	6/10/13
Lamaze Certified Childbirth Educator	Lamaze international	1985
(Inactive status)		
BLS & ACLS		current
PALS		current
NRP		current

Memberships

Tennessee Nursing Association
AWHONN-Association of Women's Health, Obstetric and Neonatal Nurses
AONE-American Organization of Nurse Executives

Publications:

Tucker, J.A. "Assessment of High Risk Pregnancy." In Lowdermilk, Perry, Cashion, & Alden (Eds.) Maternity & Women's Health Care (11th ed). St. Louis: Elsevier, 2016.

Presentations:

Bellflower, B., Davis, M., Rhodes, L., Scroggins, I., & Tucker, J. (2016, Apr). *Sacred Cow University: Revealing the Evidence about IM Injections by Pediatric Nurses in a Tertiary Care Pediatric Hospital*. Podium presentation at the annual National Society of Pediatric Nurses Convention. Minneapolis, MN

Tucker, J. (2015, Mar). *Nurse led research: It starts with a question*. Presented at Lunch n'Learn for outpatient nurses at LeBonheur Children's Hospital, Memphis, TN.

Tucker, J. (2015, June). *The experience of the expectant mother following a diagnosis of a fetal anomaly*. Poster session presented at UAB School of Nursing PhD Intensive, Birmingham, AL.

Tucker, J. (2014, Aug.) *Perinatal Loss*. Presented at Palliative Care Bootcamp at LeBonheur Children's Hospital, Memphis, TN.

Tucker, J. (2014, Aug). *LeBonheur Fetal Center: Experience of pregnancy with a fetal anomaly diagnosis*. Presented at Lunch n'Learn for outpatient nurses at LeBonheur Children's Hospital, Memphis, TN.

Tucker, J. (July, 2013). Supporting the family following diagnosis of a fetal anomaly: A multidisciplinary approach. Podium presentation at the 27th Annual Contemporary Issues in Obstetrics and Gynecology. Destin, FL.

Tucker, J. (July, 2013). Unexpected Fetal Loss. Podium presentation at the 27th Annual Contemporary Issues in Obstetrics and Gynecology. Destin, FL.

Tucker, J. & McCann, L. (June, 2013). Collaborating for Family Centered Care: Integrating Child Life Specialists in the Prenatal Setting. Podium Presentation at the annual Association of Women's Health, Obstetric and Neonatal Nurses Convention. Nashville, TN.

Tucker, J. & Thompson, J. (April, 2013). *Improving patient care through collaborative communication between high risk obstetrics and neonatology*. Podium presentation at the annual National Society of Pediatric Nurses Convention. Nashville, TN.

Tucker, J & McCann, L. (April, 2013). *The transition from prenatal to pediatric care: The collaboration between child life and nursing*. Poster presentation at the annual National Society of Pediatric Nurses Convention. Nashville, TN.

Tucker, J & McCann, L. (Oct, 2012). *Bridging the Obstetric and Pediatric world: Lessons learned*. Poster presentation at the annual Tennessee Hospital Association Convention. Nashville, TN.

Tucker, J & McCann, L. (Oct, 2012). *Patient and family centered care and team collaboration in a high-risk obstetric population: Case studies with child life*. Podium presentation at the annual Tennessee Nurses Association Convention. Nashville, TN.

Tucker, J., Wool, L., & Farrell, J. (June, 2012). *Continuum of care: Not the pregnancy we planned on: Developing a plan of care where there are severe fetal anomalies*. Podium presentation at the annual National Association of Women's health, obstetric and gynecologic, and neonatal nurses conference. Washington DC

Tucker, J. (July, 2011). *Perinatal loss: providing support for the family coping with a perinatal loss from diagnosis to postpartum period*. Podium presentation at 25th annual Contemporary Issues in Obstetrics and Gynecology. Destin, Florida.

Tucker, J. (July, 2011). *Bridge from obstetrics to IvIFM Continuum of care*. Podium presentation at 25th annual Contemporary Issues in Obstetrics and Gynecology. Destin, Florida.

Tucker, J. (April, 2011) *Infant Mortality and Morbidity, and Perinatal Loss* University of Memphis, Memphis, TN.

Tucker, J. (Nov., 2010) *Bereavement Support*. Regional Medical Center, Memphis, TN. Tucker, J. (May, 2010) *Perinatal Loss* Memphis AWHONN Chapter, Memphis, TN.

Tucker, J. (May, 2010) *Perinatal Loss* Midsouth Perinatal Bereavement Group, Memphis, TN

Awards & honors

Sigma Theta Tau International	4/9
Le Bonheur Associate of quarter	4/10
Le Bonheur Family Choice Award Winner 2014	10/14
2015 Society of Pediatric Nurses Research and Evidence-Based Grant award. \$2500 for team evidence based project, <i>Sacred Cow University: Revealing the Evidence about IMInjections by Pediatric Nurses in a Tertiary Care Pediatric Hospital</i> . 3/15	

CURRICULUM VITAE – Lin Zhan, College of Nursing

EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Ph.D.	Nursing	Boston College School of Nursing	1993
MSN	Nursing	Boston University School of Nursing	1987
BS	Nursing	West China Medical University	1980

EXPERIENCE (SELECTED)				
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD	
Dean & Professor	Loewenberg College of Nursing	The University of Memphis	2010-t	
Consultant, Partner		Harvard Medical International	2008-11	
Dean & Professor	School of Nursing	Massachusetts College of Pharmacy and Health Sciences	2008-10	
Director & Professor, PhD Program in Nursing	School of Health & Environment	University of Massachusetts Lowell	2003-08	
Associate Professor (Tenured)	College of Nursing & Health Sciences	University of Massachusetts Boston	1998-03	
Assistant Professor	College of Nursing & Health Sciences	University of Massachusetts Boston	1993-98	
Research Fellow	Institute for Research and Training	Hebrew Rehabilitation Center for Aged	2000-03	
Executive Director	Education Councils, NLN	National League for Nursing, New York	1995-97	
Clinical Faculty	National Neuroscience Center	West China University of Medical Sciences	1980-84	

HONORS/AWARDS (SELECTED)			
	INSTITUTION/COMPANY/ORGANIZATION	YEAR	
Outstanding Leadership Award in Nursing and Education	National League for Nursing	2010	
Extraordinary Leadership Award	New Jersey Asian American Human and Health Services	2005	
Excellent Education Award	Massachusetts Association of RNs	2005	
Partners in Excellence Award	Harvard Medical School & Partner Healthcare	2001	
Inducted as Fellow to American Academy of Nursing	American Academy of Nursing	2001-	
The Book of the Year/Most Outstanding Professional Development	American Journal of Nursing	2000	
Chancellor's award for excellence in teaching and Mentoring	Chancellor of University of Massachusetts Boston	2000	

TEACHING EXPERIENCE (SELECTED)	
SUBJECT	INSTITUTION
Introduction to Nursing Profession Seminar (BSN Course)	University of Memphis
Philosophy of Science (PhD Course)	UMass Lowell
Epistemology of Nursing (PhD Course)	UMass Lowell
Theoretical Foundation in Health Promotion and Nursing (PhD Course)	UMass Lowell
Intervention Research in Health Promotion and Nursing (PhD Course)	UMass Lowell

Measurement in Health and Behavioral Research (PhD Course)	UMass Lowell
Research Apprenticeship (PhD Course)	UMass Lowell
Evaluation Research (PhD Course)	UMass Lowell
Dissertation Work (Health Promotion, Gerontology, Immigration, Intervention)	UMass Lowell
Chaired PhD Dissertation Committee for 14 doctoral students	UMass Lowell
Human Diversity and Health Care (MSN Course)	UMass Boston
Gerontological Nursing (MSN Course)	UMass Boston
Health Care Management (MSN Course)	UMass Boston
Nursing Leadership & Management (BSN Course)	UMass Boston
Scholarly Inquiry (MSN Course)	UMass Boston
Visiting/Honorary professor	In 12 Chinese Universities since 1996

Books Published (SELECTED)

Zhan, L & Finch, L (2011). *Accelerated Nursing Education: Challenges, Strategies, and Future Directions*. Springer Publisher.

Zhan, L (2009). *Asian American Voices: Engaging, Empowering, Enabling*. NY: NLN Press.

Jiang AL & Zhan L (2008). *Nursing Theories*, Beijing: People and Health Publisher, P.R. China.

Zhan L & Wang ZH (2006). *Gerontological Nursing*, Shanghai Science & Technology Publisher, P.R. China.

Zhan, L (2003). *Asian Americans: Vulnerable Population, Model Interventions, and Clarifying Agendas*, Boston: Jones and Bartlett Publisher.

Zhan, L (1999). *Asian Voices: Asian and Asian American Health Educators Speak Out*, Boston: Jones & Bartlett Publishers.

Zhan L (1981). *Neurosurgery: Handbook for OR Nurses*, University Press, West China University of Medical Sciences, PRC.

Refereed Journal Publications (Selected 20 from >100 articles)

1. Zhan, L (2014). Aging and Quality of Life: Live Longer and Live Better, *Macau Journal of Nursing*
2. Lee, S., Zhan, L., Fleming, B. (2015). Critical Thinking II: Teaching Strategies to Foster Critical Thinking in Undergraduate Nursing Students: A Case Analysis Approach, *Chinese Journal of Nursing*
3. Zhan, L., Lee, S., Fleming B (2014). Critical thinking: Seeking conceptual clarity. *Journal of Nursing*. (China).
4. Tao, H., et al., Zhan, L (2012). The Influence of Social Environmental Factors on Rehospitalization among Patients Receiving Home Healthcare Services. *Advances in Nursing Science*.
5. Zhan, L (2008). Scholarly Writing: from idea to publication. *PLA Journal of Nursing*, Shanghai, 25 (11A), 1-5.
6. Morgan, B., Hultman, T., & Zhan, L (2007). Nursing care at the end of life: An HIV case study. *Journal of Chinese PLA*, second Military Medical University, 24(7b), 1-5.
7. Mahoney D, Cloutterbuck J, Neary S, and Zhan L (2005). African American, Chinese, and Latino family caregivers' impressions of the onset and diagnosis of dementia: Cross-cultural similarities and differences. *Gerontologist*, 45 (6): 73:792.
8. Zhan, L (2005). Advanced nursing practice: Strategies and policy of its implementation in China. *PLA Journal of Nursing*, 6(2): 2-28. PRC.
9. Zhan, L (2004). Improving mental health for ethnic older adults. *Journal of Gerontological Nursing*, 30(8):3.
10. Zhan, L (2004). Caring for family members with Alzheimer's disease: Perspectives from Chinese Family Caregivers, *Journal of Gerontological Nursing*. 30(8): 19-29.
11. Zhan, L., & Chen, J. (2004). Medication practices among Chinese American older adults: A study of cultural influences, *Journal of Gerontological Nursing*, 30(4): 24-33.

12. Zhan, L (2003). Chinese family's caregiving for persons with dementia. Macau Journal of Nursing, 2(1): 1-6.
13. Jiang, AL and Zhan, L. Comparative analysis of nursing education evaluation between USA and China, Journal of Chinese Nursing, 38(5): 33-37.

Professional Presentations/Keynotes (over 500 speeches – professional presentations and Keynotes)

GRANT SUPPORT (SELECTED)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Principle Investigator	The Urban Child Institute Memphis	\$550,000	2016-17
Co-investigator and consultant	Mass. Department of Public Health	\$183,024	11/07-6/10
Consultant: Bring Diversity to Nursing	HRSA Grant	\$840,000	2008-2011
Consultant: PhD Program	Mass Board of Higher Education	\$21,000	2006
Research consultant, "Long term care health needs of Macau older adults"	Kiang Wu College of Nursing and Macau City of Human services	\$550,000	4/04-5/06
Co-PI, "Health Services for the Elders in Boston's Chinatown"	Boston Foundation	\$32,000	2001-02
Co-PI, "Family Caregivers' Experience for Persons with Alzheimer's and Associated Disorders", a large intervention study by the PI Dr. Diane Mahoney	NIH K24 Grant	\$450,000	2000-2002
Principal Investigator, Self-Medication Practices in Community-Dwelling Chinese Older Persons"	Charles H. Farnsworth Trust and Medical foundation	\$41,683	1999-2000
Co-Investigator, "Identifying Learning Needs of Asian American Students in the College of Nursing", University-wide Diversity Research Initiative Research Project	the Ford Foundation	\$154,000	1998-1999
Principal Investigator, "Substance Abuse among Urban Chinese Women of Childbearing Age: Exploring Resiliency Factors"	The Institute for Asian American Studies, The Joseph P. Healey Endowment Grant and the Sigma Theta Tau Theta Alpha Chapter Grant	\$9,500	1997-98

SERVICE(SELECTED)		
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
American Association of Colleges of Nursing, D.C.	Board of Directors (Elected), Governing Board for the AACN	2017-2019
American Association of Colleges of Nursing, D.C.	Advisory Committee Member on Position Statement: Diversity, Inclusion, & Equity	2015-
American Association of Colleges of Nursing, D.C.	Chair, Executive Development Series	2016-2018
American Association of Colleges of Nursing, D.C.	Member, AACN Program Committee	2014-
American Association of Colleges of Nursing, D.C.	Chair, AACN Faculty Development Sub-Committee	2014
American Association of Colleges of Nursing, D.C.	Chair, Board of Directors of the Memphis Student Nurse Anesthetist Foundation	2013-155

CURRICULUM VITAE

Name: Marie Gill	Department: Loewenberg College of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Ph.D.	Nursing	The University of Tennessee Health Sciences	2012
Master of Science	Nursing	The University of Memphis	2006
Master of Science	Education	The University of Memphis	1995
Bachelor of Science	Nursing	The University of Tennessee Health Science Center	1988
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Program Coordinator	Nursing	The University of Tennessee Health Science Center	2009-2012
Research Assistant	Nursing	The University of Tennessee Health Science Center	2009-2012
Assistant Professor	Nursing	The University of Memphis	August 2014 - Present
TEACHING EXPERIENCE			
SUBJECT		INSTITUTION	
Professional Nursing Seminar		The University of Memphis, Loewenberg College of Nursing	
Evidence Based Practice Nursing		The University of Memphis, Loewenberg College of Nursing	
Transition Professional Nursing		The University of Memphis, Loewenberg College of Nursing	
Leadership & Management Nursing		The University of Memphis, Loewenberg College of Nursing	
STUDENT ADVISING/MENTORING (selected)			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
BSN	Kaycee Gifford	Spring 2016	
BSN	Natalie Rash	Spring 2016	
BSN	Linsey Tate	Spring 2016	
BSN	Allison Roberts	Fall 2016	
Current Student (N4)	Brittany Anderson		
Current Student (N4)	Travis Blankenship		
Current Student (N3)	Lauren Acosta		
Current Student (N3)	Callie Adams		
Current Student (N3)	Meredith Adams		

Refereed Journal Publications

Gill, M.E. (2016). Predictors of drug court client graduation. *Journal of Offender Rehabilitation*, 55(8), 564-588.

Gill, M. (2016). Development of a low literacy Drug Court client handbook. (in-progress).

Gill, M. (2016). Evaluation of drug court handbooks for low literacy client. (in-progress).

Gill, M. (2016). Development of a Multidisciplinary Health Literacy Model. (in-progress).

Mary, A., & **Gill, M.** (2016). Systematic review of literature discharge education and readmission after coronary artery bypass graft surgery. (in-progress).

Other Presentations (refereed *) (selected)

Engle, V., Webb, S. Gill, M. & McKeon, L. (2010, January). *Microsystem Outcomes of a Dedicated Education Unit for CNLs*. Presentation at the American Association of Colleges of Nursing, 2010 CNL Summit in San Diego, California.

Gill, M., & Engle, V. (2011, February). *A Multidimensional Health Literacy Model to Guide Research*. Presentation at the Southern Nursing Research Society in Jacksonville, Florida.

Gill, M. (2011, November). *PhD student experiences*. Podium session presented at The University of Tennessee Health Science Center, College of Nursing, Community Advisory Council, Memphis, TN.

Gill, M., Engle, V.F., Speck, P.M., & Cunningham, P. (2011, November). *Navigating drug court treatment programs: Health literacy issues*. Podium session presented at the Coahoma Community College Healthcare Conference, Tunica, MS.

Gill, M., Speck, P. M., & Engle, V. F. (2011, April). *Literacy, health literacy and health in a Mid-South drug court population*. Roundtable discussion presented at the Academy on Violence and Abuse Meeting, Minneapolis, MN. (refereed)

Gill, M. E. (2012, December). *Predictors of drug court graduation*. Roundtable discussion presented at the Shelby County Drug Court, Memphis, TN.

Gill, M.E. (2013, March). *Predictors of drug court graduation*. Roundtable discussion presented at the Shelby County Drug Court Foundation Board Meeting, Memphis, TN.

McKeon, L., Webb, S., Norris, T., Engle, V., & Gill, M. (2009, December). *Dedicated Education Units for CNL Education*. Presentation at the Institute for Healthcare Improvement 21st Annual National Forum on Quality Improvement in Health Care in Orlando, Florida.

McKeon, L., Webb, S., & Gill, M. (2010, January). *Use of PDAs in Practice by Clinical Teacher and CNL Students*. Abstract Presented at Quality and Safety Education for Nurses National Forum Conference in Denver, Colorado.

McKeon, L., Webb, S., Gill, M., & Strange, S. (2012, January). *Facilitating Model C CNL students transition to practice through a better understanding of the CNL role*. Podium session presented at the AACN Clinical Nurse Leader Summit, Tampa, FL (refereed).

SUPPORT (selected)			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
13%	The Urban Child Institute	\$500,000	May 2016 - May 2017
OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Development of Shelby County Drug Court Client Guidebook for Low Literacy Learners	4	2012-2014	The Shelby County Drug Court Foundation
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY		PERIOD
The University of Memphis, Loewenberg College of Nursing	Culture of Health Committe		Spring 2016 - present

The University of Memphis	Memphis Healthy U	Fall 2016 - present
The University of Memphis	Engaged Scholarship	Fall 2015 - present
The University of Memphis - Loewenberg College of Nursing	NCLEX Task Force, Member	Fall 2015 - present

Appendix A (selected)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
Spring 2016	NURS 3006010	Professional Nursing Seminar	1.0	100	9		
Spring 2016	NURS 4205001	Transitions into Professional Nursing Practice	4.0	50	78		
Spring 2016	NURS 4110501	Evidence Based Practice	3.0	100	17		

Appendix B (selected)

Jan Mitchell, Fall 2016
Terry Howell, Fall 2016
Allison Roberts, Fall 2016
Natalie Rash, Spring 2016
Lindsey Tate, Spring 2016
Kaycee Hess, Spring 2016

Appendix C

Gill, M.E. (2016). Predictors of drug court client graduation. <i>Journal of Offender Rehabilitation</i> , 55(8), 564-588.
<u>Gill, M. (2016). Evaluation of drug court handbooks for low literacy client. (in-progress).</u>
<u>Mary, A., & Gill, M. (2016). Systematic review of literature discharge education and readmission after coronary artery bypass graft surgery. (in-progress).</u>
<u>Gill, M. (2016). Development of a Multidisciplinary Health Literacy Model. (in-progress).</u>
Gill, M. (2016). Development of a low literacy drug court client handbook. (in-progress).

Appendix D

In July, 2016, as Co-Investigator with Dr. Teresa Richardson, a grant was submitted for Accelerating Interprofessional Community-Based Education and Practice supported by The National Center for Interprofessional Practice and Education in collaboration with the Robert Wood Johnson Foundation, The John A. Hartford Foundation, the Josiah Macy Jr. Foundation, and the Gordon and Betty Moore Foundation. This grant proposal was not funded.
In March 2015, as Co-Investigator with the Shelby County Drug Court, grant was submitted to SAMHSA (Substance Abuse and Mental Health Services Administration) Grant to Expand Substance Abuse Treatment Capacity in Adult and Family Drug Courts. This grant was not funded (July, 2015). We did not receive scoring/feedback regarding reason(s) why this proposal was not funded.

Appendix E

-Volunteer charity work, Appalachian Service Project. This project aims to improve the living conditions and general health of persons and families living in poverty-stricken rural areas in the United States.
-Shelby County Drug Court, supporter of drug court program activities to benefit client outcomes.

CURRICULUM VITAE

Name: Marcy Cain Purnell	Department: Loewenberg School of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Bachelor of Science	Nursing	University of Tennessee Health Science Center	1986
Masters of Science in Nursing	Family Nurse Practitioner	University of Memphis	2009
Ph.D.	Nursing	University of Tennessee Health Science Center	2016

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg College of Nursing	University of Memphis	August 2015-present
Sub-Principal Investigator	Clinical Trials Unit	University of Tennessee Health Science Center	2009-present
Assistant Clinical Professor	Loewenberg School of Nursing	University of Memphis	August 2011 to present
Family Nurse Practitioner	Office/Hospital	Stern Cardiovascular Foundation	2009 to present
Sub-Principal Investigator	Baptist Hospital Memphis	Research Administration	2010 until present
Sub-Principal Investigator	Stern Cardiovascular Foundation	Research Division	2010 until present
Family Nurse Practitioner/Clinical Investigator	Department of Preventive Medicine	University of Tennessee Health Science Center	August 2009-December 2010
Clinical Instructor/Adjunct Faculty	School of Nursing	Baptist College of Health Sciences	May 2006 - December 2009
Research Coordinator	Department of Preventive Medicine	Stern Cardiovascular Center	September 2003-April 2006
Research Nurse/Outreach Specialist	Department of Preventive Medicine	University of Tennessee Health Science Center	June 2002-September 2003
Nursing Instructor/Allied Health Math Instructor	School of Allied Health	Anne Arundel Community College	May 1991-October 1994
Staff Nurse-Newborn Nursery, Labor and Delivery	Women's Hospital	Howard County General Hospital	June 1987-December 1989

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
2008 Nurse Practitioner Scholarship Recipient	American Academy of Nurse Practitioners	2008
Lettie Pate Whitehead Scholarship Recipient	Lettie Pate Whitehead Foundation/Coca Cola Company	2007
Sigma Theta Tau	Sigma Theta Tau/Beta Theta Chapter	1986

Doctoral Scholarship Award	Greater Memphis Association of Advanced Practice Nurses	2012
Hal and Alma Reagan Fellowship Award	University of Tennessee Health Science Center	2014-2015
Hal and Alma Reagan Fellowship Award	University of Tennessee Health Science Center	2015-2016
National Dissertation Grant	Southern Nursing Research Society/Council of Advancement for Nursing Science	2014-2015
Summer Genetics Institute Scholar	National Institute of Nursing Research	2016

TEACHING EXPERIENCE		
SUBJECT	INSTITUTION	
Pharmacology	University of Memphis	
Introduction to Medical Surgical Nursing	University of Memphis	
Community Health Nursing	University of Memphis	
Medical Surgical Nursing I	University of Memphis	
Foundations of Nursing Practice	Baptist College of Health Sciences	
Adult Health I	Baptist College of Health Sciences	
Adult Health II	Baptist College of Health Sciences	
Health Assessment	Baptist College of Health Sciences	
Allied Health Math	Anne Arundel Community College	

Refereed Journal Publications

Purnell M., Skrinjar J. The Dielectrophoretic Disassociation of Chloride Ions and the Influence on Diamagnetic Anisotropy in Cell Membranes. Discovery Medicine. 2016; 22 (122): 257-273.

Purnell M., Skrinjar T. Bio-electric Field Enhancement: The Influence on Membrane Potential and Cell Migration In Vitro. Advances in Wound Care. 2016; 5 (12): 539-545.

Purnell, M., Whitt, M. Bioelectrodynamics: A New Patient Care Strategy for Nursing, Health and Wellness. Holistic Nursing Practice. 2016; 30 (1): 4-9.

Presentations - Conference (refereed *)

2016 West Cancer Clinic/Methodist University Cancer Symposium Podium Presentation; " Selective Inhibition of Cancer Cell Growth Through Activation of the Unfolded Protein Response" Memphis, TN

2014 Southern Nursing Research Society Annual Conference Poster Presentation; "The Effects of Bioelectrodynamics on Cancerous and Noncancerous Cells. San Antonio, Texas

2014 WSEA Transforming Healthcare: A Pathway to Excellence, Podium Presentation- "Cellular Energy Science" Honolulu, Hawaii

Presentations - Universities/Industry (refereed *)

2016 University of Tennessee College of Nursing Newman's Scholars' Dialogue, Podium Presentation; "Bioelectrodynamics: A Newman's Scholar Dialogue. Memphis, TN

2016 National Human Genome Center Seminar; "Bioelectrodynamics: A New Patient Care Strategy for Nursing, Health and Wellness. Washington D.C.

2015 West Cancer Clinic/Methodist University Cancer Symposium Poster Presentation; " Modulation of Bioelectrodynamics: A Novel Approach to Cancer in Healthcare" Memphis, TN

SERVICE UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University of Memphis	Curriculum Committee	2012-2013
University of Memphis	Faculty Affairs Committee	2014-2016
University of Memphis	Tenure Track Faculty Search Committee	2016-2017

Appendix C

CURRICULUM VITAE

Name: Dr. R. McLaughlin	Department: Loewenberg College of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	University of Tennessee HSC	2009
MSN	Nursing	University of Arkansas Medical Sciences	1988
BSN	Nursing	Harding University	1982
EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Professor of Nursing (Tenured)	School of Nursing	Union University	2014-2016
Associate Professor of Nursing	School of Nursing	Union University	2005-2014
Nursing Research Specialist	Nursing Research	St. Jude Children's Research Hospital	2003-2006
Assistant Professor of Nursing	School of Nursing	Union University	1999-2005
Instructor	School of Nursing	Union University	1995-1999
Instructor	School of Nursing	Harding University, Searcy, AR	1989-1990
Staff RN/ Charge RN	Neonatal Intensive Care	Arkansas Children's Hospital, Little Rock. AR	1995-2001
Critical Care Educator (Level IV)	Nursing Education	Arkansas Children's Hospital, Little Rock. AR	1990-1995
Extracorporeal Membrane Oxygenation (ECMO) Technician	Nursing Administration	Arkansas Children's Hospital, Little Rock. AR	1989-1994
Staff RN/ Charge RN	Neonatal Intensive Care	Arkansas Children's Hospital, Little Rock. AR	1982-1990
HONORS/AWARDS			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION		YEAR
Certified Neonatal Registered Nurse	National Centering Corporation		1991-Pres.
Certified Nurse Educator (CNE)	ANCC		2013–Pres.
UT Travel Award	Univ of TN		2008
NIH Genome Scholar	National Institutes of Health		2007
Educational Scholarship Award	Society of Pediatric Nurses		2007
Who's Who in American Nursing			1994
Grant Recipient	Univ of Arkansas		1987
Outstanding Young Women of America			1983
Presidential Scholarship	Harding University		1978-1982
TEACHING EXPERIENCE			
SUBJECT	INSTITUTION		

Community Health Nursing (Didactic & Clinical)	University of Memphis
Pediatric Nursing (Didactic and clinical)	University of Memphis
Pediatric Nursing (Didactic and clinical) 21 years	Union University
Community Health Nursing Clinical	Union University
Issues in Professional Nursing	Union University
Leadership in Nursing Clinical	Union University

Books Published

McLaughlin, RA. (2008). Blood Gas SAMpling and Monitoring. In Bowden, VR., & Greenberg, CS. (Eds.), Pediatric nursing Procedures (pp.129-136).Philadelphia: Lippincott Williams & Wilkins.

McLaughlin, RA. (2008). Blood Drawing From Peripheral Sites: Venipuncture. In Bowden, VR., & Greenberg, CS. (Eds.), Pediatric nursing Procedures (pp.123-128).Philadelphia: Lippincott Williams & Wilkins.

McLaughlin, RA. (2008). Blood Drawing From Peripheral Sites: Heel Stick and Finger Stick. In Bowden, VR., & Greenberg, CS. (Eds.), Pediatric nursing Procedures (pp.118-122). Philadelphia: Lippincott Williams & Wilkins.

Webb, J, & McLaughlin, R.A. (2014). Nursing Research and Evidence-Based Practice. In Cherry, B., & Jacob, S.R. (Eds.), Contemporary Nursing: Issues, trends and management. 6th Ed. St. Louis:Elsevier.

McLaughlin, RA., & Sanchez, Z.V. (2017). Nursing Research and Evidence-Based Practice. In Cherry, B., & Jacob, S.R. (eds.), Contemporary Nursing: Issues, trends and management. 7thEd. St. Louis:Elsevier.

Refereed Journal Publications

Cox, CL., McLaughlin, RA., Steen, BD., Gattuso, JS., Rai, SN., & Hudson, MM. (2004). Health promotion in adolescent survivors of childhood cancer. Scientific Report, St. Jude Children's Research Hospital, Memphis, TN

Cox, CL., McLaughlin, RA., Steen, BD., & Hudson, MM. (2005). Late effects risk reduction in childhood cancer survivors.Scientific Report, St. Jude Children's Research Hospital,Memphis, TN

Cox, CL., McLaughlin, RA., Rai, SN., Steen, BD., Hudson, MM. (2005). Adolescent cancer survivors: A secondary analysis of a clinical trial targeting behavior change. Pediatric Blood and Cancer.45(2), 144-54.

Cox, CL., McLaughlin, RA., Steen, BD., & Hudson, MM. (2006). Predicting and modifying substance use in childhood cancer survivors. Oncology Nursing Forum. 33(1), 51-60.

Cox, CL., Montgomery, M., Rai, SN., McLaughlin, RA., Steen, BD., & Hudson, M. (2008). "Supporting breast self-examination in female childhood cancer survivors: A secondary analysis of a behavioral intervention. Oncology Nursing Forum.35(3), 423-30.

Creative/Artistic Works

Cox, CL., McLaughlin, RA., Rai, SN., Steen, BD., Tyc, V & Hudson, MM. (2003). Health promotion in adolescent cancer survivors. Poster session. Society of Pediatric Nurses.Las Vegas, NV

Presentations - Conference (refereed *)

Therapy Dogs: What they are & what they do. Volunteer luncheon speaker, Jackson Madison County General Hospital (JMCGH), Jackson, TN.

O'Connor-Wray, KM., & McLaughlin, RA. (2015). Not Your Grandmother's Bath Salts & Scooby Snacks: Designer Drugs Poster presentation Society of Pediatric Nurses(SPN), Anaheim, CA

MidSouth SPN. Blazing Trails: Chapter of the Year Presentation (2014). SPN, Phoenix, AZ

Moore, ME., & McLaughlin, RA. (2013). Caring for the Pakistani-Muslim Family: Culturally Sensitive Lessons Learned. Poster Presentation (Mentored student) SPN, Nashville, TN

McLaughlin, R., Pawley, C., Thomason, J., Kossick, B., Webb, J., & Cashion, A. (2008). Utilization of Simulation for Pediatric Clinical Experiences. Poster Presentation, SPN, Denver, CO.

Cox, CL., & McLaughlin, RA. (2004). Health Promotion in adolescent childhood cancer survivors. Poster Presentation. SPN. Las Vegas, NV

Other Presentations (refereed *)

Asher, L & McLaughlin, RA. (2012). A Short Walk in my Patient's Shoes: Menke's Disease. Post Presentation. (Mentored student). Sigma Theta Tau Regional Meeting, Jackson, TN

Miller, C., McLaughlin, RA., Mandrell, B., & Wing, L. (2009). Early T-Cell Precursor Leukemia in a child: Changes in Treatment: A case presentation. Poster Presentation. (Mentored Student). SPN, Orlando, FL

McLaughlin, R., & Bellflower, BB. (2008). Screening Newborns for Infection Using C-Reactive Protein. Poster Presentation. 22nd Southern Nursing Research Society Conference. Birmingham, AL.

McLaughlin, R., & Bellflower, BB. (2007). Using C-Reactive Protein as a screening tool for neonatal infection: An evidence-based study. Poster Presentation. Sigma Theta Tau. University of Tennessee. Memphis, TN

Cox, CL., & McLaughlin, RA. (2006). The importance of breast and testicular self-examination in adolescent childhood cancer survivors. Poster Presentation. University of Tennessee, Memphis, TN

OUTREACH			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Therapy Dog Volunteer	Jackson General Hospital and Others	2008-2016	Maggie & Friends
Make A Wish Volunteer		2011-2015	
SERVICE			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
Union University	Faculty Affairs	2006-2012	
Society of Pediatric Nursing (National)	Nominations Committee	2013-2015	
Society of Pediatric Nursing (National)	Education Committee	2002-2005 & 2012 -2014	
MidSouth Society of Pediatric Nursing (Regional)	Treasurer & Charter Member	2009-11 & 2013 to present	
Sigma Theta Tau Charter Member	Harding University	1982	
Univ of Memphis	Health Fair	2016	
Univ of Memphis	Progressions Committee	2016-2017	
University of Memphis	Sigma Theta Tau - Nominations	2015-present	
CONSULTING			
ORGANIZATION/COMPANY			PERIOD
Editorial Board - Journal of Pediatric Nursing			2007-present
Reviewer - Neonatal Network			1991-present

CURRICULUM VITAE

Name: SHIRLEATHA T. LEE		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	The University of Tennessee Health Science Center Memphis	2009
MSN	Nursing Education	Union University	2004
BSN	Nursing	University of Tennessee at Martin	2002
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Loewenberg School of Nursing	The University of Memphis	08/2009-09/2013
Associate Professor	Loewenberg School of Nursing	The University of Memphis	09/2013 - present
Associate Professor/Associate Dean of Academic Programs	Loewenberg College of Nursing	The University of Memphis	01/2016-present
HONORS/AWARDS (selected)			
HONOR/AWARD		INSTITUTION/COMPANY/ORGANIZATION	YEAR
Department of Health and Human Services Health Resources Services Award		HRSA	2009
Most Outstanding African American Student for the College of Graduate Health Sciences		Univ. of Tennessee Health Science Center	2009
Nominated for 2012-2013 Thomas Briggs Foundation Excellence in Teaching Award		The University of Memphis	2013
Nominated for 2014-2015 Thomas Briggs Foundation Excellence in Teaching Award		The University of Memphis	2015
Received the 2014-2015 Thomas Briggs Foundation Excellence in Teaching Award		The University of Memphis	2015
TEACHING EXPERIENCE			
SUBJECT			INSTITUTION
Adult Health Theory			Baptist College of Health Sciences
Adult Health Practicum			Baptist College of Health Sciences
Nursing Foundations Practicum			The University of Memphis
Nursing Research			The University of Memphis
Adult Health Practicum			The University of Memphis
Medical Surgical Nursing			The University of Memphis
Advanced Nursing Research			The University of Memphis
Honors Forum: Nursing in the 21st Century			The University of Memphis
Scholarly Synthesis			The University of Memphis

Honors Forum: The Basics of Culture in Healthcare and Nursing			The University of Memphis
STUDENT ADVISING/MENTORING (selected)			
CURRENT DEGREE	NAME		YEAR OF GRADUATION
Biomedical Engineering	Jamie Bishop		
Undergraduate Nursing Student	Maria Bouzeid		
Undergraduate Nursing Student	Michelle Lakes		
Masters of Science in Nursing	Laura Alley		
Bachelor of Science in Nursing	Kaelee Shrewsbury		
CREATIVE ACTIVITIES (selected)			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Manuscript Reviewer	2010-present	Biological Research in Nursing	
Manuscript Reviewer	2010-present	Nursing Education Perspectives	
Manuscript Reviewer	2010-present	Applied Nursing Research	
Manuscript Reviewer	2011-present	The Journal of Nursing Education	

Books Published

Leading and inspiring a shared vision. Authored by Zhan, L., Finch, L., Lee, S., & Dapremont, J. in Accelerated Education in Nursing: Challenges, Strategies, and Future Directions; Edited by Dr. Lin Zhan. December 2011

Lee, S. Audience Response System. In Smith, M. J., Carpenter, R., & Fitzpatrick, J. J. (2015, in press). *Encyclopedia of nursing education*. New York: Springer Publishing.

Refereed Journal Publications (selected)

Dapremont, J. & Lee, S. (2013). Partnering to Educate: Dedicated Education Units. *Nurse Education in Practice*, 13(5), 335-337.

Lee, S., Zhan, L., & Fleming, B. (2014). Critical thinking II: Teaching strategies to foster critical thinking in undergraduate nursing students: A case analysis approach. *Journal of Nursing (China)*, 21(23), 98-102.

Rhodes, L., Weatherford, B., Locke, L., Chung, H., Tidwell, C., Paton, E., & Lee, S. (2015). A multidisciplinary approach to providing care to adolescents with spinal cord trauma resulting from all-terrain vehicle (ATV) accidents: A case study. *Journal of Trauma Nursing*, 22(1), 23-27.

Refereed Conference Publications

Lee, S., Cowan, P., & Velasquez, P. A. (2011). The influence of pre-hypertension on QTc interval duration in overweight-obese youth: [Abstract]. *Southern Online Journal of Nursing Research*, 11(2). Retrieved from <http://www.resourcenter.net/images/SNRS/Files/2011/AnnMtg/AbstractProceedings/start.html>

Presentations - Conference (refereed *) (selected)

American Academy of Nurse Practitioners 27th National Conference. (June, 2012). *Osteogenesis imperfecta type VIII: A case report*. Poster session. Hines-Dowell, S., Lee, S., Baskin, S., Janeczek, A., & Rhodes, L. Orlando, FL

Lee, S., (2015, February). Invited Speaker. *The Nuts and Bolts of Success in the Faculty Role: Stocking Your Professional Toolkit*. AACN Faculty Development Conference: Success Strategies for New Faculty. Nashville, TN

Other Presentations (refereed *)

Southern Nursing Research Society, Celebrating 25 Years of Nursing Research (February 2011). "The Influence of Pre-Hypertension on QTc Interval Duration in Overweight-Obese Youth". **Lee, S.**, Cowan, P. & Velasquez, P.A. Jacksonville, FL.

Lee, S. & Zhan, L. (Accepted for: 2015, November). *Chinese Nursing Students' Perceptions of Case Study Use as a Teaching and Learning Strategy*. Poster session at the 43rd Biennial Convention of Sigma Theta Tau International. Las Vegas, NV

SUPPORT			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
National Honor Society of Nursing	Sigma Theta Tau Beta Theta Chapter at large	\$2000.00	10/2008-05/2009
Arnold P. Gold Foundation/AACN Nursing White Coat Ceremony		\$1000.00	2016-2017
Collaborative Opportunity Grant (Co-PI)	Urban Serving Universities & Assoc. of Public Land Grant Universities	\$50,000.00	2016-2017
Internal Support			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
University of Memphis	Loewenberg School of Nursing Faculty Research Grant	\$800.00	2012-2013
OUTREACH (selected)			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Assistant Director of Church Health Ministry		06/2005-pres.	Shiloh Baptist Church
Church Education Ministry Board Member		11/2008-pres.	Shiloh Baptist Church
Health Occupations Students of America East High Advisory Board Member		08/2010-pres.	East High School
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
The University of Memphis (School of Nursing)	DNP/Phd Development Task Force	01/2010-present	
The University of Memphis	University of Memphis' IRB Committee	05/2011-present	
The University of Memphis (School of Nursing)	Dedicated Education Unit Task Force	09/2011-present	
Commission on Collegiate Nursing Education	On-Site Evaluator	05/2013-present	
Methodist Lebonheur Healthcare/ The University of Memphis	Methodist Lebonheur Healthcare Nurse Residency Faculty Advisor	08/2014-present	
The University of Memphis	Undergraduate Council	08/2015-present	
The University of Memphis	Graduate Council	08/2015-present	
TN Deans and Directors	NCLEX Task Force	04/2016-present	

CURRICULUM VITAE

Name: TONI BARGAGLIOTTI		Department: Loewenberg College of Nursing	
EDUCATION (selected)			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
BSN	Nursing	University of TN- Memphis	1976
MSN	Nursing	University of California at San Francisco	1978
PhD	Nursing	University of California at San Francisco	1984
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Associate Dean for Academic Programs & Research/Associate Professor/Professor	School of Nursing	University of San Francisco, San Francisco, CA	1985-1989
Associate Director of Nursing	Nursing	Ralph K. Davies Medical Center, San Francisco, CA	1991-1992
Dean and Professor	Loewenberg School of Nursing	The University of Memphis	1992-pres.
HONORS/AWARDS (selected)			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR	
Author Award for Excellence in Policy 2009-2010	Nursing Outlook	2011	
Fellow	American Academy of Nursing	2011	
Sigma Theta Tau International Honor Society	STT	1976-present	
TEACHING EXPERIENCE (selected)			
SUBJECT			INSTITUTION
Advanced Role Development [G] constructed electronic course with Dr. Doris Davenport (APSU) & Dr. Amy Hamlin (APSU)			TBR MSN-RODP
Advanced Pharmacology- constructed course [G]			TBR MSN-RODP
Issues and Trends (U)			University of Memphis
Teaching Strategies in Nursing Education (G)			University of Memphis
Nursing Theory [G]			University of Memphis
Evaluation Methods in Nursing Education [G]			University of Memphis
Health Policy [G]			University of Memphis

Books Published (selected)

Book Chapters Bargagliotti, L. A. (2017). Contemporary image of nursing. In Cherry, B. & Jacob, S. Contemporary nursing: Issues, trends and management. 7th ed. St. Louis, MO: Elsevier.

Book chapter - Bargagliotti, L. A. (2013). Contemporary image of nursing. In Cherry, B. & Jacobs, S. Contemporary nursing: Issues, trends, and management. 6th ed. St. Louis: Elsevier.

Books (authored, edited) Book Chapter

Bargagliotti, L. A. (2011). The contemporary image of professional nursing. 5th ed. In Cherry, B. & Jacob, S.R. Contemporary nursing: Issues, trends & management. St. Louis: Elsevier.

Book Reviews

Bargagliotti, L. A. (1986). Review of Polit, D. F. & Hungler, B. P. (1985) *Essentials of nursing research: Methods and applications*. Philadelphia: J. B. Lippincott. Polit, D. F. & Hungler, B. P. (1985) Study guide to essentials of nursing research: Methods and applications. *Western Journal of Nursing Research* 8 (1), 95-96.

Refereed Journal Publications (selected)

Bargagliotti, L. A. (2012). Work engagement in nursing: A concept analysis. *Journal of Advanced Nursing* 68(6), 1414-1428.

Bargagliotti, L. A. (2006). The DNP: Historical parallels and persistent questions. *Nursing Education Perspectives* 27 (5), 26.

Non-Refereed Publications

Bargagliotti, L. A. (1977). Microshock or how to fibrillate the patient. A computer assisted instruction program written in PILOT-73 in the SIMA collection, University of California, San Francisco.

Presentations - Conference (refereed *) (selected)

Bargagliotti, L. A., Davenport, D., Hanna, K., & Wagner, L. (2015). Lessons learned from a decade of a multi-university MSN collaborative: The story, the model, outcomes and lessons learned. Tennessee Board of Regents Summer Academy, Knoxville, TN.

(2011). Graduate education: Through the looking glass. Tennessee Board of Regents, MSN RODP Retreat, Cookeville, TN.

Presentations - Universities/Industry (refereed *) (selected)

(2002) Managing without staff. The Regional Medical Center, Memphis, TN.

(2002) The nursing shortage in Tennessee. Tennessee Higher Education Commission and Tennessee Board of Regents Roundtable on Nursing. Nashville, TN

Other Presentations (refereed *)

(2010). The symphony of health care reform: Finding the melody. QHR conference for Chief Nursing Officers, Vanderbilt Conference Center, Nashville, TN (October).

SUPPORT (selected)			
(External)			
ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Memphis Diversity Support and Training for Academic Training and Success (STARS)	DHHS HRSA	\$1,013, 611	not funded (HRSA does not allow co-PDs)
Advanced Education Nursing Traineeship 1 A10HP22146-01-00	Health Resources Service Admin	\$36,000	07/01/2011-06/30-2012
University of Memphis LSON Scholarships	St. Francis Auxilliary	\$25,000	2005-2006
University of Memphis LSON Graduate Program	Methodist Healthcare systems	\$1,000,000	Endowment
University of Memphis LSON MSN Scholarships	Baptist Memorial Health Care	\$600,000	Endowment
University of Memphis LSON Scholarship	Glazer Foundation	\$35,000	Endowment
University of Memphis LSON Scholarships	Lettie Pate Whitehead Foundation	\$42,000	2005
University of Memphis LSON Scholarships	St. Francis Auxilliary	\$75,000	2004
University of Memphis Lola Llewellyn Endowed Nursing Professorship-	Methodist Healthcare	\$100,000	Endowment
University of Memphis LSON Scholarshps	Lettie Pate Whitehead Foundation	\$37,000	2004
University of Memphis LSON Grant for Simulation Equipment	Loewenberg Lichterman Foundation	\$15,000	2003
University of Memphis LSON Scholarships	Lettie Pate Whitehead Foundation	\$37,000	2003
University of Memphis LSON Ronnie Price Scholarship	Family/ friends of Ronnie Price	\$35,000	Endowment
Scholarships for Disadvantaged Students- University of Memphis	Dept. of Health & Human Services	\$92,000	2002-2003
University of Memphis BSN Scholarships	Assissi Foundation	\$50,000	

University of Memphis LSON Scholarships	Lettie Pate Whitehead Foundation	\$34,000	2002
University of Memphis Tuition Assistance Program	Assissi Foundation	\$65,000	9/2001-5/2002
Scholarships for Disadvantaged Students-University of Memphis	Dept. of Health & Human Services	~ \$150,000	1998-2001
Scholarships for the Undergraduate Education of Professional Nurses S11116835-90	Dept. of Health & Human Services	\$150,000	1989-90; 1990-91

Internal Support

ACTIVITY	AGENCY/SOURCE	AMOUNT	PERIOD
Cost of nursing care in high/low volume DRG categories	San Francisco State University Faculty Development Grant	\$5,000	1984-1985

SERVICE (selected)

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
University appointment	Tenure and Promotion Appeals	2015-
University appointment as Ombudsman	University Promotions Appeal	2014
TBR	MSN-RODP Curriculum Committee[C]	2013 on
University of Memphis LSON	Graduate Curriculum Committee [C]	2010 on
TBR MSN-RODP	Curriculum Committee	2011 on
Tenure and Promotion Committee, LSON		2007-present

OTHER (selected)

SOCIETY/ORGANIZATION/JOURNAL	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
Nursing Outlook	manuscript reviewer	2010 on
Scandinavian Journal of Occupational Therapy	manuscript reviewer	2016- on
International Journal of Nursing Studies	manuscript reviewer	2012- on
Journal of Nurse Practitioners	manuscript reviewer	2016 on
Academy of Nursing Education	Fellow	2009-on
American Academy of Nursing	Fellow, Expert Panel on Global Health	2011-on

CONSULTING (selected)

ORGANIZATION/COMPANY	PERIOD
Harding University Carr College of Nursing- Graduate Curriculum	2012 on

Appendix A (selectd)

Academic Year (please indicate year)	Course #	Course Name	Credit Hours	Percent Taught	Enroll	Labratory Supervised(S)/Instructed(I)	New Preparation (Y) /(N)
2016	NURS 7000	Theoretical Foundations of Advanced Practice Nursing	3	100%	60	-	-

CURRICULUM VITAE

Name: Teresa Ann Kelly Richardson		Department: Loewenberg College of Nursing	
EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
Doctor of Nursing Practice	Nursing	Vanderbilt University, School of Nursing	2010
Master of Science in Nursing	Health Systems Management	Vanderbilt University, School of Nursing	2004
Associate Degree	Nursing	Hillsborough Community College	1984
Bachelor of Arts and Letters	Mass Communication	University of South Florida	1978
EXPERIENCE (selected)			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Director and Faculty, Executive Leadership MSN	Loewenberg College of Nursing	University of Memphis	2015 to present
Clinical Director	Special Care Unit & Parenteral Support Team	Le Bonheur Children's Hospital, Memphis, Tennessee	March 1992-March 2006
Administrative Director	Nursing Administration	Le Bonheur Children's Medical Center, Memphis, TNe	March 1992 - March 2006
Assistant Director of Nursing	Special Care Unit	Le Bonheur Children's Medical Center, Memphis, Tennessee	May 1990-May 1992
HONORS/AWARDS			
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION		YEAR
Nightingale Scholarship for DNP Student	Vanderbilt University School of Nursing		2009
Students' Choice for Clinical Faculty Recognition	University of Memphis, Loewenberg School of Nursing		Fall 2009
Students' Choice for Clinical Faculty Recognition	University of Memphis, Loewenberg School of Nursing		Summer 2009
Top 100 Nurses in Memphis	Celebrate Nursing		2006
Methodist LeBonheur Healthcare Star	Methodist LeBonheur Healthcare		2006
Nurse Executive Certification	ANCC		2006
Sigma Theta Tau induction	Sigma Theta Tau International, Iota Chapter		2004
Julia Blair Chenault Honor Scholarship	Vanderbilt University School of Nursing		2004
Nurse of the Year nominee	Le Bonheur Children's Medical Center		1990
TEACHING EXPERIENCE (selected)			
SUBJECT	INSTITUTION		
NURS 5304 Human Resource Management	TNeCampus, Loewenberg College of Nursing, University of Memphis		
NURS 5302 Nursing Administration II (TNeCampus)	TNeCampus, Loewenberg College of Nursing, University of Memphis		
MSN-Relationship Building (NURS 7901)	Loewenberg School of Nursing, University of Memphis		
MSN-Advanced Role Development of Nurse Executives (NURS 7003 or 7007)	Loewenberg School of Nursing, University of Memphis		

MSN-Evidence Based Leadership Practices (NURS 7907)	Loewenberg School of Nursing, University of Memphis		
MSN-Improving Patient Care Delivery (NURS 7905)	Loewenberg School of Nursing, University of Memphis		
MSN-Nursing Adminstration Practicum (NURS 7309)	Loewenberg School of Nursing, University of Memphis		
MSN - Nurse Executive Practicum (NURS 7909)	Loewenberg School of Nursing, University of Memphis		
MSN - Financial Management and Resource Allocation for Patient Care (NURS 7904)	Loewenberg School of Nursing, University of Memphis		
MSN - Accountability, Advocacy, & Ethics (NURS 7903)	Loewenberg School of Nursing, University of Memphis		
MSN - Scholarly Synthesis (NURS 7990)	Loewenberg School of Nursing, University of Memphis		
MSN - Peds II Graduate Nurse Education (NURS 7633)	Loewenberg School of Nursing, University of Memphis		
MSN - Nursing Education Preceptor	St Louis University School of Nursing		
MSN - Nursing Administration - Preceptor	Loewenberg School of Nursing, University of Memphis		
MSN - Clinical Education - Preceptor	School of Nursing, University of Mississippi		
STUDENT ADVISING/MENTORING (selected)			
CURRENT DEGREE	NAME	YEAR OF GRADUATION	
pending Executive Leadership MSN	Linwood White	2018	
pending Executive Leadership MSN	Brittany Marshall	2018	
pending Executive Leadership MSN	Annette Johnson	2018	
pending MSN Executive Leadership	Maddie Srivnivasan	2018	
pending MSN Executive Leadership	Shawnee Weddington	2017	
pending MSN Executive Leadership	Andrea Mathis	2017	
pending MSN Executive Leadership	Michelle Chaffen	2017	
pending MSN Executive Leadership	Jason Fleener	2017	
MSN Executive Leadership	Charis Baskin	2016	
MSN Executive Leadership	Teresa Freeman	2016	
MSN Executive Leadership	Virginia Elder	2016	
MSN Executive Leadership	Catherine Tankersley	2016	
MSN Executive Leadership	Jennifer Winfield	2016	
Executive Leadership MSN	Laura Robinson	2016	
CREATIVE ACTIVITIES			
ACTIVITY	DATES	LOCATION	SPONSORSHIP
Worked with five cohorts of new nurses in Nurse Residency Program	2015	Regional One Healthcare	Nurse Residency Program
Co-established Mid-south Chaper of the Society of Pediatric Nurses	2010	TN, AR, MS and LA	Society of Pediatric Nurses
Team member developing Shared Governance	2015	VA Medical Center, Memphis	VA Medical Center, Memphis
Worked with Church Health Center to host MSSPN regional nursing conference	Feb 2014	Church Health Center	Society of Pediatric Nurses
Transformational Leadership Presentation	2013	VA Memphis	VA Memphis
Shared Governance	2013	VA Memphis	VA Memphis

Member MLHC Patient/Family Centered Care	2012	MLH Memphis	MLHC Patient/Family Centered Care
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Presentations - Conference (refereed *) (selected)

October 19-21, 2010: Dr. Teresa Richardson was selected to present in a panel session with the theme "*Building effective educational - clinical partnerships*" at the conference on *Enhancing Nursing Undergraduate Teaching and Learning in the Clinical Settings: What do we know and how do we move forward?* sponsored by the Robert Wood Johnson Foundation for the American Association of Colleges of Nursing. In her panel presentation, Dr. Richardson addressed the role of academic-practice partnerships in educating nurses, with particular emphasis on the students. She particularly and proudly focused on the Loewenberg School of Nursing's relationship with healthcare partners in Memphis, an abstract generated from her dissertation work.

Presentations - Universities/Industry (refereed *) (selected)

October 18, 2011. Presented *Opportunities in Pediatric Nursing* for the Student Nurses' Association, Union University, Jackson Tennessee.

January - December 2015 "UHC NRP Use of Evidence: Project Development Tools and Technique" at Regional One Health

OUTREACH (selected)			
Project/s summary			
PROJECT	PARTICIPANTS	PERIOD	SPONSORSHIP
Mid-south Chapter of the Society of Pediatric Nurses	President of regional chapter: West Tennes, Mississippi, Louisiana, and Eastern Arkansas	2015-2016	Society of Pediatric Nurses
Society of Pediatric Nursing, National Education Committee		2015-2016	Society of Pediatric Nursing
Co-established the Mid-south Chapter of the Society of Pediatric Nurses	largest chapter of national organization	2010	Society of Pediatric Nursing
SERVICE (selected)			
UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD	
Loewenberg College of Nursing	Director: Executive Leadership MSN Program	2016-2017	
University of Memphis	Nursing Representative: Center for Urban Children and Families Health and Wellness	2016-2017	
Loewenberg College of Nursing	Co-Chair: Evaluations Committee	2016-2017	
Loewenberg College of Nursing	Lead: DNP Curriculum Task Force	2016-2017	
Loewenberg College of Nursing	Director: Executive Leadership MSN Program	2015-2016	
Loewenberg College of Nursing	Graduate Admissions Committee	2016-2017	
Loewenberg College of Nursing	Advisory Board Member & faculty: Regional One Healthcare Nurse Residency	2015-2016	
Loewenberg School of Nursing	DNP/PhD Task Force	Spring 2011	

CURRICULUM VITAE

Name: Y'Esha Williams	Department: Loewenberg College of Nursing
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EDUCATION			
DEGREES	DISCIPLINE	INSTITUTION	YEAR
PhD	Nursing	The University of Tennessee Health Science Center	2016
MSN	Nursing Clinical Nurse Leader	The University of Tennessee Health Science Center	2012
Bachelor	Biology	The University of Mississippi	2008

EXPERIENCE			
RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Assistant Professor	Nursing	The University of Memphis Loewenberg College of Nursing	2016- Present
Adjunct Faculty	Nursing	The University of Tennessee Health Science Center	2012-2016

HONORS/AWARDS		
HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Top Student Presenter	Southern Nursing Research Society	2016
Southern Regional Education Board Doctoral Scholar	Southern Regional Education Board	2013-2016
UTHSC Dissertation Award	The University of Tennessee Health Science Center	2015
Robert Wood Johnson Foundation Scholar	Robert Wood Johnson Foundation	2010-2012
Sigma Theta Tau International Honor Society of Nursing Member	Sigma Theta Tau International Honor Society of Nursing	2011
Teacher of the Year	Greenwood High School	2009-2010

Refereed Journal Publications

Cowan, P., Weeks, Y., Wicks, M. (2015). Promoting ethnic minority and male success in an accelerated, entry-level mater's in nursing program: The sustain program. Journal of Nursing Education, 54(9).

Other Presentations (refereed *)

Williams, Y., Cowan, P., Graff, C., Wicks, M., Hare, M., & Tolley, E. (2017, February). Associations among depressive symptoms, body mass index (BMI) z-scores, and physical activity self- efficacy in African American (AA) children. Poster presentation at the Southern Nursing Research Society 31st Annual Conference, Dallas, TX.

Williams, Y., Cowan, P., Graff, C., Wicks, M., Hare, M., & Tolley, E. (2016, June). Associations among depressive symptoms and body mass index in mother-child dyads. Poster and podium session presented at the Community-Campus Partnership Conference to Address Health Disparities, Little Rock, AR.

Hitt, J., Cowan, P., Williams, Y. (2014, October). A relationship of mutual benefit: integrating doctoral students into the new careers in nursing program. New Careers in Nursing Summit, Chicago, IL.

Cowan, P., Williams, Y., Hitt, J. (October, 2013). Choosing doctoral education: factors influencing pursuit of doctoral education by previous new careers in nursing scholarship recipients. New Careers in Nursing Summit, Washington D.C.