University of Maryland
School of Nursing

CELEBRATING 135 YEARS
1889-2024

SELF-STUDY
APPENDICES
2024

Submitted to the
Commission on Collegiate
Nursing Education

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UNIVERSITY of MARYLAND
SCHOOL OF NURSING

Self-Study Report 2024

Appendices

Submitted to the
Commission on Collegiate
Nursing Education

October 7 - 9, 2024

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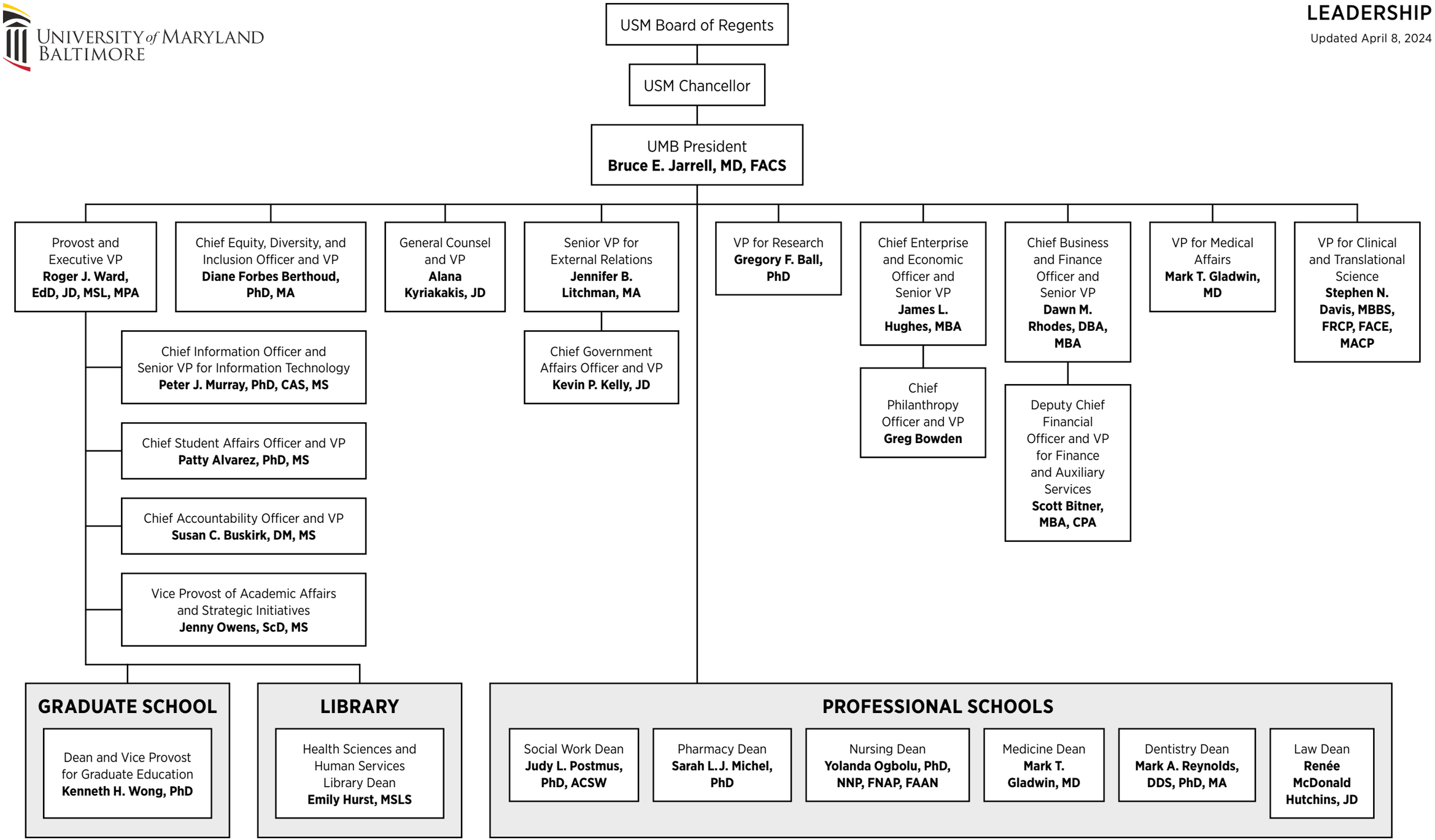
Introduction Appendix 1: UMB Organizational Chart

UNIVERSITY of MARYLAND BALTIMORE

LEADERSHIP

Updated April 8, 2024



Introduction Appendix 2: University of Maryland School of Nursing

Shared Governance

- Governance Council
- Academic & Student Affairs Council
- Diversity, Equity, and Inclusion Council
- Technology Advisory Council

Senior Administrative Team

UMB Center to Advance Chronic Pain (CACPR)

- Center for Biology & Behavior Across the Lifespan (BBAL)
- Center for Health Equity and Outcomes Research (CHEOR)
- Center for Placebo Beyond Opinions(PBO)
- Center for Symptom Science Using Neuroscientific and Psychological Approaches (SYNAPSE)

Academic Associate Deans

Baccalaureate | Master's | DNP | PhD

Dean

- Special Assistant to the Dean
- Senior Associate Dean Administration & Finance
- Associate Dean Equity, Diversity & Inclusion
- Associate Dean Student & Academic Services
- Associate Dean Development & Alumni Relations
- Associate Dean for Research
- Associate Dean for Faculty Development
- Assistant Dean for Marketing and Communications
- Director, Legal & Contractual Affairs
- Director, Center for Maryland Nursing Workforce
- School Health Officer

Senior Academic Team

Faculty Organization

- Faculty Council
- Faculty Assembly
- Standing Committees

Staff Council

All-School Assembly

Academic Departments

Family & Community Health (FCH)

- Community & Public Health
- Family
- Neonatal
- Pediatric – Acute and Primary Care
- Psychiatric/Mental Health

Organizational Systems & Adult Health (OSAH)

- Nurse Anesthesia
- Adult Gerontology – Acute Care & Primary Care
- Health Services Leadership & Management
- Nursing Informatics

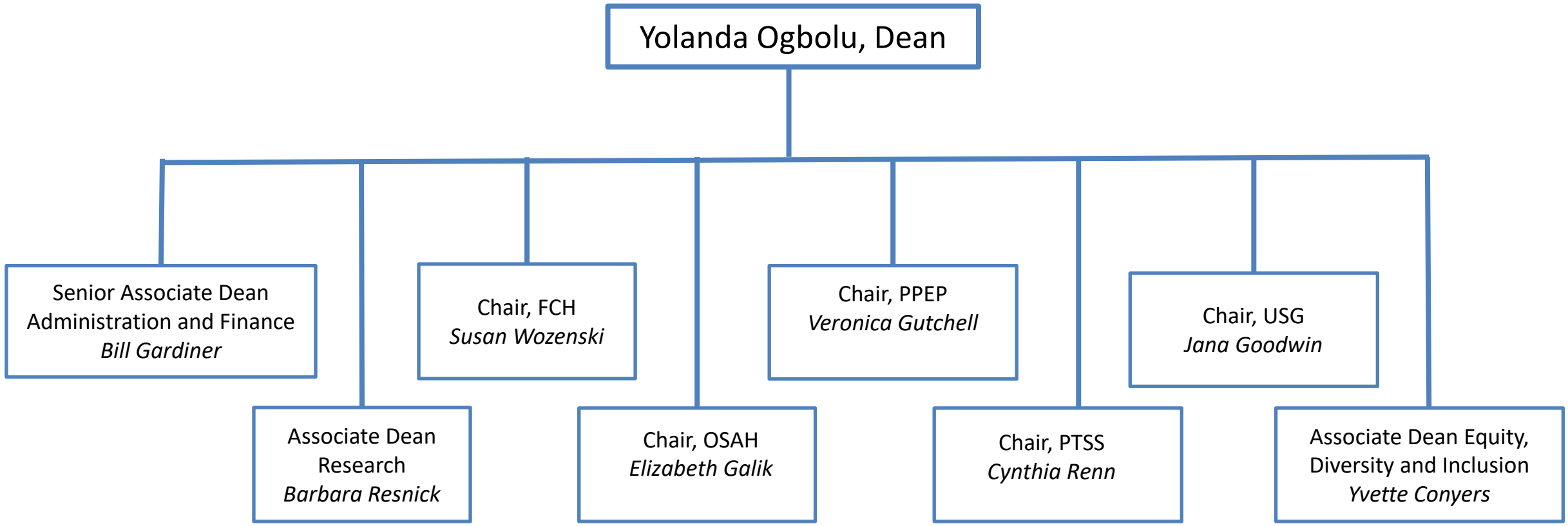
Partnerships, Professional Education & Practice (PPEP)

- Clinical Simulation Laboratories
- Standardized Patient Program
- Institute for Educators
- Professional Education
- Office of Global Health
- Governors Wellmobile
- Faculty Practice

Pain & Translational Symptom Science (PTSS)

UMSON Universities at Shady Grove (USG)

Senior Administrative Team

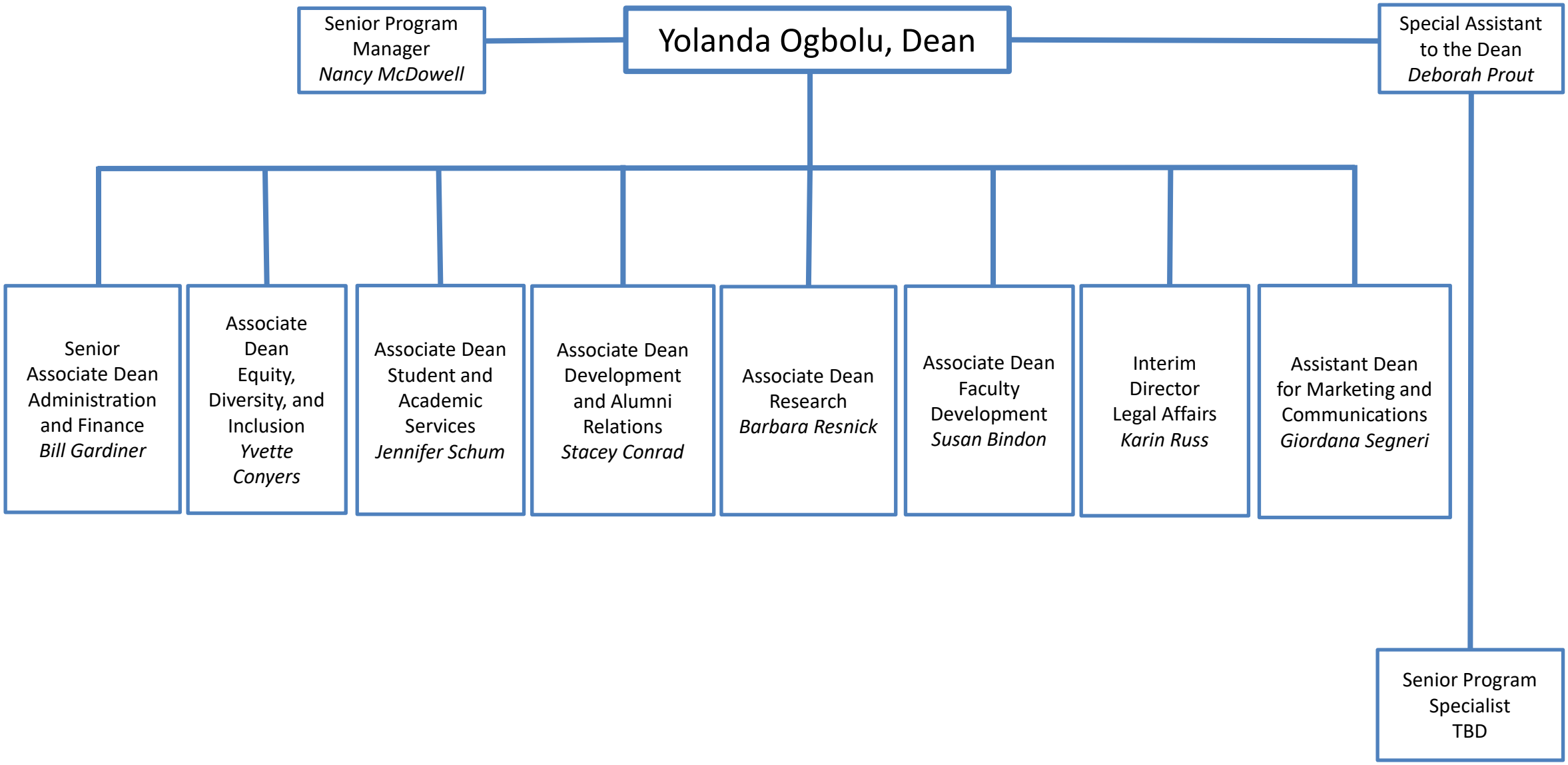


Senior Academic Team

Yolanda Ogbolu, Dean

- Associate Dean
  Baccalaureate Program
  Katie McElroy
- Associate Dean
  Master's Program
  Lori Edwards
- Associate Dean
  DNP Program
  Shannon Idzik
- Associate Dean
  PhD Program
  Eun-Shim Nahm
- Associate Dean
  Student and Academic Services
  Jennifer Schum
- Associate Dean
  Equity, Diversity and Inclusion
  Yvette Conyers

Office of the Dean



Shared Governance

Governance Council

- Dean Convenes
- Faculty Council Chair & Immediate Past Chair or Chair Elect
- Academic Department Chairs
- Associate & Assistant Deans holding faculty rank
- Associate Dean for Student and Academic Services
- Director of Global Health
- 3 elected full-time faculty
- Director of Evaluation (non-voting)
- Senior Associate Dean for Administration and Finance
- Staff Council Chair and Immediate Past Chair or Chair-elect
- 2 elected full-time staff
- Special Assistant to the Dean (non-voting)
- School Health Officer
- Designee for Equity, Diversity and Inclusion Council
- Representative for Technology Advisory Council

Academic & Student Affairs Council

- Dean Convenes
- Faculty Council Chair & Immediate Past Chair or Chair Elect
- Chairs of Curriculum Committees
- Chair of Student Affairs Committee
- Associate Deans for Academic Programs
- Associate Dean Equity, Diversity, and Inclusion
- Associate Dean for Student and Academic Services
- Assistant Dean of Technology Strategy and Academic Services
- Chairs or Vice Chairs of Academic Departments with primary teaching mission (FCH, OSAH, USG)
- Associate Dean for Faculty Development
- Director, Registrar and Student Placements
- School Health Office
- Chair, Staff Council or designee
- Directors of Simulation, Baltimore and USG

Functions of the Governance Council

Serves as the vehicle for shared governance within the School

1. Advisory to Dean on budget (e.g., new programs/initiatives), policies for faculty/staff/administration, administrative organizational structure as well as mechanism for facilitating shared governance, and major space allocation
2. Approves and monitors School's evaluation plan
3. Approves and monitors School's strategic plan

Functions of the Academic & Student Affairs Council

Operationalize the academic mission within framework of available resources (e.g., faculty, staff, financial)

1. Recommend new programmatic offerings and program closures to Governance Council
2. Establish enrollment targets on an annual basis
3. Monitor admission, progression, and graduation trends
4. Approve student policies related to admission, progression, and graduation
5. Review and approve academic calendar
6. Monitor School's evaluation plan as it relates to academic mission

Shared Governance

(continued)

Equity, Diversity, and Inclusion Council

- Regular Members (Voting)
  - 4 Faculty, 1 to be elected co-chair
  - 4 Staff, 1 to be elected co-chair
  - 1 BSN Student (Baltimore and Shady Grove)
  - 1 MSN Student
  - 1 Doctoral Student (DNP or PhD)
- Ex-Officio Members (Non-voting)
  - Associate Dean for Equity, Diversity and Inclusion
  - Manager for Equity, Diversity and Inclusion
  - Coordinator for Equity, Diversity and Inclusion
  - Immediate past co-chair of EDI Council
  - Staff member from Office of Student and Academic Affairs
  - Staff member from Office of Communications
  - One alumni member appointed by the President of the UMSON Alumni Association

Technology Advisory Council

- 1 Faculty Member from Baltimore
- 1 Faculty Member from USG
- 1 Staff Member from Baltimore
- 1 Staff Member from USG
- 1 Faculty Representative, appointed from Faculty Council
- 1 Staff Representative, appointed from Staff Council
- 1 Representative from Administrative Services, appointed by the associate dean for administration and finance
- 1 Representative from Office of Student and Academic Services, appointed by the associate dean for student and academic services
- 2 student representatives, 1 from Baltimore and 1 from USG, appointed by directors of student success
- Either a faculty member with an active program of research or a staff member from the Office of Research and Scholarship, appointed by the associate dean for research
- Assistant Dean of Technology Strategy and Operations (non-voting)

SELECTED Functions of the Diversity and Inclusion Council

1. Review, recommend, and create opportunities for faculty, staff, and students that enhance the School's climate, support inclusive programs of study, promote visibility of School around EDI issues, and recognize efforts to achieve the University and School's core values.
2. Discuss EDI issues and concerns of faculty, staff and students and make recommendations to address them to appropriate administrative units or academic departments
3. Assist the Associate Dean for DEI with the development, implementation, and evaluation of DEI plans and educational activities
4. Coordinate and enhance methods to increase awareness and sensitivity to equity, diversity, and inclusion (EDI within the School as it relates to race, ethnicity, gender identification, sexual orientation, age, disability, religion, and other factors

SELECTED Functions of the Technology Advisory Council

1. Advise on types of software and hardware that are needed by faculty, staff and/ or students
2. Advise on processes that are used to select technology purchases for the Baltimore and USG locations
3. Develop and execute a plan for reviewing existing technology at least every three years for utilization, support, and maintenance and whether the technology is meeting the needs of faculty, staff, and/or students
4. Consider internal requests for evolving technology or replacement technology to support the School's mission.
5. Advise on communications strategies to keep faculty, staff, and/or students informed about available technology, its use, and forthcoming changes

Academic Programs

- **Associate Dean for Baccalaureate** *Katie McElroy*
  - **Co-Directors BSN Program** *Hannah Murphy Buc* *Nicole Smith*
  - **Director RN-BSN** *Celeste Seger*
- **Associate Dean for Master's** *Lori Edwards*
  - **Specialty Directors**
    - Clinical Nurse Leader *Janet Wulf*
    - Community & Public Health *Michelle Spencer*
    - Health Services Leadership & Management *Nancy Lerner*
    - Nursing Informatics *Cheryl Fisher*
- **Associate Dean for DNP** *Shannon Idzik*
  - **Specialty Directors**
    - Adult Gerontology Acute Care *Ameera Chakravarthy*
    - Adult Gerontology Primary Care *Janet Selway*
    - Family Nurse Practitioner *Bridgette Gourley*
    - Nurse Anesthesia *Veronica Amos*
    - Pediatric Nurse Practitioner *Charlette Pace (Acute Care)* *Taylor Jones (Primary Care)*
    - Neonatal Nurse Practitioner *Jennifer Fitzgerald*
    - Psychiatric Mental Health Nurse Practitioner *Sara Robinson*
    - Post-Masters with Specialty *Renee Franquiz*
  - **Senior Director DNP Program** *Veronica Quattrini*
- **Associate Dean for PhD** *Eun-Shim Nahm*

Student and Academic Services

Office Manager

Sherrea Turner

Director

Office of Academic & Career Success

Christine King

Director

USG Student Services

Laura El Shafei

Director

Admissions and Student Scholarships

Sheena Jackson

Director

Office of Registration and Student Placements

Lori Harris

Administrative Services

Senior Associate Dean
Administration and Finance
Bill Gardiner

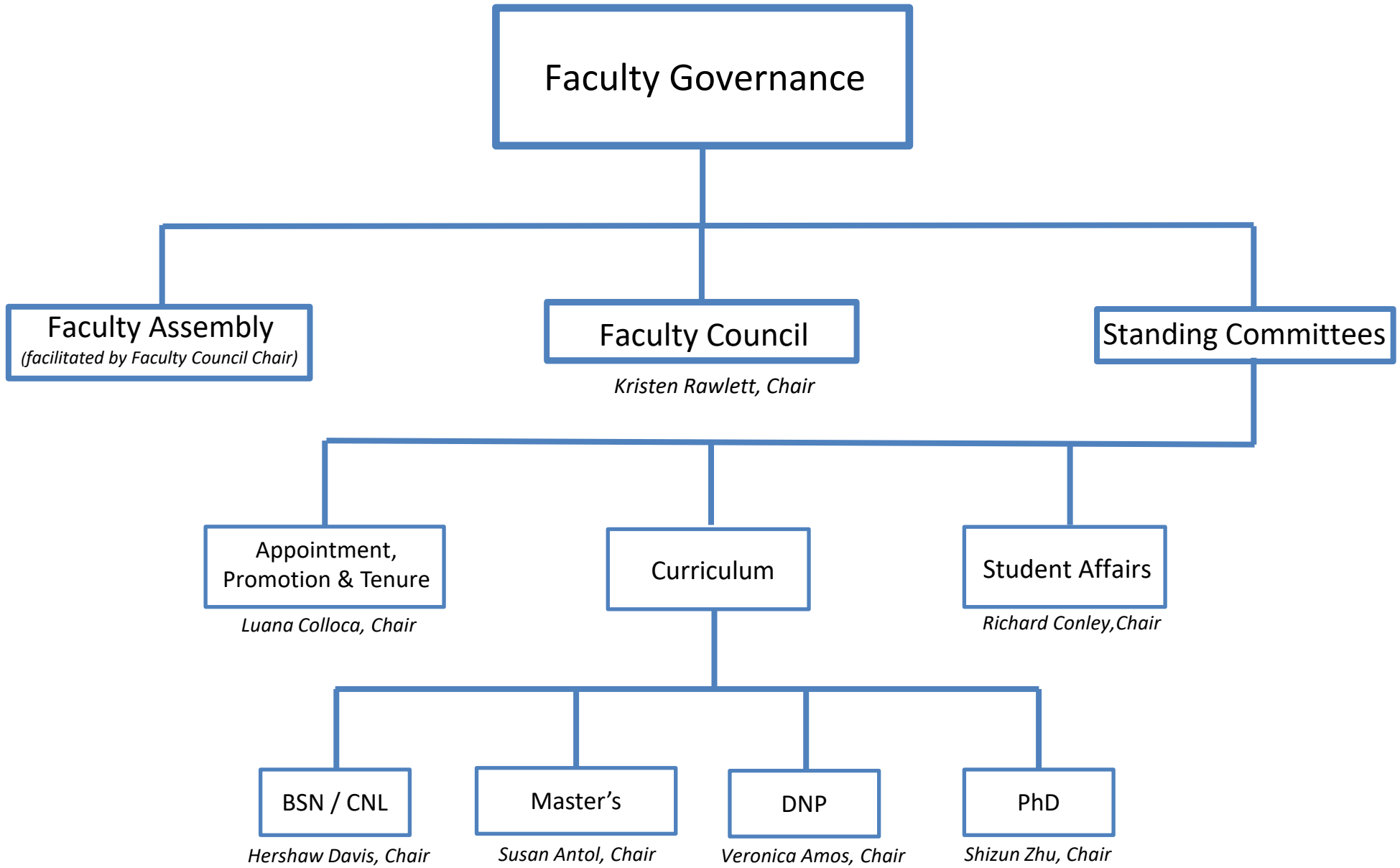
Associate Dean
Administration and Finance
Steve Pease

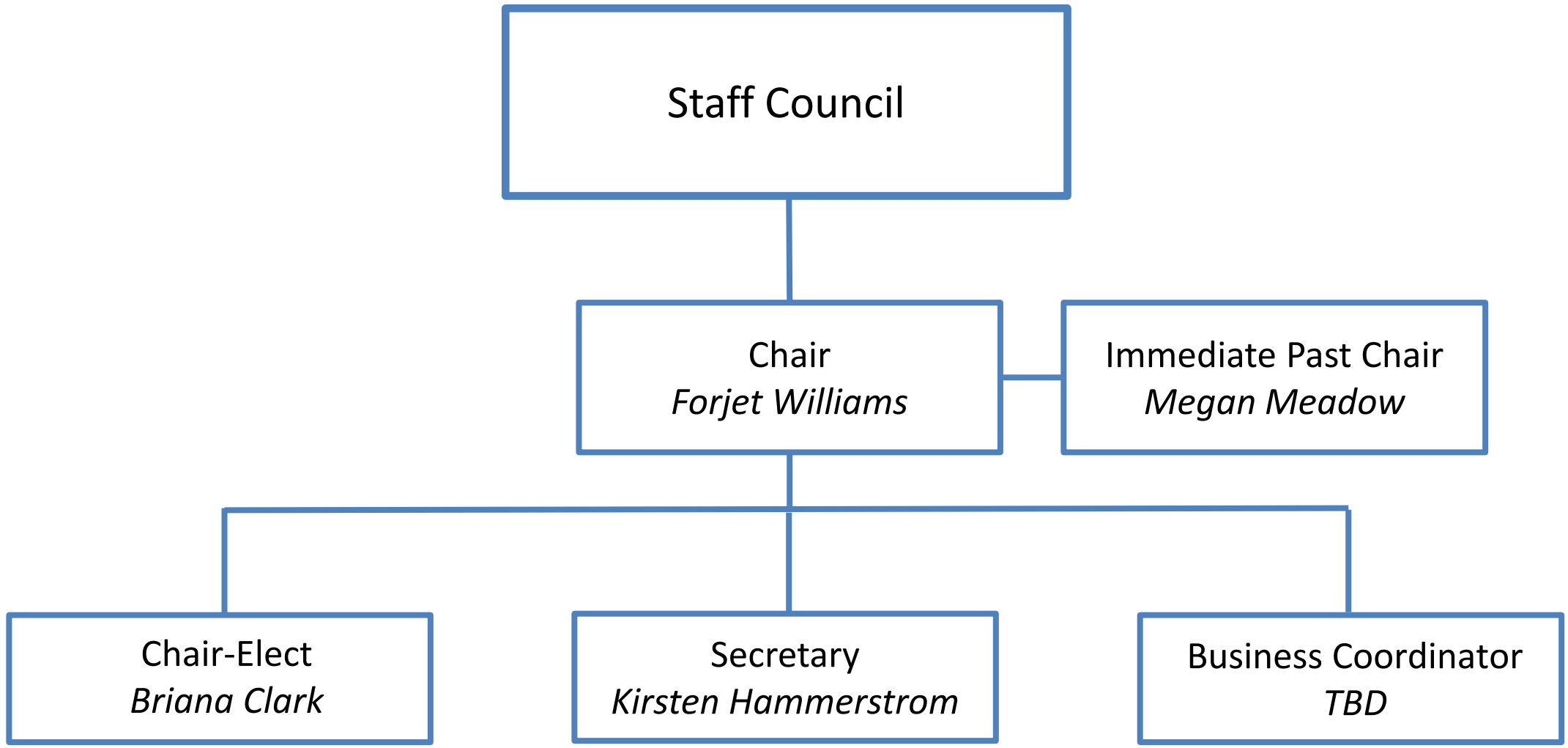
Manager
Human Resources
Kristie Nichols

Assistant Dean
Technology Strategy and Operations
Matt Rietschel

Associate Director
Facilities Management & Operations
Chris Evans

Director
Financial Operations
Teri Caughman


Faculty Governance
Faculty Assembly
(facilitated by Faculty Council Chair)
Faculty Council
Kristen Rawlett, Chair
Standing Committees
Appointment, Promotion & Tenure
Luana Colloca, Chair
Curriculum
Student Affairs
Richard Conley,Chair
BSN / CNL
Hershaw Davis, Chair
Master's
Susan Antol, Chair
DNP
Veronica Amos, Chair
PhD
Shizun Zhu, Chair


Staff Council
Chair
Forjet Williams
Immediate Past Chair
Megan Meadow
Chair-Elect
Briana Clark
Secretary
Kirsten Hammerstrom
Business Coordinator
TBD

Appendix IA-1

Congruence of the Missions of the University of Maryland, Baltimore (UMB) and the University of Maryland School of Nursing (UMSON) with the Outcomes of the Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) Programs and the Post-doctoral APRN Certificate Programs

UMB Mission	UMSON Mission	Outcomes of the BSN Program (Spring 2022 or earlier)	Outcomes of the BSN Program (Fall 2022 or later)	Outcomes of MSN Program	Outcomes of DNP and Post-doctoral APRN Certificate Programs
Education: To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.	**Education:** We shape the profession of nursing and the health care environment by developing leaders in education, research, and practice.	**Education:** Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations. Integrate competencies in leadership, quality improvement, and patient safety to improve health and promote interdisciplinary care. Incorporate information management and patient care technology in the delivery of quality patient-centered care.	**Education:** Integrate knowledge from the liberal arts and sciences to enrich nursing knowledge and practice. Implement the nursing process to provide person-centered, holistic nursing care. Advance equity in all health care settings using principles of social justice, advocacy, and collaboration, both intra- and interprofessionally. Incorporate quality improvement principles to promote a culture of safety. Coordinate care that anticipates and meets the needs of diverse	**Education:** Incorporate scientific inquiry and theoretical concepts into efforts to improve the care of individuals and communities. Participate in the design, implementation, and evaluation of health care systems to foster safety and excellence in health care delivery. Engage in ethically sound, culturally sensitive, and evidence-based practice to promote the health of individuals and communities. Commit to lifelong learning for self and	**Education:** Initiate, facilitate, and participate in collaborative efforts that influence health care outcomes with scholars, practitioners, clinicians, and policy makers from other disciplines. Lead at the highest educational, clinical, and executive ranks. Evaluate and apply ethically sound, culturally sensitive, evidence-based practice for the improvement of education, clinical practice, systems management, and nursing leadership.

UMB Mission	UMSON Mission	Outcomes of the BSN Program (Spring 2022 or earlier)	Outcomes of the BSN Program (Fall 2022 or later)	Outcomes of MSN Program	Outcomes of DNP and Post-doctoral APRN Certificate Programs
		Integrate knowledge of health care policy from social, economic, political, legislative, and professional perspectives to influence the delivery of care to individuals, families, communities, and populations. Employ interprofessional communication and collaboration to ensure safe, quality care across the lifespan. Use principles of ethics, legal responsibility, and accountability to guide professional nursing practice across the lifespan and across the health care continuum. Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.	populations, informed by an understanding of nursing practice, health policy, and social determinants of health. Integrate information management and patient care technologies to provide equitable and safe care for individuals and communities. Use self-reflection and feedback from others to promote personal well-being, leadership capacity, and lifelong professional development. Develop a nursing identity guided by principles of ethics, legal responsibility, emotional intelligence, and social justice to ensure excellence in nursing practice. Recognize and appreciate the unique aspects of	promote lifelong learning to consumers.	Analyze and apply scientific knowledge and related skills for the highest level of nursing practice. Design, implement, manage, and evaluate patient care and organizational systems.

UMB Mission	UMSON Mission	Outcomes of the BSN Program (Spring 2022 or earlier)	Outcomes of the BSN Program (Fall 2022 or later)	Outcomes of MSN Program	Outcomes of DNP and Post-doctoral APRN Certificate Programs
			being human within person-centered nursing practice with an emphasis on equity, cultural humility, and compassion.		
Research and Scholarship: To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.	**Research and Scholarship:** We shape the profession of nursing and the health care environment by developing leaders in education, research, and practice.	**Research and Scholarship:** Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care. Employ interprofessional communication and collaboration to ensure safe, quality care across the lifespan.	**Research and Scholarship:** Engage in scholarly inquiry to identify best evidence to deliver effective, innovative, and ethical nursing care. Incorporate quality improvement principles to promote a culture of safety.	**Research and Scholarship:** Incorporate scientific inquiry and theoretical concepts into efforts to improve the care of individuals and communities. Participate in the design, implementation, and evaluation of health care systems to foster safety and excellence in health care delivery.	**Research and Scholarship:** Initiate, facilitate, and participate in collaborative efforts that influence health care outcomes with scholars, practitioners, clinicians, and policy makers from other disciplines. Evaluate and apply ethically sound, culturally sensitive, evidence-based practice for the improvement of education, clinical practice, systems management, and nursing leadership. Analyze and apply scientific knowledge and related skills for

UMB Mission	UMSON Mission	Outcomes of the BSN Program (Spring 2022 or earlier)	Outcomes of the BSN Program (Fall 2022 or later)	Outcomes of MSN Program	Outcomes of DNP and Post-doctoral APRN Certificate Programs
					the highest level of nursing practice.
Service: To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.	**Service:** We shape the profession of nursing and the health care environment by developing leaders in education, research, and practice.	**Service:** Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations. Integrate competencies in leadership, quality improvement, and patient safety to improve health and promote interdisciplinary care. Integrate knowledge of health care policy from social, economic, political, legislative, and professional perspectives to influence the delivery of care to individuals, families, communities, and populations.	**Service:** Implement the nursing process to provide person-centered, holistic nursing care. Advance equity in all health care settings using principles of social justice, advocacy, and collaboration, both intra- and interprofessionally. Incorporate quality improvement principles to promote a culture of safety. Coordinate care that anticipates and meets the needs of diverse populations, informed by an understanding of nursing practice, health policy, and social determinants of health.	**Service:** Incorporate scientific inquiry and theoretical concepts into efforts to improve the care of individuals and communities. Lead evidence-based and interprofessional approaches for the design and delivery of comprehensive, culturally competent care to individuals/families, communities, and populations. Participate in the design, implementation, and evaluation of health care systems to foster safety and excellence in health care delivery.	**Service:** Initiate, facilitate, and participate in collaborative efforts that influence health care outcomes with scholars, practitioners, clinicians, and policy makers from other disciplines. Lead at the highest educational, clinical, and executive ranks. Evaluate and apply ethically sound, culturally sensitive, evidence-based practice for the improvement of education, clinical practice, systems management, and nursing leadership. Analyze and apply scientific knowledge

UMB Mission	UMSON Mission	Outcomes of the BSN Program (Spring 2022 or earlier)	Outcomes of the BSN Program (Fall 2022 or later)	Outcomes of MSN Program	Outcomes of DNP and Post-doctoral APRN Certificate Programs
		Employ interprofessional communication and collaboration to ensure safe, quality care across the lifespan. Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.	Integrate information management and patient care technologies to provide equitable and safe care for individuals and communities. Develop a nursing identity guided by principles of ethics, legal responsibility, emotional intelligence, and social justice to ensure excellence in nursing practice. Recognize and appreciate the unique aspects of being human within person-centered nursing practice with an emphasis on equity, cultural humility, and compassion.	Practice advanced nursing roles in collaborative relationships across disciplines and in partnership with communities, i.e., nursing education, nursing administration, nursing informatics, advanced clinical practice, and clinical nursing leadership.	and related skills for the highest level of nursing practice. Design, implement, manage, and evaluate patient care and organizational systems.

Appendix IA-2

UNIVERSITY of MARYLAND
SCHOOL OF NURSING

Master Evaluation Plan

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
Academc Programs							
Mission atement, Philosoy	Internal Commty of Interest, ocument Revi	Faculty and Staff	Every 5 Years Last reviewed 2020		Strategic Plan Committee	Faculty, Staff, UMB, and External Stakeholders	Office of the Dean
Physicaacilities	Review of Need and Resources	Faculty, Staff, Administratio	Ongoing		Manager of Facilities Support Services	Associate Dean for Administration & Finance	Manager of Facilities Support Services
Technolo Related Needs	Faculty, Staff, Administration nputs	Faculty, Staff, Administratio	Ongoing		Assistant Dean, Technology Strategy and Operations	Associate Dean for Administration & Finance	Assistant Dean, Technology Strategy and Operations
Office of cademic and CareSuccess	Office of Academc and Career uccess Survey	Students	Every 2 Years Last Reviewe 2023		Directors of Offic of Academic and Career Success	Associate Dean for Student and Academic Services	Directors of Office of Academic and Career Success
Course Ealuation	Summative Rests of All Course valuations	Course Evaluation Semester Results	Annually		Director of Evaluation	Academic and Student Affairs Council	Office of Evaluation
Clinical Slation Laboratoy	METI Simulatio Effectiveness T	Students/ Faculty	End of Ever Simulation Lab Course/ Yearly		Director, Clinical Simulation Laboratory	Academic and Student Affairs Council	Director of Clinical Simulation Laboratory

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
Standardized Patient Program	Standardized Patient Program	Students/ Faculty	Semester/ Yearly		Director, Standardized Patient Program	Academic and Student Affairs Council	Director of Standardized Patient Program
Faculty Training and Development Needs	Faculty Survey	Faculty	Determined by Faculty Council		Department Chairs	Department Chairs and Dean	Department Chairs
Staff Training and Development Needs	Performance Evaluation Form (PDP)	Staff	Annually		Staff Supervisor	Dean	Human Resources
Comprehensive Evaluation Plan	Review of Documents	Office of Evaluation	Every 5 Years Last reviewed 2024		Director of Evaluation, Evaluation Advisory Committee	Academic and Student Affairs Council, Governance Council, Dean	Office of Evaluation
Graduate Program							
Goals and PhD Outcomes							
PhD Program	Course Evaluation Questionnaire (CEQ)	PhD Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, Associate Dean for the PhD Program	Office of Evaluation
	Faculty Evaluation Questionnaire (FEQ)	PhD Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, Associate Dean for the PhD Program	Office of Evaluation

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
	Program Assessment Questionnaire (PAQ)	PhD Students	End of Last Semester	2.50 or higher on a 4-point scale	Director of Evaluation	Associate Dean for the PhD Program, PhD Curriculum Committee	Office of Evaluation
	PhD Curriculum Evaluation	Associate Dean for the PhD Program	Every 7 Years Last reviewed 2024	Time to completion; rate for completion	External Review Committee	Associate Dean for the PhD Program, PhD Curriculum Committee	Associate Dean for the PhD Program
	Employment Survey	PhD Graduates	Within 12 Months After Graduation		Director of Evaluation	Associate Dean for the PhD Program, PhD Curriculum Committee	Office of Evaluation
	Alumni Survey	PhD Graduates	Every 4 Years Last reviewed 2021		Director of Evaluation	Associate Dean for the PhD Program, PhD Curriculum Committee	Office of Evaluation
	Advisory Board	Stakeholders/ Community of Interests	Yearly		Office of the Academic Deans	Associate Dean for the PhD Program, PhD Curriculum Committee	PhD Curriculum Committee Minutes
Goals and DNP Outcomes							

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
DNP Program (Post-Doctoral APRN Certificates)	Course Evaluation Questionnaire (CEQ)	DNP Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, DNP Program Director, Associate Dean for the DNP Program	Office of Evaluation
	Faculty Evaluation Questionnaire (FEQ)	DNP Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, Associate Dean for the DNP Program	Office of Evaluation
	Program Assessment Questionnaire (PAQ)	DNP Students	End of Last Semester	2.50 or higher on a 4-point scale	Director of Evaluation	Senior Director, Associate Dean for the DNP Program	Office of Evaluation
	DNP Curriculum Evaluation (SCoPE Review)	Specialty Director	Every 3 Years Last reviewed 2024		DNP Curriculum Committee	Associate Dean for the DNP Program	DNP Curriculum Committee Minutes
	Advisory Board	Stakeholders/ Community of Interests	Every 2 Years		Specialty Directors	DNP Curriculum Committee, Associate Dean for the DNP Program	DNP Curriculum Committee Minutes

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
	Practicum Site Evaluation	DNP Students	End of Every Practicum Course		Course Faculty	Practicum Course Coordinators, Senior Director, Associate Dean for the DNP Program	Office of Registrar
	Practicum Site Evaluation	Faculty	End of Every Practicum Course		Course Faculty	Practicum Course Coordinators, Senior Director, Associate Dean for the DNP Program	Office of Registrar
	Employment Survey	DNP Recent Graduates	Within 12 Months After Graduation	70% of the employment rate	Director of Evaluation	Senior Director, Associate Dean for the DNP Program	Office of Evaluation
	Alumni Survey	DNP Graduates	Every 4 Years Last reviewed 2021	70% or higher rated "good" or "excellent" on program quality items from the returned responses	Director of Evaluation	Senior Director, Associate Dean for the DNP Program	Office of Evaluation
Goals and MSN Outcomes							
MSN (All specialties and Post-Bachelor's Certificates)	Course Evaluation Questionnaire (CEQ)	MSN Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, Associate Dean for the MSN Program	Office of Evaluation

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
	Faculty Evaluation Questionnaire (FEQ)	MSN Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, Associate Dean for the MSN Program	Office of Evaluation
	Program Assessment Questionnaire (PAQ)	MSN Students	End of Last Semester	2.5 or higher on a 4-point scale	Director of Evaluation	Associate Dean for the MSN Program	Office of Evaluation
	MSN Curriculum Evaluation (SCoPE)	MSN Specialty Directors	Every 3 Years Last reviewed 2024		MSN Curriculum Committee	Associate Dean for the MSN Program	MSN/ Curriculum Committee Minutes
	MSN Specialty Advisory Boards	Stakeholders/ Community of Interests	Every Year		Specialty Directors	Associate Dean for the MSN Program	MSN Specialty Advisory Boards Minutes
	Entry-Level Advisory Board	Stakeholders/ Community of Interests	Every Year		Associate Dean for the MSN Program	Baccalaureate /CNL/ MSN-E Curriculum Committee (BCNLCC), Baccalaureate /CNL/MSN-E Course Directors (BCNLCD)	Entry-Level Advisory Board Minutes
	MSN Clinical Practicum Site/Preceptor Evaluation	MSN Students	End of Practicum Course		Faculty	Specialty Directors	Specialty Directors

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
	MSN Clinical Practicum Site/ Preceptor Evaluation	Faculty	End of Practicum Course		Faculty	Specialty Directors	Specialty Directors
	CNL/MSN-E Group Lab Evaluation	CNL/MSN-E Students	End of Every Lab Course		Course Director	Course Director, BCNLCC	Office of Evaluation
	CNL/MSN-E Group Clinical Site Evaluation	CNL/ MSN-E Students	End of Every Clinical Course		Clinical Coordinator	Course Director, BCNLCC	Office of Registrar
	CNL/ MSN-E Group Clinical Site/ Evaluation	CNL/ MSN-E Clinical Instructors	End of Every Clinical Course		Clinical Coordinator	Course Director, Department Chair and Vice Chair	Clinical Coordinator
	CNL/ MSN-E Clinical Instructor Evaluation	CNL/ MSN-E Students	End of Every Clinical Course		Clinical Coordinator, Director of Evaluation	Course Director, Department Chair and Vice Chair	Office of Evaluation
	Employment Survey	MSN Recent Graduates	Within 12 Months After Graduation	70% of the employment rate	Director of Evaluation	Associate Dean for the MSN Program	Office of Evaluation
	Alumni Survey	MSN Graduates	Every 4 Years Last reviewed 2021	70% or higher rated "good" or "excellent" on program quality items MSN from the returned responses	Director of Evaluation	Associate Dean for the MSN Program	Office of Evaluation
Undergraduate Program							

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
Goals and BSN Outcomes							
BSN Program	Course Evaluation Questionnaire (CEQ)	BSN Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, BSN Program Director, Associate Dean for the Baccalaureate Program	Office of Evaluation
	Faculty Evaluation Questionnaire (FEQ)	BSN Students	End of Every Semester	4.00 or higher on a 5-point scale	Director of Evaluation	Faculty, Department Chair and Vice Chair, Associate Dean for the Baccalaureate Program	Office of Evaluation
	Program Assessment Questionnaire (PAQ)	BSN Students	End of Last Semester	2.5 or higher on a 4-point scale	Director of Evaluation	Associate Dean for the Baccalaureate Program	Office of Evaluation
	BSN Curriculum Evaluation	BSN Course Directors	Every 3 Years Last reviewed 2024		BCNLCC	Associate Dean for the Baccalaureate Program	BCNLCC Minutes
	Entry-Level Advisory Board	Stakeholders/ Community of Interests	Every Year		Associate Dean for the Baccalaureate Program	BCNLCC, BCNLCD	Entry-Level Advisory Board Minutes

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
	Lab Evaluation	BSN Students	End of Every Lab Course		Course director, Director of Evaluation	Course Director, Department Chair and Vice Chair, Associate Dean for the Baccalaureate Program	Office of Evaluation
	Clinical Site Evaluation	BSN Students	End of Every Clinical Course		Clinical Coordinator	Course Director, BCNLCC, Associate Dean for the Baccalaureate Program	Office of Registrar
	Clinical Site Evaluation	BSN Clinical Instructors	End of Every Clinical Course		Clinical Coordinator	Course Director, - Associate Dean for the Baccalaureate Program	Clinical Coordinator
	Clinical Instructor Evaluation	BSN Students	End of Every Clinical Course		Clinical Coordinator, Director of Evaluation	Course Director, Department Chair and Vice Chair, Associate Dean for the Baccalaureate Program	Office of Evaluation
	Preceptor Evaluation	BSN Students	End of Last Semester		Course Faculty	Course Director, Department Chair and Vice Chair	Course Director

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
	Employment Survey	BSN Recent Graduates	Within 12 Months After Graduation	70% of the employment rate	Director of Evaluation	Associate Dean for the Baccalaureate Program	Office of Evaluation
	Alumni Survey	BSN Graduates	Every 3 Years Last reviewed 2023	70% or higher rated "good" or "excellent" on program quality items from the returned responses	Director of Evaluation	Associate Dean for the Baccalaureate Program	Office of Evaluation
	Entry-Level Course Directors Reports	Entry-Level Course Directors (BSN, RN to BSN, CNL/ MSN-E)	Every 1-2 years		BCNLCD	Associate Deans for the Baccalaureate Program and the MSN Program	Office of Academic Deans
Students							
PhD	Final Course Grade	PhD Students	Every Semester		Faculty	Office of Student and Academic Services	Office of Student and Academic Services
	Cumulative GPA	PhD Students	Every Semester		Office of Student and Academic Services	Associate Dean for the PhD Program, Academic Standing Committee	Office of Student and Academic Services
	Annual Portfolio Review	PhD Students	Annually		Students, Faculty	Associate Dean for the PhD Program	Office of Academic Deans

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
DNP	Final Course Grade	DNP Students	Every Semester		Faculty	Office of Student and Academic Services	Office of Student and Academic Services
	Cumulative GPA	DNP Students	Every Semester		Office of Student and Academic Services	Associate Dean for the DNP Program, Academic Standing Committee	Office of Student and Academic Services
	Certification Exam	Specialty Students, Post-Graduate Certificate Program Students	After Graduation	80% or greater	Nursing Certification Board	Associate Dean for the DNP Program	Director of Academic Administration
MSN	Final Course Grade	MSN Students	Every Semester		Faculty	Office of Student and Academic Services	Office of Student and Academic Services
	Cumulative GPA	MSN Students	Every Semester		Office of Student and Academic Services	Associate Dean for the MSN Program, Academic Standing Committee	Office of Student and Academic Services
	Standard Predictor exam	CNL/ MSN-E Students	Last/ graduating semester		CNL/ MSN-E Program Director	CNL/ MSN-E Program Director, Associate Dean for the MSN Program	Associate Dean for MS program

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
	NCLEX	CNL/ MSN-E Students	After Graduation	80% or greater	National Council of State Boards of Nursing	CNL/ MSN-E Program Director, Associate Dean for the MSN Program, Director of Academic Administration, NCLEX Success Director	NCLEX Success Director, Director of Academic Administration
	Certification Exam	CNL/ MSN-E Students	After Graduation	80% or greater	Nursing Certification Board	Associate Dean for the MSN Program Director of Academic Administration	Director of Academic Administration
BSN	Final Course Grade	BSN Students	Every Semester		Faculty	Office of Student and Academic Services	Office of Student and Academic Services
	Cumulative GPA	BSN Students	Every Semester		Office of Student and Academic Services	Associate Dean for the BSN Program, Academic Standing Committee	Office of Student and Academic Services
	Standard Predictor exam	BSN Students	Last/ graduating semester		Associate Dean for the Baccalaureate Program	Associate Dean for the Baccalaureate Program	Associate Dean for the Baccalaureate Program
	NCLEX rate	BSN Students	After Graduation	80% or greater	National Council of State Boards of Nursing	Associate Dean for Baccalaureate Program, Director of Academic Administration, NCLEX Success Director	Director of Academic Administration, NCLEX Success Director

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
Progression and Completion Rates	Student Records	Students	Every 2 years	70% of the students graduated within the defined program years	Office of Institutional Effectiveness, Strategic Planning, and Assessment	Associate Deans for BSN, MSN, DNP and PhD Programs	Office of Student and Academic Services
Faculty							
Performance Review	Annual Review	Faculty	Yearly		Department Chair	Human Resources, Dean	Human Resources, Department Chair
Reappointment (Adjunct/Contractual)	Annual Review	Adjunct/ Contractual Faculty	Every semester		Course Director	Department Chair, Human Resources, Dean	Human Resources, Department Chair
Reappointment (Non-Tenured)	Annual Review	Non-Tenured Faculty	1-3 years		Department Chair	Human Resources, Dean	Human Resources, Department Chair
Promotion	APT Documents	Faculty	Per APT Guideline or Policy		Department Chair, APT	Human Resources, Dean, President	Human Resources, Department Chair

Element	Instrument (Data)	Data Source (Who)	Frequency (When)	Benchmark (When Applicable)	Summary Report Prepared By	Summary Report Received By	Official Data Housed
Faculty Activity	Faculty Progress and Productivity Report (FPPR) and Teaching Workload	Faculty	Yearly	80% of faculty teaching at defined workload or greater	Department Chair, Director of Evaluation	Dean, Office of Institutional Research and Accountability	Office of Evaluation
Governance							
Dean	Comprehensive Review	Dean	Every 5 Years Last reviewed 2023		Dean	President	President's Office
Associate Deans	Comprehensive Review	Associate Deans	Annually		Associate Deans	Dean	Office of the Dean
Department Chairs	Comprehensive Review	Department Chairs	Annually		Department Chairs	Dean	Office of the Dean
Staff Organization	Review of Bylaws	Staff Council	Every 3 Years Last reviewed 2023		Staff Council Executive Board	Staff Council, Dean	Intranet, Office of the Dean
Faculty Organization	Review of Bylaws	Faculty Council	Every 2 Years Last reviewed 2023		Chair of Faculty Council and Faculty Assembly	Faculty Council, Dean	Office of the Dean
Technology Advisory Council (established 2022)	Review of Bylaws		Every 3 years		Chair of Technology Advisory Council	Technology Advisory Council, Dean	Office of the Dean
Equity, Diversity, and Inclusion (EDI) Council (established in 2021)	Review of Bylaws		Every 3 Years		Chair (Co-chairs) of EDI Council	EDI Council, Dean	Office of the Dean

Note: Post-Bachelor's Certificates include Care Coordination (paused fall2023), Environmental Health, Global Health, Nursing Informatics, Substance Use and Addictions and Teaching in Nursing and Health Professions; Post-Doctoral Certificates include AGACNP, AGCNS, AGPCNP, FNP, PNP-AC, PNP-PC, PMHNP, NNP, and CRNA (MHEC approved but not offering as of 2024 SP).

Updates from 2021 Feb. ASAC meeting

- Changed the name of Entry Level Curriculum Committee (ELCC) to Baccalaureate /CNL Curriculum Committee (BCNLCC)
- Changed the name of Entry Level Course Directors (ELCD) to Baccalaureate /CNL Course Directors (BCNLCD)

Program Review Dates from 2022 Mar. EAC meeting

- PhD program (the last time PhD self-study external reports 2016, next review is 2023 and was done January, 2024)
- Nurse Anesthesia specialty (fully accredited through 2027 by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs)

Updates from 2023 Mar. EAC meeting

- Changed the name of Office of Student Success to Office of Academic and Career Success; Revised the data source and frequency.

Updates from program curriculum:

- BSN for Students admitted in Spring 2022 or earlier is under the old curriculum; BSN for Students admitted in Fall 2022 or later is with new curriculum of competence-based education.
- MSN CNL for the last cohort admitted Fall 2023 is under old curriculum (will graduate Spring 2025) and will graduate spring 2025; MSN-E master's-level entry-into-practice program first cohort admitting Spring 2024 will be with new curriculum of competence-based education.
- New DNP will launch Summer **2026** (now aligning with the CRNA's summer launch). The application for admission will open April **2025** for a June **2026** start.
- MSN- NI new competency-based curriculum to launch fall 2024 as we teach out the remaining terms in the old plan of study so that by summer term 2027 all MSN-NI students will be in the revised plan of study.
- MSN- HSLM retitled from Nurse Administration (official name in MHEC inventory) to Nursing Leadership and Management and new competency-based curriculum to launch spring 2025 as we teach out the remaining terms in the old program of study so that by summer term of 2027 all MSN students will be in the revised curriculum.

Last Revised: Spring, 2024
Approved by: Evaluation Advisory Committee 08/23/2023
Approved by: Academic and Student Affairs Council 11/14/2023, Governance Council 03/07/2024
Next Scheduled Review: Spring, 2029

University of Maryland School of Nursing
Appointment, Promotion, and Tenure Policy and Procedures

Approved June 17, 2022 Joann A. Boughman, PhD, Senior Vice Chancellor Academic and Student Affairs, University System of Maryland[1].

The School of Nursing (SON) follows University System of Maryland (USM) and University of Maryland Baltimore (UMB) policies and procedures. Faculty of the School should be familiar with the USM and UMB faculty policies that are in the UMB Faculty Handbook. Also, faculty should be familiar with the SON policy and procedures.

All faculty members whose professions require licensing must be licensed and, if certified in specialties needed to fulfill University responsibilities, must maintain certification.

SON faculty members are expected to perform satisfactorily in the following areas according to the terms of their appointment: teaching, scholarship, and service.

I. Appointment, Promotion, and Tenure – Overall Considerations

A. In USM Policy the general criteria for faculty appointment, promotion, rank and tenure are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer; and (3) relevant service to the community, profession, and institution.

B. The Appointment, Promotion, and Tenure (APT) Policy of the SON is consistent with the APT policy of UMB. In accordance with UMB APT policy, the detailed criteria and the relative weight of the criteria are determined by the SON.

C. In response to the needs of society and the expectations of accrediting agencies of UMB and SON, priorities and needs of UMB and its Schools change over time. As a result, the criteria set forth in School Policy for appointment, promotion and tenure may change over time. Criteria should be reviewed regularly and updated as appropriate.

D. Promotion and tenure decisions, as well as decisions to hire and reappoint faculty, involve subjective evaluations about a person's abilities and past and potential contributions to the SON and UMB. Meeting minimum criteria does not entitle a faculty member to promotion and/or tenure.

E. Faculty appointment letters are prepared and issued by the Dean in accordance with UMB policy.

F. Each UMB faculty member must have a primary appointment to the faculty of one of the UMB Schools. Each faculty appointment shall be made to a designated academic rank and tenure status and shall be effective on a specific date. Decisions about a faculty member's appointment, reappointment, promotion and tenure will be made with reference to the primary School Policy, the UMB Policy, and the USM Policy.

[1] Per Dr. Boughman, "This policy meets with the approval of the Office of the Chancellor, with only small caveat. The USM APT policy is currently undergoing review and may have some changes. We will, therefore, need to recheck the working of the policy when the changes are finalized for the system-wide policy."

G. A faculty member with a primary appointment in another UMB School may have a secondary appointment at the SON. The individual's rank at their primary appointment will be the rank at the SON. Tenure, if earned, is exclusively located in the School which has granted the primary appointment.

H. All materials generated in consideration of the applicant for appointment, promotion or tenure shall be considered confidential, to the extent permitted by law.

II. Faculty Ranks

All faculty are expected to have an earned doctorate in nursing or a health related field. Or if a master's prepared nurse, will apply to a doctoral program of their choice (e.g., PhD, DNP, JD, EdD) within one year of hire and will enroll within one year of acceptance to a doctoral program. The SON has both Tenure and Non-Tenure Tracks for full-time faculty.

A. Tenure Track Faculty

The academic ranks that are intended to lead to consideration for tenure are full time appointments as Assistant Professor, Associate Professor, and Professor. Tenure track faculty must declare a focus area of excellence in either research or education upon being hired or at the time they are approved to go on the tenure track. Once focus area is declared it cannot be changed. Faculty are expected to demonstrate participation in research/scholarship, teaching and service. Participation may vary depending on the chosen area of excellence.

Research as the declared area of excellence

a. Assistant Professor

Criteria for the rank of Assistant Professor include:

i. Established potential for excellence in research scholarship, that includes contributing as a collaborator to secure peer reviewed external funding, publishing research results, and related materials.
ii. Articulation of a focused research program.
iii. Verified potential for excellence in teaching.
iv. Potential for excellence in service to the School, community, and profession.

b. Associate Professor

Criteria for the rank of Associate Professor include:

i. Recognition at the national level as an expert in area of research specialization through peer review and external evaluation.
ii. Sustains a record of consistent submission of a body of work reflecting scholarly accomplishments in the field including, but not limited to, substantive grants (e.g., Federal, foundation, corporate) as a principal investigator or multiple principal investigator, peer reviewed publications, presentations, consultations and other evidence of significant contribution to the field.
iii. Tangible demonstration of leadership and contribution as a critical member of the research team.

iv. Promotes the development of the next generation of scientists through mentorship of doctoral students and junior faculty.
v. Demonstrates excellence in teaching.
vi. Demonstrates excellence in service the School, community, and profession.

c. Professor

The rank of Professor is awarded only to those faculty members who, in addition to meeting the qualifications for Associate Professor, demonstrate sustained excellence and evidence of progression in accordance with the criteria for the rank of Professor which include:

i. Consistent productivity in research activities (as noted above) as demonstrated by being a principal investigator with substantive peer-reviewed competitive external funding as a principal investigator or multiple principal investigators.
ii. Demonstrated national/international recognition as a peer in their field who has made a significant contribution to knowledge development in areas of specialization.
iii. Commitment to the discipline evidenced by mentoring PhD students, post doctorates and junior faculty to promote the next generation of nurse scientists.
iv. Evidence of recognition of significant contributions to the area including awards and other honors.
v. Utilizes innovative teaching methods to prepare students in a field of practice.
vi. Demonstrates leadership in service to the School, community, and profession.

Teaching as the declared area of excellence: Advanced academic preparation in education is preferred for faculty appointed to the tenure track area of teaching excellence.

a. Assistant Professor

Criteria for the rank of Assistant Professor include:

i. Demonstrated potential for excellence in research and scholarship in the area of teaching and education that includes evidence of depth of knowledge in area of specialization and consistently showing competence and creativity in teaching activities.
ii. Articulate an area of interest that has the potential to develop into a focused educational training program.
iii. Knowledge and experience with curricula development, implementation, and evaluation.
iv. Contributes as a collaborator to secure peer-reviewed external funding, publications, and related activities.
v. Potential for excellence in service to the School, community, and profession.

b. Associate Professor

i. Criteria for the rank of Associate Professor include: Recognized locally and nationally as expert in area of teaching specialization.
ii. Provides internal leadership in curricula development, implementation, and evaluation.

iii. Mentors students and junior faculty in teaching methods and approaches.
iv. Internal and external recognition of outstanding teaching practice grounded in knowledge of pedagogical theory evidenced by teaching and teaching/ learning outcomes such as course evaluations, peer reviews, student evaluations, and teaching awards.
v. Scholarly accomplishments related to teaching include peer-reviewed publications, presentations, consultations, curricular products and other evidence of significant contribution to the field.
vi. Grants or other external funding supporting development of educational excellence as a principal investigator or multiple principal investigator.
vii. Demonstrates excellence in service to the School, community, and profession.

c. Professor

Criteria for the rank of Professor include:

i. Recognized nationally and internationally as expert in area of specialization by providing national and international leadership in program and/or curricula development and evaluation.
ii. Evidence of sustained excellence and focused teaching and teaching/ learning as recognized in course evaluations, peer reviews, student evaluations, and teaching awards.
iii. Track record of mentoring students and junior faculty.
iv. Evidence of sustained internal and external recognition of outstanding teaching practice grounded in knowledge of pedagogical theory.
v. Sustained and focused scholarly accomplishments related to teaching in the discipline including grants, peer-reviewed publications, presentations, consultations, curricular products and other evidence of significant contribution to the field should be provided.
vi. Sustained significant funding related to education from external competitive sources as a principal investigator of multiple principal investigators.
vii. Demonstrated impact of scholarship through national/international competitive awards, invited published works (e.g., papers, books, book chapters, monographs), invited presentations, consultations, citations, journal quality, curricular products, and/or evidence of significant contributions to the knowledge base of the field that has improved the work of others.

B. Non-Tenure Track Faculty

The Non-Tenure Track academic ranks are full-time appointments to the ranks of Clinical Instructor; Nursing School Assistant Professor, Nursing School Associate Professor, Nursing School Professor; and Assistant Staff Scientist, Research Assistant Professor, Research Associate Professor, Research Professor. Additional Non-Tenure Track ranks are Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor; and Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.

In addition to teaching responsibilities, Non-Tenure Track faculty, are expected to focus on their chosen area of practice and to contribute in a scholarly way to the advancement of that practice via dissemination of their scholarship in peer-reviewed venues. Practice is broadly defined to include clinical, educational, research, theoretical, technological,

leadership, administrative, historical, policy, or other activities that are related to the discipline of nursing or health.

1. Clinical Instructor

   Criteria for appointment to the rank of Clinical Instructor include:
   a. A master's degree in nursing or a health related field, preferably with evidence of pursuit of the doctorate or other terminal degree.

   b. Demonstrated competence in area of practice.

   c. Demonstrated potential for excellence in practice scholarship.

   d. Demonstrated potential for effective teaching.

   e. Demonstrated potential for excellence in service to the school, community, or profession.

2. Nursing School Assistant Professor

   Criteria for appointment to the rank of Nursing School Assistant Professor include:
   a. An earned doctorate in nursing or a health related field.

   b. Demonstrated potential for excellence in practice scholarship, which includes securing peer-reviewed funding, and disseminating results in peer-reviewed venues.

   c. Demonstrated potential for excellence in dissemination of practice to the professional community.

   d. Demonstrated potential for excellence in teaching.

   e. Demonstrated potential for excellence in service to the school, community, and profession.

3. Nursing School Associate Professor

   In addition to meeting the qualifications for Nursing School Assistant Professor, the appointee must have demonstrated excellence in teaching, practice scholarship, and service.

4. Nursing School Professor

   In addition to meeting the qualifications for Nursing School Associate Professor, the appointee must have demonstrated sustained excellence and evidence of progression in teaching, practice scholarship, and service.

5. Assistant Staff Scientist, Research Assistant Professor, Research Associate Professor, Research Professor

a. The appointee for Assistant Staff Scientist should hold a doctoral degree in the field of specialization, and should have indicated promise of a high degree of ability in research in some subdivision of the field.

b. The appointee for Research Assistant Professor should have demonstrated superior research abilities and should be competent to direct the work of others (e.g., graduate students, senior research personnel).

c. In addition to meeting the qualifications for Research Assistant Professor, the appointee for Research Associate Professor should have extensive successful experience in scholarly endeavors, and the ability to propose, develop, and manage major research projects.

d. In addition to meeting the qualifications for Research Associate Professor, the appointee for Research Professor should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, and professional achievements.

6. Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor

   Affiliate titles are used to recognize the affiliation of a faculty member or other university employee with an academic unit other than that to which their primary appointment and salary are formally linked. The nature of the affiliation shall be specified in writing, and the affiliate appointment to the SON of an individual holding faculty rank at another UMB school shall be made upon the recommendation of the faculty of the SON department with which the appointee is to be affiliated to the Dean and with the consent of the Chair of the department in which the faculty member has their primary appointment. An Affiliate appointment to the SON of a University employee without faculty rank at another UMB school requires the recommendation of the APT Committee in addition to the recommendation and consent requirements applicable to individuals with faculty rank. The rank of affiliation shall be commensurate with the appointee's qualifications.

7. Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor

   Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointment can become a regular faculty appointment only through a search process before or after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines. Years of service as a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as years of service toward consideration for tenure for purposes of consideration of tenure, if applicable. Appointment to the Visiting ranks are made upon recommendation of the Chair of the SON department in which the appointment will be made, recommendation of the Dean, and by approval of the Provost.

C. Emeritus Faculty

Per the UMB policy on Emeritus Status for Faculty (UMB II-1.00(G)), Emeritus status may be awarded to a faculty member who has made a significant and extraordinary contribution to a School or the University through excellent teaching, scholarship, or service, or a combination thereof. The President must approve each emeritus designation.

D. All relevant definitions and policies from the USM Policy on Appointment, Rank, and Tenure of Faculty (ART) contained at USM II - 1.00 are hereby incorporated by reference.

III. Appointment, Promotion, and Tenure

A. Appointments

Per University System of Maryland policy, the following provisions are to be furnished to all new faculty at time of initial appointment.

Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification. For tenure-track appointments, the year in which the appointee is entitled to tenure review under this policy ("mandatory tenure-review year") shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

1. APT Committee only evaluates new appointments at the rank of Associate Professor, Professor, Nursing School Associate Professor, Nursing School Professor, Research Associate Professor, and Research Professor.

2. To be considered by APT for such appointments, the applicant will submit a self-evaluation (up to 6 pages), Curriculum Vitae (CV) with attestation of accuracy, and a letter from the Department Chair.

3. APT will vote on the recommended rank and tenure status.

4. To be considered for a new appointment to a ranks not considered by APT Committee, the applicant will submit a Curriculum Vitae (CV) with attestation of accuracy and a letter from the Department Chair. Ranks not considered by APT are Clinical Instructor, Assistant Staff Scientist, Affiliate Assistant Professor, Nursing School Assistant Professor, Research Assistant Professor, Visiting Assistant Professor, Assistant Professor, Affiliate Associate Professor, Visiting Associate Professor and Affiliate Professor,

5. Offers of appointment or reappointment are made by the Dean after any required approvals from the President or the President's designee have been received.

    a. Appointment and promotions to the rank of Clinical Instructor, Assistant Staff Scientist, and Affiliate faculty positions are made by the Dean.

b. Appointments or promotions to the rank of Assistant Professor, Nursing School Assistant Professor, Research Assistant Professor, and Visiting Assistant Professor, are made upon recommendation of the Dean and by approval of the Provost.

c. Appointments or promotions to the rank of Associate Professor, Professor, Nursing School Associate Professor, Nursing School Professor, Research Associate Professor, Research Professor, Visiting Associate Professor, and Visiting Professor are made upon recommendation of the Dean and Provost and by approval of the President.

d. Award of Emeritus status is made upon recommendation of the Dean and by approval of the President.

6. USM Policy specifies the maximum term of an appointment and policy on reappointment for the ranks of Assistant Professor, Associate Professor, Professor, Research Assistant Professor, Research Associate Professor, and Research Professor.

7. Appointment to Tenure or Non-Tenure Track

   a. Appointment to the Tenure or Non-Tenure Track is an administrative decision and is made at the time of the initial appointment.

   b. Transfer between Tenure and Non-Tenure Tracks

      i. A faculty member at the rank of Nursing School Assistant Professor or above, will have one opportunity, subject to approval by the Department Chair and the Dean, to transfer to a Tenure Track rank.

      ii. For faculty hired after the date of University approval of this document, transfer from the Non-Tenure to Tenure Track must be requested and approved within the first five years of the faculty's original appointment to the rank of Nursing School Assistant Professor, Research Assistant Professor or higher.

      iii. Faculty holding the rank of Nursing School Assistant Professor, Research Assistant Professor or higher, hired prior to the date of approval of this document, will have five years from the approval date of this policy to request transfer to a Tenure Track rank.

      iv. Faculty currently holding the rank of Clinical Instructor, hired prior to the date of approval of this document, and who are promoted to Nursing School Assistant Professor or Research Assistant Professor after the date of University approval of this document, will have five years from the time of promotion to Nursing School Assistant Professor or Research Assistant Professor to request transfer to a Tenure Track rank.

      v. A faculty member who has transferred to the Tenure Track must remain at the rank of their initial Tenure Track appointment without consideration for tenure for a minimum of 2 years prior to applying for tenure.

vi. Transfers from the Tenure Track to the Non-Tenure Track may be made at any time prior to submission of the application for tenure with the approval of the Provost, upon recommendation of the Dean after consultation with the Department Chair and the Associate Dean for Research. Faculty who make a change from the Tenure Track to the Non-Tenure Track will have no expectation of subsequent review for tenure or return to the Tenure Track.

8. Tenure Track Appointments

For Tenure Track faculty appointed on or after July 1st and on or before December 31st, the tenure review schedule will begin July 1st of that year. For Tenure Track faculty appointed on or after January 1st and before July 1st, the tenure review schedule will begin July 1st of that year. An additional year in the Tenure Track may be granted after parenthood or extraordinary personal or professional circumstances according to UMB Policy on Extending the Deadline for Tenure Review for Parenthood or Extraordinary Circumstances (II-1.00(C)).

a. Appointments to the Rank of Assistant Professor

i. An appointment made at the rank of Assistant Professor shall be on the Tenure Track and for an initial term of one to three years.

ii. If the initial appointment is for one year, the Assistant Professor will be evaluated for renewal based on the set criteria at the end of the first six months by their Department Chair. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1st of the first academic year of service if the current appointment expires at the end of that year, not later than December 15th of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1st prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment.

iii. An Assistant Professor who has been appointed for a sixth year shall receive, no later than the sixth year, a formal review for tenure and promotion to Associate Professor. A full-time appointee who has completed six consecutive years of service as an Assistant Professor, and who has been notified that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but, barring exceptional circumstances, shall receive no further consideration for tenure.

iv. A faculty member may request early tenure review. Requests for early review must be made by July 1st of the year in which review is desired. It is recommended that the faculty member consult with the Department Chair prior to reaching a final decision to pursue early tenure review. It is the

responsibility of the faculty member to notify their Department Chair, the Dean, and the APT Chair of their intent to apply by the deadline.

v. A full-time appointee who has applied for early tenure and who has been notified that tenure has been denied, shall be permitted one additional opportunity to apply for tenure during the mandatory tenure-review year without prejudice provided the faculty member's appointment extends to the mandatory tenure-review year.

vi. Review for promotion or tenure will cease upon the Department Chair's notification of APT committee that the faculty member has separated from the School.

b. Appointments at the Rank of Associate Professor or Professor

i. A Tenure Track appointment made at the rank of Associate Professor or Professor shall be for a term of one to four years. In the case of an individual having no prior teaching experience, she/he may be appointed and reappointed one time, with the combined Tenure Track appointment periods not to exceed a maximum of six years.

ii. An Associate Professor or Professor with teaching experience who is appointed without tenure shall receive a formal review for tenure during the period of initial appointment in accordance with the following deadlines. The appointment shall terminate at the end of the appointment period unless the appointee is notified in writing that he/she has been granted tenure or is reappointed given she/he did not have teaching experience.

iii. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1st of that year.

iv. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15th of the second year.

v. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1st prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the SON may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment.

vi. If the appointment is for three or more years, the faculty member may request early tenure review. Requests for early review must be made by July 1st of the year in which review is desired. It is recommended that the faculty member consult with the Department Chair prior to reaching a final decision to pursue tenure. It is the responsibility of the faculty member to notify their Department Chair, the Dean, and the APT Chair of their intent to apply by the deadline.

vii. A full-time appointee to the rank of Associate Professor or Professor who has applied for early tenure and who has been notified that tenure has been denied, shall be permitted to apply for tenure once again without prejudice. The application for tenure will be in the final year of the initial appointment or reappointment in the case of the applicant without teaching experience.

c. Appointments to the rank of Associate Professor or Professor may carry immediate tenure provided any such appointee has been reviewed for tenure and is approved by vote of the tenured members of the APT, approved by the Dean, and by the President.

d. Promotion to the rank of Professor carries immediate tenure. Consequently, such promotions may only be awarded subsequent to formal tenure review and an award of tenure.

9. Non-Tenure Track Appointments

Faculty appointed to Non-Tenure Track ranks on a full-time (10 or 12 months per year) basis for at least one academic year shall receive notice of non-renewal of appointment based upon their length of continuous full-time service in such ranks. If this service is less than seven years, at least 90 days' notice is required. If this service is seven years or more, at least six months' notice is required. If the required notice is not provided prior to the termination of the then-current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.

10. Emeritus Faculty

a. Per UMB policy on Emeritus Status for Faculty (UMB II-1.00(G)), ordinarily, a candidate for emeritus status shall have been a member of the faculty at UMB for at least ten years and shall have attained the rank of Professor with tenure. Emeritus status is not awarded solely for the years in service. The years of service and academic rank requirements may be waived by the President if the significance of the candidate's contribution to a School, UMB, or the candidate's field so warrants. A Non-Tenured or lower rank faculty member may be awarded emeritus status if other policy requirements are satisfied, as determined by the President.

A faculty member may be awarded emeritus status only if the faculty member has retired or announced a retirement date and filed all official documents required to request retiree status.

b. Pending approval by a majority vote of APT, the Chair of APT will recommend that the Dean, upon the approval of the President, make the emeritus appointment.

B. Promotion

1. To be considered for promotion to any rank, the candidate must possess at a minimum the qualifications listed for that rank. Possession of the minimum qualifications for a rank does not guarantee promotion to that rank.

2. Faculty members considering promotion must meet with their Department Chair to evaluate their potential for promotion before making a formal application. It is the responsibility of the faculty member to notify their Department Chair, the Dean, and, when applicable the APT Chair, of their intent to apply by the deadline.

3. Clinical Instructors seeking promotion to the rank of Nursing School Assistant Professor, Research Assistant Professor, or Assistant Professor are required to submit a letter of request for promotion and CV to their Department Chair. If supportive of promotion, the Department Chair will prepare a nomination letter to the Dean stating a recommendation for promotion and the role of the candidate at the SON. The Dean, if supportive of promotion, will send a letter of recommendation to the Provost for review and approval.

4. Faculty seeking promotion to the rank of Associate Professor, Professor, Nursing School Associate Professor, Nursing School Professor, Research Associate Professor, or Research Professor, are required to submit a nomination letter, addressed to the APT Chair*,* from their Department Chair stating a recommendation for promotion to a specified rank and the role of the candidate at the SON. The Department Chair will review the candidate's packet in preparation for preparing the nomination letter. The packet must also include the candidate's CV, self-evaluation and five publications or other peer-reviewed evidence of scholarly productivity. External reviews or evaluations will be sought by the APT Committee.

C. Tenure

1. Applicants for tenure must hold the rank of Associate Professor or Professor or must be approved for appointment or promotion to one of these ranks at the time tenure is awarded.

2. Tenure relates only to the academic appointment and there is no tenure in administrative roles or responsibilities including, for example, dean, associate and assistant deans, chairpersons, and directors. Although faculty performing administrative roles or responsibilities are eligible for tenure, tenure is only granted based on the performance in the academic portion of their position.

3. Tenure may be granted only after an affirmative decision based upon a formal review by APT (described in VII. Review Procedures section of this document). Tenure may be granted only to those applicants who demonstrate a consistent pattern of development and achievement in teaching, research scholarship, and service, and who show promise for continued achievement throughout their careers.

4. When tenure is awarded, it is awarded within the SON. A deadline for obtaining tenure may be extended one year due to parenthood or extraordinary personal or professional circumstances upon recommendation of the Department Chair and Dean, and final approval of the Provost.

5. An academic year in which a faculty member has an approved leave of absence for more than six months will not be counted towards time on the Tenure Track. This provision may be invoked only once during the Tenure Track period.

IV. Criteria for Teaching Effectiveness

Excellence in teaching is basic to fulfilling the University's and School's missions. Therefore, demonstrated excellence in teaching should accompany the appointment at or promotion to any rank and tenure. In the case of initial appointment at the rank of Assistant Professor reasonable promise of excellent teaching is expected and academic preparation for teaching is preferred.

A. Tenure Track and Non-Tenure Track Positions

1. Assistant Professor and Nursing School Assistant Professor

   Demonstrates competence and creativity in teaching activities. Demonstrates evidence of depth of knowledge in area of specialization. Contributes to curriculum development, implementation, and evaluation.

2. Associate Professor and Nursing School Associate Professor

   Demonstrates excellence in teaching activities. Recognized nationally as expert in area of specialization. Provides internal leadership in curriculum development, implementation, and evaluation. Mentors students and faculty as appropriate.

3. Professor and Nursing School Associate Professor

   Demonstrates sustained excellence in teaching activities. Recognized nationally and internationally as expert in area of specialization. Provides national and international leadership in program and/or curricular development and evaluation. Mentors students and faculty.

V. Criteria for Scholarship in Research, Scholarship in Education or Scholarship in Practice

Excellence in scholarship is basic to fulfilling the University's and School's missions. Therefore, demonstrated excellence in scholarship should accompany the appointment at or promotion to any rank and tenure. For Tenure Track appointments, scholarship is focused on research or education. For Non-Tenure Track appointments, scholarship is focused on practice. In the case of initial appointment at the rank of Assistant Professor, reasonable promise of excellence in scholarship is expected.

Excellence in research or education are fundamental to the School's mission of advancing the science of nursing and health and achieving excellence in its educational programs. Therefore, consideration of research or education productivity should accompany the award of tenure or promotion at any rank in the Tenure Track. In the case of initial appointment at the rank of Assistant Professor without tenure, reasonable promise of excellence and productivity in research or education is expected on the tenure track.

A. Tenure Track Positions

1. Assistant Professor

Research: Demonstrates competence and productivity in research. Demonstrates evidence of a focused area of research with specialized knowledge. Conducts research and disseminates findings within this area of specialization. Has received or sought funding to support research. Shows promise of leading, and contributing as a collaborator, on research activities and mentorship of doctoral students. Recognized at the local and regional level as an expert in area of specialization.

Education: Demonstrates potential for excellence in teaching scholarship, especially including depth of knowledge in area of specialization and having the potential for development into a focused educational training program, contribution as a collaborator to secure peer-reviewed external funding, and publications.

2. Associate Professor

Research: Demonstrates excellence in research by sustained productivity, especially by being a principal investigator or co-investigator on externally funded research grants, with a substantial contribution on peer-reviewed competitive external funding, and by publications in peer-reviewed journals. Recognized nationally as an expert in area of specialization. Mentors doctoral students and faculty in research.

Education: Demonstrates leadership in curricula development, implementation and evaluation. Recognized for outstanding teaching practice internally and externally. Develops educational resources and serves as evaluator or consultant regarding educational programs at other institutions.

3. Professor

Research: Demonstrates sustained excellence and consistent productivity in research activities by being a principal investigator with peer-reviewed competitive external funding. Recognized nationally and internationally as an expert in area of specialization and provides leadership by making substantial contributions to knowledge in area of specialization. Mentors doctoral students and faculty in research.

Education: Demonstrates sustained excellence in achieving teaching/learning outcomes, attainment of significant funding related to education from external competitive sources, and national and international recognition as an expert in an area of specialization in program and/or curricula development and evaluation. Evidence of significant contributions to scholarship through peer-reviewed published works, and recognition for outstanding teaching practice grounded in pedagogical theory.

B. Research Standards of Performance

Research excellence can be demonstrated in the following types of activities, although this list is not intended to be exhaustive.

1. Consistent production of data-based publications and/or publications that address conceptual, methodological, or health policy research issues in high-quality peer-reviewed intra- and/or interdisciplinary journals. Some peer-reviewed, data-based publications must be first authored.

2. Dissemination of data-based scholarship at peer-reviewed scientific meetings at regional (Assistant), national (Associate), or national and/or international (Professor) levels.

3. Obtaining peer-reviewed external funding for research which results in data-based publications.

4. Substantive participation in interdisciplinary collaborative research projects/initiatives.

5. Serving as a reviewer of research proposals for regional (Assistant), national (Associate), or national and/or international (Professor) review or study committees.

6. Serving as a peer reviewer and/or editorial board member of scholarly journals in area of research and scholarship.

7. Consultation as an expert in chosen area of research at regional (Assistant), national (Associate), or national and/or international (Professor) levels.

8. Mentoring faculty and students including direction of doctoral dissertations or other final scholarly doctoral products.

C. Education Standards of Performance

Teaching competence, creativity, depth of knowledge, and excellence can be demonstrated in the following kinds of activities, although this list is not intended to be exhaustive:

1. Classroom/practice instruction that demonstrates a thorough knowledge of content and a mastery of appropriate instructional techniques.

2. Development and/or application of innovative teaching strategies.

3. Contribution to the School's continuing education and training programs.

4. Promotion of academic excellence through course and curriculum development, evaluation, and revision within the School and/or in collaborative interdisciplinary or interprofessional education.

5. Support and guidance of students to promote learning, including professional and academic advising.

6. Integration of appropriate and innovative use of technology in teaching and learning.

7. Contribution to graduate education including serving on committees for culminating student projects and/or dissertations.

8. Development of educational resources, including media materials and educational software.

9. Service as a site visitor for accreditation and/or a consultant to evaluate effectiveness of educational programs at other institutions.

D. Non-Tenure Track Positions

Practice scholarship is fundamental to the School's mission of achieving excellence in educational programs and providing leadership in collaborative, interprofessional, and innovative nursing practice. Therefore, consideration of practice scholarship should accompany appointment or promotion at any rank. Practice is broadly defined to include clinical, educational, research, theoretical, technological, leadership, administrative, historical, policy, or other activities that are related to the discipline of nursing or health.

1. Nursing School Assistant Professor

   Demonstrates competence and productivity in practice scholarship. Demonstrates evidence of a focused area of practice with specialized knowledge. Demonstrates scholarship related to practice and disseminates findings within this area of specialization. Recognized at the regional level as an expert in area of specialization.

2. Nursing School Associate Professor

   Demonstrates excellence in practice scholarship by sustained productivity, especially by being a principal investigator or co-investigator with a substantial contribution on peer-reviewed competitive external funding and by publications in peer-reviewed journals. Recognized nationally as an expert in area of specialization. Mentors students and faculty in practice scholarship.

3. Nursing School Professor

   Demonstrates sustained excellence and consistent productivity in practice scholarship by being a principal investigator with peer-reviewed competitive external funding. Recognized nationally and internationally as an expert in area of specialization and provides leadership by making substantial contributions to knowledge in area of specialization. Mentors students and faculty in practice scholarship.

E. Practice Scholarship Standards of Performance

Practice excellence can be demonstrated in the following kinds of activities, although this list is not intended to be exhaustive.

1. Publication of innovative practice models, systematic reviews, outcome evaluation results, reports and evaluations of new practice methods, evidence-based policies, and programs in high-quality peer-reviewed journals.

2. Development, implementation, and management of new health service/practice strategies emphasizing nursing's unique role in health care.

3. Presentations on innovative practice strategies at the regional (Assistant), national (Associate), or national and/or international (Professor) levels.

4. Consultation related to your practice scholarship at the local (Assistant), national (Associate), or national and/or international (Professor) levels to organizations and institutions.

5. Obtaining funding for health services practice sites, personnel, and training or educational programs that result in dissemination of innovative teaching/practice models, outcome evaluation results, reports, and evaluations of new practice methods and programs.

VI. Criteria for Service

The SON is committed to serving the University, the profession, and the community. A significant contribution in the area of service is expected of all faculty members. For appointment at or promotion to any rank and tenure, a continuing and relevant record of service should be demonstrated.

A. Tenure Track and Non-Tenure Track Positions

1. Assistant Professor and Nursing School Assistant Professor

   Participates in regional professional service activities.

2. Associate Professor and Nursing School Associate Professor

   Demonstrates excellence in national professional service activities.

3. Professor and Nursing School Professor

   Demonstrates sustained excellence in national and/or international professional service activities.

B. Service Standards of Performance

Excellence in service can be demonstrated in the following types of activities and achievements although this is not intended be to be exhaustive list.

1. Service to the School, University, and University System

   a. Serves on (Assistant), chairs or provides leadership (Associate/Professor) to Department, School, University, or University System committees/councils.

   b. Represents the School or University and profession in the community.

   c. Advises student organizations.

   d. Receives service awards for service to the School, University, or University System.

2. Service to the Profession

    a. Holds office, chairs committee, or takes leadership position in professional organizations at local/state/regional (Assistant), national (Associate), or national and/or international (Professor) levels.

    b. Serves on policy-making bodies; influences development of regulations and legislation; advocates in area of expertise at local (Assistant), state (Associate), and/or national/international (Professor) levels.

    c. Organizes, designs, and/or leads conferences and workshops at local/ state (Assistant), state/national (Associate), or national and/or international (Professor) levels.

    d. Reviews journal manuscripts (Assistant) and serves as editor or on editorial advisory boards (Associate/Professor).

3. Service to the Community

    a. Participates in community activities that promote health, well-being and/or community goals.

    b. Serves as member, holds office, or chairs local community groups, health agency boards, etc., as related to professional expertise.

    c. Provides consultation in area of professional expertise to government agencies, schools, nonprofit organizations, and businesses on a voluntary basis.

    d. Engages in public speaking, testimony, or publications that make use of professional expertise to provide information to the community or contribute to the development of government policy and legislation.

    e. Receives service awards for service to the community related to professional expertise.

VII. Review Procedures Requiring Action by the APT Committee

An application for appointment to Clinical Instructor, Assistant Staff Scientist, Affiliate Assistant Professor, Affiliate Associate Professor, or Affiliate Professor is acted upon directly by the Dean, upon recommendation of the Department Chair. The dossier includes the applicant's curriculum vitae and the Department Chair's letter.

An application for appointment or promotion to Assistant Professor, Research Assistant Professor, or Nursing School Assistant Professor is not reviewed by the APT Committee but is acted upon directly by the Dean and approved by the Provost on the basis of a recommendation by the Department Chair. The contents of the dossier are described in VII. D. Dossier for Provost or President Approval.

An application for appointment, promotion, and/or tenure to the rank of Associate Professor, Professor, Nursing School Associate Professor, Nursing School Professor, Research Associate Professor, Research Professor, Visiting Associate Professor, and Visiting

Professor are reviewed by the APT Committee but is acted upon directly by the Dean and approved by the President on the basis of a recommendation by the Department Chair. The contents of the dossier are described in VII. D. Dossier for Provost or President Approval.

A. Appointments or Promotions Requiring APT Review - APT Committee Structure

1. The APT Committee is a standing committee of the Faculty Council and its members are elected by the faculty.

    a. The membership shall be composed of at least two and no more than four Professors (e.g., Professors, Nursing School Professors, Research Professors), and four Associate Professors (e.g., Associate Professors, Nursing School Associate Professors, Research Associate Professors). At least two Professors must be tenured; the remaining Professors may be non-tenured. Two Associate Professors must be tenured and two must be Non-Tenure Track.

    b. The Dean, Associate Deans, Assistant Deans, and Department Chairpersons are not eligible to serve on the APT Committee.

    c. The term of office shall be for two academic years, with half the membership elected annually, whenever possible. Members must have been on the faculty in a full-time faculty position for at least one year with a primary appointment to the SON. Members may serve more than two consecutive terms if needed to properly constitute committee membership. Faculty members shall not be members of the APT Committee during the academic year that they will apply for promotion and/or tenure.

B. APT Committee Functions

1. The APT Committee performs the following functions.

    a. The APT Committee reviews and makes a recommendation on all full-time appointments at the rank of Associate Professor, Professor, Nursing School Associate Professor, Nursing School Professor, Research Associate Professor, Research Professor, and all promotions to those ranks. The APT Committee also reviews and makes a recommendation on any Affiliate appointment to School of Nursing of a university employee from another UMB school who is without a faculty appointment at the other UMB school. The Committee also reviews all applications for tenure and provides advisement for faculty who wish to apply for promotion and/or tenure.

    b. The APT Committee reviews and votes on all recommendations for emeritus rank.

    c. The APT Committee reviews all materials related to tenure (if applicable) or promotion requests for the academic ranks of Associate Professor, Professor, Nursing School Associate Professor, Nursing School Professor, Research Associate Professor, Research Professor, and Emeritus and makes a recommendation to the Dean.

d. Action by the APT Committee is taken by an anonymous ballot, and the vote is reported in the written recommendation to the Dean.

e. An affirmative majority of those eligible to vote is required for a recommendation regarding promotion or tenure.

f. Only tenured Committee members may vote on applications for tenure; and only committee members at rank of Professor (including Professors, Nursing School Professors, and Research Professors) may vote on applications for appointment or promotion to the rank of Professor, Nursing School Professor, or Research Professor.

g. The APT committee conducts pre-tenure advisement for advancement to the Associate Professor and Professor. No later than during the fourth year of appointment, each Tenure Track faculty will participate in a mandatory pre-tenure advisement session to review their progress toward tenure and/or promotion. Non-Tenure Track faculty may also request to meet with APT for promotion advisement. Faculty members will provide materials including CV and draft of self-evaluation to assist in this advisement.

h. The APT Committee conducts comprehensive review of tenured faculty in accordance with University policy (UMB II-1.19). Each tenured faculty member of the SON shall complete a comprehensive review at least once every five years.

i. Members of APT shall consider the possibility of a conflict of interest or the appearance of a conflict of interest in consideration of policies or candidates and will recuse themselves accordingly. Member of APT who have a close personal or business relationship with a candidate will recuse themselves from consideration of the candidate.

j. The Dean's Office will send a schedule for tenure and/or promotion actions to the chair of APT before the start of the academic year, taking into account the schedule established by UMB policy. A faculty member will notify the Department Chair and Dean of their intent to apply by the July 15th deadline.

C. Promotion and Tenure Procedures

1. Each applicant for tenure and/or promotion should inform their Department Chair and Dean by July 15th of the academic year in which the application is to be considered their intent to apply for tenure and/or promotion.

   Each applicant must submit a list of the names of individuals who will be providing letters of support for the candidate to their Department Chair by August 15th of the academic year in which the application is to be considered and must submit an unbound original packet to the Department Chair by October 1st of that year.

   All materials generated in consideration of the applicant for appointment, promotion, or tenure shall be considered confidential, to the extent permitted by law. This includes the identities of the reviewers solicited and the contents of the letters obtained. No information should be disclosed to the candidate or to persons having

no role in the administration of appointment, promotion and tenure policies of the School.

The packet shall consist of:

a. A cover letter that requests consideration of promotion to a particular rank and/or tenure and states that all documents are current and accurate.

b. Curriculum Vitae

   i. The applicant's curriculum vitae must be signed and dated.

   ii. The CV must include the statement: "This is to certify that my curriculum vitae is a current and accurate statement of my professional record."

   iii. The CV must clearly designate publications that are "data-based".

c. Self-Evaluation (limited to 6 single-spaced pages using 12 pt. font)

   i. A narrative description of how the applicant meets the criteria for promotion and/or tenure in the areas of teaching effectiveness, research and/or scholarship, practice (if applicable), and service to the community, profession, and institution.

   ii. Emphasis should be placed upon the preceding five years or for the full period of service at the rank of Assistant Professor (Tenure Track) if the application is for promotion to Associate Professor with tenure.

d. Publications

   Up to five of the applicant's most significant publications, especially articles published in nationally recognized peer-reviewed journals.

e. Additional Supporting Documents

   i. Teaching Effectiveness

      (1) Official copies of all teaching evaluations by students, including CEQ results, obtained during the preceding five years. These copies shall be attached to the packet by the Department Chair.

      (2) Copies of peer and supervisory reviews of teaching. These copies shall be attached to the packet by the Department Chair.

      (3) Letters from a minimum of three students/alumni, including graduate students, if the applicant has advised graduate students. These letters shall be solicited by the Department Chair and forwarded directly to the Chair of the APT Committee.

   ii. Research Scholarship or Practice Scholarship

(1) Notification of acceptance for any articles indicated in the CV as "accepted for publication."

(2) If an applicant has participated in externally funded research or practice projects as a co-principal investigator, co-investigator, or similar responsibility, a letter from the principal investigator of the project detailing the applicant's responsibilities and achievements, shall be forwarded directly to the APT Committee.

(3) Supporting materials such as letters from clinical or other institutional managers/directors, supervisors, or peers addressing practice scholarship and leadership, if appropriate.

(4) Current certification, if appropriate.

iii. Service (Letters of Verification)

Service to school, profession, and community may be reflected in award citations, certificates of appreciation, or other supportive documents.

iv. Letters of Evaluation

(1) A letter of evaluation of the candidate from the Department Chair shall be addressed to the Chair of the APT Committee and delivered confidentially by the Department Chair to the Chair of APT. The letter will include an appendix summarizing the faculty assigned Work Load Units and a summary of the course and faculty teaching evaluations over the relevant performance period and indicate the type of appointment (12 month or 10 month).

(2) Letters of evaluation from three faculty members at UMB shall be requested by the applicant. The letters shall be solicited from full-time faculty of higher rank than the applicant. Preferably, the letters should be requested from faculty having the same emphasis as the applicant (research or practice) and having direct knowledge of the applicant's teaching, research scholarship or practice scholarship, and service.

v. Letters of Support (Optional)

(1) The applicant may request up to three letters of support from other USM faculty of any rank.

(2) The applicant may request up to three letters of support from recognized experts in the faculty member's field.

f. External Letters of Evaluation

Each applicant shall furnish a list of at least five persons external to the University of Maryland System who are qualified to serve as external reviewers. Eligible external reviewers must be at the same or higher rank for which the applicant is applying and tenured at their institution if applying for tenure.

External reviewers from peer institutions will be given preference. The applicant should not contact these individuals as the APT committee will select which individuals from the list to contact. The applicant should provide:

i. A brief biosketch for each individual proposed.

ii. Current contact information (email, phone number).

iii. Any information regarding potential conflicts (co-authorship, co-investigator, etc.).

2. APT Committee Review Procedures

a. The Department Chair will add a table of contents and supporting materials to complete the packet.

b. The Department Chair will retain the original hard copy and forward an electronic password protected copy of the entire packet plus a separate electronic password protected copy of the documentation of professional accomplishments (self-evaluation, CV, and up to 5 publications) to the Chair of the APT Committee by October 15th.

c. The APT Committee will solicit a minimum of four letters of evaluation from reviewers external to UMB taking into consideration the applicant's suggestions for reviewers. The Committee shall avoid selecting a reviewer who serves/served as the applicant's doctoral adviser, former colleague, or collaborator.

d. The APT Committee sends each external reviewer the CV, the self-evaluation, a copy of the publications submitted to the Committee by the applicant, and a copy of the appendix from the Department Chair's letter summarizing the faculty assigned Work Load Units and a summary of the course and faculty teaching evaluations over the relevant performance period.

e. The Committee asks the external reviewers to comment on the candidate's research scholarship or practice scholarship record, teaching effectiveness and service achievements. The UMSON criteria for teaching effectiveness, research scholarship, or practice scholarship, and service are sent to external reviewers as reference.

f. The Committee assembles all materials, thoroughly reviews all documents, votes on rank and/or tenure and finally prepares and sends a summary of their review and recommendation to the Dean.

3. Dean's Role in Tenure and/or Promotion

a. The Dean's Office will send a schedule for tenure and/or promotion actions to the Chair of APT before the start of the academic year, taking into account the schedule established by UMB policy.

b. The Dean reviews the recommendation made by the APT Committee and all materials pertaining to the applicant's request. If the Dean determines that tenure or promotion should not be granted, this will be the School's final action.

i. If the Dean's recommendation is positive, the recommendation will be forwarded for further action as required by campus policy. The Dean will inform the applicant, in writing, of the decision.

ii. In the event of a negative decision regarding tenure or promotion, the Dean will indicate to the applicant, either orally or in writing, which criteria were not satisfied. This communication shall be consistent with the confidentiality prescribed by APT policies and procedures.

D. Dossier for Provost or President Approval

When the Provost or President approval is being sought the appointee or candidate's dossier must include the following:

1. A signed dated copy of the curriculum vitae, which the faculty member has certified to be complete and accurate. The curriculum vitae should include this statement – "This is to certify that my curriculum vitae is a current and accurate statement of my professional record."

2. A letter from the Dean recommending the action – appointment, promotion, or granting of tenure including the Dean's assessment of the role and contribution of the faculty member in the School's academic program.

3. A detailed statement of the APT Committee's evaluation of the appointee/candidate and the committee's action on the appointee/candidate, including the vote of the committee. This must be in the form of a letter from the APT Chair to the Dean.

4. Three (3) to five (5) external evaluations from appropriate senior scholars who fulfill the requirements of the School Policy regarding external evaluations. If an exception to policy concerning senior scholar participation is requested by a School, the request must be made to the Provost before the external evaluators are named.

5. All external evaluations must be included in the dossier. In addition to the external evaluations, the dossier must contain a succinct statement of the reason each external reviewer is qualified to evaluate the appointee/candidate. Curriculum vitae of external reviewers should not be included in the dossier.

6. A letter to the Dean from the Department Chair stating the Department Chair's position on the appointment or promotion and/or granting of tenure.

E. Post Tenure Review Process

Each academic year the Dean's Office will issue a schedule for post tenure reviews taking into account the schedule established by the UMB policy.

1. The review is based on the following principles.

a. The review is a collegial assessment of the individual's professional achievements in teaching, research/scholarship, and service;

b. The review is based on performance expectations and individual goals that are consistent with the School's mission and strategic initiatives and the School's Appointment, Promotion and Tenure Criteria; and

c. Per the UMB Policy on the Comprehensive Review of Tenured Faculty (UMB II-1.19 (A)), the purpose of the review is to "promote the continuing professional development of the faculty, to improve academic programs, and to formally recognize long-term superior performance."

2. Review Body

a. The Post Tenure Review Committee shall consist of three tenured faculty members from among the tenured members of the School's APT Committee, one of whom will be designated as the Chair of the Committee. If such an individual is not on the APT committee at that time, the Dean will appoint a faculty member from the appropriate Department. The Dean shall confer with the Chair of the APT Committee each year in the selection of members of the Post Tenure Review Committee. Selection of members, and appointment of the Chair of the Committee, is the ultimate responsibility of the Dean.

b. A faculty member may not participate in the post tenure review of any other tenured faculty member in the year in which he/she is subject to review.

c. No reviewers external to the school will be involved in the process.

d. The Dean, Associate Deans, Assistant Deans, and Department Chairpersons may not serve on the Post Tenure Review Committee.

3. Schedule for Review

a. Each tenured faculty member shall be reviewed during the 12-month period following each anniversary that is a multiple of five of their appointment or promotion to a tenured position at the University of Maryland SON.

b. Separate reviews for consideration for promotion in rank may be substituted for post tenure review at appropriate times in the faculty member's career. In those cases, the appropriate review processes specified in the School's APT Policies and Procedures take precedence.

c. In cases where a tenured faculty member receives two consecutive annual reviews by the Department Chair indicating material deficiency in meeting expectations, the faculty member shall undergo a post tenure review under this policy in the following year.

4. Review Procedures

a. The faculty member being reviewed will prepare and forward to their Department Chair and the Post Tenure Review Committee a written packet to include: a

current curriculum vitae and a brief (maximum five pages double-spaced, 12 pt. font) self-evaluation report that addresses for the period under review the faculty member's:

i. teaching, advising, and other educational activities;

ii. scholarly research activities;

iii. documented service activities to the school, university, and professional community; and

iv. where applicable, practice activities.

b. The Post Tenure Review Committee may ask for additional documentation when necessary.

c. The Department Chair or the supervisor who completes the faculty member's annual review will provide the faculty member and the Post Tenure Review Committee with a written statement of the performance expectations for the faculty member for the period of review. The performance expectations will be based on the criteria for rank and goals that were mutually agreed upon by the faculty member and the Department Chair or supervisor for the review period.

d. The Department Chair or supervisor will provide an evaluation that includes a summary of the annual reviews conducted during the period for which the faculty member is being evaluated and an assessment of the faculty member's written report.

e. The faculty member will receive a copy of the Department Chair's evaluation.

f. The Post Tenure Review Committee shall prepare a written report based on the documentation submitted and the appropriate criteria for rank. The Committee shall evaluate the faculty member's performance as either meeting, or not meeting, the expectations for their rank.

g. A copy of the Committee's evaluation report shall be provided to the faculty member by the Chair of the Post Tenure Review Committee, who shall have an opportunity to submit a written response to the report within 15 business days.

h. Documentation of the post tenure review shall be forwarded to the Dean. Documentation, at a minimum, shall consist of: the faculty member's report, the Department Chair's statement of performance expectations, the Department Chair's evaluation, the Post Tenure Review Committee's report, and the faculty member's response, if any.

i. If the faculty member's performance is evaluated as meeting expectations, no further action is required.

j. If the review committee and the faculty member agree in their evaluation, the Dean shall report the findings as specified in section D.6.a. Reports. If the faculty member and does not agree with the evaluation, the Dean shall make the final

decision, based on the record, about whether the faculty member has met expectations. The faculty member shall be provided a copy of the Dean's report and may submit a written response to be included in the file.

k. In the situation that a faculty member's performance is evaluated as not meeting expectations for their rank,

   i. If the faculty member does not agree with the evaluation, the Dean shall make the final decision, based on the record, about whether the faculty member has met expectations. The faculty member shall be provided with a copy of the Dean's report and may submit a written response within 15 business days to be included in the file.

   ii. A written development plan will be prepared by the Department Chair in consultation with the faculty member.

l. All documents related to the post tenure review shall be kept on file in the faculty member's personnel file in the Dean's Office.

5. Development Plan, if applicable

   a. The development plan will specify the steps needed to enhance the faculty member's performance. The plan shall include a procedure for evaluation or progress at stated intervals. If the faculty member and the Department Chair cannot reach agreement on the development plan the Dean will become involved to establish a plan. The plan shall be signed by the faculty member, the Department Chair, and the Dean no later than July 15th.

   b. Progress in meeting the goals of the development plan shall be assessed at a follow-up review beginning one-year and thereafter annually, after the implementation of the development plan. The follow-up review may be deferred for one year if the Department Chair determines, following consultation with the Dean, that there has been insufficient time for significant progress under the plan.

6. Reports

   a. The Dean shall report to the Provost by July 31st of each year, the names of all faculty members for whom a comprehensive review was conducted during the preceding year, indicating whether the faculty member's performance was considered to meet expectations. For each faculty member whose performance was considered not to meet expectations, the Dean shall indicate that a development plan has been instituted as required.

   a. If, as a consequence of the follow-up review, a faculty member is found not to be making sufficient improvement in performance in accordance with the development plan, a copy of the comprehensive review and the report of the follow-up review shall be forwarded to the Provost.

F. Procedures for Recommendation of Emeritus Status for Faculty

1. Per the UMB policy on Emeritus Status for Faculty (UMB II-1.00(G)), recommendations for emeritus status shall be made in writing by a faculty member or Department Chair to the candidate's Dean. The Dean shall review the nomination and, as appropriate, pending a review, vote and recommendation by the APT, make a recommendation to the President by forwarding a complete dossier to the Office of Academic Affairs.

   The dossier shall include:

   a. A letter from the Dean to the President recommending the awarding of emeritus status, including the Dean's assessment of the candidate's contribution to the School or UMB;

   b. A detailed statement of the School's evaluation of the candidate; and

   c. A current copy of the candidate's curriculum vitae.

2. The President will communicate a decision to the Dean in writing. After receiving the President's letter, the Dean will prepare and issue a letter to the candidate with the President's decision. The President's decision is final and may not be appealed.

VIII. Appeals Procedure

A. A faculty member whose application for tenure and/or promotion is denied may appeal the decision only on the following grounds: failure to follow stated policy, unlawful discrimination, or arbitrary and capricious action. Upon the filing of an appeal, a Special Review Committee will be named to evaluate the allegations of the appeal. Allegations of unlawful discrimination will be forwarded to the Office of UMB's Senior Vice President for Operations and Institutional Effectiveness for evaluation in accordance with UMB policies and procedures for Resolution of Complaints Alleging Discrimination.

B. The following schedule shall apply to appeals.

1. The request for appeal must be made in writing to the Dean no later than 30 calendar days after the faculty member has been notified about the decision.

2. The Special Review Committee shall be appointed by the Dean within 15 business days of receipt of the appeal.

3. The Special Review Committee shall convene within 10 business days of the appointment of the Committee.

4. The Special Review Committee shall make a recommendation to the Dean no later than 40 business days after receipt of the appeal.

5. Time limitations in these procedures for actions of the Special Review Committee may be waived by joint agreement of the appellant and Dean in the interest of giving full consideration to the issues.

6. The Special Review Committee will consist of three members who hold the rank of Associate Professor or Professor in UMB. At least one must hold tenure in the SON, and other appointments may be sought outside of the SON from within UMB. Members of APT, Department Chairs, and Associate or Assistant Deans in the SON are not eligible to serve on the Special Review Committee. The Dean appoints the Chair of the Special Review Committee.

7. The Special Review Committee will review the packet, all evaluations and supporting materials, and the recommendations made by the APT Committee and the Dean and may interview members of the APT Committee, the Dean, and the Department Chair, if applicable. Hearings shall be closed. The appellant shall be given an opportunity to present the appeal in person to the Special Review Committee. The Committee shall determine, based upon a preponderance of the evidence, whether each allegation is supported. The Committee will vote and shall make specific written findings as to each allegation, indicating, for each, what evidence supports the finding. The Committee shall recommend whether the decision appealed should be upheld or reversed.

8. The Special Review Committee shall make a report to the Dean. Any Committee member who dissents from a majority decision may prepare a statement of dissent, addressing the allegations to the same extent that they must be addressed by the Committee, and this written dissent shall be appended to the Committee's report. Both the Committee report and any dissent are confidential and shall not be disclosed to the appealing faculty member. The Dean will consider the report.

9. If the report of the Special Review Committee does not uphold the Dean's recommendation, the decision and all records kept by the Special Review Committee, together with all notes or other documentation of communications will be forwarded to the Provost with a recommendation for action under the appropriate campus policy.

10. If the Special Review Committee's report upholds the Dean's recommendation, the records kept by the Special Review Committee, together with all notes or other documentation of communications, shall be transferred to the Dean's Office at the conclusion of the review by the Special Review Committee.

IX. Faculty Search Procedures

A. General

1. All searches will be conducted in accordance with UMB's Faculty Search and Selection procedures.

2. After justifying a need for a new faculty position or the filling of a vacancy, the Department Chair should obtain approval from the Dean to initiate a search.

3. The SON will make its faculty recruitment broadly known through advertising in order to identify highly qualified prospective faculty.

4. The appointment of a new faculty member at .5 FTE or greater, in the following ranks: Clinical Instructor, Assistant Professor, Associate Professor, or Professor;

Nursing School Assistant Professor, Nursing School Associate Professor, or Nursing School Professor; and Research Assistant Professor, Research Associate Professor, or Research Professor; Tenure Track or Non-Tenure Track, must follow a search to identify the new faculty appointee.

5. Regional or national searches are required for the appointment of faculty of .8 FTE and above in above-listed ranks.

6. The search committee will seek to build and maintain diversity among the faculty, including, but not limited to, as it relates to race, color, religion, national origin or ancestry, sex, sexual orientation, gender identity or expression, physical or mental disability, marital status, protected veteran's status, age, professional attributes, and areas of specialization.

7. Current SON faculty members may apply for a new faculty position or to fill a vacancy following a credentials review appropriate to the position being sought.

8. The Provost may make an exception to current UMB policy when a School recommends an exception and Human Resource Services (HRS) concurs that the action is consistent with affirmative action obligations of UMB.

9. In the case of inter-institutional appointments, interdepartmental appointments, and appointments in new academic units, the Department Chairperson(s), in consultation with the APT Committee, as appropriate, will recommend the nature of the appointment to the Dean, who will take the necessary action to finalize the appointment.

B. Search Committees

1. Each search will be carried out in compliance with the SON Search Procedures.

2. The Dean (for faculty positions that also include an administrative appointment) or Department Chair will appoint a representative who will manage the search process for the School and serve as a liaison with the Human Resource Services Office and its Diversity, ADA and Affirmative Action unit.

3. The final candidate will be selected by the Dean in consultation with the Department Chair, for non-administrative faculty appointments

4. If the candidate is to be appointed at the rank of Associate Professor, Professor, Nursing School Associate Professor, Nursing School Professor, Research Associate Professor, or Research Professor, the Dean or Department Chair will forward the credentials of the candidate to the School’s APT Committee for a recommendation concerning rank and tenure, if applicable. The APT Committee will review the candidate’s credentials and make a recommendation on the basis of the criteria stated in the APT Policies and Procedures.

5. When all University-level approvals have been secured, the Dean will extend an offer of employment.

X. Resignation or Termination

A. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual written agreement between the appointee and the President of UMB or designee.

B. The President may terminate a faculty member for cause per University System of Maryland policy.

C. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is payable.

Appendix ID-2
Congruence of University of Maryland School of Nursing Mission with Appointment, Promotion, and Tenure Policy and Procedures

UMSON MISSION	UMSON APPOINTMENT, PROMOTION AND TENURE POLICY AND PROCEDURES (2022)
We shape the profession of nursing and the health care environment by developing leaders in **education**, research, and practice.	Excellence in **teaching** is basic to fulfilling the School's mission. Therefore, demonstrated excellence in teaching should accompany the appointment at or promotion to any rank and tenure. In the case of initial appointment, reasonable promise of excellent teaching is expected and academic preparation for teaching is preferred. (p. 14)
We shape the profession of nursing and the health care environment by developing leaders in education, **research,** and practice.	Excellence in scholarship is basic to fulfilling the University and School's missions. Therefore, demonstrated excellence in scholarship should accompany the appointment or promotion to any rank and tenure. For Tenure Track faculty appointments, scholarship is focused on **research** or education. For Non-Tenure Track appointments, scholarship is focused on practice. In the case of initial appointment at the rank of Assistant Professor, reasonable promise of excellence in scholarship is expected. (p. 14) Excellence in **research** or education are fundamental to the School's mission of advancing the science of nursing and health and achieving excellence its educational programs. Therefore, consideration of **research** or education productivity should accompany the award of tenure or promotion at any rank in the Tenure Track. In the case of initial appointment at the rank of Assistant Professor without tenure, reasonable promise of excellence and productivity in **research** or education is expected on the tenure track. (p. 14)
We shape the profession of nursing and the health care environment by developing leaders in education, research, and **practice.**	**Practice** scholarship is fundamental to the School's mission of achieving excellence in educational programs and providing leadership in collaborative, interprofessional, and innovative nursing practice. Therefore, consideration of practice scholarship should accompany appointment or promotion at any rank. Practice is broadly defined to include clinical, educational, research, theory, technological, leadership, administrative, historical, policy, or other activities that are related to the discipline of nursing or health. (p. 17) The SON is committed to serving the University, the nursing profession, and the community. A significant contribution in the area of **service** is expected of all faculty members. For appointment at or promotion to any rank

	and tenure, a continuing and relevant record of service should be demonstrated. (p. 18)

Policy on Faculty Responsibilities and Workload

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Responsible Administrator: Dean

Sponsoring Unit: Dean's Office in collaboration with Department Chairs

Effective Date: 07/01/2016

Last Review: 03/15/2022

Next Scheduled Review: 12/2026

This policy is in effect for academic year 2022 - 23. Interim review on an as-needed basis can occur before the policy is scheduled for full review.

POLICY STATEMENT

All full-time University of Maryland School of Nursing (UMSON) faculty members are expected to participate in teaching, research/scholarly activity, and service to the community; the profession; the University of Maryland, Baltimore (UMB); and UMSON. The relative distribution of workload among this triad may vary according to the type of appointment and the nature of the assignment. In addition, this distribution may change as an outcome of discussions between a faculty member and the department chair during a faculty member's annual evaluation/assessment meeting or at other times during the academic year as needed.

Faculty members are expected to meet their responsibilities independently and in full accord with institutional expectations and established tenets of academic freedom.

A substantial difference between actual and workload expectations for any basic workload element (instruction, unfunded research/scholarship, service) will be balanced by compensatory changes in the other basic workload elements. Reductions in faculty effort in research/scholarship and/or service/practice will be balanced by a corresponding increase in instruction. During the academic year, modification to workload units due to funded practice, funded scholarship/research, and/or an administrative appointment will be made within a reasonable period of time.

Exceptions to UMSON's workload expectations may be granted by the department chair.

RATIONALE

The purpose of this policy on faculty responsibilities and workload is to promote optimal performance by UMSON faculty members in meeting the needs and expectations of students, colleagues, and other members of the UMSON and UMB community and to provide mechanisms that will ensure accountability for that performance. Because faculty members are the primary providers of the University System of Maryland's (USM) instruction, research/scholarship, and service, the policy must encourage and support faculty members in applying their creativity, ingenuity, initiative, knowledge, experience, and professional skills in performing many diverse roles.

SCOPE

This policy applies to the following:

1. All persons holding tenure, tenure-track, and non-tenure-track positions who are classified as faculty members
2. All persons who, regardless of occupational classification, hold faculty rank and perform administrative duties at the level of the academic department or other academic unit, including department chairs, vice chairs, directors, etc.
3. Faculty members who are employed 0.5 FTE or less typically carry all of their workload in teaching; exceptions are made on a case-by-case basis.

This policy does not apply to the following:

1. Persons who hold faculty rank but who are assigned to full-time administrative duties outside UMSON
2. Faculty members hired solely to meet grant activities that fall outside of UMSON's normal instruction
3. Adjunct faculty members

FACULTY RESPONSIBILITIES FOR PROFESSIONAL DEVELOPMENT, INSTRUCTION, RESEARCH/SCHOLARSHIP, PRACTICE, AND SERVICE

Faculty Support the Mission of the School of Nursing: to shape the profession of nursing and the health care environment by developing leaders in education, research, and practice. This is reflected in contributions to education, scholarship/research, practice, and service. All faculty are expected to conform to regulatory requirements at the federal, state, and local levels as well as within the USM. Faculty members are expected to meet their responsibilities independently and in full accord with institutional expectations and established tenets of academic freedom.

Faculty are expected to demonstrate this support in varied ways, including but not limited to the following:

Professional Development:

- In consultation with the department chair, define annual goals and deliverables based on self-assessment of learning and mentoring needs
- Remain current in professional expertise and scholarship focus
- Actively seek opportunities to enhance teaching, scholarship/research, practice, and service effectiveness

Instruction:

Actively engage in teaching, employing best practices for the content, the learner, and the format. This includes:

- Prepare, deliver, and evaluate instruction and learning.
- Schedule and hold at least one weekly office hour - *Office hours may be conducted in person or virtually e.g., in office, by phone, by video conference.*
- Maintain course schedule as defined in the syllabus - *When a faculty member has extenuating circumstances, and with the agreement of the course director/coordinator, the deadline for submitting an assignment will be extended for all students in all sections of the course.*
- Grade course assignments and post grades within two weeks of submission for fall and spring semesters, and within one week for summer semester. Grade final course assignments and post final grades within the deadline for posting final grades for the semester - *If a faculty member has extenuating circumstances that prevent him/her from grading an assignment according to the expected timeframe, he/she will discuss the situation with the course director/coordinator to determine how to reconcile. Consistency in timeliness of faculty posting grades in courses with multiple sections will be assured by the course director/coordinator.*
- Meet UMSON workload expectations for instruction as defined in this policy.
- Strive for excellence in teaching effectiveness for rank as defined in the UMSON Appointment, Promotion, and Tenure Policy and Procedures[1].

Scholarship in Research and Practice*:
**Per UMSON's Appointment, Promotion, and Tenure Policy and Procedures[2], practice is broadly defined to include clinical, educational, research, theoretical, technological, leadership, administrative, historical, policy, or other activities related to the discipline of nursing or health.*

Demonstrate a commitment to inquiry, including generating new knowledge, leading scholarly pursuits, translating findings to education and practice, and disseminating knowledge that aims to improve health. These include:

- Develop innovative scientific approaches that inform practice and advance health care.
- Influence policy though leadership activities, testimony, policy analysis, etc.
- Engage in academic-practice partnerships that advance both education and practice.
- Submit grant and contract applications to governmental agencies, foundations, and other funding organizations.
- Consult, review, or evaluate programs and research proposals.
- Disseminate one's work in high-quality, peer-reviewed venues.
- Meet UMSON workload expectations for scholarship as defined in this policy.
- Strive for excellence in scholarship in research, education, or practice for rank as defined in the UMSON Appointment, Promotion, and Tenure Policy and Procedures[3] (examples of activities that demonstrate research excellence are available on pages 12 - 14, education excellence pages 11 - 12, and practice excellence page 14 - 15).

Service:
Engage in service to the school, the University, the community, and profession

- Meet UMSON workload expectations for service as defined in this policy.
- Strive for excellence in service by rank as defined in the UMSON Appointment, Promotion, and Tenure

[1] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf
[2] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf
[3] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf

Policy and Procedures[4] (see pages 15 - 16 for activities that demonstrate service excellence).

Service to UMSON and the University includes:

- Engage actively in providing input to UMSON's mission, values, and strategic plan.
- Participate in UMSON and UMB activities, including committee work, all-school assemblies, academic department meetings, town hall meetings, Convocation and Graduation, accreditation self-studies, and program evaluation activities.

Service to the profession includes:

- Maintain active membership/leadership in relevant professional organizations at the local, regional, national, and international levels.

Service to the community includes:

- Work with groups and organizations relevant to one's professional expertise.
- Share professional knowledge with the media, associations, businesses, and/or community groups.
- Serve on boards of community-based organizations.

PRINCIPLES THAT SUPPORT ACADEMIC PRODUCTIVITY AND ACCOMPLISHMENT

Culture of Collaboration:

- Value teamwork as evidenced by cooperation with colleagues in support of UMSON's mission.
- Contribute to the advancement of UMSON and individuals within UMSON and UMB to achieve the missions.
- Actively engage in work with faculty colleagues, staff, and students.
- Practice respectful collegial communication.
- Model civil behavior with colleagues, staff, and students.
- Offer and accept constructive feedback.
- Demonstrate respect for diversity of viewpoints and experience, as well as diversity based on gender, ethnicity, lifestyle, and age.
- Be open to and adaptive to change.
- Maintain confidentiality of communication as appropriate and required, e.g., HIPAA, FERPA.

Communication-Rich Culture:

- Provide genuine communication about challenging areas in need of improvement, including consulting with the appropriate individual(s) in UMSON's organization structure.
- Affirm the work of others in advancing UMSON's mission.
- Utilize internal communication pathways to disseminate information.

Culture of Accountability:

- Keep Outlook calendar updated in Microsoft Office.
- Be reachable during routine working hours, except when on approved leave.
- Complete responsibilities in a timely manner.
- Be prepared for classes and meetings.
- Solicit support from department chair and/or appropriate dean when extenuating circumstances arise that

[4] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf

interfere with meeting one's responsibilities.

Shared Decision-Making at All Levels:

- Engage in active and meaningful participation in faculty governance via departmental meetings, faculty committees, specialty meetings, all-school assemblies, and other venues as appropriate.
- Volunteer to serve on task forces, ad hoc groups, and standing committees.

WORKLOAD EXPECTATIONS FOR INSTRUCTION, RESEARCH/SCHOLARSHIP, AND SERVICE

The relative distribution of workload for instruction, research/scholarship, and service may vary according to the type of appointment and the nature of the assignment. Workload across the missions is negotiated with the department chair, within the parameters of this policy.

Workload Expectations for Tenured and Tenure-Track Faculty – Research: Workload expectations for tenured faculty members meeting rank expectations and tenure-track faculty members are as follows, and are based on a total of 10 Workload Units (WLUs) across the missions for a 12-month appointment. Ten-month faculty workload is pro-rated to 8.3 WLUs across the missions.

- **Instruction (IWLU):** 12-month appointment: 5.5 IWLUs, +/- 0.5
- **Unfunded Research/Scholarship (RSWLU):** Minimum of 1.0, additional negotiated per annual goals
- **Service/Practice (SWLU):** Minimum of 0.5, additional negotiated per annual goals

Workload Expectations for Tenured and Tenure-Track – Education and Non-Tenure Track Faculty: Workload expectations for non-tenure-track faculty members meeting rank expectations are as follows and are based on a total of 10 WLUs across the missions for a 12-month appointment. Ten-month faculty workload is pro-rated to 8.3 WLUs across the missions.

- **IWLU:** 12-month appointment.: 7.5 IWLUs, +/- 0.5
- **RSWLU:** Minimum of 1.0, additional negotiated per annual goals
- **SWLU:** Minimum of 0.5, additional negotiated per annual goals

Modifications to Workload:

- Exceptions to UMSON's workload expectations may be granted by the department chair.
- Workload across the missions may change as an outcome of discussions between a faculty member and the department chair during a faculty member's annual evaluation/assessment meeting or at other times during the academic year as needed.
- A substantial difference between actual and workload expectations for any basic workload element (instruction, unfunded research/scholarship, service) will be balanced by compensatory changes in the other basic workload elements. Reductions in faculty effort in research/scholarship and/or service/practice will be balanced by a corresponding increase in instruction.
- Funded practice (PSA) effort and/or externally funded scholarship/research grant effort result in a reduction in IWLUs, RSWLUs, and SWLUs. The minimum RSWLUs and SWLUs must be met, unless the department chair determines that there are extenuating circumstances and "waives" the minimum requirement.
- In instances where the scholarship/research is supported by externally funded grants and/or contracts, the accompanying reduction of expectations for instruction, unfunded scholarship, and service should mirror the replacement of faculty salary by externally funded salary support.
- Qualifying internally funded programs such as the Dean's Research Scholars, Interprofessional Education Fellows, etc., will result in reduction to IWLUs, RSWLUs, and SWLUs as identified in the program guidance.

- Assumption of administrative responsibility for the functions of associate or assistant dean, department chair, department vice chair, specialty/option director, or other administrative role will require reduction in expectations for instruction. The reduction will depend on the scope of administrative responsibilities and requires approval of the dean.
- Administrative effort reduces IWLUs at the actual percentage of effort and is calculated after funded practice and/or funded grant FTEs are deducted from IWLUs.
- During the academic year, modification to workload units due to funded practice, qualifying funded scholarship/research, and/or an administrative appointment will be made within a reasonable period of time.
- If assigned WLUs are not met or are exceeded, an adjustment may be made in the following year. If a workload adjustment is not feasible for the coming year, UMSON's Policy on Faculty Supplemental Compensation[5] will be in effect.
- At the discretion of the department chair, faculty who are new to the University faculty role may have their workload expectations adjusted during the first year of employment.
- Teaching outside of UMSON but within UMB must be negotiated with the department chair in advance if IWLUs are desired. Typically, the outside unit will provide salary relief for the associated effort.
- Rarely will a faculty member be approved for greater than 40% effort on a PSA; exception must be granted by the dean.
- If a faculty member has 65% funding from at least two or more external research grants, the faculty member will not be assigned IWLUs as outlined for Didactic Courses, Clinical Practica – Entry-Level Programs, Precepted Clinical Emphasis Practica, Clinical Practica – Master's Non-Clinical Specialty Programs, or Clinical Practica – Master's Clinical Specialty Programs/DNP Specialty Programs, if requested.
- All faculty, regardless of funding level, are expected to contribute to the teaching mission.

WORKLOAD GUIDELINES: INSTRUCTION

Definitions

Course Unit: For the purposes of defining instructional workload expectations, a course unit, i.e., an Instructional Workload Unit (IWLU) is defined as follows:

1. **One course unit/IWLU is equivalent to a 3-credit didactic course (45 contact hours).**
2. **One course unit/IWLU is equivalent to a 2-credit clinical practicum (90 contact hours); faculty whose instructional load includes simulations for groups of students are prorated for time spent consistent with clinical practicum (1 hour of simulation is equivalent to 2 hours of clinical).**
3. **One course unit/IWLU is equivalent to a 2-credit laboratory experience (90 contact hours).**
4. **Faculty members whose instructional load includes other than 3-credit courses, including faculty hired solely for supporting simulation, will have their standard instructional load expectations defined accordingly**

Instructional Effort: Instructional effort includes all concomitant activities necessary for the preparation, delivery, and evaluation of instruction and learning in addition to classroom or clinical instruction time. This includes course-related student advisement and additional assignments such as specialty and course coordination.

[5] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/Policy-UMSON-Faculty-Compensation-Supplemental-Policy.pdf

Determining IWLU Assignment:

Instruction:

- 5.5 (+/- 0.5) for tenured and tenure-track faculty
- 7.5 (+/- 0.5) for non-tenure-track faculty

IWLUs are assigned each semester and accrued over the 12-month period spanning the summer, fall, and spring semesters, unless stated otherwise.

Depending on factors outlined in this policy, such as course presentation style, the IWLU for class size and course coordination will be adjusted in consultation with the department chair.

1. Didactic Courses (Classroom and Online)

A. 1 IWLU = 3-credit didactic course (45 contact hours/semester) with 10 - 30 students

B. If more than one faculty member teaches a didactic course or a section, the IWLUs will be divided proportionately, based on instructional effort. IWLUs will be adjusted proportionately for courses greater or less than 3 credits, e.g., 2-credit course = 0.67 IWLUs; 5-credit course = 1.66 IWLU

C. Didactic courses:

i. Less than 10 students – requires administrative approval to offer course
ii. If approved, IWLU may be prorated based on course workload in a -0.1 increment
iii. 31 - 40 students + 0.1 IWLU
iv. 41 - 60 students + 0.25 IWLUs
v. 61 - 80 + 0.5 IWLUs
vi. 81 - 100 + 0.75 IWLUs
vii. 101 -120 + 1.0 IWLU
viii. 121 -140 + 1.25 IWLU
ix. 141 - 160 +1.5 IWLU

D. Online courses: Minimum enrollment of 10. Enrollment will be capped at 25 students per section. Administration reserves the right to increase the enrollment cap by two students, and anything greater requires instructor's permission. When enrollment exceeds 30 students, an additional 0.1 IWLU will be given for increments of five students.

2. Courses with Simulation Lab Components

A. 1 IWLU = 2-credit laboratory component (90 contact hours/semester)

B. IWLUs will be adjusted proportionately for courses greater or less than 2 credits, e.g., 1-credit lab component (45 contact hours) = 0.50 IWLUs

C. Additional IWLUs can be allocated for approved simulation activities that are unique to a course, degree program, or location. The appropriate administrators, i.e., chair/vice chair, academic associate dean, must approve the additional workload

3. Clinical Practica - Entry-Level Programs and RN-BSN/MSN Options

A. 1 IWLU = 2-credit clinical practicum component (90 contact hours/semester)

B. IWLUs will be adjusted proportionately for courses greater or less than 2 credits, e.g., 3-credit clinical course = 135 hours/semester = 1.5 IWLUs; 4 credit clinical course = 180 hours/semester = 2.0 IWLUs

4. Precepted Clinical Emphasis Practica - NURS 429/523

A. NURS 429: 3-credit seminar (1 IWLU); 4-credit precepted clinical (1.0 IWLU)

B. NURS 523: 2-credit seminar (0.67 IWLU); 4-credit precepted clinical and 2-credit quality improvement project (1.5 IWLUs)
C. Full workload credit is based on 15 students per section, with the goal of having no fewer than five students in a section. IWLUs will be prorated for fewer than 15 students.
D. Clinical practicum sites, contracts, and compliance documentation are managed by the Office of Student and Academic Services
E. Faculty responsibilities include instruction, site visits, student evaluation, and student assignment feedback.
F. Seminar IWLUs are prorated proportionally, based on instructional effort, if more than one faculty member is assigned

5. Clinical Practica – Master's Non-Clinical Specialty Programs, DNP Core Courses, and Non-Clinical Certificates

A. The assigned IWLU for non-clinical-focused graduate practica are as follows:
   i. 1 credit (45 hours) 0.5 IWLU
   ii. 2 -3 credits (90 - 135 hours) 1.0 IWLU
   iii. 4 + credits (180 + hours) 1.25 IWLUs
B. Full workload is based on 14 students/section. This IWLU will be prorated for fewer than 14 students.

Workload adjustments can be made to reflect special circumstances such as those related to large numbers of students or sites, travel times to practice sites for the purpose of monitoring student-preceptor dyads, and/or number of site visits per semester.

6. Clinical Practica – Master's Clinical Specialty Programs and DNP Specialty Programs

A. The assigned IWLU for clinical-focused graduate clinical/practicum are as follows:
   i. 2 credits (90 hours) 1.0 IWLU
   ii. 3 credits (135 hours) 1.25 IWLUs
   iii. 4 credits (180 hours) 1.5 IWLUs
   iv. 5 credits (225 hours) 1.75 IWLUs
   v. 6 credits (270 hours) 2.0 IWLUs
B. Full workload is based on 6 students/section according to National Organization of Nurse Practitioner Faculties guidelines. The IWLUs will be prorated based on the number of students. NDNP 890 will be prorated by the number of credits and number of students.
C. IWLU allocation reflects faculty effort associated with establishing and overseeing graduate student-preceptor dyads, National Task Force on Quality Nurse Practitioner Education (NTF) guidelines, or direct on-site instruction by the faculty member in a clinical setting.
D. Workload adjustments may be made to reflect special circumstances such as those related to large numbers of students or sites, travel times to practice sites for the purpose of monitoring student-preceptor dyads, and/or number of site visits per semester.

7. Course Director for Required Single-Section Course and Multiple-Section Course Administration

A. Single section required course – 0.1 IWLU
B. Didactic course sections – 2 sections 0.2, 3 - 5 sections 0.5 IWLU, 6 - 8 sections 0.75 IWLU, and a 0.25 increase for each additional 3 sections
C. Labs, clinicals, and practica with seminars, and DNP project courses – 2 - 5 sections 0.5 IWLU, 6 - 9 0.75 IWLU, and a 0.25 increase for each additional 4 sections
D. DNP project preparation – Fall semester prior to NDNP 810 in spring semester, NDNP 810 course director responsibilities 1.0 IWLU

8. Dissertation (PhD) and Post-Doctoral Fellow

A. Dissertation committee chairs and members for UMSON PhD students, in consultation with the associate dean for the PhD program and the department chair/vice chair, will allocate the IWLUs per faculty member throughout the dissertation process. The number of IWLUs is based on the minimum of 12 credits required in the program of study. The IWLU for dissertation credit is 0.2, for a total of 2.4 IWLUs per enrolled student. The associate dean for the PhD program can recommend to the department chair that additional workload units be assigned if there has been a change in the dissertation chair or there are extenuating circumstances that require additional faculty time.

B. Post-doctoral Fellow - 0.5 IWLU per year, unless exception granted by department chair.

9. Scholarly Project (DNP)

IWLUs for the Scholarly Project are assigned to NDNP 810 (1 credit), NDNP 811 (1 credit), NDNP 812 (1 credit), and NDNP 813 (1 credit) at 0.5 IWLU/section. Workload is based on six to seven students per section. IWLUs will be prorated for fewer than six or more than seven students per section.

The Second Project Reviewer on the DNP Scholarly Project (NDNP 810 and NDNP 813) will receive 0.1 IWLU per six to seven students for each course. IWLUs will be prorated for fewer than six or more than seven students per section.

10. Independent Study

The following formulas will be used to convert graded instructional experiences that do not follow the traditional course format to IWLUs.

Course Level / # of Credits = 1 IWLU

- 500 - 898 (Graduate-level independent studies) /10 credits = 1 IWLU (0.1/credit/student)
- 300 - 499 (Undergraduate-level independent studies) /15 credits = 1 IWLU (0.075/credit/student)

Prior to committing to an independent study, the faculty member must ensure that the appropriate paperwork is completed and approved by the appropriate academic associate dean with notification to the appropriate department chair/vice chair.

11. Other Teaching Workload Considerations

A. Development of a new course or substantive revisions to an existing course up to 1.0 IWLU/3 credits. IWLUs will be adjusted proportionately for courses greater or less than 3 credits.

B. Substantive revisions that go beyond regular course updates require discussion with the course director or specialty director and department chair/vice chair as appropriate. The academic associate dean may request widespread substantive changes to course objectives, content, and/or teaching modalities that require approval by the appropriate curriculum committee.

C. Dual-numbered courses will be treated as one course for the purpose of calculating IWLUs. If the combined courses have different credit allocations, WLUs will be based on the course with the higher credit allocation.

D. IWLU allocations may be adjusted per the department chair's discretion to reflect extraordinary circumstances, e.g., faculty member's IWLU allocation for teaching a required course that has a low enrollment, specialty director's IWLU allocation for low-enrollment programs.

E. In exceptional circumstances, additional IWLUs may be applied in response to significant revisions to course delivery.

12. Educational Grants and Other Instructional Compensation

Faculty members who receive salary support from externally funded education grants or other sources of funding for the purpose of developing or teaching a course or regular administrative responsibilities within their role do not qualify for release time or reduction in workload expectations for instruction, unfunded scholarship, or service.

Reference the UMSON Appointment, Promotion, and Tenure Policy and Procedures[6] for guidance on standards of performance for instruction by rank.

RESEARCH/SCHOLARSHIP AND SERVICE

Workload for Research/Scholarship and Service is based on Bureau of Labor Statistics guidance for full-time work. It calculates full-time work at 2,080 hours per year, based on a 40-hour work week. Using this estimate for time commitments and deliverables for Research/Scholarship and Service, 1 WLU accounts for approximately 200 hours.

WORKLOAD GUIDELINES: RESEARCH/SCHOLARSHIP

- Up to 4.5 RSWLUs for tenured and tenure-track faculty with expectation of funding; minimum 1.0 unfunded RSWLU
- Up to 2.0 RSWLUs for non-tenure-track faculty; minimum of 1.0 unfunded RSWLU

Faculty members who are not doctorally prepared but are making satisfactory progress in a doctoral program can request up to 1.0 RSWLU per year, not to exceed five years from the year of original enrollment.

UMSON Appointment, Promotion, and Tenure Criteria V Scholarship in Research and Scholarship in Education

For Tenure-Track Assistant Professor – Research:

- demonstrates competence and productivity in research
- demonstrates evidence of a focused area of research with specialized knowledge
- conducts research and disseminates findings within this area of specialization
- participates in collaborative or interdisciplinary studies
- has received or sought funding to support research
- shows promise of leading and contributing as a collaborator on research activities and mentorship of doctoral students
- recognized at local and regional levels as an expert in area of specialization

For Tenure-Track Assistant Professor – Education:

- demonstrates potential for excellence in teaching scholarship, especially including depth of knowledge in area of specialization and having the potential for development into a focused educational training program
- contributes as a collaborator to secure peer-reviewed external funding and publications

[6] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf

For Tenured/Tenure-track Associate Professor - Research:

- demonstrates excellence in research by sustained productivity, especially by being a principal investigator or co-investigator on externally funded research grants, with a substantial contribution to peer-reviewed competitive external funding, and by publications in peer-reviewed journals
- recognized nationally as an expert in area of specialization
- mentors doctoral students and faculty in research

For Tenure Track Associate Professor – Education:

- demonstrates leadership in curricula development, implementation, and evaluation
- recognized for outstanding teaching practice internally and externally
- develops educational resources and serves as an evaluator or consultant regarding educational programs at other institutions

For Tenured Professor – Research:

- demonstrates sustained excellence and consistent productivity in research activities by being a principal investigator with peer-reviewed competitive external funding
- recognized nationally and internationally as an expert in area of specialization
- provides leadership by making substantial contributions to knowledge in area of specialization
- mentors doctoral students and faculty in research

For Tenured Professor – Education:

- demonstrates sustained excellence in achieving teaching/learning outcomes
- attains significant funding related to education from external competitive sources
- recognized nationally and internationally as an expert in an area of specialization in program and/or curricula development and evaluation
- provides evidence of significant contributions to scholarship through peer-reviewed published works
- recognized for outstanding teaching practice grounded in pedagogical theory

Examples of Activities that Demonstrate Research Excellence for Tenured and Tenure-track faculty:

- consistent production of data-based publications and/or publications that address conceptual, methodological, or health policy research issues in high-quality peer reviewed intra- and/or interdisciplinary journals — some peer-reviewed, data-based publications must be first authored
- dissemination of data-based scholarship at peer-reviewed scientific meetings at regional (assistant), national (associate), or national and/or international (professor) levels
- peer-reviewed external funding for research that results in data-based publications
- substantive participation in interdisciplinary collaborative research projects/initiatives.
- service as a reviewer of research proposals for regional (assistant), national (associate), or national and/or international (professor) review or study committees.
- service as a peer reviewer and/or editorial board member of scholarly journals in area of research and scholarship
- consultation as an expert in chosen area of research at regional (assistant), national (associate), or national and/or international (professor) levels
- mentoring faculty and students, including direction of doctoral dissertations or other final scholarly doctoral products

Examples of Activities that Demonstrate Educational Excellence for Tenured and Tenure-track Faculty: Standards

of Performance

- classroom/practice instruction that demonstrates a thorough knowledge of content and a mastery of appropriate instructional techniques
- development and/or application of innovative teaching strategies
- contribution to the School's continuing education and training programs
- promotion of academic excellence through course and curriculum development, evaluation, and revision within the School and/or in collaborative interdisciplinary or interprofessional education
- support and guidance of students to promote learning, including professional and academic advising
- integration of appropriate and innovative use of technology in teaching and learning
- contribution to graduate education, including serving on committees for culminating student projects and/or dissertations
- development of educational resources, including media materials and educational software
- service as a site visitor for accreditation and/or a consultant to evaluate effectiveness of educational programs at other institutions

UMSON Appointment, Promotion, and Tenure Criteria V Scholarship in Practice*

**Practice is broadly defined to include clinical, educational, research, theoretical, technological, leadership, administrative, historical, policy, or other activities related to the discipline of nursing or health.*

For Non-Tenure-Track Clinical Instructor:

- demonstrates potential for excellence in practice scholarship

For Non-Tenure-Track Assistant Professor:

- demonstrates competence and productivity in practice scholarship
- demonstrates evidence of a focused area of practice with specialized knowledge
- demonstrates scholarship related to practice and disseminates findings within this area of specialization
- recognized at the regional level as an expert in area of specialization

For Non-Tenure-Track Associate Professor:

- demonstrates excellence in practice scholarship by sustained productivity, especially by being a principal investigator or co-investigator with a substantial contribution on peer-reviewed competitive external funding and by publications in peer-reviewed journals
- recognized nationally as an expert in area of specialization
- mentors students and faculty in practice scholarship

For Non-Tenure-Track Professor:

- demonstrates sustained excellence and consistent productivity in practice scholarship by being a principal investigator with peer-reviewed competitive external funding
- recognized nationally and/or internationally as an expert in area of specialization and provides leadership by making substantial contributions to knowledge in area of specialization
- mentors students and faculty in practice scholarship

Examples of Activities that Demonstrate Practice Excellence for Non-Tenure-Track Faculty:

- publication of innovative practice models, systematic reviews, outcome evaluation results, reports and evaluations of new practice methods, evidence-based policies, and programs in high-quality peer-reviewed journals

- development, implementation, and management of new health service/practice strategies emphasizing nursing's unique role in health care
- presentations on innovative practice strategies at the regional (assistant), national (associate), or national and/or international (professor) levels
- consultation related to your practice scholarship at the local (assistant), national (associate), or national and/or international (professor) levels to organizations and institutions
- obtaining funding for health services practice sites, personnel, and training or educational programs that result in dissemination of innovative teaching/practice models, outcome evaluation results, reports, and evaluations of new practice methods and programs

WORKLOAD GUIDELINES: SERVICE— SCHOOL, CAMPUS, UNIVERSITY, PUBLIC, AND PROFESSION

Minimum of 0.5 Service (SWLU) for tenure, tenure-track, and non-tenure-track faculty

UMSON Appointment, Promotion and Tenure Criteria VI Service for Tenured, Tenure-Track, and Non-Tenure-Track Faculty

For Clinical Instructor:

- demonstrates potential for excellence in service to the School, community, or profession

For Assistant Professor:

- demonstrates potential for excellence in service to the School, community, or profession
- participates in regional professional service activities

For Associate Professor:

- demonstrates excellence in service to the School, community, or profession
- demonstrates excellence in national professional service activities

For Professor:

- demonstrates sustained excellence in service to the School, community, or profession
- demonstrates sustained excellence in national and/or international professional service activities

Examples of Activities that Demonstrate Service Excellence for Tenured, Tenure-Track, and Non-Tenure-Track Faculty:

- Service to the School, University, and University System
  - serves on (assistant), chairs or provides leadership (associate/professor) to department, School, University, or university system committees/councils
  - represents the School or University and profession in the community
  - advises student organizations
  - receives service awards for service to the School, University, or university system
- Service to the Profession
  - holds office, chairs committee, or takes leadership position in professional organizations at local/state/regional (assistant), national (associate), or national and/or international (professor) levels
  - serves on policy-making bodies; influences development of regulations and legislation; advocates in area of expertise at local (assistant), state (associate), and/or national/international (professor) levels
  - organizes, designs, and/or leads conferences and workshops at local/state (assistant), state/national (associate), or national and/or international (professor) levels

- reviews journal manuscripts (assistant) and serves as editor or on editorial advisory boards (associate/professor)

- Service to the Community
  - participates in community activities that promote health, well-being, and/or community goals
  - serves as member, holds office, or chairs local community groups, health agency boards, etc., as related to professional expertise
  - provides consultation in area of professional expertise to government agencies, schools, nonprofit organizations, and businesses on a voluntary basis
  - engages in public speaking, testimony, or publications that make use of professional expertise to provide information to the community or contribute to the development of government policy and legislation

Public and professional service is expected of all faculty members; however, there are certain instances for which this expectation may require unusual commitments. Assignment of additional service time and the consequent reduction of expectations for instruction and/or research/scholarship should be directly related to the duration and the extent of the commitment.

COMMITMENT FOR IMPLEMENTING POLICY ON FACULTY RESPONSIBILITIES AND WORKLOAD

Faculty Commitment

1. At the end of each academic year, all faculty members discuss, with the department chair and/or vice chair, their self-evaluation and goals (including teaching) for the next academic year; review workload distribution requirements based on type of appointment; and discuss the resources needed to promote success, including promotion if desired.
2. Notifies department chair of changes in one or more areas of responsibility that may impact other areas of workload responsibilities, particularly changes in funding that will lead to decreases or increases in teaching assignment, in a timely manner.
3. Provides input regarding desired teaching assignments on the program level and within the specialties and regularly communicate preferences for teaching to the chair, vice chair, course or specialty directors, or associate deans as appropriate.
4. Review draft course schedule and assignments and immediately communicate issues to the chair/vice chair as appropriate.

Administrative Commitment of Department Chair*/Vice Chair as Delegated

1. In collaboration with each faculty member, at the end of each academic year, discusses Course Evaluation Questionnaires (CEQs), Faculty Evaluation Questionnaires (FEQs), self-evaluation, and goals (including teaching) for the next academic year; reviews workload distribution requirements based on his/her type of appointment; and discusses the resources needed to promote success, including promotion if desired.
2. Develops teaching assignments that are consistent with the faculty member's skills, competencies,and the workload policy.
3. Consults with individual faculty members, course directors, specialty directors, and other administrators regarding instructional needs and other factors that may have workload consequences for individual faculty members.
4. Prepares a draft teaching assignment/course schedule document approximately two months before the first day of each semester and disseminates it to the faculty for review and comment. Final assignments are communicated approximately one month before the beginning the semester. In rare cases where courses are cancelled or sections are added, to adjust for late enrollment, the chair and vice chair will work with the

faculty to adjust teaching responsibilities in as timely a way as possible.

5. Develops and implements procedures for ongoing monitoring of faculty adherence to workload policy requirements and modifications to a faculty member's workload distribution. Maintains records of faculty instructional workload. In the event of instructional overload, submits compensation recommendations to the dean, per the Policy on Faculty Supplemental Compensation[7].
6. Submits required annual reports of instructional workload to the dean or the dean's designee. (The USM requires an annual report that captures overall workload. UMSON requires reports on instruction underload and overload for internal use.)

Additional Commitments for New Faculty and their Academic Department Chair/Vice Chair as Delegated

1. During the recruitment process, the appropriate chair or vice chair discusses area of specialization and teaching options with candidates.
2. Upon hire, the appropriate chair or vice chair discusses with new faculty:
   - their personal teaching goals
   - resources of the UMSON Institute for Educators and the University
   - the opportunity to enroll in UMSON's Teaching in Nursing and Health Professions Certificate program
   - the availability of the UMSON associate dean for faculty development as a resource for teaching support
   - UMSON's workload expectations.
3. New full-time faculty members submit first-year goals (including preferences for teaching) within four weeks of hire to their department chair.
4. New faculty members without teaching experience will establish a plan for professional development that utilizes the resources of UMSON and the University to develop and enhance teaching.

*The chairs or their designees will collaborate to determine teaching assignments for the coming academic year.

CONTACTS

Questions regarding the general policy, applicability, procedures, and guidelines should be directed to the chair of the relevant academic department.

RELATED POLICIES, PROCEDURES, STATUTES, AND REGULATIONS

School of Nursing Policies and Procedures

- UMSON Policy on Faculty Supplemental Compensation[8]

USM, UMB, or Other External Policies, Statutes, and Regulations

- UMB II-1.25 (A) Policy on Faculty Workload and Responsibilities[9]
- USM II-1.25 Policy on Faculty Workload and Responsibilities[10]

[7] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/Policy-UMSON-Faculty-Compensation-Supplemental-Policy.pdf
[8] https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/Policy-UMSON-Faculty-Compensation-Supplemental-Policy.pdf
[9] https://www.umaryland.edu/policies-and-procedures/library/faculty/policies/ii-125a.php
[10] https://www.usmd.edu/regents/bylaws/SectionII/II125.html

- UMB II-3.10 (A) Policy on Professional Consulting and Other External Activities[11]
- USM II-3.10 - Policy on Professional Commitment of Faculty[12]

INTERIM REVIEWS

- Approved by UMSON Governance Council, Feb. 16, 2016
- Revisions made to Clinical Practica – Master's Non-Clinical Specialty Programs, DNP Core Courses, and Non-Clinical Certificates – Approved by Governance Council, Sept. 5, 2017
- Revisions made to Examples of Unf8nded Research and Scholarship Workload Units (RSWLU) and Examples of Unfunded Service Workload Units (SWLU) – Approved by Governance Council, Feb. 20, 2018, following review by Faculty Council
- Revisions made to Instructional Workload Units (IWLU) size adjustment for Didactic Classes, Course Administration for Required Multiple Section Course Administration and Unfunded Service Workload Units (SWLU) for comp exams and DNP project readers – Approved by Governance Council, Aug. 10, 2018, followed by review by Faculty Council.
- Workload Task Force surveyed faculty in Spring 2019, consulted with Dr. Kerry Ann O'Meara in Dec. 2019, held an open forum with Dr. O'Meara in Jan. 2020, presented changes to Faculty Council in Dec. 2021, held two faculty forums in Feb. 2022, and met beginning March 2020 through March 2022 to revise the policy.
- Presented to Governance Council March 15, 2022.

Approved by Dean Kirschling, March 17, 2022

[11] https://www.umaryland.edu/policies-and-procedures/library/faculty/policies/ii-310a.php
[12] https://www.usmd.edu/regents/bylaws/SectionII/II310.html

Appendix IE-1

UMSON Faculty Council, Committees, Faculty Senate & Judicial Board Representatives
2023-2024

POSITION	TERM	YEAR	END
Faculty Council			
Chair: Kristen Rawlett	1st	2nd	2024
Chair-elect: Veronica Quattrini	Mentoring year		2024
Secretary: Amy Daniels	1st	1st	2025
Associate or Assistant Dean Representative Shannon ldzik	1st	1st	2025
Departmental Representatives			
Jennifer Fitzgerald (FCH)	1st	1st	2025
Luana Colloca (PTSS)	1st	1st	2025
Mary Regan (OSAH)	1st	2nd	2024
Nicole Smith (SG)	1st	1st	2025
Rachel Breman (PPEP)	1st	2nd	2024
UMB Senator Representative to Faculty Council Veronica Gutchell	1st	2nd	2024
BCNL Curriculum Committee (7 members including Chair/Chair-elect)			
(unable to constitute 7 members d/t number of ballot candidates)			
Chair: Katie McElroy	1st	1st	2025
Representatives			
Tabitha Legambi	1st	2nd	2024
Linda Cook	1st	2nd	2024
Amanda Hensen	1st	1st	2025
Mary Pat Ulicny	1st	1st	2025
Ernest Opoku-Agyemang	1st	1st	2025
Masters Curriculum Committee (7 members including Chair/Chair-elect)			
(unable to constitute 7 members d/t number of ballot candidates)			
Chair: Carol O'Neil	1st	1st	2025
Representatives			
Michelle Spencer	2nd	1st	2025
Charlotte Seckman	1st	1st	2025
Joanne Reifsnysder	1st	1st	2025
Ernest Opoku-Agyemang	1st	1st	2025
DNP Curriculum Committee (7 members including Chair/Chair elect)			
Chair: Veronica Amos	1st	2nd	2024
Representatives			
Renee Franquiz	1st	1st	2025
Priscilla Aguirre	2nd	1st	2025
Taylor Swing	1st	2nd	2024
Miranda Jackson-Parkins	1st	2nd	2024
Amanda Roesch	1st	2nd	2024
Barb Van de Castle	1st	2nd	2024

POSITION	TERM	YEAR	END
PhD Curriculum Committee (7 members including Chair/Chair-elect)			
Chair: Barbara Resnick (New Chair Pending)			
(unable to constitute 7 members d/t number of ballot candidates)			
Representatives			
Jennifer Klinedinst	1st	2nd	2024
Kelly Doran	1st	1st	2025
Joan Carpenter	1st	1st	2025
Shijun Zhu	2nd	2nd	2024
Sarah Holmes	1st	1st	2025
Robyn Gilden	1st	1st	2025
Appointments, Promotion and Tenure (APT) Committee (7 members including Chair/Chair-elect)			
Chair: Luana Colloca (Professor Tenured)	1st	2nd	2024
Non-Tenured Associate Professor (2)			
Veronica Njie-Carr	1st	1st	2025
VACANT			
Tenured Associate Professor (2)			
Mary Regan	1st	2nd	2024
Shijun Zhu	1st	2nd	2024
Non-Tenured or Tenured Full Professor (2-4)			
Michael Lepore (Tenured)	1st	1st	2025
Alison Trinkoff (Tenured)	1st	2nd	2024
Student Affairs Committee (5 members including Chair/Chair-elect)			
Chair: Richard Conley	1st	1st	2025
Representatives			
Angelica Fernandez-Dizon	1st	1st	2025
Janet Selway	1st	1st	2025
DeNiece Bennett (SG)	1st	2nd	2024
Anjana Solaiman	1st	1st	2025
Judicial Boards (7 faculty members each Board)			
Chair: AD Student and Academic Services Susan Wozenski (interim)	N/A	N/A	No term limit
BSN Judicial Board (unable to constitute 7 members d/t number of ballot candidates)			
Michele Michael	1st	2nd	2024
Linda Cook	2nd	2nd	2024
Joan Davenport	1st	1st	2025
Karin Russ	1st	2nd	2024
Ben Canha	1st	1st	2025
Patricia Schaefer	1st	1st	2025
Masters Judicial Board (unable to constitute 7 members d/t number of ballot candidates)			
Charlotte Nwogwugwu	1st	1st	2024
Linda Hickman	1st	1st	2025
Nancy Lerner	1st	1st	2025
Susan Antal	1st	2nd	2024

POSITION	TERM	YEAR	END
DNP Judicial Board			
Erica Alessandrini	1st	2nd	2024
Ameera Chakravarthy	1st	1st	2025
Barbara Van de Castle	1st	1st	2025
Richard Conley	2nd	1st	2025
Jan Wilson	2nd	1st	2025
Paul Thurman	2nd	1st	2025
Jennifer Fitzgerald	2nd	1st	2025
Governance Council Representatives (3 faculty members)			
Bridgitte Gourley	1st	1st	2025
Ian Klecker	1st	2nd	2024
Charlotte Nwogwugwu	1st	2nd	2024
Academic Standing Committee - (4 faculty members)			
Crystal DeVance-Wilson	1st	2nd	2024
Veronica Amos	1st	1st	2025
Amy Daniels	1st	2nd	2024
Marik Moen	1st	2nd	2024
Diversity, Equity, and Inclusion Council (4 faculty members)			
Laura Koo	1st	2nd	2024
Elias Snyder	1st	1st	2025
Amanda Roesch	1st	2nd	2024
Marisa Astiz-Martinez	1st	1st	2025
Faculty Senators (5 faculty members - elections conducted by the UMB Faculty Senate in summer) 3-year terms			
Ann Felauer		2nd	2025
Lori Edwards		2nd	2025
Jennifer Fitzgerald		2nd	2025
Susan Antal			2023
Veronica Gutchell		3rd	2024
Technology and Advisory Committee-disbanded 1/2021 by FC vote			

Meeting Times:

1. **Faculty Council:** 3rd Monday 10:00 am- 12:00 pm
2. **BCNL Curriculum Committee: 1st** Monday 1:00 pm - 3:00 pm
3. **Masters Curriculum Committee: 1st** Monday from 10:00-12:00 pm
4. **DNP Curriculum Committee:** 2nd Monday from 1:00-3:00 pm
5. **PhD Curriculum Committee**: 1st Monday from 1:00-3:00 pm
6. **APT Committee:** 2nd and 4th Monday from 10:00 am- 12:00 pm
7. **Student Affairs**: 4th Monday from 1:30-3:30 pm
8. **Judicial Boards**: varies
9. **UMB Faculty Senate:** 3rd Wednesday 12:00-1:00 pm
10. **DEI Council**: Determined by Council

UMSON Faculty Council, Committees, Faculty Senate & Judicial Board Representatives
2024 – 2025

POSITION	TERM	YEAR	END
Faculty Council			
Chair: Veronica Quattrini	1st	1st	2026
Past-Chair: Kristen Rawlett	Mentoring		2025
Secretary: Amy Daniels	1st	2nd	2025
Representatives:			
Associate/Academic Dean: Shannon Idzik	1st	2ND	2025
OSAH: Veronica Amos			
FCH: Jennifer Fitzgerald	1st	2ND	2025
PPEP: Lynn Marie Bullock	1st	1st	2026
PTSS: Luana Colloca	1st	2ND	2025
USG: Nicole Smith	1st	2ND	2025
UMB Faculty Senate:			
ETP Curriculum Committee (7 members including Chair/Chair-elect)			
Chair: Hershaw Davis	1st	2ND	2025
Representatives			
Amanda Hensen	1st	2ND	2025
Mary Pat Ulicny (chair-elect) (her term will extend one year (from 2025 to 2026 as she will be the chair for the 2025-2026 academic year.	1st	2ND	2026
Ernest Opoku-Agyemang	1st	2ND	2025
Angelica Fernandez-Dizon	1st	1st	2026
Lawanda Herron	1st	1st	2026
Samantha Hoffman	1st	1st	2026
Masters Curriculum Committee (7 members including Chair/Chair-elect)			
POSITION	**TERM**	**YEAR**	**END**
Chair: Carol O'Neil	1st	2ND	2025
Representatives			
Michelle Spencer (Chair-Elect)	2nd	2ND	2025
Charlotte Seckman	1st	2ND	2025
Linda Hickman	1st	2nd	2025
Joanne Reifsnyder	1st	2ND	2025
Ernest Opoku-Agyemang	1st	2ND	2025
VACANT			
DNP Curriculum Committee (7 members including Chair/Chair-elect)			
POSITION	**TERM**	**YEAR**	**END**
Chair: Maranda Jackson-Parkins	2nd	1st	2026
Representatives			
Renee Franquiz	1st	2ND	2025
Priscilla Aguirre	2ND	2ND	2025
Caitlin Donis	1st	1st	2026
Johnny Gayden	1st	1st	2026
Taylor Jones	1st	1st	2026
Jennifer Fitzgerald	1st	1st	2026
Taylor Melton	1st	1st	2026

PhD Curriculum Committee (7 members including Chair/Chair-elect)			
POSITION	**TERM**	**YEAR**	**END**
Representatives			
Kelly Doran	1st	1st	2025
Joan Carpenter	1st	1st	2025
Sarah Holmes	1st	1st	2025
Robyn Gilden	1st	1st	2025
Rachel Breman	1st	1st	2026
Amber Kleckner	1st	1st	2026
Appointments, Promotion and Tenure (APT) Committee (7 members including Chair/Chair-elect)			
POSITION	**TERM**	**YEAR**	**END**
Chair: Luana Colloca (Professor Tenured)	2nd	1st	2026
Assistant Professor Fellow (1): Samantha Hoffman	1st	2nd	2025
Non-Tenured Associate Professor (2)			
Janet Selway	1st	1st	2026
Cheryl Fisher	1st	1st	2026
Tenured Associate Professor (2)			
Jennifer Klinedinst	1st	1st	2026
VACANT			
Non-Tenured or Tenured Full Professor (2-4)			
Alison Trinkoff (Tenured)	1st	2nd	2025
Shijun Zhu (Non-Tenured)	1st	2nd	2025
Veronica Njie-Carr (Non-Tenured)	1st	2nd	2025
Student Affairs Committee (5 members including Chair/Chair-elect)			
POSITION	**TERM**	**YEAR**	**END**
Chair: Richard Conley	1st	1st	2025
Representatives			
Angelica Fernandez-Dizon (Chair-Elect)	1st	1st	2025
Anjana Solaiman	1st	1st	2025
Molly Renfrow	1st	1st	2026
Marik Moen			
Judicial Boards (7 faculty members each Board)			
POSITION	**TERM**	**YEAR**	**END**
Chair: Jennifer Schum	N/A	N/A	N/A
BSN Judicial Board			
Ben Canha	1st	1st	2025
Patricia Schaefer	1st	1st	2025
Kelley Robinson	1st	1st	2026
Karen Clark	1st	1st	2026
Rhea Freeman-Williams	1st	1st	2026
Samantha Hoffman	1st	1st	2026
Masters Judicial Board			
Linda Hickman	1st	1st	2025
Nancy Lerner	1st	1st	2025
Susan Antol	1st	1st	2026
Sandra Lucci	1st	1st	2026
Marleen Thornton	1st	1st	2026
VACANT			

DNP Judicial Board			
Ameera Chakravarthy	1st	2nd	2025
Barbara Van de Castle	1st	2nd	2025
Richard Conley	2nd	2nd	2025
Paul Thurman	2nd	2nd	2025
Jennifer Fitzgerald	2nd	1st	2025
Johnny Gayden	1st	1st	2026
Charlette Pace	1st	1st	2026
Governance Council Representatives (3 faculty members)			
POSITION	**Term**	**YR**	**End**
Bridgitte Gourley	1st	2nd	2025
Ian Kleckner	2nd	1st	2026
Veronica Amos	1st	1st	2026
Academic Standing Committee (4 faculty members)			
POSITION	**TERM**	**YR**	**END**
Veronica Amos	1st	1st	2025
Jana Goodwin	1st	1st	2026
Rebecca Weston	1st	1st	2026
Pam Shumate	1st	1st	2026
Diversity, Equity, and Inclusion Council (4 faculty members)			
Laura Koo-Chair	2nd	2nd	2025
Elias Snyder	1st	2nd	2025
Amanda Roesch	2nd	2nd	2025
Marisa Astiz-Martinez	1st	2nd	2025
Faculty Senators (5 faculty members-elected by the UMB Faculty Senate)			
Ann Felauer		3rd	2025
Lori Edwards		3rd	2025
Jennifer Fitzgerald		3rd	2025
Karin Russ		2nd	2026
VACANT			

Meeting Times:

1. **Faculty Council:** 3rd Monday 10:00 am- 12:00 pm
2. **Entry to Practice (ETP) Curriculum Committee:** 2nd Monday 10:00 am – 12:00 pm
3. **Masters Curriculum Committee:** 1st Monday from 10:00-12:00 pm
4. **DNP Curriculum Committee:** 2nd Monday from 1:00-3:00 pm
5. **PhD Curriculum Committee:** 1st Monday from 1:00-3:00 pm
6. **APT Committee:** 2nd and 4th Monday from 10:00 am- 12:00 pm
7. **Student Affairs:** 4th Monday from 1:30-3:30 pm
8. **Judicial Boards:** varies
9. **UMB Faculty Senate:** 3rd Wednesday 12:00-1:00 pm
10. **DEI Council: Determined by Council**
11. **BSN Admissions and Scholarship Committee:**

UNIVERSITY of MARYLAND
SCHOOL OF NURSING

UMSON STUDENT ORGANIZATIONS

Black Student Nurse Association (BSNA)

BSNA aims to educate students by holding events to bring awareness to Black nurses' struggles in healthcare. This association provides community services to Black or minority communities, and presents mentorship and leadership opportunities to student nurses. BSNA is a non-segregated group that strives to bring a diverse representation and awareness to the student nurses at the University of Maryland School of Nursing.

Doctoral Student Organization (DSO)

The mission of the Doctoral Student Organization (DSO) is to support and enhance the learning, knowledge, and professional development of doctoral students in both the PhD and DNP Programs. The organization is committed to making a difference in health care by promoting evidence-based practice, scholarship, and professional collaboration within UMSON and the community at large.

Graduate Nursing Association (GNA)

The purpose of the GNA is to advocate for all masters'-level nursing students through encouraging good fellowship, creating a sense of community, and facilitating communication between faculty, staff, and students at UMSON. The GNA inspires professional growth by providing programs representative of fundamental and emerging trends in the field of nursing and promotes a dynamic and diverse student body dedicated to the highest quality of health care.

Latinx Association of Nurses at University of Maryland (LANUM)

The mission of LAUM is to empower nursing students, both Latinx and non-Latinx, to: be strong advocates for Latinx/Hispanic patients in both clinical settings and the broader community; foster the personal and professional growth of nursing students who identify as Latinx, equipping them with the skills and knowledge to deliver culturally competent healthcare; advance health equity within the Latinx community, working towards eliminating disparities and ensuring equitable access to quality healthcare.

Nurses Christian Fellowship (NCF)

The purpose of Nurses Christian Fellowship is to establish nursing students and professionals who embody the love of Christ through service to the UMSON community while growing in love for God, God's Word, God's people of every ethnicity and culture, and God's purposes in the world.

Nurses for Global Health (NGH)

NGH promotes global health awareness and activities at UMSON by building collaborations, creating networks, and being a resource for global health opportunities in nursing. There are monthly meetings, film presentations, and an annual global health conference organized by the group, which provide opportunities for interprofessional collaboration among students and faculty members.

Nursing Student Government Association (NSGA) (BSN only - Baltimore)

The purpose of the NSGA is to encourage fellowship among students, faculty, and staff by creating an atmosphere of collaboration and understanding at the UMSON. The NSGA inspires professional growth by providing programs representative of fundamental and emerging trends in the field of nursing and promotes a dynamic and diverse student body dedicated to the highest quality of health care.

University of Maryland Association of Nursing Students (UMANS) (BSN only – Shady Grove)

This chapter of the National Student Nurses Association (NSNA) is based at the Shady Grove site. UMANS' mission is to organize, represent, and mentor nursing student preparing for initial licensure and BSN completion programs, convey professional standards, promote skill development, advocate for high-quality health care, and contribute to advancing nursing education. UMANS involves students in community volunteering, speaks to young people about nursing and health, and raises funds for various projects. UMANS participates in the annual NSNA convention.

CAMPUS-WIDE STUDENT ORGANIZATIONS

Graduate Student Association (GSA)

GSA is student-run organization serving and representing all graduate students at UMB. It acts as a liaison to the Graduate School, communicates student concerns and ideas, supports graduate student research interests, and provides a platform for discussion on matters that affect graduate student life.

University Student Government Association (UGSA)

UGSA is a campus-wide student government that represents all UMB students. It is comprised of student senators elected annually to represent each school at monthly meetings. Its main purpose is to enhance the quality of student life by promoting the free exchange of ideas, advocating for student rights, and financial co-sponsorship of events and activities, e.g. Fall Fest, social nights, educational programs, etc.

UMB has eight additional campus-wide student groups: Chinese Student and Scholar Association (CSSA), Global Medical Brigades (GMB), Indian Association, International Student Organization (ISO), Jewish Student Association (JSA), Muslim Student and Scholars Association (MSSA), Project Jump Start (PJS), United Students of African Descent (USAD). Information is available on the UMB Student Organizations webpage.

CURRICULUM VITAE

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EDUCATION

Date/Graduation	Degree/Certificate	Institution and Location
2011	Ph.D. (Doctor of Philosophy) Global Neonatal Health Disparities Defended dissertation December 2010	University of Maryland, Baltimore School of Nursing Baltimore, MD
2005	Master of Science in Nursing	University of Maryland, Baltimore School of Nursing Baltimore, MD
2004	Bachelor of Science in Nursing	University of Maryland, Baltimore School of Nursing Baltimore, MD
1990	Neonatal Nurse Practitioner (NNP) Certificate, Entry to APN	Georgetown University Washington, DC
1987	Associate of Arts in Nursing, Entry to RN	Baltimore City Community College Baltimore, MD

POST-GRADUATE CERTIFICATIONS

2013	Dissemination and Implementation Research in Health (TIDRH)	NIH Training Institute at University of Washington, St. Louis, MO
2006-2005	Maternal Child Health Fellowship (HRSA)	University of Maryland, Baltimore, MD
2005	Teaching in Nursing and Health Professions	University of Maryland, Baltimore, MD (completed 3 courses)

LICENSURE

Registered Nursing License # R099968	Expires - July 28, 2025

POSITIONS

Academic Appointments

Date	Academic Rank/Title	Employer
2023-present	The Bill and Joanne Conway Dean Professor with tenure	University of Maryland Baltimore School of Nursing

2022-present	Co-Director, Center for Health Equity and Outcomes Research	University of Maryland Baltimore School of Nursing
2020-present	Co-Director, Global Learning to Advance Health Equity	University of Maryland Baltimore School of Nursing
2019-2023	Associate Professor with tenure Department Chair, Partnerships, Professional Education, & Practice	University of Maryland Baltimore School of Nursing
2015-2019	Director, Office of Global Health	University of Maryland Baltimore School of Nursing
2015-2019	Assistant Professor, Tenure Track Partnerships, Professional Education & Practice	University of Maryland Baltimore School of Nursing
2013-2015	Assistant Professor, Tenure Track Organizational Systems and Adult Health	University of Maryland Baltimore School of Nursing
2015-present	Assistant Professor, UMB School of Medicine MPH program	University of Maryland Baltimore School of Medicine (UMSOM), Master's in Public Health (MPH) Program- *joint appointment*
2010–2015	Deputy Director, Office of Global Health	University of Maryland School of Nursing
2010-2013	Assistant Professor, non-tenure track, Family and Community Health Department	University of Maryland Baltimore School of Nursing
2008-2010	Global Health Fellow	University of Maryland's World Health Organization PAHO Collaborating Center for Mental Health and Office of Global Health
2006	Clinical Instructor-Accelerated RN Program-Pediatric and Maternal Health	Howard Community College, Columbia, MD
2004-2005	Teaching Assistant-Neonatal Nurse Practitioner Program	University of Maryland, School of Nursing (Neonatal Nurse Practitioner Program, Teaching Assistant)

Clinical and Professional Experience

Date	Title/Position	Employer
2001–2011	Neonatal Nurse Practitioner	Johns Hopkins Bayview Campus, Baltimore, MD
1990-2001	Neonatal Nurse Practitioner	Mercy Medical Center, Baltimore, MD

1988–1990	Registered Nurse	Mercy Medical Center, Neonatal Intensive Care Unit

Health Policy Experience

Date	Title/Position	Organization
2015 to present	Chair, Social Determinants of Health Taskforce	Maryland General Assembly/University of Maryland Baltimore
2015	Representative, Day on the Hill	American Association of College of Nurses (AACN)
November 2012 – December 2013	Sub-Committee Co-Chair, Governor's Taskforce on Cultural Competency	Maryland General Assembly & Department of Health and Mental Hygiene, Office of Minority Health
May 2010 – August 2011	Member of the Governor's Epidemiology Taskforce on Infant Mortality	Maryland Department of Health and Mental Hygiene**,** Maryland General Assembly, Annapolis, Maryland
January - April 2009	Legislative Intern	Maryland General Assembly, focus health disparities/inequities with Delegate Shirley Nathan Pulliam

RESEARCH

CURRENT FUNDING

Date	**Project Title**	**Source/Role/Award Amount/Effort**	**Research Project Description**
May 2022-June 2024	West Baltimore RICH learning collaborative-Pathways for health equity grant	Maryland Community Health Resources Commission/**Ogbolu-PI** $2.4 million dollars	Leading a collaborative network of 14 health and community organizations including 2 hospitals, 10 community organizations, 2 FQHCs, and a network of faith-based organizations to address health disparities in cardiovascular outcomes(hypertension) and social isolation. Collaborating with UMB SOM, SON, SOP.
September 2020-February 2025	Global learning to advance health equity	Robert Wood Johnson Foundation (RWJF) Grant # 77717/**Ogbolu PI**/ $1, 950,000	Leading a national network of researchers to advance the state of the science related to global learning to advance health equity. Leading a collaboration with faculty from Albert Einstein School of Medicine, Brigham and Women's Hospital, Henry Ford Health System and Athens City County Health Dept. Collaborating with UMB Center for Global Engagement.
July 1, 2020-June 2025	Nurse Leadership Institute 2.0	Maryland Higher Education Commission **Ogbolu-PI** $1,700,000	Overseeing a nurse leadership program that is strengthening the leadership capacity of 200 practice and academic nurse leaders across Maryland over the 5-year period.

July 2022-June 2027	INSIGHT (Integrated Network of Scholars in GH research training) Scholar's program	NIH Fogarty/**Ogbolu, Co-I Role-**Health System Strengthening Steering Committee Lead/ $5.5 million	School of Medicine global health fellows program led by PI- Man Charurat). My role, as the only nurse on the team, focuses on leading the health system strengthening component of the INSIGHT steering committee. Mentoring and selecting pre- and post-doctoral trainees to become global health fellows. Collaboration with external universities and SOM.
RESEARCH PROPOSALS UNDER REVIEW			
May 2023	ERACISM: **Eliminating Racism, Adverse Cardiovascular Inequities and Poor Social Connections**	RWJF- Health Equity Scholar Award **Ogbolu- Co-I and mentor** for Dr. Kelley Robinson, post-doctoral fellow	This project will examine the associations between social isolation, discrimination and hypertension and test the effect of the Brazil to Baltimore social inclusion intervention on outcomes for Black women residing in Baltimore.
February 2023	Mind, Body and Soul **Com**munity **P**artnerships to **A**dvance **S**cience and **S**ociety (Compass) Initiative	National Institute of Health/**Ogbolu Co-I,** PI- Laundette Jones (SOM)	This project will build social capital for health equity by 1) strengthening and measuring social networks across community, faith based and academic organizations, 2) using an ecological approach to address multilevel social determinants of health and 3) setting the stage for implementation of a structural intervention that will address inequities in chronic disease for residents in the Greater Baltimore-Washington Metropolitan area. Collaboration with UMB SOM, SOP, SOSW.
October 2022	Measure for Shared Decision Making in Maternity Care through communication.	National Institute of Health, **Ogbolu Co-I/Mentor**, PI- Rachel Breman	The main objective of this proposal is to expand the measurement of shared decision making in birthing persons using a standardized measure and to determine whether the shared decision-making items perform equally in perinatal care across different clinical situations and racially and linguistically diverse demographic groups.
Unfunded Proposals Submitted			
April 2020-2027*)*	Child Disparities Elimination through Coordinated Interventions to Prevent and Control Heart and Lung Disease Risk (DECIPHeR) (UG3/UH3)	NIH- National Heart, Lung, and Blood Institute PI Hager, E. (PI) (UMSOM) **Ogbolu-** Co-I *$8.8 million* (20% effort)	Implementation science project that proposes to test late-stage (T4) implementation research strategies for optimally and sustainably delivering proven-effective, evidence-based multi-level interventions to reduce or eliminate child disparities in asthma and obesity in West Baltimore. NIH defines late-stage (T4) implementation research for this proposal as research to identify strategies to achieve sustainable uptake of proven-effective interventions in routine clinical and public health practice and community-based settings and maximize the positive impact on population health. Ogbolu will lead community engagement and provide expertise in disparities and implementation science.

Feb. 2020	Elimination of disparities in psychiatric medications using disparities precision data analytics	National Institute of Health, **Co-I- Ogbolu**, PI- DosReis, Susan (SOP)	Using predictive data analytics related to social determinants of health to address disparities in psychiatric medications for vulnerable populations.

COMPLETED

September 2018 – August 2022	Family Social Inclusion: Global Learning from Brazil to Baltimore (B2B Study)	RWJF Grant #75577 **Ogbolu**- PI $682,685 (20% effort)	Reciprocal innovation/global learning multiphase research study focusing on addressing social determinants of health and social isolation by culturally adapting an evidence-based program from Brazil to Baltimore. Ogbolu PI on community engaged research study in collaboration with School of Social Work (SOSW) Promise Heights Program, School of Pharmacy (SOP), Black Mental Health Alliance
March 2022- June 2022	COVID Related Education of Providers of West Baltimore Residents with Chronic Disease	Subcontract from School of Social Work for Funding from Baltimore City Health Department/ $70,00 **Ogbolu-PI**	Collaboration with School of Social Work and Baltimore City Health Department to implement an educational intervention for health providers and community residents related to COVID and long-Covid. Role: Oversee and mentor a workgroup of School of Nursing Faculty to implement social impact project- Drs. Hershaw Davis, Charlotte Nwogwugwu, and Michelle Spencer in collaboration with Stacey Stephens in UMB SOSW
1/2020-6/30/2021	OB Clinician Resilience	Subaward from NIOSH/CDC Award to JHU- Occupational Safety and Health Education Research Centers. *Grant # T42OH008428 (Anna Rule-PI)* **Ogbolu- UMB PI of Record and Mentor** for Ph.D. Student Keisha Robinson (Ph.D. Student)	NIOSH/CDC Grant awarded to Ph.D. Student, Keisha Robinson for her dissertation study of resilience and burnout in maternity clinicians. Ogbolu role- mentor, dissertation chair, and the PI of record.

December 2016-July 2019	Community Access to Resources through Enhanced Technology Application for Provider & Public (CAREAPP)	Howard County Health Department **Ogbolu-** PI $140,000 (25% effort)	Implementation science research evaluation study examining the adoption, adaptation, barriers and facilitators, workflow processes, and client outcomes associated with implementation of a technology based, community collaborative program of 33 health and/or social resource organizations, designed to reduce health disparities by addressing the social determinants of health for vulnerable populations in Howard County, Maryland.
September 2013-February 2017	Organizational cultural competency and associations with patient experiences with care.	Robert Wood Johnson Foundation Nurse Faculty Scholar Award **Ogbolu-** PI $350,000 (75% effort)	Three-year, multi-site organizational dissemination study examining the system antecedents, adoption, implementation, and readiness of healthcare organizations to deliver culturally competent care to diverse vulnerable populations in Maryland. Used dissemination and implementation science research methods to assess whether adoption of cultural competency standards in health care organizations was associated with improved patient reported experiences with care.
March 2010 – March 2011	Nurse work organization and the impact on neonatal mortality and prevention to maternal to Child Transmission (PMTCT) of HIV in 28 hospitals in Nigeria	National Institute of Health Fogarty International Center, Fogarty Fellow, University of Maryland AIRTRP in Nigeria, Brazil, the Caribbean. Award # 5-D43 TW 01041 **Ogbolu** PI- *Dissertation award* (Mentor-Blattner, W., UMSOM) $10,500	Organizational, mixed-methods research study of 28 healthcare organizations examined disparities in neonatal outcomes in Nigeria and the impact of nurse work organization (staffing, omitted care, nurse practice environment, nurse reported patient safety). Collected primary data in healthcare organizations in a low resource setting to measure and analyze inequities in neonatal outcomes (mortality, PMTCT, and stillbirths) within and between countries.
December 2008 – May 2009	Exploring the lived experience of neonatal health providers in Nigeria	Fogarty Travel Award. Global Health Network Grant, University of Maryland School of Medicine. **(Ogbolu** PI- Doctoral student research award); Mentor Azaam, H. (UMSOM) *$5,000*	A qualitative (phenomenological) study examining the lived experiences of health care providers addressing health disparities in neonatal care in Nigeria.

November 2008	Poverty and In-patient Neonatal Mortality in US Hospitals using the National Inpatient Services (NIS) dataset.	NIH Travel Award Eunice Kennedy Shriver National Institute of Child Health & Development: Pediatric Health Disparities Conference Travel Award **Ogbolu** PI- Doctoral Student Award (Mentor- Johantgen, M.); *$2000*	Observational study using secondary data analysis of the National Inpatient Survey to examine associations between poverty and disparities in neonatal outcomes. Resulted in poster presentation and inclusion in a conference and white paper in *Pediatric*s (2009). Conference and White Paper Title: *Starting Early: A Life Course Perspective on Child Health Disparities- Developing a Research Action Agenda.*

GLOBAL HEALTH FUNDING (NURSE CAPACITY BUILDING)

Date	**Project Title**	**Source/Role/Award Amount/Effort**	**Project Description**
August 2015 – July 2018	Rwanda Human Resources for Health Program	Centers for Disease Control & Global Fund (Ministry of Health Rwanda) (**Ogbolu** -University PI- 2015-17) $*4,854,948* (10-15% effort annually for 3 years)	A seven-year pioneering program, led by Rwanda's Ministry of Health and facilitated by the support of the Clinton Health Initiative, the Rwanda HRH program addressed the critical shortage of medical, nursing, and dental workers. UMSON recruited and mentored 26 nurses over a 5-year period to work with the University of Rwanda School of Nursing to develop master's degree curricula and to advance clinical nursing practice through the development and implementation of evidence-based programs which aimed to improve health disparities in patient outcomes.
January 2016 – April 2016	Post Ebola Health System Strengthening: Neonatal Training Program at St. Joseph's Catholic Hospital in Monrovia, Liberia	Catholic Relief Services **Ogbolu**-PI *$25,000* (Nurse Capacity Training Grant)	Implementation and research evaluation of program which aimed to improve nurse capacity to address neonatal outcomes in multiple faith-based institutions in Liberia following the Ebola outbreak.
March 2011 – December 2012	The Primary Health Care Specialist Program	Centers for Disease Control and Prevention- Subcontract to School of Nursing to Develop the Primary Health Care Specialist Program Institute of Human Virology (IHV) University of Maryland AIRTRP in Nigeria, Brazil, the Caribbean grant 5-D43 TW 01041	Pre-implementation assessment and Development of Advanced Practice Curricula for Nigerian Primary Health Care Sector. Led collaborative team including a UMSON faculty workgroup, 3 Nigerian nursing universities, and the Nigerian National Primary Health Development Agency in the conceptualization and development of the Primary Health Care Specialist Curriculum**.** Qualitative and quantitative evaluations of healthcare system, curricula, and potential students in Nigeria to inform workgroup's development of an innovative, advanced practice curriculum for senior level Nigerian nurses and community health officers.

		Ogbolu- Co-I; (PI- Johnson, J.V.) *$135,000* (50% effort)	
January 2000 – 2006	Neonatal Resuscitation Training Program in Nigeria	Johns Hopkins School of Medicine, Bayview Campus Lead Educator *$2000*	Neonatal Resuscitation program implementation and evaluation for nurses, physicians, and midwives from three healthcare facilities in Kebbi State, Nigeria

CONSULTANCIES

Date	**Project Title**	**Source/Role/Award Amount/Effort**	**Project Description**
September 2016 – August 2019	A Dashboard of Racial/Ethnic Disparity in Care Provided by Neonatal Intensive Care Units" (RO1)	National Institute on Minority Health and Health Disparities **Ogbolu**- Health Disparity Consultant (PI- Profit, Stanford University) *$5100*	A large population-scale observational research study to analyze routinely collected data from 2008 to 2018 from ~350,000 VLBW infants in more than 700 NICUs to study racial and ethnic differences in quality of care provided by NICUs to VLBW infants and to translate findings into a web-based real-time disparity dashboard. Disparities Interprofessional Advisory Board, role involved consulting on all stages of the study and providing expert content validity to the development of novel disparity, family centered, and cultural competency measures.
March-October 2018	Strengthening the Capacity of Historically Black Colleges and Universities	National Institute on Minority Health and Health Disparities **Ogbolu-** Disparity Consultant (PI- Janice Brewington, National League of Nursing) *$3500* (Consultant)	The Action Coalition for Increasing Diversity by Strengthening HBCU Nursing Programs Program was convened under the leadership of the National League of Nursing and funded by the National Institute on Minority Health and Health Disparities (Dr. Janice Brewington, PI). As a disparity consultant, worked with the NLN to plan, conduct, and report the processes and outcomes reported as challenges and opportunities by Historically Black Colleges and Universities.
January-March 2017	Enhancing Cultural Competency in Undergraduate Nursing Curriculum	University of Cincinnati, School of Nursing **Ogbolu-** Cultural Competency Expert *$3,500* (Consultant)	Provided expertise in cultural competency research, practice and education to the curriculum committee. Assisted with developing and evaluating strategies to improve the provision of culturally competent care to diverse and vulnerable populations with the long-term goal of reducing disparities in health care.
August 2014-November 2014	Reflective practice in nursing and cultural competency education	National Institute on Minority Health and Health Disparities **Ogbolu-** Cultural Competency Expert	Consultation and support in leading the implementation of a workshop program to increase understanding of the use of reflective pedagogy to promote health provider capacity to provide culturally

		(PI- Pokras-Carter, University of Maryland College Park) *$3000* (Consultant)	competent and bias free care to vulnerable patients in health care settings.
July 2013 – June 31, 2014	Enhancing the Doctor of Nursing Practice Program to Improve Healthcare for Underserved Populations of Maryland	Health Resources and Services Administration (HRSA)-1 D09HP22635-01-00 **Ogbolu-** Cultural Competency Expert (PI- Newhouse, R.) *$10,000* (10% effort annually for 1 year)	Program implementation and evaluation project. Consultancy focused on improving the integration of AACN cultural competencies into the Doctor of Nursing Practice (DNP) program at the UMSON. Provided expertise in cultural competency research, practice and education to the implementation team. Assisted with reviewing existing curricula and developing and evaluating strategies to prepare the next generation of nurse leaders to provide ethnically diverse and culturally sensitive practices while performing as faculty, in clinical practice, and/or leadership positions.

PUBLICATIONS

Refereed Papers *data driven

1. Robinson, K. A., Johantgen, M. E., Storr, C. L., Gaitens, J. M., Atlas, R. O., & **Ogbolu, Y**. (2023). Cross-Sectional Study of the Frequency and Severity of Traumatic Childbirth Events and How They Affect Maternity Care Clinicians. *Journal of obstetric, gynecologic, and neonatal nursing: JOGNN*, *52*(1), 84–94. https://doi.org/10.1016/j.jogn.2022.08.006*

2. **Ogbolu, Y**., Dudding, R., Fiori, K., North-Kabore, J., Parke, D., Plum, R. A., Shin, S., & Rowthorn, V. (2022). Global Learning for Health Equity: A Literature Review. *Annals of global health*, *88*(1), 89. https://doi.org/10.5334/aogh.3810*

3. **Ogbolu Y**. (2022). Nurses' Role in Addressing Social Determinants of Health: A Case Study on the Social Determinants of Health Taskforce of Baltimore City. *Journal of addictions nursing*, *33*(3), 198–199. https://doi.org/10.1097/JAN.0000000000000474

4. Breman, R. B., Resnick, B., **Ogbolu, Y**., Dada, S., & Low, L. K. (2022). Reliability and Validity of a Perinatal Shared Decision-Making Measure: The Childbirth Options, Information, and Person-Centered Explanation. *Journal of obstetric, gynecologic, and neonatal nursing: JOGNN*, *51*(6), 631–642. https://doi.org/10.1016/j.jogn.2022.08.001*

5. Fornili, K. S., & **Ogbolu, Y**. (2022). Guest-Editors' Introduction to the Social Determinants of Health Special Issue. *Journal of addictions nursing*, *33*(3), 128–130. https://doi.org/10.1097/JAN.0000000000000476

6. Shen, B.., Chen, H., Yang, D., **Ogbolu, Y**., Changrong, Y., Du, A., Xu, R., Geng, Y., Chen, X., Xu, G. (2021). A Structural Equation Model of Health-related Quality of Life in Chinese Patients with Rheumatoid Arthritis. *Frontiers in Psychiatry*, 12; doi: 10.3389/fpsyt.2021.716996 *

7. Horbar JD, Edwards EM, **Ogbolu Y.** (2020). Our responsibility to follow through for NICU infants and their families. *Pediatrics*; doi: 10.1542/peds.2020-0360.

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Policy Reports

National Quality Forum, Health Disparities Standing Committee (2017). A Roadmap for Promoting Health Equity and Eliminating Disparities: The Four I's for Health Equity. **(Ogbolu- Member of Health Disparities Standing Committee for NQF)**
https://www.qualityforum.org/Publications/2017/09/A_Roadmap_for_Promoting_Health_Equity_and_Eliminating_Disparities__The_Four_I_s_for_Health_Equity.aspx

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Newspaper Interviews, and Blogs

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(2022, October 12**).** $2.4M grant aims to addresses health, social isolation in West Baltimore. (Ogbolu quoted and television media address). https://www.wbaltv.com/article/addressing-health-social-isolation-in-west-baltimore/41604524# and on https://www.msn.com/en-us/health/video/grant-to-address-health-social-isolation-in-west-baltimore/vp-AA12TKUd

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(2014, June 13). Nurse scientist participates in first ever RWJF (Robert Wood Johnson Foundation) Health Disparities Forum. *Sharing Nursing's Knowledge.* https://www.rwjf.org/en/blog/2014/06/neonatal_nurse_pract.html

(2015, July 8). Lack of people, supplies, and money plague Africa's Ebola fight: experts. (Ogbolu- quoted by Reuters International), http://www.reuters.com/article/us-health-ebola-workers-idUSKCN0PI2G720150708

(2014, October 15) Md. caregivers seek more training; protection after Ebola spreads to 2 Texas nurses. Interviewed and quoted in *The Baltimore Sun.* http://www.baltimoresun.com/health/bs-hs-ebola-response-20141015-story.html#page=1

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(2021, June 14). AS US COVID-!9 death toll nears 600,000, racial gaps persist. (Ogbolu quoted by Associated Press). https://spectrumlocalnews.com/ap-top-news/2021/06/14/as-us-covid-19-death-toll-nears-600000-racial-gaps-persist

Ogbolu, Y. (2020, June 1). In West Baltimore, Physical Distancing was a way of life before COVID-19. (Ogbolu blog). https://www.rwjf.org/en/insights/blog/2020/06/in-west-baltimore-physical-distancing-was-a-way-of-life-before-covid-19.html

(2017, March 29). Immigrant Nurses: Filling the Next U.S. Shortage. (Ogbolu quoted). https://health.usnews.com/wellness/articles/2017-03-29/immigrant-nurses-filling-the-next-us-shortage

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Ogbolu, Y., Edwards, L. & Moen, M. (2014, August 26). African Nurses are on the front lines in the fight against Ebola (Letter to the Editor) *Baltimore Sun.* http://articles.baltimoresun.com/2014-08-26/news/bs-ed-ebola-letter-20140826_1_ebola-outbreak-ebola-crisis-african-nurses

Ogbolu, Y. (2014, June 13). Neonatal nurse practitioner advocates for culturally and linguistically appropriate services. http://www.rwjf.org/en/culture-of-health/2014/06/neonatal_nurse_pract.html

RESEARCH PRESENTATIONS

Conference Proceedings and Published Abstracts

International

Ogbolu, Y., Binagwaho, A. (2021). The Global Movement Towards Health Equity. Presented virtually at Global Philanthropy Forum Vital Systems, Healthy Communities: Finding the Next Normal Conference on October 2021. **Invited Keynote Speaker**.

Ogbolu, Y., Binagwaho, A. (2021). Philanthropy Working Group: When Crisis Hits: Emergency Funding and Rapid Response. Presented virtually at Global Philanthropy Forum Vital Systems, Healthy Communities: Finding the Next Normal Conference on October 2021. Invited **Speaker**.

Allen, T., Chamber, J., Gross, S., Olumuyiwa, D., **Ogbolu, Y**. (2018). Respectful Perinatal Care in Liberia. Presented at Mother Patern College of Health Sciences. Monrovia, Liberia.

Ogbolu, Y. (2018). A Cross-Country Comparison of US and Ecuador Nursing and Maternal Newborn Child Healthcare. Presented in Quito, Ecuador.

Ogbolu, Y., Barrows, B. (2016). Acute Care of Neonatal Patients. Presented at St. Joseph's Hospital in Monrovia, Liberia.

Ogbolu, Y. (2013). Global Alliance for Nursing and Midwifery (GANM). International Student Conference. Online international conference speaker. In-patient neonatal mortality: The role of nurses and midwives. **Invited speaker**. **International presentation.**

Ogbolu, Y. (2012). Reducing neonatal mortality in Nigeria: Nurses taking the lead. Presented at University of Nigeria, Enugu Campus. School of Nursing **Invited Speaker. International.**

Wilson, L., Johnson, J. V., Smith, B., & **Ogbolu, Y**. (2011). Capacity building to scale up the nursing workforce in low resource countries: Lessons learned from Zambia, Nigeria, and Rwanda. Presented at the Global Health Education Consortium (GHEC) and the Consortium of Universities for Global Health (CUGH): Global Health: Advancing Equity in the 21st Century' Conference, November 15, 2011, Montreal, Canada. **Invited speaker. International presentation.**

Ogbolu, Y. (2010). Neonatal mortality and nurse work organization. International Council of Neonatal Nurses Conference. Durban, South Africa, 10/22/2010 **Invited Presenter. International presentation.**

National

Ogbolu, Y. (2021). Socially Connected Communities: Solutions for Social Isolation. Association of Maternal and Child Health Programs Global Meets Local Conference. (May 26, 2021).

Ogbolu, Y. (2021). Global Learning to Advance Health Equity for Mothers and Children. Association of Maternal and Child Health Programs Global Meets Local Conference. (May 27, 2021).

Acharya, K., Freeman, M., Ogbolu, Y. (2020). Blue Marble Thinking: How Global Perspectives Can Help Address Local Challenges. The Power of Connections: Building Equity for Healthy Generations. Association of Maternal and Child Health Programs. Crystal City, VA, March 24,2020. **Invited speaker.**

Ogbolu, Y. (2019). Practical Implications to Address Racial Ethnic Disparities in Neonatal Care. Convening a Community Dedicated to Transforming Newborn Care. Vermont Oxford Network Conference 2019. Chicago, IL. October 2-6, 2019. **Invited speaker.**

Lavist, T. Heiman, H., Landry, A., **Ogbolu, Y., &** Vickery, K. (2014). The Robert Wood Johnson Foundation-First Annual Health Disparities Forum. Washington, DC. December 2014. See blog at http://www.rwjf.org/en/about-rwjf/newsroom/newsroom-content/2014/12/nurse-scientist-participates-in-first-ever-rwjf-scholars-forum.html **Invited speaker.**

Ogbolu, Y. (2014). Barriers and facilitators to organizational cultural competency from the perspective of nurse executive leaders. Poster presentation at the Robert Wood Johnson Foundation Meeting, December 2–3, 2014. **Invited Speaker.**

Ogbolu, Y. (2013). Reverse engineering: Lessons from the developing world for the U.S. and beyond! Paper presented at the Advanced Practice Neonatal Care Conference, Washington, DC., May 31, 2013. **Invited speaker.**

Ogbolu, Y., Rowthorn, V., & Olsen, J. (2013). Global health interprofessional competencies**.** Invited speaker at Building Global Health Team Excellence: Developing an Interprofessional Skills Competency Domain. Roundtable Conference presented by UMB. **Invited speaker.**

Ogbolu, Y. (2012). Nursing and neonatal mortality: A mixed method approach. Paper presented at the Advanced Practice Neonatal Care Conference, Washington, DC., May 31, 2012. **Invited speaker.**

Regional

Ogbolu, Y. (2022). Reducing social isolation and cardiovascular disparities through Pathways for Health Equity Funding. Congressional Testimony to the Maryland General Assembly in Annapolis, MD, United States. (February 22, 2022).

Ogbolu, Y. (2022). Health Equity- Global and Local Perspectives. Coppin University Black History Month Keynote Speaker. (February 2, 2022).

Ogbolu, Y. (2021). Global learning to Advance Health Equity: A Personal Journey. Robert Wood Johnson Foundation. Global Grantee Meeting. (November 5, 2021).

Ogbolu, Y. (2021). Tackling Social Isolation for Marginalized Communities: Learning from the World. Keynote Speaker at The Millicent Geare Edmunds Lecture, University of Maryland Baltimore. (May 6, 2021).

Ogbolu, Y. Bingham, D. (2021), "Racial Equity and Justice Implementation Strategies Webinar," Presented at the ADvise Webinar Series. (May 5, 2021).

Ogbolu, Y., Thomas, S. (2021). Colors of COVID: Ethical Engagement of Minorities of Color in COVID Clinical Research. Presented in Collaboration with University of Maryland College Park and FHI Clinicals. (April 29, 2021).

Ogbolu, Y., Bolan, N., Murphy, C. (Student presenter), German, E. (Student presenter), Myers-Brooks, S. (Student presenter), Odejayi, B. (Student presenter). (2021). Implementing Virtual Global Health Field Experiences in Brazil and Democratic Republic of Congo-Exploring the impact of COVID 19. Presented at Consortium for Universities in Global Health, CUGH. (April 12, 2021).

Ogbolu, Y., Rowthorn, V. (2021), A Global Learning to Advance Health Equity Network. Presented at Consortium for Universities in Global Health, CUGH, District of Columbia, DC, United States. (April 11, 2021).

Ogbolu, Yolanda, The Funders Network, "Structural Determinants of Social Isolation in Marginalized Populations," TFN. (March 15, 2021).

Ogbolu, Yolanda, SDH Taskforce of Baltimore City Public Meeting, "COVID Community Conversations: A Kitchen Table Talk Convenor," SDH Taskforce of Baltimore City. (March 14, 2021).

Thomas, S., Ogbolu, Y. (2021). Listening to Community Voices: Addressing Concerns and Questions About the COVID 19 vaccine. Presented at event convened by University of Maryland College Park-School of Public Health. (January 19, 2021).

Ogbolu, Yolanda (Speaker), Umbrella Coaching Program, "Her Path, Her Potential: A Career Panel Discussion," UMBrella. (January 12, 2021).

Ogbolu, Yolanda (PI), 11th Annual Consortium for Universities in Global Health Conference, "Community Perspectives of Global Learning to Advance Health Equity: Brazil to Baltimore Study," CUGH, Washington, DC, United States. (April 16, 2020).

Ogbolu, Yolanda, The AMCHP Annual Conference: The Power of Connections: Building Equity for Healthy Generations, "Blue Marble Thinking-The Brazil to Baltimore Program," Association of Maternal and Child Health Programs, Crystal City, VA, United States. (March 24, 2020).

Ogbolu, Yolanda, Maryland Action Coalition Annual Conference (MDAC), "The Nurse Leadership Institute," MDAC, Baltimore, MD, United States. (June 15, 2020).

Ogbolu, Y. (Member of Interprofessional Faculty Team), MPower Summer Program, Social Determinants of Health, and Health Literacy, "A Time for Action on the Social Determinants of Health," University of Maryland College Park, College Park, United States. (June 11, 2020).

Ogbolu, Y. (2017). Maternal newborn Child Health: A Global Perspective. University of Maryland School of Pharmacy. American Public Health Student Association meeting. **Invited Speaker.**

Ogbolu, Y., Desper, J. (2017). Racism and Trauma and the Impact on Preterm Births. Center for Urban Families. Baltimore, MD. March 17, 2017. **Invited speaker.**

Ogbolu, Y. (2017). Health Equity: Building Capacity in Local Communities: Policy Implications. Maryland Black Legislative Caucus Symposium. January 2017. Maryland General Assembly. **Invited Speaker.**

Ogbolu, Y. (2016). The Social Determinants of Health Taskforce: Building Multi-Sectoral Collaborations for Action. Presenting at Maryland's 13th Annual Health Equity Conference, *Achieving Health Equity through Community Engagement and Innovative Health Care Delivery*, December 13, 2016 Baltimore, MD. **Invited Speaker.**

Ogbolu, Y., Desper, J. (2016). Mental Health, Psychosocial Stress, and Adverse Neonatal Outcomes. Fetal Infant Mortality Review Board. Baltimore, MD. November 2016. **Invited speaker.**

Ogbolu, Y. (2015). Organizational cultural competency and patient experiences with care. Johns Hopkins Center for Health Disparities in Cardiovascular Outcomes. Health Equity Jam Session. June 2015. **Invited Speaker.**

Ogbolu, Y. (2015). University of Maryland's interprofessional response to the Ebola virus disease outbreak. University of Maryland School of Pharmacy. American Public Health Student Association meeting. May 2015. **Invited Speaker.**

Ogbolu, Y. (2015). Developing Global Health Nurse Leaders at UMB: Lessons from our local and global experiences. University of Maryland Board of Visitors Meeting. May 2015. **Invited Speaker.**

Ogbolu, Y. (2014). The role of champions in preparing the next generation of nurse leaders. Sigma Theta Tau International, Pi Chapter Induction Ceremony. December 2014. **Invited Keynote Speaker.**

PEER REVIEWED PRESENTATIONS

National

Campion, N., Cordeiro, V., **Ogbolu, Y.** (2019). Brazil to Baltimore: Measuring adaptations and clarifying core elements of a social inclusion intervention through reverse innovation. 12th Annual Conference on the Science of Dissemination and Implementation. Crystal City, VA. December 5, 2019. **Competitively submitted and accepted.**

Ogbolu, Y. (2019). Addressing the Social Determinants of Health from Grassroots to Policy. Sharing Knowledge to Build A Culture of Health Conference. Snapshot in innovation award at an invitation only conference. Houston, Texas. March 2019. **Competitively submitted and accepted.**

Barrows, B., Fasama, K., Brillant, B., **Ogbolu, Y.** Post-Ebola Health System Strengthening: Neonatal Nurse Training in Liberia. (2016). Global Nursing Caucus Conference: Nurses: A force for change, Improving Health Resilience. Boston, MA. October 2016. **Competitively submitted and accepted**.

Taylor, S.; Simango, R.; **Ogbolu, Y.;** Riel, R.; Riedel, D.J.; Musabeyezu, E. (2016) Bridging to a Sustainable Future in Global Health, Presented at the Consortium of Universities in Global Health Conference. *Annals of Global Health*. May-June 2016 82(3):562 DOI: 10.1016/j.aogh.2016.04.510 **Competitively submitted and accepted**.

Buus-Frank, M. E., Little, G. A., Causón, R. C., **Ogbolu, Y**., McCauley, P., & van Hoff, T. J. (2015). Pilot testing the effectiveness and stability of a global structured curriculum for newborn resuscitation in resource-limited areas—

Helping Babies Breathe® - Using Videotaped Simulations. **Competitively submitted and accepted**. Pediatric Academic Societies, 2015.

Ogbolu, Y. (2014). Reflective practice in nursing and cultural competency education. 142nd American Public Health Association Meeting and Exposition (November 15-19, 2014). **Competitively submitted and accepted**.

Ogbolu, Y. (2014). Speed training nurse educators: Bias and interprofessional cultural competency. The Robert Wood Johnson Foundation Nurse Faculty Scholar Leadership Meeting, April 2014. **Competitively submitted and accepted**
Regional
Ogbolu, Y., Johantgen, M.E., Newhouse, R. (2016). Organizational Cultural Competency and Patient Experiences with Care. National Academies of Practice Conference, Baltimore, Maryland, April 8, 2016. **Competitively submitted and accepted**
Ogbolu, Y. (2014). Interprofessional cultural competency for equitable healthcare. The University of Maryland Interprofessional Education Day, February 2014. **Competitively submitted and accepted**

Buus-Frank, M. E., Little, G. A., Causón, R. C., **Ogbolu, Y**., McCauley P., & van Hoof, T. J. (2014). Pilot testing the effectiveness and stability of a global structured curriculum for newborn resuscitation in resource-limited areas—Helping Babies Breathe® - Using Videotaped Simulations. Neonatal Advanced Practice Nursing Forum, Washington. DC, May 2014. **Competitively submitted and accepted**.

Ogbolu, Y., Johnson, J. V. (2014). Translating research into practice in low resource settings: Progress in maternal to child transmission of HIV. Consortium for Universities in Global Health (CUGH), Conference, May 2014. **Competitively submitted and accepted**

Riel, R. F., Brenner, A. R., Moen, M., **Ogbolu, Y.**, & Johnson, J. V. (2014). Preparing students for partnership and practice in global health: A 5-year assessment of the University of Maryland Baltimore's Global Health Certificate Program. Consortium for Universities in Global Health (CUGH), Conference, May 2014. **Competitively submitted and accepted**

Ogbolu, Y., Iwu, E., McClure, K., O'Neill, C., Gourley, B., McPhail, K., Johnson, J. V. (2011). Building partnerships to advance the capacity of nurses providing HIV Care in the primary health care setting: The development of Primary Health Care Specialist Program in Nigeria. Presented at the Association of Nurses in AIDS Care's 24th Annual Conference, November 17–19, 2011, Baltimore, MD. **Competitively submitted and accepted.**

TEACHING EXPERIENCE

Semester	**Course Name and Number/*Format***	**Role**
	University of Maryland School of Nursing	
2019 - 2023	NRSG 898/ 899 ***Dissertation and Pre-Dissertation Research Credits*** *(2-4 credits/per semester for max of 12 per student)*	Ph.D. program course instructor
2019 - 2023	NRSG 819 ***Research Rotation*** *(1-2 credits/per semester per student)*	Ph.D. program course instructor
2022- Fall	NURS/ PH 727- ***Global Burden of Disease***	Course Director- master's in public health and global health certificate program
2015- 2022	**Director of Global Health Certificate Program**	Director of Global Health Certificate program
2021- Spring	NURS 664/ PH 723- ***Critical Issues in Global Health***	Course Director- master's in public health and global health certificate program

2018-2019 Summer	NURS 418- ***Global Health Field Experience*** (3 credits), **undergraduate**, New course developed in 2017/*international service learning*	Course developer and Course Director
2016-2019 Spring	NRSG 664/ PREV 664 ***Critical Issues in Global Health*** (3 credits)/ *Face to face*	Course Master- Interprofessional Graduate Course as Faculty appointment in the School of Medicine, MPH program
2015-2019 Summer	NRSG 610 -***Global Health Seminar*** (1 credit) (graduate nursing course)/*hybrid format (online and face to face)*	Global Health Certificate Course Coordinator & Program Director
2015-2019 Summer	NRSG 611- **Global Health Field Experience-Graduate course** (2 credits)/*international service learning*	Global Health Certificate Course Coordinator & Program Director
2016 - 2019	NRSG 802 ***Research Rotation*** *(1-4 credits)* (Ph.D. Students/ *face to face*	Ph.D. program course instructor
2016 - 2019	NRSG 818 ***Research practicum*** *(1-3 credits**)*** (Ph.D. Students)/*face to face*	Ph.D. program course instructor
2011 – 2014	NRSG 418/724 **Health, Health Care and Culture** (3 credits)/*online* Cultural Competency/ Health Disparities	Course Master (2 sections- Undergraduate and Graduate)
2014 Spring	*GPLS 791-**Translational Research Seminar*** in School of Medicine; Sharing expertise in implementation science with interprofessional students	Co- Instructor Interprofessional Course
2011 - 2013	NURS 701 ***Science and Research for Advanced Nursing Practice*** (4 credits)/*face to face*	Course Instructor- Graduate Course
2011-2012	NRSG 626 ***Primary Care of the Newborn, Pediatric Nurse Practitioner Program*** (3 credits)***/****face to face*	Course Master-Graduate Course
2012	*NURS 648* ***Primary Care of the Newborn Clinical, Pediatric Nurse Practitioner Program*** (3 credits)/*face to face*	Course Instructor- Graduate Course
2011	Nursing 320: ***Nursing Research. Undergraduate Research Course*** (4 credits)/*face to face*	Course Instructor-Undergraduate course
	GUEST LECTURES	
2016- 2019	NDNP 840- Guest lecture: **Health Equity and Cultural Competency for Advanced Practice Nurses** (annual presentation)/*face to face*	Guest Lecturer- Graduate Course
2015-2018	Organizational Management Course- *Howard University School of Business* **Diversity and Cultural Competency for Global Business Managers** Annual lecture Spring Semester/ *face to face*	Guest Lecturer- Undergraduate
2014-2015	NRSG 626: *Primary Care of the Newborn* Annual lecture: **Health Equity and Cultural Competency for Pediatric Nurse Practitioners/** *face to face*	Guest Lecturer- Graduate Course
2013 - 2015	NURS 733 *Leadership in Community/Public Health*	Guest Lecturer- Graduate Course

	Topic: **Developing Global Health Nurse Leaders/** *face to face*	
2011 – 2015	PREV 664 / NRSG 664 *Critical Issues in Global Health* (3 credits) Topic: **Maternal Newborn Child Health: Global Perspectives/** *face to face*	Guest Lecturer- Interprofessional Graduate Course
2011 - 2014	NURS 325 *Context of Professional Nursing Practice*	Guest Lecturer-Undergraduate Course
	Annual Lecture with Topic: **Health Disparities, the Social Determinants of Health, and Global Health Nursing/** *face to face*	-

DISSERTATION AND THESIS ADVISING

University of Maryland School of Nursing

CURRENT PHD STUDENT MENTEES

Ph.D. Student; Expected graduation 2025.	Rachael Parran	**Dissertation Chair:** Decision making processes for breastfeeding: A comparative study of positive and negative breastfeeding outcomes in African American women.
Ph.D. Student (Jonas Scholar); Expected graduation 2024.	Tushana Fowlin	**Dissertation Chair:** The impact of chronic stress and discrimination on neonatal outcomes using the Pregnancy Risk Assessment Monitoring System
Ph.D. Student ; Expected graduation 2023.	Lynnee Roane	**Dissertation Co-Chair-** Effective 2023: Respectful Maternal Care for Black Women in Baltimore
Ph.D. Student; Expected graduation 2026.	Crystal Awuah	**Doctoral Advisor:** Using mobile health to address inequities in maternal child health outcomes

COMPLETED DISSERTATIONS

Ph.D. Student; Defended dissertation January 2023	Keisha Robinson	**Dissertation Chair:** OB Clinician Resilience after exposure to Traumatic Birth Events
Ph.D. Student Successfully Defended Dissertation in October 2018.	Vera Kuffour-Manu	**Dissertation Chair:** A Comparative Study of Preventive Healthcare Behavior between Black African Immigrants (BAI) and African Americans (AA): Implications for Cervical Cancer Screening and HPV Vaccine Acceptability
Ph.D. Student Successfully Defended July 2018.	Warda Al-Amri	**Dissertation Co-Chair:** Does implementation of the Integrated Management of Childhood Illness (IMCI) Program in Oman impact pediatric asthma outcomes?
Ph.D. Student and UMB Faculty Successfully Defended October 2014.	Kristen Rawlett	**Dissertation Committee Member:** The feasibility of a Mindfulness Based Stress Reduction (MBSR) program in African American adolescents.

EXTERNAL MENTORING ON DOCTORAL DISSERTATIONS

Morgan State University

Doctoral dissertation. In Progress, Expected graduation 2020	Adanna Emegi	**Dissertation Committee Member**: Leveraging Faith Based Institutions to understand Maternal Newborn Child Health Seeking Behaviors in Nigeria
Doctoral dissertation. Successfully Defended October 2018.	Carolyn Nganga Good	**Dissertation Committee Member:** Using Dissemination and Implementation Science to Link Patients to HIV care and treatment from local Emergency Rooms

University of Connecticut

Doctoral dissertation. Successfully Defended April 2014.	Madge Buus-Frank	**Dissertation Committee Member:** Pilot testing the effectiveness and stability of a structured curriculum for newborn resuscitation: Helping Babies Breathe®-Using Videotaped Simulations.

UNIVERSITY OF MARYLAND FACULTY MENTORING

Post-doctoral Fellow	Dr. Kelly Robinson	**Health Equity for Women and Gender Expansive Persons (GEP):** Preparing for a tenured career as an independent nurse scientist with a focus on health equity for women and GEP across the life course focusing on social connections, discrimination, and social determinants of health.
UMB ICTR CTSA KL2 Mentored Career Development Award, 2019-2022	Dr. Rachel Breman	**Community Engagement and Health Disparities Mentor:** Feasibility and preliminary efficacy of a revised shared decision-making tool to optimize patient centered care during childbirth
Center for Global Education Initiatives- Global Health Faculty Award	Dr. Charlotte Nwogwugwu	**Senior mentor:** Examining the barriers and facilitators to preventing HIV in Adolescents and Young Women in Botswana using PrEP.
PPEP Directors Mentoring	Drs. Daniels, Bindon, Bullock, Snyder, Gutchell	**Senior mentor:** Mentor mid-level directors towards scholarship and promotion goals. Support on grant applications and opportunities.

INTERNATIONAL NURSE FACULTY MENTORING

Scholar	**Home Institution**	**Specialty Area**	**Visit Dates**
Biyu Shen	Soochow University, Suzhou, China, 2 Department of Nursing	Rheumatoid Arthritis, Center for Translational Pain Medicine, Institute of Neuroscience	November 2019- November 17 2020
Yanuo Zhao	EYE & ENT Hospital of Fudan University in Shanghai, China	Nursing Informatics for Otolaryngology	January – May 2019
Melissa Makhoul	American University in Beirut	Pain management	September- October 2018
Francis Amara Chizoba	University of Maryland Global Health Initiatives Nigeria	Prevention of Maternal to Child Transmission of HIV in Nigeria	April 2017
Eun Je Lee	College of Nursing, Chonbuk National University in South Korea	Pediatric Smartphone Addiction; Mentoring in data analysis and manuscript development	September – December 2016
Changrong Yuan	Second Military Medical University, School of Nursing, China	Partnership development and planning for manuscript development and collaboration.	October – November 2015
Splendor Ihudiebube	University of Nigeria, Enugu Campus	Neonatal Jaundice in Nigeria-dissertation support	August – September 2013

Helen Uche	University of Nigeria, Enugu Campus	Using Implementation Science to Reduce Malaria in Pregnancy	August – September 2013
Kemi Olowokere	Obafemi Awolowo University, Ile-Ife, Nigeria	Building Resiliency in Vulnerable Children and Orphans	January – February 2013
Omolola Irinoye	Department of Nursing, Obafemi Awolowo University	Nursing Partnership Development and Advanced Nursing Practice (APN) Role development	January – February 2013
Agnes Anarado	Nursing Department, University of Nigeria, Enugu Campus	Nursing Partnership Development, APN Role development mentoring and publication support	February – March 2013

PROFESSIONAL MEMBERSHIPS

Professional Leadership, Appointments and Offices Held

International

Pan American Network of Nursing and Midwifery Collaborating Centers, Treasurer	**2016 - 2017**
Global Advisory Panel on the Future of Nursing and Midwifery, North American Global Health Strategic Planning, Participant	**2016**
Knowledge Utilization Colloquium (International collaboration of implementation science Researchers), Invited Member	**2014**
Global Alliance of Nursing and Midwifery, Participant	**2010 to present**
Council of International Neonatal Nurses, Advisory Board	**2010 to present**
Association of Nurses in AIDS Care	**2010 to 2015**
International Council of Advanced Practice Nurses	**2009 to present**
International Council of Nurses (Geneva), Advanced Practice Nurse Network	**2009 to present**

National

Fellow, American Academy of Nursing	**2019**
Distinguished Fellow, National Academies of Practice	**2016**
National League of Nursing, Global Health Education Strategic Planning Team	**2016**
Robert Wood Johnson Foundation Nurse Faculty Scholar	**2013 – 2016**
American Nurses Association/Maryland Nurses Association	**2007 to present**
Maryland Chapter of National Association of Neonatal Nurses	**2007 to present**
National Association for Neonatal Nurse Practitioners	**2007 to present**
Nurses for Global Health, Founding Member and Past Co-Chair	**2007 - 2010**
National Association of Neonatal Nurses	**1991 to present**

Neonatal Resuscitation Program, American Academy of Pediatrics, Hospital Based Instructor and Regional Trainer	**1990 to present**
Maryland State Board of Nursing License	**1988 to present**
National Certificate Corporation, Neonatal Nurse Practitioner	**1988 to present**

PEER REVIEW SERVICE

International Peer Review Service

Curriculum Development, Family Nurse Practitioner Program in Liberia with Mother Patern College of Health Sciences	**2010- 2022**
Expert Reviewer, Development of New Master's Degree in Maternal Child Health Nursing at the University of Rwanda	**July 2015**
World Health Organization (WHO) Impact grants (Implementation Science Grants). Expert reviewer for seven proposals.	**August 2013**
Expert reviewer and nurse consultant for the World Health Organization in Geneva, Switzerland in the Development of an implementation science curriculum for health care professions	**August 2012**

National Peer Review Service

Office of the US Surgeon General: *Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community*- **Invited Expert on Social Isolation**	**2022-2023**
Health Affairs, planning committee for themed issue on *Global Lessons from COVID*	**2022-2023**
Guest Editor, Journal of Addictions Nursing, *Special Edition on Social Determinants of Health*	**2022-2023**
National Quality Forum Health Disparities Standing Committee Member	**2019- 2015**
National Advisory Council for Breakthrough Leaders in Nursing, Champions for Nursing, AARP and RWJF	**2015 - 2016**
Peer grant reviewer HRSA (Heath Resources Service Administration)- Health equity, maternal child health and nursing education	**2016- present**
Peer grant reviewer National Institute of Health's Dissemination and Implementation Science Study Committee. Peer reviewer for the Training in Dissemination and Implementation Science Summer Institute	**May 2015**
Peer grant reviewer National Institute of Health's Dissemination and Implementation Science Study Committee. Peer reviewer for the Training in Dissemination and Implementation Science Summer Institute	**May 2014**

Peer Reviewer of Manuscripts

Journal of Professional Nursing	**2019-2014**
International Journal of Nursing	**2015**
International Journal of Nursing Scholarship	**2013**
Expert Review and Nurse Consultant (ad hoc, World Health Organization	**2012 to present**
The Journal of Bariatric Nursing and Surgical Patient Care (Pediatric article review)	**2011**

Peer Reviewer of Grants

MPower grant reviewer, University of Maryland, College Park	**2017**
National Institutes of Health, Dissemination and Implementation Science training grant reviewer	**2014 and 2015**
Development of an Implementation Science Curriculum for Health care professions and Impact, World Health Organization	**2012 to present**

COMMITTEE MEMBERSHIPS

International

Global Advisory Panel on the Future of Nursing and Midwifery, North American Global Health Strategic Planning meeting	**2016**
International Council of Nurses	**2013**
Council of International Neonatal Nurses (COINN), Advisory Board Member	**September 2013 to present**

National

The White House Office of Public Engagement Health Equity Forum	**2022- present**
ANA Research Subcommittee on the National Commission to Address Racism in Nursing	**2022**
Global to Local Learning Network Expert Team (RWJF)	**2019**
Vermont Oxford Network Board Member (National QI organization for neonatal care)	**2018-present**
National Quality Forum's Health Disparities Standing Committee Member, Washington, DC.	**2015 to present**
National League of Nursing, Global Health Strategic Planning Committee Meeting, 2016	**2016**
National Advisory Council for Breakthrough Leaders in Nursing, Champions for Nursing, AARP and RWJF	**2015- 2016**

Regional

Maryland General Assembly Social Determinants of Health Taskforce, Chair	**2018-present**
Social Determinants of Health Grassroots Workgroup, Chair	**2015 to 2018**
Maryland Department of Health and Mental Hygiene Governor's Taskforce on Cultural Competency. Sub-Committee Co-Chair	**2012 - 2013**
Maryland Department of Health and Mental Hygiene, Member of the Governor's Taskforce on Infant Mortality	**2010 - 2011**
Diversity Council: Johns Hopkins Bayview Campus	**2006-2011**

University

Diversity Strategic Planning Committee, Co-Chair Recruitment, Retention and Development Workgroup	**2022- present**
Umbrella Advisory Board-Women's Leadership	**2019- present**
Chair, master's in public health Global Health Award Committee	**2018-present**

International Operations Management Review Committee, member	**2021-2022**
COVID Recovery Taskforce- International Subcommittee, member	**2020-2022**
Internationalization Campus level, Interprofessional Steering Committee, SON Lead	**2018-2021**
Global Health Interprofessional Council, SON representative	**2010-present**
Co-Chair, Ebola Interprofessional University Response and Symposium with Dr. James Campbell, SOM	**2014**
Global Health Interprofessional Council's Global Health Competencies Conference Planning Committee	**2013-2014**
Global Health Interprofessional Council	**2013-2014**
President's Outreach Council, Community Engagement Committee	**2012 - 2014**

School of Nursing

Faculty Workload Policy Committee	**2020-2022**
Ph.D. Curriculum Committee	**2021-2022**
Internationalization Committee, Chair	**2018 to present**
Dean's Governance Council	**2015 to present**
Nurses for Global Health, Student Organization Faculty Advisor	**2014 to present**
Elected Member, Faculty Council	**2014– 2016**
Elected Member, PhD Curriculum Committee	**2014– 2016**
University of Maryland School of Nursing, Class of 2004 Reunion Planning Committee	**2014**
Research Mentoring Taskforce, Subcommittee for UMSON Strategic planning	**2014**
Diversity and Inclusion Council in the SON	**2012-2014**

OTHER PROFESSIONAL ACTIVITIES SERVICES

Local Community Services

Mentor, Edmondson-Westside High School, Baltimore, MD and Howard County Public Schools - Goal -developing a pipeline of diverse nurses	**2011 to present**
Maryland General Assembly**,** Co-Chair, Social Determinants of Health Workgroup.	**2015 to present**
Maryland Department of Health and Mental Hygiene, Member of the Governor's Taskforce on Infant Mortality Maryland General Assembly, Annapolis, Maryland.	**May 2010 – November 2010**
Maryland General Assembly, Legislative Intern, Delegate Shirley Nathan Pulliam, Maryland General Assembly, Annapolis, Maryland.	**January 2009 – April 2009**

HONORS AND AWARDS

Public Servant of the Year Founder Award, University of Maryland Baltimore	**2023**
Dean's Scholarship Award, UMSON	**2019**
Jane Kirschling Nurse Leadership Award, Nominee, UMSON	**2018**
American Academy of Nursing-Distinguished Fellow	**2017**

National Academies of Practice-Distinguished Fellow	**2016**
Champion of Excellence Award, University of Maryland, Baltimore	**2015**
Robert Wood Johnson Foundation Nurse Faculty Scholar	**2014 – 2016**
Harriet Tubman Legacy in Maternal Child Health Nursing Award, Minority Nurses Association of Maryland	**2014**
Citation Award, Governor's Citation	**2014**
Dr. Martin Luther King Jr. Outstanding Faculty Diversity Award, University of Maryland, Baltimore	**2014**
Baltimore City Council Recognition Award, Baltimore City Council	**2014**
American Academy of Nursing, Emerging Leaders Recognition	**2013**
Citation Award, Maryland General Assembly	**2011**
Outstanding PhD Student Award: Research, Service, and Practice Award, University of Maryland Alumni Association	**2011**
Waltz International Research Scholarship, University of Maryland, Baltimore	**2010**
Hilda Mae Snoops Memorial Scholarship, University of Maryland, Baltimore	**2010**
Maryland Higher Education Commission Award: Guy Guzzone Delegate Scholarship Maryland General Assembly	**2010**
Pediatric Health Disparities Conference Travel Award, Eunice Kennedy Shriver National Institute of Child Health and Development	**2008**

My curriculum vitae is a current and accurate statement of my professional record.

Signature and Date: **Dr. Yolanda Ogbolu,** 07/17/2023

Printed Name: Yolanda Ogbolu, PhD, NNP, FNAP, FAAN

Appendix IIE-1

UNIVERSITY OF MARYLAND SCHOOL OF NURSING

FULL-TIME/PART-TIME FACULTY ROSTER JUNE 2024

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Adejiumo, Oluremi	Assistant Professor	Non-tenure Track	MS DNP FIAAN CGNC	Emergency Health Services Nursing Teaching	University of Maryland Baltimore County University of Maryland, Baltimore University of Maryland, Baltimore	FIAAN CGNC	BSN	100
Aquirre, Priscilla	Assistant Professor	Non-tenure Track	DNP, CRNA, CRNP-AC, CHSE	Nursing	University of Buffalo, Buffalo, NY	CRNA CRNP-AC CHESE	DNP-Nurse Anesthesia	100
Akintola, Titilola	Research Assistant, Staff Scientist	Non-tenure Track	PhD	Toxicology	School of Medicine University of Maryland, Baltimore		NA	100
Akparewa, Nicole	Clinical Instructor	Non-tenure Track	MSN MPH	Nursing Public Health	Johns Hopkins University Johns Hopkins University		BSN,CNL, MSN-E	100
Alessandrini, Erica	Assistant Professor	Non-tenure Track	MSN DNP	Family Nurse Practitioner Nursing	Wilmington University Wilmington University	CRNP FNP-BC	DNP-AGPCNP	100
Allen, Laura	Clinical Instructor	Non-tenure Track	MA MS	Community/Public Health Nursing	University of Maryland, Baltimore			100
Amos, Veronica	Assistant Professor	Non-tenure Track	MS MS PhD	Nursing Nurse Anesthesia Policy Sciences	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland Baltimore County	CRNA PHCNS - BC	DNP-Nurse Anesthesia	100
Antol, Susan M.	Assistant Professor	Non-tenure Track	MS PhD	Community Health Nursing Public Health	University of Maryland, Baltimore University of Maryland College Park		BSN Graduate Core MSN	100
Astiz-Martinez, Marisa	Clinical Instructor	Non-tenure Track	MS	Nursing	University of Maryland, Baltimore	CNE	BSN	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Ayichi, Oluchi	Assistant Professor	Non-tenure Track	DNP	Nursing-Family Nurse Practitioner	University of Maryland, Baltimore	CRNP	DNP-FNP	100
Bennett, DeNiece	Assistant Professor	Non-tenure Track	MSN DNP	Education Nursing	South University Chamberlain University		BSN	100
Bindon, Susan	Associate Professor	Tenure Track	MS DNP CNE	Acute Care Clinical Nurse Specialist Nursing Teaching	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore	NPD-BC CNE CNE-cl	Institute for Educators	100
Bode, Claire	Assistant Professor	Non-tenure Track	MS DNP	Family Nurse Practitioner Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CRNP - Family	DNP-FNP	100
Bradford, Kelsey	Assistant Professor	Non-tenure Track	MPH MD Cert.	Public Health Medicine Emergency Preparedness	Morehouse School of Medicine The University of Texas Medical School at Houston Columbia University	Emergency Preparedness Mental Health First Aid	Graduate Core	100
Bragdon, Carissa	Assistant Professor	Non-tenure Track	MSN DNP Cert.	Acute Care Nurse Practitioner Nursing Education	Johns Hopkins University Johns Hopkins University Johns Hopkins University	ACNP CNE	Teaching Institute	100
Brassard, Andrea	Associate Professor	Non-tenure Track	MPH MS PhD Cert.	Health Policy and Management Adult Health Health Policy Family Nurse Practitioner	Columbia University Rutgers Columbia University George Washington University	FNP-BC CNE	MS-HSLM	100
Breman, Rachel Blankstein	Assistant Professor	Tenure Track	MPH MSN PhD	Public Health Community Health Nursing Nursing	Johns Hopkins University Johns Hopkins University University of Maryland, Baltimore	CHSE	PhD program, SIM	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Brown, Blanche R.	Assistant Professor	Non-tenure Track	MSN DNP	Maternal Child Health – Pediatric Nurse Practitioner Nursing	The Catholic University of America University of Maryland, Baltimore	CRNP-Pediatrics	DNP-PNP-PC	100
Bullock, Lynn Marie	Assistant Professor	Non-tenure Track	BSN MS Cert. DNP	Nursing Nursing Nursing Education Nursing	Syracuse University Towson University Towson University Johns Hopkins University	NEA-BC Kirkpatrick Certified Professional - Bronze Level	DNP	100
Burch, Brittany	Assistant Professor	Non-tenure Track	BSN MSN PhD	Nursing Public Health Nursing Nursing	University of Delaware Johns Hopkins University Johns Hopkins University		PhD	100%
Bussell, Kristin	Assistant Professor	Non-tenure Track	MS PhD	Psych/Mental Health--Family CNS-NP Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CRNP-PMH	DNP	100
Canha, Ben	Assistant Professor	Non-tenure Track	MS PhD	Addictions Nursing Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		BSN-Psych	100
Caridha, Arthur	Assistant Professor	Non-tenure Track	MD PhD BSN	Medicine Medicine Nursing	University of Tirana University of Tirana University of Maryland, Baltimore		BSN DNP	100
Carpenter, Joan	Associate Professor	Tenure	MSN PhD Cert.	Family Nurse Practitioner Nursing Nursing Education	Medical College of Georgia University of Utah University of Utah	CRNP ACHPN FPCN	PhD	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Chakravarthy, Ameera	Assistant Professor	Non-tenure Track	MSN PhD	Acute Care Nurse Practitioner Nursing	University of Pennsylvania University of Maryland, Baltimore	ACNP-BC, FNP-BC, CNE	DNP-ACNP/CNS	100
Chen, Lynn	Assistant Professor	Non-tenure Track	MA PhD	Educational Psychology Educational Psychology	University of Texas at Austin University of Texas at Austin		DNP	100
Christensen, Patricia	Assistant Professor	Non-tenure Track	DNP MSN	Nursing	University of Maryland, Baltimore Vanderbilt University, Nashville, TN	NEA-BC	MS-HSLM, PhD	100
Chuang, Pei-Ying	Assistant Professor	Non-tenure Track	EMBA MSN PhD	Executive master's in business administration Acute/Tertiary Care in Neuroscience/Human Genetics	University of Maryland, Baltimore University of Pittsburgh, Pennsylvania		BSN	100
Clark, Karen	Assistant Professor	Non-tenure Track	MSN PhD Cert.	Critical Care/Trauma Clinical Nurse Specialist Leadership, Management, Administration Informatics	George Mason University George Mason University University of Maryland, Baltimore		BSN	100
Colloca, Luana	Professor	Tenured	MD PhD MS	Medicine Neurophysiology Bioethics	University Magna Graecia of Catanzara University of Turin University of Turin		PhD	100
Conley, Richard	Assistant Professor	Non-tenure Track	MS DNP Cert.	Nurse Anesthesia Nursing Teaching	Columbia University University of Maryland, Baltimore University of Maryland, Baltimore	CRNA CNE	DNP-Nurse Anesthesia	100
Conyers, Yvette	Assistant Professor	Non-tenure Track	MS Post-MS	Nursing Education Family Nurse Practitioner	Roberts Wesleyan College St. John Fisher University	FNP-C CTN-B CFCN	BSN MSN DNP	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
			DNP		St. John Fisher University	CFCS CNE CWCN-AP		
Cook, Linda	Assistant Professor	Non-tenure Track	MS PhD Cert.	Trauma Critical Care Clinical Nurse Specialist Nursing Acute Care Nurse Practitioner	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore	CNS ACNP	BSN	100
Coombs-Haylett, Judith	Clinical Instructor	Non-tenure Track	MSN	Nursing Education	Stevenson University		BSN CNL/MSN-E	50
Costa, Linda	Associate Professor	Non-tenure Track	MSN PhD	Medical-Surgical Nursing Nursing	The Catholic University of America The Catholic University of America	NEA-BC	MSN-HSLM	100
Cross, Naomi	Clinical Instructor	Non-tenure Track	BSN MSN	Nursing Nursing	Notre Dame of Maryland University Notre Dame of Maryland University	C-EFM	SIM	100
da Graca, Malissa	Assistant Professor	Non-tenure Track	MS DNP Cert.	Clinical Nurse Leader Nursing Family Nurse Practitioner	University of Maryland, Baltimore University of Maryland, Baltimore George Washington University	RN-C FNP-C	BSN CNL/MSN-E DNP	100
Dalton, Jennifer	Assistant Professor	Non-tenure Track	MSN	Nursing Education	Gonzaga University	CNE CHSE	BSN	100
Daniels, Amy	Assistant Professor	Non-tenure Track	MS PhD	Health Services, Leadership, Management Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CHSE- A	Clinical Simulation Lab	100
Davenport, Joan	Assistant Professor	Non-tenure Track	MSN PhD	Cardiovascular Clinical Nurse Spec. Nursing	Univ. of Alabama in Birmingham University of Maryland, Baltimore		BSN/CNL-Adult Health	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Davis, Hershaw	Assistant Professor	Non-tenure Track	MSN MBA/DNP	Health Systems Business and Leadership/Nursing	University of Virginia Charlottesville, VA Wilmington School of Nursing, Wilmington, Delaware		BSN CNL	100
Dennison, Tolvalyn	Clinical Instructor	Non-tenure Track	MSN Cert.	Nursing Education Adult-Gerontology Clinical Nurse Specialist	University of South Alabama University of South Alabama	AGCNS-BC CNE	BSN	100
DeVance-Wilson, Crystal	Assistant Professor	Non-tenure Track	MBA PhD	Business Nursing	University of Maryland, Baltimore	PHCNS-BC	BSN	100
Doede, Megan	Assistant Professor	Non-tenure Track	MS PhD	Community Public Health Nursing Nursing	University of Maryland, Baltimore University of Maryland Baltimore		BSN MSN	100
Donis, Caitlin	Clinical Instructor	Non-tenure Track	DNP, AG-ACNP, ACCNS-AG		University of Maryland, Baltimore	AG-ACNP ACCNS-AG	DNP-AGACNP	100
Doran, Kelly	Associate Professor	Tenured	MS PhD	Community/Public Health Nursing Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		BSN	100
Dorsey, Susan G.	Professor	Tenured	PhD	Nursing	University of Maryland, Baltimore		PhD	100
Douglas, Yvonne	Assistant Professor	Non-tenure Track	DNP	Nurse Anesthesia	Johns Hopkins University School of Nursing, Baltimore	CRNA CNE	DNP-Anesthesia	50
Edwards, Lori	Assistant Professor	Non-tenure Track	MPH DrPH	Health Policy, Occupational Health Nursing Occupational Health	Johns Hopkins University Johns Hopkins University	CNS-PCH BC	MSN-CPH MPH	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Erondu, Ozioma	Assistant Professor	Non-tenure track	DNP	Nursing-Adult Gerontology Primary Care Nurse Practitioner	University of Maryland, Baltimore	AGNP-C	DNP-AGPCNP	100
Fahie, Vanessa	Assistant Professor	Non-tenure Track	MS PhD	Nursing Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		BSN-Gerontology	100
Felauer, Ann	Assistant Professor	Non-tenure Track	MSN DNP Cert.	Pediatric Nurse Practitioner Nursing Acute Care Pediatric Nurse Practitioner	University of Wisconsin - Madison University of Maryland, Baltimore Rush University	CRNP-AC/PC	DNP-PNP-Primary/Acute	100
Fernandez-Dizon, Angelica	Assistant Professor	Non-tenure Track	MBA-HCM MSN DNP MD	Business Family Nurse Practitioner	University of Phoenix Kaplan University Grand Canyon University Perpetual Help College of Medicine	NP-C	BSN	100
Fisher, Cheryl	Associate Professor	Non-tenure Track	MSN EdD Certificate Certificate	Nursing Education & Instructional Technology Nursing Informatics Nursing Education	George Mason University, Fairfax, VA Towson University, Towson, MD University of Maryland, Baltimore George Mason University, Fairfax, VA		MSN-Informatics	100
Fitzgerald, Jennifer	Assistant Professor	Non-tenure Track	DNP	Nursing-Neonatal Nurse Practitioner	University of Maryland, Baltimore	NNP-BC	DNP-NNP	100
Franquiz, Renee	Assistant Professor	Non-tenure Track	MSN DNP	Pediatric Clinical Nurse Specialist Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CNE	DNP	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Freeman-Williams, Rhea	Assistant Professor	Non-tenure Track	MSN Certificate Certificate	Nurse Midwifery Clinical Nutrition Nursing Education	Shendoah University University of Maryland, Baltimore University of Maryland, Baltimore	FACMN	BSN	100
Galik, Elizabeth	Professor	Tenured	MSN PhD ANP certificate	Nursing Education and Gerontological Nursing Nursing Adult Nurse Practitioner	Villanova University University of Maryland, Baltimore Johns Hopkins School of Nursing	CRNP-Adult	DNP, PhD	100
Gavin, Ahleah	Assistant Staff Scientist	Non-tenure Track	PhD	Neuroscience & Cognitive Sciences	University of Maryland, Baltimore		NA	100
Gayden, Johnny	Assistant Professor	Non-tenure Track	MS DNP	Anesthesia Nursing	Wilmington University, Wilmington, DE University of Maryland, Baltimore	CRNA	DNP-Nurse Anesthesia	100
Gilden, Robyn	Associate Professor	Non-tenure Track	MS PhD Cert.	Community/Public Health Nursing Nursing Environmental Health	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore		BSN MSN-CPH Env. Health	100
Goodwin, Jana	Assistant Professor	Non-tenure Track	MSN PhD	Adult Nurse Practitioner	Temple University Temple University	CNE	BSN	100
Gourley, Bridgitte	Associate Professor	Non-tenure Track	MSN DNP	Family Nurse Practitioner Nursing	Johns Hopkins University University of Maryland, Baltimore	FNP-BC	DNP-FNP	100
Greely, Carolyn	Assistant Professor	Non-tenure Track	DNP	Nursing-Family Nurse Practitioner	University of Maryland, Baltimore	CRNP	DNP-Family	100
Green, Sarah	Clinical Instructor	Non-tenure Track	MSN	Health Leadership and Management	University of Maryland, Baltimore	RN-BC	BSN	100
Gutchell, Veronica	Assistant Professor	Non-tenure Track	MS	Psychiatric/Mental Health Nursing	Sage Universities	CRNP CNS	DNP	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
			Post Masters FNP cert DNP Global Health Certificate	Family Nurse Practitioner	Binghamton University University of Maryland, Baltimore University of Maryland, Baltimore			
Hampton, Kimberly	Assistant Professor	Non-tenure Track	MSN MBA PhD	Nursing Administration	University of Maryland, Baltimore Villanova University College of Nursing		BSN	100
Henson, Amanda	Assistant Professor	Non-tenure Track	MS PhD Cert.	Community-based Nursing Nursing Education Nursing	Towson University Towson University The Catholic University of America	CNE CHSE	Clinical Simulation Lab	100
Herron, Lawanda	Assistant Professor	Non-tenure Track	MSA MSN PhD	Health Administration Advanced Practice Nursing Higher Education	Central Michigan University Delta State University University of Mississippi	FNP-BC	BSN	100
Hewavita, Thushini	Research Assistant Staff Scientist	Non-tenure Track	PhD	Biomedical Engineering	Rutgers Biomedical HealthSciences		NA	100
Hickman, Linda	Assistant Professor	Non-tenure Track	MBA PhD Cert.	Business Nursing Teaching	Marymount University University of Maryland, Baltimore University of Maryland, Baltimore		MSN-HSLM	100
Hoffman, Ann	Assistant Professor	Non-tenure Track	MS DNP	HSLM Education	University of Maryland, Baltimore University of Maryland, Baltimore	CPN CNE	BSN - Pediatrics	100
Hoffman, Samantha	Assistant Professor	Non-tenure Track	MS DNP	Pediatric Nurse Practitioner – Primary Care Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CPNP-PC	BSN-Pediatrics	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Holmes, Sarah	Assistant Professor	Tenure-Track	MSW PhD	Social Work Gerontology	The Ohio State University University of Maryland, Baltimore		PhD	100
Holton, Rachel Parran	Clinical Instructor	Non-tenure Track	MS	Community/Public Health	University of Maryland, Baltimore		BSN	100
Hood, Catherine	Assistant Professor	Non-tenure Track	DNP	Nursing-Family Nurse Practitioner	University of Maryland, Baltimore	FNP-C	DNP-FNP	100
Idzik, Shannon	Professor	Tenure Track	MS DNP Cert.	Adult Nurse Practitioner Nursing Teaching	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore	CRNP ANP-BC	DNP-AGPCNP	100
Jackson-Parkin, Maranda	Assistant Professor	Non-tenure Track	MS PhD Cert.	Adult Acute Care NP and CNS Nursing Teaching	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore	CRNP-BC ACNP CCNS CCRN-K CNE	DNP-AGACNP	100
Jones-Parker, Hazel	Assistant Professor	Non-tenure Track	MSN DNP	Family Nurse Practitioner Nursing	Columbia University University of Maryland, Baltimore	FNP-BC	DNP-FNP	Joint Appt. SOM
Keleman, Arpad	Professor	Non-tenure Track	MS PhD	Computer Science Computer Science	University of Szeged University of Memphis		PhD DNP MSN-Informatics	100
Kirwin, Martine	Assistant Professor	Non-tenure Track	MS DNP	Community/Public Health Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	FNP-C	BSN CNL/MSN-E	100
Kleckner, Amber	Assistant Professor	Tenure-Track	MS MS PhD	Biochemistry Epidemiology Human Nutrition	The Ohio State University University of Rochester The Ohio State University		PhD	100
Kleckner, Ian	Associate Professor	Tenure Track	MPH PhD	Public Health Epidemiology	University of Rochester		PhD	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
				Biophysics, Structural Biology, Biochemistry	The Ohio State University			
Klindinst, N. Jennifer	Associate Professor	Tenured	MPH MSN PhD	Public Health Community Systems Administration Nursing	Boston University Thomas Jefferson University Emory University		Graduate Core PhD	100
Koo, Laura W.	Assistant Professor	Non-tenure Track	MS PhD Cert.	Community Health - Family Nurse Practitioner Behavioral and Community Health Teaching	Boston College University of Maryland College Park University of Maryland, Baltimore	CRNP FNP-BC	DNP-AGPCNP	100
Kumodzi, Trina	Assistant Professor	Non-tenure Track	PhD	Nursing	University of Virginia School of Nursing	CCRN	BSN	100
Lee, Mei Ching	Associate Professor	Non-tenure Track	MSHS PhD	Public Health Nursing	Touro University University of Maryland, Baltimore	MSRN CHPN	BSN	100
Legambi, Tabitha	Assistant Professor	Non-tenure Track	MS DNP	Nursing Education Nursing	Stevenson University University of Maryland, Baltimore	CEN CNE	BSN CNL/MSN-E	100
Lerner, Nancy	Associate Professor	Non-tenure Track	MS DNP	Community Health Nursing & Education Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		BSN	100
Liang, Yulan	Associate Professor	Tenured	MS PhD	Applied Statistics Applied Statistics	University of Memphis University of Memphis		Graduate Core PhD	100
Lucci, Sandra	Assistant Professor	Non-tenure Track	PhD	Nursing Education	Capella University	CNE CMSRN	Institute for Educators	100
Mangana, Williams	Assistant Professor	Non-tenure Track	DNP	Nursing, Family Nurse Practitioner	University of Maryland, Baltimore	CRNP FNP-C	100% Clinical	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
McClean, Melissa	Clinical Instructor	Non-tenure Track	MSN	Adult Nurse Practitioner	University of Colorado, Colorado Springs CO	ANP-BC NP-C ACHPN	BSN	100
McComiskey, Molly	Assistant Professor	Non-tenure Track	DNP	Pediatric Acute Care Nurse Practitioner	University of Maryland, Baltimore	CNP-AC	DNP-PNPAC	100
McElligot, Margaret	Assistant Professor	Non-tenure Track	MSN DNP	Health Promotion and Wellness Educational Leadership	Wesley College Case Western Reserve University	CHSE	Clinical Simulation Lab	100
McElroy, Katie	Associate Professor	Non-tenure Track	MS PhD	Community and Public Health Nursing Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CNE	BSN	100
Melton, Taylor	Assistant Professor	Non-tenure Track	DNP	Adult-Gerontology Primary Care Nurse Practitioner	University of Maryland, Baltimore	CRNP AGNP-C CNE	DNP-AGPCNP	100
Michael, Michele	Assistant Professor	Non-tenure Track	MS PhD Cert.	Maternal Child Nursing Growth and Development Pediatric Nurse Practitioner	University of Maryland, Baltimore University of Maryland College Park University of Maryland, Baltimore	CRNP CNE	BSN CNL/MSN-E Graduate Core	100
Mitchell, Jacqueline	Clinical Instructor	Non-tenure Track	MS MS	Fitness and Health Promotion Nurse Anesthesia	George Mason University University of Maryland, Baltimore	CRNA	DNP-Nurse Anesthesia	100
Moen, Marik	Associate Professor	Non-tenure Track	MSN MPH PhD	Community Public Health Public Health Nursing	Johns Hopkins University Johns Hopkins University University of Maryland, Baltimore		BSN CNL/MSN-E MSN-CPH	100
Mooney-Doyle, Kim	Associate Professor	Tenured	MSN PhD	Pediatric Oncology Nursing Nursing	University of Pennsylvania University of Pennsylvania	CPNP-AC	BSN PhD	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Mueller-Burke, Dawn M.	Assistant Professor	Non-tenure Track	MS PhD Cert.	Pediatrics Nursing/ Neurophysiology Neonatal Nurse Practitioner	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore	CRNP NNP-BC	DNP-NNP	100
Murphy Buc, Hannah	Assistant Professor	Non-tenure Track	MSN PhD	Clinical Nurse Specialist Adult Health Nursing	Johns Hopkins University The Catholic University of America	CNE	BSN CNL/MSN-E	100
Nahm, Eun-Shim	Professor	Tenured	MS PhD	Gerontological Nursing Nursing	University of Hawaii University of Maryland, Baltimore		MSN-Informatics PhD	100
Njie-Carr, Veronica	Professor	Non-tenure Track	MSN PhD	Nursing/Adult Health - Education Nursing	The Catholic University of America The Catholic University of America	ACNS-BC	BSN Graduate Core	100
Nwaiwu, Anthony	Assistant Professor	Non-tenure Track	MS DNP	Health Services Leadership and Management Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CMSRN	BSN	100
Nwogwugwu, Charlotte	Assistant Professor	Non-tenure Track	MPH DrPH	Public Health Public Health	University of Warwick Morgan State University	HIV PCP CPH-BC Certified employee assistance professional	BSN CNL/MSN-E MSN/MPH Graduate Core	100
O'Neil, Carol A.	Associate Professor	Non-tenure Track	MEd MA PhD	Community Health Nursing Nursing Education Curriculum	Columbia University Columbia University University of South Florida	CNE	Institute for Educators	100
Ogbolu, Yolanda	Professor	Tenured	MS	Neonatal Nurse Practitioner	University of Maryland, Baltimore University of Maryland, Baltimore	NNP	MSN/MPH PhD	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
			PhD Cert.	Nursing Neonatal Nurse Practitioner	Georgetown University			
Opoku-Agyemang, Ernest	Assistant Professor	Non-tenure Track	MA MSN PhD	Developing Area Studies Informatics Nursing	Univ. of Hull, England, UK University of Maryland, Baltimore University of Maryland, Baltimore		MSN-Informatics	100
Osuagwu, Ngozi	Assistant Professor	Non-tenure Track	DNP		University of Maryland, Baltimore	CRNP PNP FNP	DNP-FNP	100
Oswald, Lynn M.	Associate Professor		MSN PhD	Psychiatric/Mental Health Nursing Behavioral Neuroscience	University of Texas Health Science Center University of Texas Health Science Center		Graduate Core DNP-PMHNP	100
Owens, Denise	Assistant Professor	Non-tenure Track	MS DNP	Health Services Leadership and Management Nursing	University of Maryland, Baltimore Salisbury State University	CCRN CNE	BSN	100
Pace, Charlotte	Assistant Professor	Non-tenure Track	MS DNP	Pediatric Nurse Practitioner-Acute Nursing	Rush University University of Maryland, Baltimore	PNP-AC	DNP-PNP-AC	100
Park, Sun Young	Assistant Professor	Non-tenure Track	MS DNP	Community/Public Health Nursing Family Nurse Practitioner	University of Maryland, Baltimore University of Maryland, Baltimore	FNP-C	BSN MSN-CPH	100
Petri, Laura	Assistant Professor	Non-tenure Track	MS PhD	Nursing Education/ Family Health Nursing	University of Massachusetts, Boston University of Maryland, Baltimore	NPD-BC	MSN-HSLM	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Phillips, Regina	Assistant Professor	Non-tenure Track	PhD	Public and Community Health	University of Maryland College Park	CNE	CNL	100
Pruett Henson, Amanda	Assistant Professor	Non-tenure Track	MS PhD Cert.	Community-based Nursing Nursing Education	Towson University The Catholic University of America Towson University	CNE CHSE		
Quattrini, Veronica	Associate Professor	Non-tenure Track	MS DNP	Family Nurse Practitioner Nursing	University of Maryland, Baltimore Thomas Jefferson University	FNP-BC	DNP-FNP	100
Rangelov, Sarah	Assistant Professor	Non-tenure Track	MS DNP	Pediatric Nurse Practitioner-Primary Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CRNP CRNP-BC FNE-AP	BSN CNL/MSN-E	60
Rawlett, Kristen	Associate Professor	Non-tenure Track	MSN PhD	Family Nurse Practitioner Nursing	University of South Carolina University of Maryland, Baltimore	FNP-BC CNE	DNP-FNP	100
Regan, Mary	Associate Professor	Tenured	MS PhD	Nursing Nursing	University of Minnesota University of Minnesota		Graduate Core DNP	100
Reid, Rachel	Assistant Professor	Non-tenure Track	MSN DNP	Health Systems Leadership System's Leadership	Loyola University, Chicago Rush University		BSN CNL/MSN-E Graduate Core	50
Reifsnyder, JoAnne	Professor	Non-tenure Track	MSN MBA PhD	Nursing Executive Health MBA Nursing	Thomas Jefferson University George Washington University University of Maryland, Baltimore		MS-HSLM	100
Renfrow, Mary Grace	Assistant Professor	Non-tenure Track	MS DNP	Nursing Education Nursing-Family Nurse Practitioner	Towson University University of Maryland, Baltimore	CRNP	DNP-FNP	100
Renn, Cynthia L.	Professor	Tenured	MS PhD	Acute Care Nurse Practitioner Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		PhD	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Resnick, Barbara	Professor	Tenured	MS PhD	Geriatric Nurse Practitioner Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	CRNP	DNP-AGPCNP PhD	100
Rietschel, Matthew	Assistant Professor	Non-tenure Track	MS EdD	Instructional Technology Instructional Technology	Towson State University Towson State University		N/A	100
Roberts, Krista	Assistant Professor	Non-tenure Track	MS DNP Cert.	Family Nurse Practitioner Nursing Education	University of Connecticut University of Connecticut University of Connecticut	FNP-BC	DNP-FNP	100
Robinson, Kelley	Assistant Professor	Tenure-track	MSN PhD	Nurse Midwifery Nursing	Yale University Johns Hopkins University	CNM CNE	Clinical Simulation Lab DNP	100
Robinson, Maria	Assistant Professor	Non-tenure Track	MS DNP	Community/Public Health Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		BSN, CNL	100
Robinson, Sara	Assistant Professor	Non-tenure Track	MSN DNP	Psychiatric Mental Health Nurse Practitioner Nursing	Boston College University of New Hampshire	PMHNP-BC	DNP-PMHNP	100
Roesch, Amanda	Assistant Professor	Non-tenure Track	MSN MPH DNP	Family Nurse Practitioner Public Health Nursing	Johns Hopkins University Johns Hopkins University University of Minnesota	FNP-C	DNP-FNP	100
Rosenblatt, Megan	Assistant Professor	Non-tenure Track	MSW DPC	Social Work Counseling	University of Maryland Mississippi College	LCSW-C	DNP-PMHNP	60
Russ, Karin	Assistant Professor	Non-tenure Track	MS	Health Services Leadership and Management	University of Maryland, Baltimore			100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
			JD Cert. Cert.	Environmental Law Environmental Health Teaching	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore			
Ryer, Jacquelyn	Clinical Instructor	Non-tenure Track	MSN	Adult Gerontology Acute Care Nurse Practitioner	Johns Hopkins University	AG-ACNP CCRN	DNP-AGACNP	100
Satyshur, Rosemarie D.	Assistant Professor	Non-tenure Track	MSN PhD	Nursing of the Developing Family Nursing	The Catholic University of America The Catholic University of America		BSN-Graduate Core DNP	100
Schaefer, Patricia	Assistant Professor	Non-tenure Track	MSN DNP	Nursing Education Nursing	University of Colorado, Health Sciences Center Regis College	CNE-cl CHSE CNE	Clinical Simulation Lab	100
Scheu, Karen	Assistant Professor	Non-tenure Track	MSN DNP	Family Nurse Practitioner Nursing	Columbia University University of Maryland, Baltimore	FNP-BC	DNP-FNP	100
Scott, Katherine	Assistant Professor	Non-tenure Track	MPH DNP	Environmental Health Adult Gerontology Primary Care Nurse Practitioner	Johns Hopkins University University of Maryland, Baltimore	CRNP	BSN CNL/MSN-E Graduate Core DNP	75
Seckman, Charlotte	Associate Professor	Non-tenure Track	MSN PhD	Nursing Nursing	University of Pittsburgh University of Maryland, Baltimore	NI-BC CNE	MSN-Informatics	100
Seger, Celeste	Assistant Professor	Non-tenure Track	MS PhD	HSLM Executive Practice Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		BSN	100
Selby, Victoria	Assistant Professor	Non-tenure Track	MS	Psychiatric Mental Health Clinical Specialist/Nurse Practitioner – Family	University of Maryland, Baltimore	CRNP–PMH PMHNP-BC CARN-AP	BSN DNP-PMHNP Addictions	60

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
			PhD	Nursing	University of Maryland, Baltimore			
Selway, Janet	Associate Professor	Non-tenure Track	DNSc	Doctor of Nursing Science	Johns Hopkins School of Nursing, Baltimore	AGNP-C CPNP-PC	DNP-AGPCNP	100
Shapelow, Kaitlin	Clinical Instructor	Non-tenure Track	MS	Adult Gerontology Nurse Practitioner	University of Maryland, Baltimore	CRNP AGNP-PC	BSN	100
Shumate, Pamela	Assistant Professor	Non-tenure Track	MSN DNP Cert.	Cardiovascular Nursing Nursing Teaching	The Catholic University of America University of Maryland, Baltimore University of Maryland, Baltimore	CCRN CNE CHSE	BSN	100
Smith, Ciara	Assistant Professor	Non-tenure Track	DNP	Nursing-Psychiatric Mental Health Nurse Practitioner	University of Maryland, Baltimore	PMHNP-BC	BSN DNP-PMHNP	60
Smith, Nicole	Assistant Professor	Non-tenure Track	MS PhD	Health Services Leadership and Management Nursing Education	University of Maryland, Baltimore Mercer University	CNE CHSE CNE-cl	BSN	100
Snyder, B. Elias	Assistant Professor	Non-tenure Track	MS PhD	Family Nurse Practitioner East West Psychology	University of Maryland, Baltimore California Institute of Integral Studies	FNP-C ACHPN	BSN CNL/MSN-E DNP Global Health	100
Solaiman, Anjana	Assistant Professor	Non-tenure Track	MS DNP	Health Services Leadership and Management Neonatal Nurse Practitioner	University of Maryland, Baltimore University of Maryland, Baltimore	NNP-BC IBCLC C-ERM	BSN	100
Spencer, Michelle	Assistant Professor	Non-tenure Track	MS DNP	Community/Public Health Nursing Nursing	University of Maryland, Baltimore University of Maryland, Baltimore		BSN CNL/MSN-E MSN-CPH	100
Stephens, Cory	Assistant Professor	Non-tenure Track	MSN DNP Cert.	Informatics Nursing Informatics Nursing Education	Walden University Walden University University of Maryland, Baltimore	NI-BC CPHIMS	MSN-Informatics	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Stoudt, Tara	Clinical Instructor	Non-tenure Track	MS	Clinical Nurse Leader	University of Maryland, Baltimore	RNC-NIC	NL/MSN-E	100
Streb, Stephanie	Assistant Professor	Non-tenure Track	MHS MS DNP Cert.	International Health Clinical Nurse Leader Psychiatric Mental Health Nursing Nurse Practitioner Teaching	Johns Hopkins University University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore	PMHNP-BC	CNL/MSN-E DNP-PMHNP	60
Sullivan, Jessica	Clinical Instructor	Non-tenure Track	MS	Psychiatric Mental Health Nursing Nurse Practitioner	University of Maryland, Baltimore	PMHNP-BC	CNL/MSN-E DNP-PNP-Primary	60
Swing, Taylor Jones	Assistant Professor	Non-tenure Track	DNP Cert.	Pediatric Primary Care Nurse Practitioner Teaching	University of Maryland, Baltimore University of Maryland, Baltimore	CPNP-PC	BSN CNL/MSN-E DNP-PNPPC	80
Thomas, Sharon	Assistant Professor	Non-tenure Track	MSN MSN PhD	Adult and Critical Care Nurse Practitioner Nursing Anesthesia Nursing	Johns Hopkins University University of Maryland, Baltimore University of Maryland, Baltimore	CRNA	DNP-Nurse Anesthesia	50
Thornton, Marleen	Associate Professor	Tenure-Track	MSN PhD	Nursing Nursing	Kent State University University of Colorado Anschutz Medical Campus		Institute for Educators	100
Thurman, Paul	Assistant Professor	Non-tenure Track	MS PhD	Trauma/Critical Care and Emergency Nursing Clinical Nurse Specialist and Acute Care Nurse Practitioner Nursing	University of Maryland, Baltimore University of Maryland, Baltimore	ACNPC CCNS CCRN CNE		40

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
Titus-Glover, Doris	Assistant Professor	Non-tenure Track	PhD	Nursing	University of Maryland, Baltimore		BSN	100
Trandel, Darlene	Assistant Professor	Non-tenure Track	MSN Post Masters FNP PhD	Nursing Family Nurse Practitioner Nursing	University of Virginia University of Virginia University of Washington	CCP ICF-PCC	Nurse Leadership Institute	50
Trinkoff, Alison	Professor	Tenured	MPH ScD	Maternal and Child Health Public Health	University of North Carolina at Chapel Hill Johns Hopkins University		PhD	100
Tseng, Pang-Yen	Assistant Professor	Tenure-track	BVM MS PhD	Veterinary Medicine Veterinary Medicine Comparative Pathology	National Chung-Hsing University, Taiwan National Chung-Hsing University, Taiwan University of California, Davis		PhD	100
Ulicny, Mary Pat	Clinical Instructor	Non-tenure Track	MS MS	Health Care Administration and Management HSLM	University of Maryland University College University of Maryland, Baltimore	CNE CHSE	BSN	100
Van de Castle, Barb	Assistant Professor	Non-tenure Track	MSN DNP	Nursing Education Nursing Informatics	The Catholic University of America University of Maryland, Baltimore	NI-BC OCN-Emeritus	MSN-Informatics DNP	100
Vykol, Victoria	Assistant Professor	Non-tenure Track	MS DNP Cert.	Clinical Nurse Leader Nursing-Neonatal Nurse Practitioner Education	University of Maryland, Baltimore University of Maryland, Baltimore University of Maryland, Baltimore	CRNP NNP-BC	DNP-NNP	60
Wang, Yang	Assistant Professor	Tenure-Track	MA PhD	Psychology Psychology	Southwest University, China Southwest University, China		Graduate Core PhD	100
Ward, Lindsay	Clinical Instructor	Non-tenure Track	MS	Primary Care Pediatric Nurse Practitioner	University of Maryland, Baltimore	CPNP-PC IBCLC		60
Weston, Rebecca	Assistant Professor	Non-tenure Track	MSN	Maternal, Child and Family Education	Northwestern State University	CNE	BSN	100

Faculty Member	Rank	Tenure Status	Graduate Degrees / Certificates	Major	School	Certifications	Teaching Assignment	%FTE
			EdD	Curriculum and Instruction Design	Grambling State University			
Weston, Tarleen	Assistant Professor	Non-tenure Track	DNP	Psychiatric Mental Health Nurse Practitioner-Family	University of Maryland, Baltimore	PMHNP-BC	BSN	60
Williams, Nyree	Assistant Professor	Non-tenure Track	MS DNP	Clinical Nurse Leader Psychiatric Mental Health Nurse Practitioner-Family	University of Maryland, Baltimore University of Maryland, Baltimore	PMHNP-BC	BSN CNL/MSN-E	60
Willams, Rhea	Assistant Professor	Non-tenure Track	MSN DNP	Nursing Midwifery Nursing	Shenandoah University University of Maryland, Baltimore	CNM	BSN	100
Wozenski, Susan	Assistant Professor	Non-tenure Track	MPH JD	Epidemiology Law	University of Michigan University of Connecticut		MSN-CPH MPH Graduate Core	100
Wulf, Janet Armstead	Assistant Professor	Non-tenure Track	MS DNP	Clinical Nurse Leader Adult Gerontology Primary Care Nurse Practitioner	University of Maryland, Baltimore University of Maryland, Baltimore	CNL CHPN CNE	CNL/MSN-E	80
Zhu, Shijun	Professor	Tenure-Track	DrE PhD	Applied Statistics Statistics	Morgan State University, Baltimore, MD University of Maryland, Baltimore County		PhD	100

EG 8/14/24

UNIVERSITY of MARYLAND
SCHOOL OF NURSING

Course Evaluation Form

As a reminder, students should follow the UMB code of conduct when completing this evaluation, including being professional, civil, respectful, and courteous. **Remember to provide feedback in a manner in which you would like to receive.**	Responses: Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Course Evaluation (CEQ)	**1**	**2**	**3**	**4**	**5**	
1. Course content flowed logically from course objectives.						
2. Readings were consistent with course content.						
3. Learning activities were consistent with course content.						
4. Graded assessments (e.g., paper, exams) were consistent with course content.						
5. Blackboard navigation was easily executed.						
6. The amount of work for credit earned was about right.						
7. The assigned textbooks and other course materials were valuable to my learning.						
8. I learned relevant information.						
The Instructor (FEQ)						
9. Was well prepared.						
10. Was knowledgeable about course content.						
11. Used effective teaching strategies.						
12. Provided constructive feedback on tests, assignments, and performance.						
13. Provided timely feedback on tests, assignments, and performance.						
14. Applied consistent standards in evaluation.						
15. Was readily available to students.						
16. Treated students with respect.						

Open-ended questions:

1. What aspects of the course contributed the most to your learning?
2. What aspects of the course contributed the least to your learning?
3. What recommendation(s) do you have to improve the course?
4. Do you have additional comments?

Revised: 4/19/16

UMB'S CORE VALUES

RESPECT *and* INTEGRITY

WELL-BEING *and* SUSTAINABILITY

EQUITY *and* JUSTICE

INNOVATION *and* DISCOVERY

UNIVERSTIY OF MARYLAND SCHOOL OF NURSING
PROGRAM ASSESSMENT QUESTIONNAIRE

1. Year Graduated:
____2021
____2022
____2023
____2024

2. Month Graduated:
___December
___May
___August

3. Type of degree program:
___ BSN traditional (Baltimore Campus)
___ BSN traditional (Shady Grove Campus)
___ RN to BSN
___ RN to MSN
___ MSN/CNL
___ MSN/MBA
___ MSN
___Post-Master's
___Certificate
___DNP
___PhD
___Post-Doctoral Certificate
___Other (Specify) _____

4. If Masters or DNP, mark your official specialty or the one that best fits your program:
_____ 1. Adult-Gerontology Acute Care Nurse Practitioner/ Clinical Nurse Specialist
_____ 2. Adult-Gerontology Primary Care Nurse Practitioner
_____ 3. Clinical Nurse Leader
_____ 4. Community/Public Health Nursing
_____ 5. Environmental Emphasis
_____ 6. Family Nurse Practitioner
_____ 7. Global Health
_____ 8. Health Services Leadership and Management
_____ 9. Nurse Anesthesia
_____10. Nursing Informatics
_____ 11. Psychiatric Mental Health Nurse Practitioner
_____ 12. Pediatric Nurse Practitioner (acute care)
_____ 13. Pediatric Nurse Practitioner (primary care)
_____ 14. Neonatal Nurse Practitioner
_____ 15. Teaching in Nursing and Health Professions
_____16. Other (please specify___)

To complete the evaluation, click on the link below. **The rating scale goes from "Completely Unsatisfactory (1)" to "Completely Satisfactory (4)".** Be sure that you do click on the right tabs.

	A. PROGRAM UTILITY AND EFFICACY **To what degree did your program:**	**Completely Unsatisfactory** **1**	**Unsatisfactory** **2**	**Satisfactory** **3**	**Completely Satisfactory** **4**	**Not Applicable** **0**
	Help you acquire necessary nursing skills					
	Provide overall intellectual growth					
	Enhance your personal growth					
	Provide help toward achieving your career goals					
	Provide integration of courses and other learning experiences into a meaningful whole					
	Require you to use the skills you had prior to entry					
	Prepare you for a position appropriate to the level of education					
	Encourage collegial behavior among you and your pee					
	Enhance your commitment to professional nursing					
	Provide role models in nursing practice (including direct practice and indirect practice such as education or administration or health policy development)					
	Provide role models in scholarly conduct					
	Prepare you to assume responsibility for self-assessment and continuing professional development					
	Provide you access to clinical agencies with suitable nursing role models					
CURRICULUM OPTIONS AND INDIVIDUALIZATION **What is your level of satisfaction with:**						
	Alternatives in meeting course objectives					
	Alternatives in meeting program objectives					
	Academic advising					
	Course scheduling					
	Course sequencing					
	The degree your former experiences were taken into account in curriculum planning					
	The degree your special learning needs were met					
	Amount of input you had or could have had into your program					
TIME EFFICIENCY AND STUDENT DEMANDS **To what degree were you satisfied that there was:**						
	No unnecessary duplication of clinical experiences					
	No unnecessary duplication of theoretical content					
	An overall emphasis on scientific basis for nursing practices					

	A well articulated curriculum					
	Manageability of demands					
	Adequate time for learning required content					
	Adequate presentation and application of the conceptual framework in School of Nursing courses					
FACULTY STUDENT RELATIONSHIPS **How satisfied were you with faculty:**						
	Competence in theory presentation					
	Clinical competence					
	Concern for you as an individual					
	Concern for your overall education					
	Availability (during office hours or by appointment)					
	Sensitivity to your needs					
LEARNING RESOURCES **To what degree were the following satisfactory:**						
	Depth of clinical (or laboratory) experiences					
	Variety of clinical experience					
	Variety of courses available to you					
	Depth of courses available to you					
	Financial assistance available to you					
	Classrooms					
	Conference rooms					
	Support services					
	Library holdings (books, journals, etc.)					
	Library hours					
	Library physical facilities					
	Library staff					
	Computer laboratory instructions					
	Computer laboratory hours					
	Computer laboratory hardware					
	Computer laboratory software					
	Currency of materials in the media center					
	Materials produced by the media center					
	Working condition of media equipment					
	Adequacy of School of Nursing physical facilities					
OVERALL IMPRESSIONS OF THE PROGRAM						
	Overall, how well satisfied are you with your program					
	Would you recommend the program to others					

ADDITIONAL COMMENTS: _____