














March 2020 UofM Academic, Research and Student Success Committee Meeting

Schedule	Wednesday, March 4, 2020 8:30 AM — 9:30 AM CST
Venue	University Center Fountain View Suite - UC350
Organizer	Jean Rakow

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1. Call to Order

2. Roll Call

Presented by Melanie Murry

3. Approval of Minutes - September 4, 2019

For Approval

Presented by David Kemmee

**University of Memphis Board of Trustees
ARSS Committee Meeting
September 4, 2019 | 8:00 a.m.**

Minutes

Agenda Item 1: Call to Order and Opening Remarks

Chair Kemme called the meeting to order. He announced the appointment of Student Trustee Noah Agnew to the ARSS Committee.

Agenda Item 2: Roll Call and Declaration of Quorum

Melanie Murry, Legal Counsel and Board Secretary called the roll and confirmed the following committee members were present.

Trustee Doug Edwards
Trustee David Kemme
Trustee Brad Martin
Trustee David North
Trustee Carol Roberts
Trustee Noah Agnew

The following board members were also present for the meeting:

Trustee Cato Johnson
Trustee Springfield

Secretary Murry announced the presence of a quorum

Agenda Item 3: Approval of Meeting Minutes for June 5, 2019

Trustee Kemme called for a motion to approve the June 5, 2019 minutes. The motion was made by Trustee Roberts and properly seconded. Trustee Kemme called for discussion and none was provided. A voice vote was taken, and the motion was unanimously approved.

Agenda Item 4: Housing Eligibility Rule

Trustee Kemme recognized Melanie Murry to discuss the Housing Eligibility Rule. Secretary Murry explained that this rule was presented to the Board of Trustees several months ago and was subsequently presented to the Governmental Operations Committee of the State Legislature several months ago. The Legislature requested a specific wording change within our rule – replace the term “sex” with “gender.”

Chair Kemme asked if there was discussion. He called for motion. Trustee Roberts made the motion which was properly seconded. A voice vote was taken and the motion was unanimously approved.

Agenda Item 5: First Year Residency Requirement Rule

Chair Kemme recognized CFO Kurapati for a presentation related to first year residency requirements – consideration of a change from a commuter to a resident destination campus.

Mr. Kurapati discussed the following:

- Housing occupancy is at an all-time high -100% - plus additional 108 beds leased from The Gather. In total, 2,569 beds are assignable.
- Consideration of rule and policy changes will be forthcoming.
 - Research clearly supports that students who live on campus are more engaged and have a better chance of success. We are exploring a policy adjustment and will propose that all full-time first-year students be required to live on campus
 - Rule making process protocol will be necessary prior to bringing the revised policy to the Board.
- Trustees discussed the projected implementation date, the prevalence of this rule with our peer institutions, capacity for first-year students, exceptions to the rule and anticipated utilization by the target group.

Agenda Item 6: Tenure Upon Appointment:

- Chair Kemme recognized Provost Tom Nenon to present the request for approval of tenure upon appointment for Dr. Huigang Liang.
- Provost Nenon stated that over the course of the summer, the UofM recruited Dr. Liang to become the Chair of Excellence in what was formerly called Management Information Systems, now called Business Information Technology. For established scholars, it is common that they wish to come to the University with tenure. As a competitive requirement to attract first rate people, we do occasionally offer tenure upon appointment. Dr. Liang has outstanding credentials and we recommend tenure upon appointment be approved.
- Chair Kemme commented that he was on the search committee and this person was by far the best of the candidates, a good colleague and would be an excellent mentor as well. Chair Kemme stated that he supports this recommendation.
- Chair Kemme called for a motion. The motion was made by Trustee Edwards and was properly seconded. A voice vote was taken, and the motion was unanimously approved.

Agenda Item 7: Enrollment Update

- Chair Kemme recognized Dr. Bridgette Decent, Director of Institutional Research to present enrollment information. Dr. Decent stated that official numbers will be captured on Sunday, September 8, 2019. The data included in the board book are as of the first day of class.
 - Enrollment for the first day of class is up 4% over fall 2018.
 - Enrollment is 21,887 as of the date of this meeting - all levels (UG, GR, LAW) are experiencing growth.
 - Freshmen enrollment - expectations of our largest class to date.
 - Admissions Office processed over 14,000 completed applications (had over 17,000 incomplete and complete applications); admissions totaled over 12,000.
 - The first-time freshmen GPA is 3.52 up from last year's GPA 3.47.

- Honors College enrollment this fall is 663, up from 634 last year. One in four of our freshmen are enrolled in the Honors College.
- Dual enrollment continues to grow - we are expecting over 1,800 dual enrolled students for the current academic year. Dual enrolled students are those who are taking college courses while in high school, which gives them a head start when they graduate high school and enter college.
- UofM had an increase in enrollment from other states.
- One-third of the incoming students are transfers.
- Over 12,000 students are taking at least one online course. Sixteen percent are enrolled totally online.
- UM Global enrollment in fully online programs total over 1,000 students this semester.
- Twenty percent (20%) of students enrolled in the previous year are currently enrolled in post-secondary education after completing their undergraduate degree. Fifty-seven percent (57%) are employed within the state of Tennessee.
- Graduation rates have increased:
 - 6 yr. graduation rate: 2013-14 = 43%; 2018-19 = 53% (national peer group rate approximates 60%).
 - 4 yr. graduation rate: 2013-14 = 18%; 2018-19=30%
 - President Rudd indicated that the single best predictor of performance and completion in college is high school GPA, which continues to increase every year.

Discussion that followed was wide ranging:

- Questions were raised about the factors that impact student enrollment subsequent to admission. Provost Nenon responded that there is a continuous communication with the student after they have been admitted. He also indicated that the UofM is usually effective in getting them to enroll if they attend new student orientation.
- Trustee North cited THEC's comment on the declining eligible student population and we have incredible results here – how do we maintain and grow enrollment under these circumstances? President Rudd, Provost Nenon and Dr. Weddle-West discussed the yield rate, affordability, cost containment, value, quality of education, out-of-state tuition, faculty involvement in recruiting, prospective student tours, completion programs (finish line, online programs, transfers, etc.), advising, and retention programs.

Agenda Item 8: Addressing College Drinking and Drug Use

Chair Kemme recognized Dr. Justin Lawhead to discuss drug and alcohol use and mental health issues.

- The Healthy Mind Survey (a national survey) is administered every two years. The survey examines data that looks at drugs, alcohol and mental health. Results revealed:
 - Students reported having 4+ drinks in past 2 weeks
 - 64.7% feel down
 - 45% reach out to friend (be sure they have other resources as well)

- We don't have percentages and data on how many are requesting professional help
- We have a collaborative institutional commitment on campus – with multiple offices, including Tigers Thrive, Wellness Board, Dean of Students, Student Accountability, Campus Police, Academic Counseling, Student Counseling, etc. working on the issues.
- Sober tailgating at football games and an anti stigma campaign to ask for help has been added.
- Student conduct is managed from the Dean of Student's office so we are able to maintain a focus on accountability and needed resources. The UofM provides needed resources through support of a food pantry, licensed social worker, emergency fund for students.

A discussion ensued:

- Trustee North referenced mental health and questions on how the UofM can find ways to not only educate our students well, but to also prepare them for life. President Rudd stated that the majority of misconduct and other related incidents involves alcohol and substances, so prevention and education is important. Our numbers are similar to national numbers. A position has been added in Counseling to assist students, faculty and staff.
- Trustee North-stated that businesses bear the cost of these issues when employees transition to the work force, so anything the UofM can do to assist students will help. President Rudd indicated that the ACE program provides psycho-social support to students and helps them make good decisions. Dr. Weddle-West added that the number one issue affecting student grades is family and finances. President Rudd-concurred with the adverse impact of work demands on students and mentioned that UMWentures is helping students by providing higher paid jobs so they can work less hours.
- Trustee Martin remarked that there is a need for a course that can provide coping skills - does any university require a course such as this? Dr. Weddle-West indicated that the ACAD course has components of these skills.

Chair Kemme encouraged members to contact him to add items to the agenda and commented that he would like the following addressed:

- A presentation related to accreditation and assessment of learning (quality of education experience) issues,
- Assessment of learning for online education, and
- Forward guidance on the direction of academic programs, strategy and development. Provost Nenon responded that the undergraduate degree in Communication Sciences & Disorders and the development of UG certificates at the Culinary Institute are in progress.

Agenda Item 9: Adjournment

Chair Kemme called for a motion to adjourn the meeting. The motion was made and properly seconded. A voice vote was taken, and the motion was unanimously approved.

The meeting adjourned at 9:06 a.m.

4. Approval of Minutes-December 4, 2019

For Approval

Presented by David Kemmee

University of Memphis Board of Trustees
Academic, Research and Student Success Committee Meeting
December 4, 2019 | 8:00 a.m.

Minutes

Agenda Item 1: Call to Order and Opening Remarks

Chair Kemme called the meeting to order.

Agenda Item 2: Roll Call and Declaration of Quorum

Melanie Murry, Legal Counsel and Board Secretary called the roll and confirmed the following committee members were present.

Trustee Doug Edwards
Trustee David Kemme
Trustee Brad Martin
Trustee David North
Trustee Carol Roberts
Trustee Noah Agnew

The following board members were also present for the meeting:

Trustee Cato Johnson
Trustee Springfield

Secretary Murry announced the presence of a quorum

Agenda Item 3: Provost's Update

Trustee Kemme recognized Provost Tom Nenon to provide an update.

- Dr. Nenon stated that THEC had approved of the following programs: MS in Engineering Management and the Doctorate in Social Work. The next step would be informing THEC for the January meeting that we will be moving forward with the programs.

Agenda Item 4: New Academic Program Proposal - Dr. Tom Nenon and Dr. Linda Jarmulowicz, Dean, School of Communication Sciences and Disorders.

Trustee Kemme recognized Dr. Tom Nenon to discuss the academic program proposal.

- Letter of Notification (LON) and New Academic Program Proposal (NAPP) for a Bachelor of Science Degree in American Sign Language & Deaf Studies – for Fall 2021.
 - Dr. Nenon stated there were several advantages to the American Sign Language & Deaf Studies degree:
 - Until now, the school offered only graduate degrees. Having an undergraduate degree will help (students) with finances (graduate degrees are more costly). Dean Jarmulowicz indicated that previously there was a 20% year over year increase in enrollment in the ASL courses currently offered to fulfill the foreign language requirement of some programs. Currently, enrollment has increased by 40% indicating that there is high demand for the program.
 - This is a destination program – demand for American sign language is high, but few programs are available to support the need.
 - This degree will expand the range of people who are knowledgeable about and provide services in this area.

- Trustee Kemme asked about staffing and labs/technology available to assist in this area
 - Dean Jarmulowicz responded that the addition of a student fee for the language lab will pay for tutor on site to staff the lab; there is currently lab space; however, a great deal of the learning is face to face. Dr. Nenon commented there is not a need for specialized equipment. We are increasingly moving away from labs – students have their own equipment
 - Graduate assistants will be added as the program continues to grow.
 - Adjunct faculty members are a more cost-effective option for instruction.

Chair Kemme asked if there was discussion. He called for motion. Motion was made by Trustee Edwards which was properly seconded. A voice vote was taken, and the motion was unanimously approved.

Agenda Item 5: WUMR FCC License –Dr. Anne Hogan

Trustee Kemme recognized Dean Hogan to discuss the transfer of the WUMR FCC License.

- WUMR 91.7I license - background and challenges
 - Lack of fiscal sustainability
 - Minimal income from underwriting
 - Minimal student involvement no affiliation with academic program
 - Limited audience due to scope of music programming (jazz)
- Advisory Board review of WUMR
 - Included a review of the financials, consultation with on-campus groups (faculty and students) and community partners
 - Conclusion: Maintain status quo which means cease operations in 2020 due to lack of fiscal sustainability OR find another way to reorganize that would increase student involvement, attain long term financial sustainability, find a program that would be broader voice for WUMR
 - New partnership: FCC license will transfer to Crosstown Concourse; location will move to Crosstown Concourse; UofM will hire instructor/coordinator – in charge of curricular development of courses and work with students who want to be involved as a co-curricular activity.
 - Benefits: increased student participation, broaden musical genre (including jazz), local news with Daily Memphian
 - Live broadcast from Scheidt Family Music Center and Crosstown
 - Increase podcast development and live streaming (sports, music, podcasts)
 - There will be annual cost savings to UofM.
 - Serve student population
 - Revitalize radio station
 - Supplements collaboration with Daily Memphian
 - Currently have investigative reporting interning with Daily Memphian
 - Close ties with Crosstown Arts
- Chair Kemme asked if there was discussion. He called for motion to approve the transfer license to Crosstown Concourse. Motion was made by Trustee Roberts which was properly seconded. A voice vote was taken, and the motion was unanimously approved.

Agenda Item 6: First Year Student Residency Requirement (information only) – CFO Raaj Kurapati

Trustee Kemme recognized CFO Raaj Kurapati to discuss the proposed policy.

- Update for proposed policy that is being considered:
 - Working through acquisition of The Gather (435 beds)

- Working on another housing development project: Stella Group (516 beds)
 - Concern raised by State of Tennessee offices about adding an additional 1,000 beds to the UofM inventory and whether the UofM has the appropriate policies that guarantee the priority fill commitments could be met
 - Reviewed the practices of our aspirational peers to determine how they managed their policies.
- UofM is currently at 98% overall occupancy without the additional 110 beds that are leased from The Gather.
- Policy proposal is live-in requirement for all first-year full time freshmen with appropriate policy exceptions in place, which will be vetted by the Director of Residence Life.
- Impact: there is some concern over the number of students who will be impacted by the implementation of this policy. Of the 2,617 incoming full-time freshmen, 1,448 already elected to live on-campus and the rest meet the exceptions. Only 74 freshmen would be impacted (2.8%) by the policy.
- Actions to date and next steps: The draft policy was discussed with the Student Government Association and will be reviewed by the UofM Policy Review Board. It will then go through rulemaking with the Secretary of State, the Office of the Attorney General and the Joint Government Operations Committee for their approval. Effective date of the rule would be 90 days after filing with the Secretary of State. Given these steps, the earliest this policy would be implemented would be fall 2021.
- Dr. Rudd indicated that this policy change is really about cost containment and student success:
 - Decrease number of semesters students need to graduate
 - Living on campus dramatically increases student success
 - Several of our dorms are old and it is not cost effective to update them as residence halls and we are looking to repurpose the spaces for academic purposes.

Discussion following the presentation focused on cost containment for the students, quality of inventory, and residence life business and master plans.

Agenda Item 7: Transfer Students – Dr. William Akey

Trustee Kemme recognized Dr. Akey to discuss transfer students.

- Approximately 2,200 new transfer students enroll each fall
- Transfer students represent 36-39% of undergraduate enrollment each year
- Students come from a wide range of colleges and universities – 305 different institutions nationwide
- Majority are transferring in as sophomores and juniors
- GPA from two-year and four--year institutions are very similar
- Fall 2019 profile of incoming transfer students highlights: average age is 25; half of this population is Pell grant eligible (high financial need); range of number of prior institutions attended is 1 to 8; only 20-25% of transfer students have earned associate degree; graduation rates for those coming from two and four year institutions is similar
- Students coming to the UofM with an earned associate degree are retained and graduate at higher rates

The UofM has added an additional recruiting position to work with the regional community colleges as well as software (College Source) to assist in evaluation of the academic record of the students.

Discussion following the presentation focused on the amount of difficulty transfer students have in navigating the system and the percentage of transfer students who live on-campus.

Agenda Item 8: Faculty Athletic Committee (FAC) - Dr. KB Turner, Chair of Committee

Trustee Kemme recognized Dr. K. B. Turner to discuss the Faculty Athletics Committee.

- Dr. Turner discussed the role of FAC at the university which focuses on academic integrity the welfare and academic success of the student athletes, academic eligibility of student athletes, the development of policy, and the chairman serves as a consultant related to staffing of the Athletic Department.
- He discussed membership of FAC – its diversity, not only in race and ethnicity but also with respect to various disciplines.
- Meetings are monthly, the last Tuesday of the month at 4:45pm.
- The committee is currently exploring issues related to athletics and mental illness.
- An Annual Report will be prepared by the chair on/before the start date of the fall semester.

A question was raised as to whether any of the committee members were former athletes. Dr. Turner responded that both Dr. Niki Bray and Dr. Esra Ozdenerol were student athletes.

Agenda Item 9: Global FedEx Life Update and partnership with Methodist LeBonheur Healthcare (MLH) and UofM Global

- Will be presented at full board meeting

Agenda Item 10: Carnegie R1 Research Goal: Progress Update – Dr. Jasbir Dhaliwal

- Will be presented at full board meeting

Agenda Item 11: Additional Committee Business

Chair Kemme asked if there was any additional committee business. There was none.

Agenda Item 12: Adjournment

Chair Kemme called for a motion to adjourn the meeting. The motion was made and properly seconded. A voice vote was taken, and the motion was unanimously approved.

5. Institutional Mission

For Approval

Presented by Tom Nenon

The University of Memphis Board of Trustees

Agenda Item - Institutional Mission

For Approval

Date: March 4, 2020

Item: Institutional Mission

Recommendation: Approval of Institutional Mission

Presented by: Dr. Thomas Nenon, Executive Vice President for Academic Affairs and Provost

Background:

Tennessee state law requires the Board of Trustees to approve and submit an annual mission statement to THEC that contains the following information:

- Characterize distinctiveness in degree offerings by level, focus, and student characteristics, including, but not limited to, nontraditional students and part-time students; and
- Address institutional accountability for the quality of instruction, student learning, and, when applicable, research and public service to benefit Tennessee citizens.

Recommendation:

The Academic Research and Student Success Committee recommends approval of the institutional mission as outlined in the meeting materials.

University of Memphis Mission Statement

The University of Memphis is a comprehensive, internationally recognized, urban public research university preparing students for success in a diverse, innovative, global environment. The University is classified as Doctoral: High Research Activity and Community Engaged per the Carnegie Classification for Institutions of Higher Learning. The UofM is dedicated to providing the highest quality of education to its over 21,500 students through 13 colleges and schools that offer over 140 academic degree programs at the undergraduate, masters, doctoral and professional levels. The UofM awards more than 4,300 degrees annually. Talented and innovative faculty have developed 22 undergraduate and 38 graduate programs in various disciplines that are ranked in the Top 25 nationally. With a focus on research and service benefitting communities and society, local and global, we are home to nationally designated centers of excellence in cybersecurity research and education, transportation workforce development, and mobile health big data, as well as five Tennessee centers of research excellence. Our metropolitan setting has enabled us to build a nationally ranked internship program that facilitates the placement of undergraduate and graduate students throughout the community in nonprofit and for-profit organizations that specialize in healthcare, government, transportation and logistics, music and entertainment, medical devices, banking and the arts. Student success, service, innovation, collaboration, diversity and inclusion, and accountability are core values at the University of Memphis.

6. Dr. Onega :Tenure Upon Appointment

For Approval

Presented by Tom Nenon

The University of Memphis Board of Trustees

Agenda Item

For Approval

Date: March 4, 2020

Committee: Academics, Research, & Student Success Committee

Recommendation: Approval of Tenure upon Appointment

Presented by: Dr. Thomas Nenon, Executive Vice President for Academic Affairs and Provost

Background:

Dr. Lisa Onega is the incoming Associate Dean for Academic Programs for the Loewenberg College of Nursing. She brings a wealth of experience teaching undergraduate, graduate and doctoral students, extensive publications and funded research, and progressive leadership roles as a director, department chair and associate dean. Dr. Onega has been a tenured full professor since 2007 from other universities. She has fulfilled the current tenure-track probationary period performance requirements in teaching, research and service at the University of Memphis.

Committee Recommendation:

The Academic, Research, & Student Success Committee recommends approval of tenure upon appointment for Dr. Onega.

REQUEST FOR A REDUCTION OF TENURE TRACK PROBATION PERIOD

This is a request to recommend that Lisa Onega in the Department of Nursing
First Middle Last

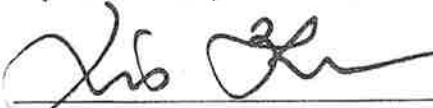
be granted a 6 year(s) reduction in his/her tenure probation period. A copy of his/her vita must be attached.

Date: 11/20/2019 **Justification** (If necessary, use additional pages and attach to this form.)

Dr. Lisa Onega is to be Associate Dean for Academic Programs in the Loewenberg College of Nursing. Dr. Onega from West Virginia University, School of Nursing and has been a tenured Full Professor since 2007.

APPROVAL SIGNATURES:

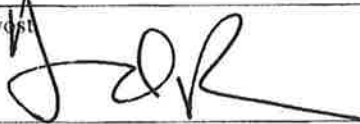
Departmental Chairperson _____ Date _____

 11-21-19

Dean Date

 11/25/19

Provost Date

 11/27/19

President Date

COMMENTS



Office of the Dean
Loewenberg College of Nursing

4055 North Park Loop
Memphis, Tennessee 38152

Office: 901.678.2020
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To: The University of Memphis Board of Trustees
From: Loewenberg College of Nursing
Subject: Recommendation for reduction in tenure probation period for Dr. Lisa Onega
Date: November 21, 2019

The Loewenberg College of Nursing (*thereafter the college*) requests your approval for a six-year reduction in tenure probation period for Dr. Lisa Onega (*thereafter Dr. Onega*).

The College hired Cejka Executive Search Firm for our associate dean search amid a nationwide shortage of qualified associate deans in academic nursing. Dr. Onega was selected as the top candidate, interviewed by nursing faculty, staff, students, and the search committee chaired by Dr. Marian Levy, Associate Dean of the School of Public Health.

Dr. Onega, the incoming Associate Dean for Academic Programs for the College, has a wealth of experience teaching undergraduate and graduate students including doctoral students, productive scholarship evidenced by her publications and funded research, and extensive public/professional services in higher education and the nursing profession. Dr. Onega has been a tenured full professor since 2007 from other universities. Her record of leadership roles from a director, department chair, to an associate dean enables her to lead our academic programs continuously high quality. Dr. Onega expressed values are in congruence with the college's core values – caring, diversity, integrity, and leadership. Her proven record of professional commitment helps fulfill our mission and goals.

Dr. Onega will be an asset to the College and the University. Her immediate work as an Associate Dean for Academic Programs is to work with faculty using AACN Essential Revisions to reform nursing curriculum to be competency-based, and to strengthen our graduate programs to meet needs of healthcare markets.

Dr. Onega has fulfilled the current tenure-track probationary period performance requirements (teaching, research, and service) at the University of Memphis. Her academic record in teaching, scholarship/research, and service meets the criteria of tenured professor in nursing. Extending her a 6-year reduction period for a tenured professor is appropriate and justified.

I thank you in advance for your approval.

Sincerely,

Lin Zhan, PhD, RN, FAAN
Dean and Professor
Loewenberg College of Nursing

CURRICULUM VITAE

Lisa L. Onega

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Home Phone: 304-974-2265
E-Mail: lonega@comcast.net

Current Licensures:

- Registered Nurse, Virginia and West Virginia
- Family Nurse Practitioner, Virginia
- Psychiatric Clinical Nurse Specialist, Virginia

Certifications:

- Gerontological Nurse Practitioner, December 1, 1995-Present (ANCC)
- Family Nurse Practitioner, December 1, 1994-Present (ANCC)
- Clinical Nurse Specialist in Adult Psychiatric and Mental Health Nursing, December 1, 1993-1998, 2005-Present (ANCC)
- Certified Psychiatric Nurse (ANCC), 1987-1994

Education

2008 - 2010	Master's of Business Administration (MBA), Radford University
2002 - 2008	21 Credits (7 Courses) Undergraduate Business Prerequisites for the MBA Program, Radford University
1995 - 1996	Postdoctoral Fellowship in Gerontological Nursing, University of Iowa
1990 - 1994	Doctor of Philosophy (PhD) in Nursing, University of Virginia
1992 - 1994	Family Nurse Practitioner (FNP), University of Virginia
1989 - 1990	Master of Science in Psychiatric Nursing (MSN), University of Virginia
1985 - 1988	Bachelor of Science in Nursing (BSN), Radford University
1980 - 1983	Registered Nurse Diploma (RN), Roanoke Memorial Hospitals School of Professional Nursing

Professional Experience

Academic:

- 2017 - Present West Virginia University, School of Nursing. **Professor of Nursing (Tenured).**
- 2007 - 2017 Radford University, School of Nursing (Radford and Roanoke Sites, VA). **Professor of Gerontological Nursing (Tenured).**
- 2004-2006 Radford University, School of Nursing (Radford and Roanoke Sites, VA). **Associate Professor of Gerontological Nursing (Tenured).**
- 2000 - 2003 Radford University, School of Nursing (Radford and Roanoke Sites, VA). **Associate Professor of Gerontological Nursing (Tenure Track).**
- 1996 - 2000 Oregon Health Sciences University, School of Nursing (Portland, OR). **Assistant Professor of Gerontological Nursing (Tenure Track).**
- 1991 - 1994 University of Virginia, School of Nursing (Charlottesville, VA). **Graduate Assistant** for the Dean.
- 1993 University of Virginia, School of Nursing (Charlottesville, VA). **Clinical Instructor** for Health Assessment Course.
- 1990 - 1991 University of Virginia, School of Nursing (Charlottesville, VA). **Teaching Assistant** for the Division of Mental Health, Aging, and Community Health.
- 1990 Piedmont Virginia Community College, Department of Nursing (Charlottesville, VA). **Nursing Instructor** for Nursing Assistant Program.
- 1988 - 1989 College of Health Sciences, Community Hospital of Roanoke Valley (Roanoke, VA). **Nursing Instructor** in Associate Degree in Nursing Program.
- 1988 - 1990 Virginia Western Community College, Department of Nursing (Roanoke, VA). Part-time **Nursing Instructor** for classroom and clinical courses.
- 1987 - 1991 New River Community College, Community Outreach Division (Dublin, VA). **Nursing Instructor** for Nursing Assistant Program.

Administrative:

- 2017 - 2019 West Virginia University, School of Nursing. **Associate Dean of Academics.**
- 2009 - 2010 Radford University, School of Nursing (Radford, VA). **Graduate Program Coordinator.** (Served in this capacity for 16 months.)
- 2008 - 2010 Radford University, School of Nursing (Radford, VA). **Clinical Nurse Specialist Program Coordinator.**
- 2005 - 2017 Aging Gracefully: Counseling and Care Coordination (Blacksburg, VA). Part-time. **Business Owner.**
- 2000 - 2001 Radford University, School of Nursing (Radford and Roanoke Sites, VA). **Roanoke Site Coordinator.**

2000 - 2001 Radford University, School of Nursing (Radford and Roanoke Sites, VA). **Undergraduate Coordinator.**

1994 - 1995 Planned Parenthood of the Blue Ridge (Charlottesville, VA). **Clinic Supervisor.**

Scientific:

1995 - 1996 University of Iowa-Veterans' Affairs Nursing Research Consortium (Iowa City, IA). **Research Assistant.**

1993 - 1994 University of Virginia Center on Aging and Health (Charlottesville, VA). **Research Assistant.**

1992 - 1993 University of Virginia, School of Nursing (Charlottesville, VA). **Research Assistant** for a qualitative study concerning the Meaning of Sexual Intercourse to Adolescent Females.

1991 - 1992 University of Virginia, School of Nursing (Charlottesville, VA). **Research Assistant** for a quantitative study concerning the Evaluation of a Self-Medication Program in a Hospitalized Geriatric Population.

1991 - 1992 University of Virginia, School of Nursing (Charlottesville, VA). **Research Assistant** for a quantitative study concerning a High Rise Project for Chronically Ill Elderly Individuals.

1990 - 1991 University of Virginia, School of Nursing (Charlottesville, VA). **Research Assistant** for a qualitative study to explore the Coping Mechanisms of Bone Marrow Transplant Patients.

Clinical:

2014 - 2017 New River Valley Community Services (Pulaski, VA). Part-time **Family Nurse Practitioner.**

2012 - 2014 Healthstat, Inc. (Salem, VA). Part-time **Family Nurse Practitioner.**

2011 - 2012 Living Well Health Solutions (Salem, VA). Part-time **Family Nurse Practitioner.**

2005 - 2017 Aging Gracefully: Counseling and Care Coordination (Blacksburg, VA). Part-time-**Clinical Nurse Specialist in Psychiatric and Mental Health Nursing.**

2003 - 2007 Psychiatric Assessment Specialist: New River Valley (Roanoke, VA). Part-time-**Psychiatric and Mental Health Nurse.**

2002 Waldron Clinical Practice Fellow (Radford, VA). Part-time-**Gerontological Advanced Practice Nurse.**

2001 Kenneth Wagner, Lawyer, Gerontological Legal Case (Fall). Part-time-**Expert Consultant.**

2000 Arthritis Consulting Services, Inc. (Portland, OR). Part-time-**Family Nurse Practitioner.**

1999 Kelly Anderson, Lawyer. Gerontological Legal Case (Wound). Part-time-**Expert Consultant.**

1998 - 1999 Silver Creek Assisted Living Facility (Portland, OR). Part-time-**Clinical Nurse Specialist in Psychiatric and Mental Health Nursing.**

- 1998 - 1999 Loren Collins, Lawyer. Gerontological Legal Case (Hip Fracture). Part-time-**Expert Consultant**.
- 1997 - 2000 Health Plus (Portland, OR). Part-time-**Family Nurse Practitioner**.
- 1996 Chatham Oaks (Iowa City, IA). Part-time-**Psychiatric Nurse**.
- 1994 - 1995 Planned Parenthood of the Blue Ridge (Charlottesville, VA). Full-time-**Family Nurse Practitioner** and **Clinic Supervisor**.
- 1990 - 1995 Blue Ridge Hospital (Charlottesville, VA). Part-time-**Psychiatric Nurse**.
- 1989 - 1991 Nutri/System Weight Loss Center (Charlottesville, VA 1989-1991) (Christiansburg, VA 1989). Part-time-**Nutritional Specialist**.
- 1985 - 1989 Saint Albans Psychiatric Hospital (Radford, VA). Full-time-**Psychiatric Nurse**.
- 1983 - 1985 Roanoke Memorial Hospitals (Roanoke, VA). Full-time-**Psychiatric Nurse**.
- 1981 - 1983 Roanoke Memorial Hospitals (Roanoke, VA). Part-time-**Nursing Assistant**.
- 1979 - 1980 Heritage Hall Nursing Home (Blacksburg, VA). Part-time-**Nursing Assistant**.

Publications

Peer-Reviewed Articles:

Onega, L.L. & Pierce, T.W. (2019). Use of bright light therapy for older adults with dementia. *BJPsych Advances*. Submitted and in review.

Onega, L.L., Pierce, T.W., & Epperly, L. (2018). Bright light therapy to treat depression in individuals with mild/moderate or severe dementia. *Issues in Mental Health Nursing*, 39(5), 370-373. DOI: 10.1080/01612840.2018.1437648

Onega, L.L. (2018). The Modified Caregiver Strain Index (MCSI). *Try This: Best Practices in Nursing Care to Older Adults from the John A. Hartford Institute for Geriatric Nursing*, 14.

Sharman, J., Galeshi, R., **Onega, L.**, Ashby, S., & Sharman, K. (2017). The efficacy of curcumin on cognition and behavior in older adults with Alzheimer's. *The Open Nutrition Journal*, 11, 11-16. DOI: 10.2174/1874288201711010011

Onega, L.L., Pierce, T.W., & Epperly, L. (2016). Effect of bright light exposure on depression and agitation in older adults with dementia. *Issues in Mental Health Nursing*, 37(9), 660-667. DOI: 0.1080/01612840.2016.1183736

Onega, L.L. (2016). Assessment and diagnosis of dementia. *Radford University Continuing Education Program: CE 2016*.

Onega, L.L. (2013). The Modified Caregiver Strain Index (MCSI). *Hartford Institute - Try This: Best Practices in Nursing Care for Older Adults* (<http://consultgerin.org/resources>), Issue #14.

Gutschall, M.D. & **Onega, L.L.** (2013, Spring). Engaging students in interdisciplinary research. *Nutrition and Dietetic Educators and Preceptors*, 2-7.

Gutschall, M.D., **Onega, L.L.**, & Wright, W. (2011). Patients' perspectives about dietary maintenance in type-2 diabetes. *Topics in Clinical Nutrition*, 26(3), 180-189. DOI: <http://dx.doi.org/www.libproxy.wvu.edu/10.1097/TIN.0b013e3182260d69>

Onega, L.L., & Pixley, J.L. (2008). Psychometric properties of the Depressive Symptom Assessment for Older Adults with moderate or severe dementia. *Issues in Mental Health Nursing*, 29(9), 942-958. DOI: <http://dx.doi.org/www.libproxy.wvu.edu/10.1080/01612840802274602>

Onega, L.L. (2008). Content validation of the Depressive Symptom Assessment for Older Adults. *Issues in Mental Health Nursing*, 29(8), 873-894. DOI: <http://dx.doi.org/www.libproxy.wvu.edu/10.1080/01612840802182920>

Onega, L.L. (2008). How to – Try this: The Modified Caregiver Strain Index. *American Journal of Nursing*, 108(9), 62-69. DOI: 10.1097/01.NAJ.0000334528.90459.9a

Onega, L.L. (2006). Assessment of psychoemotional and behavioral status in patients with dementia. *Nursing Clinics of North America*, 41(1), 23-41.

Rapp, C.G., **Onega, L.L.**, Tripp-Reimer, T., Mobily, P., Wakefield, B., Kundrat, M., Akins, J., Wadle, K., Menten, R.C., Culp, K., Meyer, J., & Waterman, J. (2001). Training of acute confusion resource nurses: Knowledge, perceived confidence, and role. *Journal of Gerontological Nursing*, 27(4), 34-40.

Lancaster, J., Lancaster, W., & **Onega, L.L.** (2000). New directions in health care reform: The role of nurse practitioners. *Journal of Business Research*, 48(3), 207-212.

Rapp, C.G., Wakefield, B., Kundrat, M., Menten, J., Tripp-Reimer, T., Culp, K., Mobily, P., Akins, J., & **Onega, L.L.** (2000). Acute confusion assessment instruments: Clinical versus research usability. *Applied Nursing Research*, 13(1), 37-45.

Onega, L.L., & Abraham, I.L. (1999). Differentiated nursing assessment of depressive symptoms in community-dwelling elders. *Review Series: Psychiatry*, 4, 20-22.

Rapp, C.G., **Onega, L.L.**, Tripp-Reimer, T., Mobily, P., Wakefield, B., Kundrat, M., Akins, J., Wadle, K., Menten, J., Culp, K., Meyer, J., & Waterman, J. (1998). Unit-based acute confusion resource nurse: An educational program to train staff nurses. *Gerontologist*, 38(5), 628-633. DOI: <https://doi-org.www.libproxy.wvu.edu/10.1093/geront/38.5.628>

Onega, L.L., & Abraham, I.L. (1998). Differentiated assessment of depressive symptoms in community-dwelling elders. *Nursing Clinics of North America*, 33(3), 407-416.

Onega, L.L., & Abraham, I.L. (1997). Factor structure of the Dementia Mood Assessment Scale in a cohort of community-dwelling elderly. *International Psychogeriatrics*, 9(4), 449-457.

Onega, L.L., & Abraham, I.L. (1997). Factor structure of the Hamilton Rating Scale for Depression in a cohort of community-dwelling elderly. *International Journal of Geriatric Psychiatry*, 12(7), 760-764. DOI: [http://dx.doi.org/www.libproxy.wvu.edu/10.1002/\(SICI\)1099-1166\(199707\)12:7<760::AID-GPS636>3.0.CO;2-P](http://dx.doi.org/www.libproxy.wvu.edu/10.1002/(SICI)1099-1166(199707)12:7<760::AID-GPS636>3.0.CO;2-P)

Onega, L.L., & Tripp-Reimer, T. (1997). Expanding the scope of Continuity Theory: Application to gerontological nursing. *Journal of Gerontological Nursing*, 23(6), 29-35.

Shuster, G.F., Steeves, R.H., **Onega, L.**, & Richardson, B. (1996). Coping patterns among bone marrow transplant patients: A hermeneutical inquiry. *Cancer Nursing*, 19(4), 290-297.

Lancaster, J., Lancaster, W., & **Onega, L.L.** (1994). Reform of primary care: Effective use of advanced practice nurses. *Journal of Ambulatory Care Marketing*, 5(4), 101-114.

Abraham, I.L., **Onega, L.L.**, Chalifoux, Z.L., & Maes, M.J. (1994). Care environments for patients with Alzheimer's disease. *Nursing Clinics of North America*, 29(1), 157-172.

Abraham, I.L., Thompson-Heisterman, A.A., Harrington, D.P., Smullen, D.E., **Onega, L.L.**, Droney, E.G., Westerman, P.W., Manning, C.A., & Lichtenberg, P.A. (1991). Outpatient psychogeriatric nursing services: An integrative model. *Archives of Psychiatric Nursing*, 5(3), 151-164. DOI: [http://dx.doi.org/www.libproxy.wvu.edu/10.1016/0883-9417\(91\)90016-X](http://dx.doi.org/www.libproxy.wvu.edu/10.1016/0883-9417(91)90016-X)

Onega, L.L. (1991). Abortion: Should the American Nurses' Association take a stance? *Virginia Nurse*, 59(1), 5-7.

Onega, L.L. (1991). Theoretical framework for psychiatric nursing. *Journal of Advanced Nursing*, 16(1), 68-73. DOI: 10.1111/1365-2648.ep8531787

Book Chapters:

Onega, L.L. (2009). Alternative, complementary, and integrative therapies. In P.D. Larsen (Ed.). *Chronic Illness: Impact and Interventions* (7th ed.). Boston, MA: Jones and Bartlett Publishers, 433-455.

Onega, L.L. (2009). The role of the advanced practice nurse in chronic illness. In P.D. Larsen (Ed.). *Chronic Illness: Impact and Interventions* (7th ed.). Boston, MA: Jones and Bartlett Publishers, 367-387.

Onega, L.L. & Devers, E. (2007). Health education and group process. In M. Stanhope and J. Lancaster (Eds.). *Public Health Nursing: Population-Centered Health Care in the Community* (7th ed.). Baltimore, MD: Mosby Year Book Company, 289-315.

Onega, L.L. (2006). Powerlessness. In I.M. Lubkin and P.D. Larsen (Eds.). *Chronic Illness: Impact and Interventions* (6th ed.). Boston, MA: Jones and Bartlett Publishers, 305-319.

Onega, L.L. & Jensen, A.A. (2005). Using health education in the community. In M. Stanhope and J. Lancaster (Eds.). *Foundations of Nursing in the Community: Community-Oriented Practice* (2nd ed.). Baltimore, MD: Mosby, Inc., 191-211.

Onega, L.L., & Jensen, A.A. (2004). Educational Theories, Models, and Principles. In M. Stanhope and J. Lancaster (Eds.). *Community and Public Health Nursing* (6th ed.). Baltimore, MD: Mosby Year Book Company, Inc., 294-317.

Onega, L.L. (2002). Using health education in the community. In M. Stanhope and J. Lancaster (Eds.). *Foundations of Community-Oriented Practice*. St. Louis, MO: Mosby, Inc., 163-179.

Onega, L.L., & Larsen, P. (2001). The experience of powerlessness in individuals with chronic illnesses. In I.M. Lubkin and P. Larsen (Eds.). *Coping with Chronic Illness*. Boston, MA: Jones and Bartlett Publishers, 297-310.

Onega, L.L. (2000). Educational theories, models, and principles applied to community health nursing. In M. Stanhope and J. Lancaster (Eds.). *Community Health Nursing: Promoting Health of Aggregates, Families, and Individuals* (5th ed.). Baltimore, MD: Mosby Year Book Company, Inc., 266-283.

Onega, L.L., & Grimmell, F.A. (1998). Prescriptive authority. In A.S. Luggen, S.S. Travis, and S. Meiner (Eds.). *NGNA Core Curriculum for Gerontological Advanced Practice Nurses*. Thousand Oaks, CA: Sage Publications, 104-107.

Onega, L.L., & Grimmell, F.A. (1998). Sexuality and Reproductive Problems. In A.S. Luggen, S.S. Travis, and S. Meiner (Eds.). *NGNA Core Curriculum for Gerontological Advanced Practice Nurses*. Thousand Oaks, CA: Sage Publications, 645-651.

Onega, L.L., & Spencer, M. (1998). Metabolic disorders. In A.S. Luggen, S.S. Travis, and S. Meiner (Eds.). *NGNA Core Curriculum for Gerontological Advanced Practice Nurses*. Thousand Oaks, CA: Sage Publications, 601-611.

Onega, L.L., & Spencer, M. (1998). Reimbursement. In A.S. Luggen, S.S. Travis, and S. Meiner (Eds.). *NGNA Core Curriculum for Gerontological Advanced Practice Nurses*. Thousand Oaks, CA: Sage Publications, 97-103.

Tripp-Reimer, T., Enslein, J., Rakel, B., **Onega, L., & Sorofman, B. (1998).** Ethnography. In J.J. Fitzpatrick (Ed.). *Encyclopedia of Nursing Research*. Springer Publishing Company: New York, NY, 181-183.

Abraham, I.L., **Onega, L.L.,** Reel, S.J., & Wofford, A.B. (1997). Thinking better but perhaps not feeling better: Effects of cognitive group interventions on depressed frail nursing home residents. In R.L. Rubinstein and M.P. Lawton (Eds.). *Depression in Long-Term Residential Care: Advances in Research and Treatment*. New York, NY: Springer, 154-168.

Abraham, I.L., & **Onega, L.L..** (1996). Nursing interventions for older adults with cognitive impairment: Some conceptual, clinical, research, and policy issues. In T. Tripp-Reimer and E. Swanson (Eds.). *Advances in Gerontological Nursing*, Vol. 1, Springer, 103-132.

Lancaster, J., **Onega, L.L.,** & Forness, D.C. (1996). Educational theories, models, and principles applied to community health nursing. In M. Stanhope and J. Lancaster (Eds.). *Community Health Nursing: Promoting Health of Aggregates, Families, and Individuals* (4th ed.). Baltimore, MD: Mosby Year Book Company, Inc, 247-264.

Editorials:

Onega, L.L. (2009). The future of health care: Balancing patient care with (reasonable) profit. *Journal of Gerontological Nursing*, 35(6), 3-4. DOI: 10.3928/00989134-20090428-01

Onega, L.L. (2008). From the guest editor: Psychogerontological nursing, issue #2. *Issues in Mental Health Nursing*, 29(9), 921-923. DOI: <http://dx.doi.org/www.libproxy.wvu.edu/10.1080/01612840802274511>

Onega, L.L. (2008). From the guest editor: Psychogerontological nursing, issue #1. *Issues in Mental Health Nursing*, 29(8), 793-795. DOI: <http://dx.doi.org/www.libproxy.wvu.edu/10.1080/01612840802182797>

Non-Peer Reviewed Articles

Douglas, B., **Onega, L.L.,** & Sheaves, C. (2018). Alzheimer's disease: Mentoring program for student nurses. *West Virginia Geriatrics Society Newsletter*, 1(4), 5.

Computer/Internet Presentations/Publications:

Onega, L.L. (2001). Self-assessment for depression in elders. Epotec.

Onega, L.L. (1999). On-line discussion about depression and chronic illness in elders. Web-MD.

Onega, L.L. (1999). On-line discussion about depression in elders. Web-MD.

Proceedings/Protocols:

The Iowa Veterans Affairs Nursing Research Consortium. (1998, February 24). *Research-Based Protocol: Acute Confusion/Delirium*. Iowa City, IA: The University of Iowa Gerontological Nursing Interventions Research Center, Research Development and Dissemination Core.

Lancaster, J., Lancaster, W., & **Onega, L.L.** (1993, March). New directions in health care: The role of nurse practitioners in health care reform. In *Proceedings of the 12th American Association for Advances in Health Care Research Conference*. Lake Tahoe, NV.

Video:

Onega, L.L., Jones, J.B., Heins, R., Wilkins, A., Blake, K., Long, N., & Sands, K. (2008). How to – Try this: The Modified Caregiver Strain Index. *American Journal of Nursing* and the Hartford Foundation.

Onega, L.L. (1988, March 2). *Assertiveness* (Video). Radford University: Radford, VA.

Dissertation:

Onega, L.L. (1995). Construct validity of two instruments for geriatric depression: A factor analytic investigation (#9506945). *Dissertation Abstract International*, 55(10), 4322 (Ann Arbor, MI: University Microfilm International).

Onega, L.L. (1994). *Construct validity of two instruments for geriatric depression: A factor analytic investigation*. (Dissertation). Charlottesville, VA: University of Virginia.

Presentations

Peer-Reviewed Paper Presentations:

"Factors for Successful Dietary Maintenance of Type-2 Diabetes: A Qualitative Study." 2011 Annual Primary Care Research Day, Johnson City, TN, February 19, 2011. (M. Gutschall, **L.L. Onega**, & W. Wright).

"Faculty-Mentored Research Project for Undergraduate Nursing Students: Depression in Older Adults." 33rd Annual Meeting of the Association for Gerontology in Higher Education (AGHE). Portland, OR: March 2, 2007. (**L.L. Onega** & K. Carter).

"Content Validation of the Depressive Symptom Assessment for Older Adults." 3rd Annual Primary Care Research Day, East Tennessee State University. Johnson City, TN, September 9, 2006. (**L.L. Onega**).

"Focus Group about the Assessment and Treatment of Depression in Older Adults." 3rd Annual Primary Care Research Day, East Tennessee State University. Johnson City, TN, September 9, 2006. (**L.L. Onega**).

"Is Lack of Meaning a Part of Depression in Older Adults?" Sigma Theta Tau Chapter Research Conference. Radford, VA, April 2, 2004. (**L.L. Onega**).

"Understanding How Depression Is Manifested in Older Adults". Sigma Theta Tau Chapter Research Conference. Radford, VA, April 3, 2003. (**L.L. Onega**).

"Understanding Presentations of Depression in Older Adults." Gerontological Society of America. Boston, MA, November, 22, 2002. (**L.L. Onega**, B.J. Stewart, & J. Fields).

"Evaluation of an Alternative Arthritis Treatment." Sigma Theta Tau Chapter Research Conference. Radford, VA, March 30, 2001. (**L.L. Onega**).

"The Differentiated Depressive Symptom Assessment for Elders." Sigma Theta Tau Chapter Research Conference. Radford, VA, March 30, 2001. (**L.L. Onega**).

"Nurse Practitioners' Use of Scales to Assess Elderly Clients for Depression." Western Institute of Nursing, Denver, CO, April, 15, 2000. (**L.L. Onega**, M.S. Kaplan, & M. Adamcheck).

"Differentiated Assessment of Depressive Symptoms in Community-Dwelling Elders: Why, What, How, When, Who?" 15th Annual Oregon Rural Health Conference. Sunriver, OR, October 17, 1998. (**L.L. Onega**, I.L. Abraham, B. Stewart, J. Fields, & N. Perrin).

"Factor Analysis: What It Means for the Clinician." Western Institute of Nursing, Phoenix, AZ, May 9, 1998. (**L.L. Onega** & I.L. Abraham).

"Ethnographic Product Focused Selection: What Does It Mean?" Western Institute of Nursing, Phoenix, AZ, May 8, 1998. (**L.L. Onega**, T. Tripp-Reimer, J. Enslein, B. Rakel, & B. Sorofman).

"A Factor Analytic Investigation of Two Instruments for Geriatric Depression." Western Institute of Nursing, Portland, OR, May 2, 1997. (**L.L. Onega**, I.L. Abraham, & D.C. Forness).

"Training of Acute Confusion Resource Nurses: Knowledge, Efficacy, and Role." Western Institute of Nursing, Portland, OR, May 2, 1997. (T. Tripp-Reimer, P. Mobily, **L.L. Onega**, C.G. Rapp, K. Wadle, M. Hedstrom, & J. Menten).

"Training of Acute Confusion Resource Nurses: Knowledge, Perceived Confidence, and Role." Midwest Nursing Research Society. Detroit, MI, April 2, 1996. (C.G. Rapp, K. Wadle, M. Hedstrom, **L.L. Onega**, & J. Menten).

Peer-Reviewed Posters:

"Creating a Healthier West Virginia: Faculty Mentoring and Community Engagement Alzheimer's Disease Project." Conference on Aging: Aging Well in Mind, Body, and Spirit, Lynchburg, VA. June 4, 2019. (B. Douglas, **L.L. Onega**, and C. Sheaves).

"Protocol for Turmeric Use in Older Adults with Dementia." 2nd Annual Waldron College Interprofessional Symposium & Expo, Radford, VA. April 14, 2015. (**L.L. Onega** & J. Sharman).

"Reliability and Validity of Three Instruments to Measure Depression in Older Adults with Dementia." Virginia Council of Nurse Practitioners (VCNP) 2015 Annual Conference, Roanoke, VA. March, 25, 2015. (**L.L. Onega**, T. Pierce, & L. Epperly).

"Bright Light Exposure for Individuals with Dementia: Effect on Depression and Agitation". The Gerontological Society of America's 67th Annual Scientific Meeting, Washington, DC, November 7, 2014. (**L.L. Onega**, T. Pierce, & L. Epperly).

"Reliability and Validity of Three Instruments to Measure Agitation in Older Adults with Dementia". 2014 Carilion Clinic Annual Nursing Research Conference: Nursing Research and Evidence-Based Practice – Impacting Clinical Outcomes and Making a Difference, Roanoke, VA, October 23, 2014. (T. Pierce, **L.L. Onega**, & L. Epperly).

"Lessons Learned from Experimental Research to Evaluate the Effect of Bright Light Exposure in Long-Term Care Residents with Dementia." 2014 Waldron College Interprofessional Symposium and Expo. Radford, VA, April 17, 2014. (**L.L. Onega**, T. Pierce, & L. Epperly).

"Effect of Bright Light Exposure on Depression and Agitation in Older Adults with Dementia." Midwestern Nursing Research Society: 2014 Annual Research Conference. St. Louis, Missouri, March 28, 2014. (**L.L. Onega**, T. Pierce, L. Epperly, A. Baldwin, & T. Gibson).

"Engaging Graduate Nursing Students in Interdisciplinary Research." Sigma Theta Tau and the National League for Nursing: 2012 Nursing Education Research Conference. Indianapolis, IN, June 15 & 16, 2012. (**L.L. Onega** & M.D. Gutschall).

"Design and Implementation of an Electronic Academic Record for a DNP Program". 2012 AACN Doctoral Education Conference. Naples, FL, January 25, 2012. (K.F. Carter, **L.L. Onega**, & L.A. Matheson).

"Development of an Evidence-Based Protocol: Creative Approaches: Caregiver's Guide to Dementia". Sigma Theta Tau Chapter Research Conference. Radford, VA, April 2, 2004. (T. McCoy, C. Whitehouse, & **L.L. Onega**).

"Presentations of Depression in Older Adults". International Psychogerontological Association. Chicago, IL, August 19, 2003. (**L.L. Onega**, B. Stewart, & J. Fields).

"A Factor Analytic Construct Validation of Two Instruments Used to Assess Geriatric Depression." The 1996 American Nurses Foundation Conference: Shaping Our Future Through Nursing Research. Washington, DC, June 14, 1996. (**L.L. Onega**, I.L. Abraham, & D.C. Forness).

"Construct Validity of Two Instruments for Geriatric Depression: A Factor Analytic Investigation." Midwest Nursing Research Society. Detroit, MI, April 1, 1996. (**L.L. Onega**, I.L. Abraham, & D.C. Forness).

Invited Presentations:

"The Art of Nursing." West Virginia University BA\BS to BSN Program Orientation. Morgantown, WV, January 7, 2019. (**L.L. Onega**).

"Enhancing Your Success with Publishing." PhD Student Residency Day. West Virginia University School of Nursing. Morgantown, WV, November 9, 2018. (**L.L. Onega**).

"Changing People's Lives for the Better through Nursing." West Virginia University School of Nursing Pre-Nursing and Direct Admission Student Orientation Program. Morgantown, WV, August 14, 2018. (**L.L. Onega**).

"Faculty Scholar Presentation and Panel Participation." Seminar in Nursing Scholarship Course-PhD Students. West Virginia University School of Nursing, Morgantown, WV, June 13, 2018. (**L.L. Onega**).

"Being Present with Our Patients." West Virginia University School of Nursing Pinning. Beckley, WV, May 10, 2018. (**L.L. Onega**).

Opportunities in Nursing. West Virginia University School of Nursing BA\BS to BSN Orientation. Morgantown, WV, January 8, 2018. (**L.L. Onega**).

"Dementia and Light Therapy." With Good Reason – National Public Radio Show. Aired November 26-December 2, 2016. (**L.L. Onega**).

Intervention Research: Bright Light Therapy for Older Adults. Interprofessional Gerontology Conference, Radford University, Radford, VA, April 1, 2016. (**L.L. Onega**, T. Pierce, & L. Epperly).

Collaborative Research: Partnership between Commonwealth Care of Roanoke, Inc. and Radford University. Commonwealth Care of Roanoke, Inc. Roanoke, VA, January 21, 2015. (**L.L. Onega**).

Issues in Designing an Intervention Study. Epsilon Psi Research Evening, Radford, VA, April 13, 2012. (**L.L. Onega**).

Creating Your Career. CORE 201: Critical Thinking: Personal Marketing - Brand Me Course- Undergraduate Business Students. Radford University. Radford, VA. October 19, 2011 (two sections) and October 28, 2011 (two sections). (L.L. Onega).

Tools of the Trade: Resources for Assisted Living Facilities. Virginia Long-Term Care Network Conference. Pembroke, VA, October 29, 2008. (L.L. Onega).

Delirium and Dementia – Assessment, Diagnosis, and Treatment for Nurse Practitioners. Chronic Care Course-Graduate Students. Radford University School of Nursing. Radford, VA, October 1, 2008. (L.L. Onega).

Delirium and Dementia – Diagnosis and Treatment for the Advanced Practice Nurse. Chronic Care Course-Graduate Students. Radford University School of Nursing-Radford Site. Radford, VA, October 24, 2007. (L.L. Onega).

Health Fair: Aging Gracefully: Counseling and Care Coordination. Christiansburg Recreational Center, Christiansburg, VA, October 4, 2007. (L.L. Onega).

Delirium and Dementia – Diagnosis and Treatment for the Nurse Practitioner. Chronic Care Course-Graduate Students. Radford University School of Nursing-Radford Site. Radford, VA, November 1, 2006. (L.L. Onega).

Trajectory of Research on Depression in Older Adults. Third Annual Edward Via Research Recognition Day Symposium. Edward Via Virginia College of Osteopathic Medicine, Virginia Tech. Blacksburg, VA. October 5, 2006. (L.L. Onega).

Swimming Upstream: Journey of Tool Development. Provost's Lunchtime Lecture Series 2006-2007. Radford University. Radford, VA. October 3, 2006. (L.L. Onega).

Cognition: Delirium and Dementia – Diagnosis and Treatment for the Nurse Practitioner. Chronic Care Course-Graduate Students. Radford University School of Nursing-Radford Site. Radford, VA, November 16, 2005. (L.L. Onega).

Cognition: Delirium, Mild Cognitive Impairment, and Dementia – Diagnosis and Treatment for the Nurse Practitioner. Chronic Care Course-Graduate Students. Radford University School of Nursing-Radford Site. Radford, VA, December 8, 2004. (L.L. Onega).

Alternative and Complementary Health Care. Faculty Meeting. Radford University, School of Nursing. Radford, VA, December 1, 2004. (L.L. Onega).

Powerlessness. Adult Clinical Specialist Nursing Course-Graduate Students. Radford University, School of Nursing-Radford Site. Radford, VA, November 10, 2004. (L.L. Onega).

Dementia, Delirium, and Depression. Chronic Care Course-Graduate Students. Radford University, School of Nursing-Radford Site. Radford, VA, November 19, 2003. (L.L. Onega).

Powerlessness: The Patient, the Advanced Practice Nurse, and the Discipline. Adult Clinical Specialist Nursing Course-Graduate Students. Radford University, School of Nursing-Radford Site. Radford, VA, October 22, 2003. (L.L. Onega).

Dementia, Delirium, and Depression. Chronic Care Course-Graduate Students. Radford University, School of Nursing-Radford Site. Radford, VA, November 14, 2002. (L.L. Onega).

Use of Instruments with Older Adults. Roanoke Chapter of the National Gerontological Nursing Association. Roanoke, VA, October 4, 2002. (L.L. Onega & V. Burggraf).

Dementia, Delirium, and Depression. Chronic Care Course-Graduate Students. Radford University, School of Nursing-Radford Site. Radford, VA, November 28, 2001. **(L.L. Onega)**.

Research Methods and Poster Presentations. Adult 2-Graduate Students. Radford University, School of Nursing-Roanoke Site. Roanoke, VA, September 27, 2001. **(L.L. Onega)**.

Qualitative Research. Advanced Nursing Research Graduate Students. Radford University, School of Nursing-Radford Site. Radford, VA June 7, 2001. **(L.L. Onega)**.

Gerontological Nursing Careers. Virginia Student Nurses Association Annual Convention. Charlottesville, VA, February 24, 2001. **(L.L. Onega)**.

Group Processes. Foundations-Undergraduate Students. Radford University, School of Nursing-Roanoke Site. Roanoke, VA, November 3, 2000. **(L.L. Onega)**.

Group Processes. Foundations-Undergraduate Students. Radford University, School of Nursing-Radford Site. Radford, VA, November 2, 2000. **(L.L. Onega)**.

Research Methods in Nursing. Adult 2-Graduate Students. Radford University, School of Nursing-Roanoke Site. Roanoke, VA, September 9, 2000. **(L.L. Onega)**.

Facing the Challenge of Life Changes and Losses. Oregon Health Sciences University Conference – Healthy Functioning as We Age. Portland, OR, May 6, 2000. **(L.L. Onega)**.

Depression: What Does the Nursing Assistant Need to Know? Mount Hood Community College, Gresham, OR, November 17, 1999. **(L.L. Onega)**.

Depression: How to Recognize It and What to Do About It. Oregon Health Sciences University Conference – Family Care: Building Skill, Meaning, and Support. Portland, OR, April 3, 1999. **(L.L. Onega)**.

Well Elders, Nurse Practitioner Students, Oregon Health Sciences University, Portland, OR, March 10, 1999. **(L.L. Onega)**.

Differentiated Assessment of Depressive Symptoms in Community-Dwelling Elders: Why, What, How, When, Who? Pulse Home Health Agency. Portland, OR, December 2, 1998. **(L.L. Onega, B. Stoll, I.L. Abraham, B. Stewart, J. Fields, & N. Perrin)**.

Functional Assessment of Elders, Gerontological Graduate Nursing Students, Oregon Health Sciences University, Portland, OR, April 15, 1998. **(L.L. Onega)**.

Frail Elders. Nurse Practitioner Students, Oregon Health Sciences University, Portland, OR, March 16, 1998. **(L.L. Onega)**.

Well Elders, Nurse Practitioner Students, Oregon Health Sciences University, Portland, OR, March 9, 1998. **(L.L. Onega)**.

Seminar on NIH Research Training Program for Developing Nurse Scientists, Faculty and Students, Oregon Health Sciences University, Portland, OR, February 6, 1998. **(L.L. Onega)**.

Depression and Acute Confusion, Gerontological Graduate Nursing Students, Oregon Health Sciences University, Portland, OR, November 11, 1997. **(L.L. Onega)**.

Assessment and Diagnosis of Delirium, Dementia, and Depression, Psychiatric and Mental Health Nurse Practitioner Students, Oregon Health Sciences University, Portland, OR, November 4, 1997. **(L.L. Onega)**.

Depression: What to Do About It?, Community-Dwelling Individuals, Oregon Health Science University, Tigard Clinic, Portland, OR, August 6, 1997. (L.L. Onega).

Adjustment to Frailty: Development Across the Lifespan, Nurse Practitioner Students, Oregon Health Sciences University, Portland, OR, May 27, 1997. (L.L. Onega).

Adjustment to Normal Aging: Development Across the Lifespan, Nurse Practitioner Students, Oregon Health Sciences University, Portland, OR, May 20, 1997. (L.L. Onega).

Training of Acute Confusion Resource Nurses: Knowledge, Perceived Confidence, and Role, Veterans' Affairs Medical Center, Iowa City, IA, June, 1996. (C.G. Rapp, K. Wadle, M. Hedstrom, L.L. Onega, & J. Menten).

Health, Stress, and Coping, Second Degree to M.S.N. Students, University of Virginia, Charlottesville, VA, January 29, 1992. (L.L. Onega).

A.D. and Diploma R.N.s Returning to School for B.S.N.s, Saint Albans Psychiatric Hospital, Radford, VA, May 29, 1989. (L.L. Onega).

The Confused Elderly: Nursing Management, College of Health Sciences, Roanoke, VA, May 3, 1989. (L.L. Onega).

Gerontologic Nursing, L.P.N. Students, Radford High School, Radford, VA, April 15, 1988. (L.L. Onega).

Series of 12 Inservices on Assertiveness for R.N.s and L.P.N.s and Stress Management for Nursing Aides, Heritage Hall Nursing Home, Blacksburg, VA, February through March, 1988. (L.L. Onega).

Rape Prevention for Radford University Students, Radford University, Radford, VA, November 4, 1987. (L.L. Onega).

Research Activities

Educational Grants:

- | | |
|-------------|---|
| 2010 - 2011 | Investigator for \$26,241 Grant "RU Advanced Education Nursing Traineeship Program 2010-2011" from the U.S. Department of Health and Human Services, # 2 A10HP00151-11-00.
<i>Funded graduate student education.</i> |
| 2010 - 2011 | Co-Investigator with K. Carter for \$24,500 Grant "Electronic Record Development" from the Verizon Foundation.
<i>Transformed applicant, student, and alumni hard copy records to electronic records.</i> |
| 2009 - 2010 | Investigator for \$29,766 Grant "RU Advanced Education Nursing Traineeship Program 2009-2010" from the U.S. Department of Health and Human Services, #2 A10HP00151-10-00.
<i>Funded graduate student education.</i> |
| 2003 | Investigator for \$1,000 Grant "Incorporating the Use of Web-CT in Two Courses" from Project Career, Radford University.
<i>Incorporated Web-CT in the theory and clinical components of undergraduate gerontological nursing. Students found the use of Web-CT to be a valuable tool to aid in their learning.</i> |

- 2001 - 2002 **Co-Investigator** with J. Boettcher for \$86,520 Grant "Carilion Undergraduate Educational Nursing Grant" from Carilion Medical Center, Roanoke, VA.
Obtained a grant to support undergraduate nursing education.
- 1999 - 2000 **Co-Investigator** with L. Dzurec, R. Monahan, & R. Caffrey for \$4,344 Grant "A Web-Based Module to Support Student Learning in NUR 470: Research in Nursing Practice" from the Faculty Intramural Teaching Award, OHSU, School of Nursing.
Designed and evaluated a web-based module for an undergraduate nursing research course. Found that the module was well-received by students.

Research Grants:

- 2015 **Investigator** for \$7,533 Grant "Effect of Bright Light Exposure on Depression and Agitation in Older Adults" Waldron College Research/Scholarly Project.
Wrote an article from most recent research project.
- 2013 - 2014 **Investigator** with T.W. Pierce (Co-Investigator) for \$39,988 Grant "Bright Light Therapy for Individuals with Dementia" Alzheimer's and Related Diseases Research Award Fund.
Determined whether or not bright light reduces depression and agitation in older adults with dementia.
- 2011 - 2012 **Investigator** for \$10,000 Grant "The Effect of Long-Term Care Environmental Modification on Depression in Residents and Staff" Radford University Waldron College of Health and Human Services Research Award.
Evaluated the effect of bright lighting on depressive symptoms in long-term care residents.
- 2007 **Investigator** for \$18,841.44 Grant "Scholarship of Discovery: Depression in Older Adults with Moderate or Severe Dementia" Radford University Summer Research Award.
Continued work on the previous study related to the manifestation of depression in older adults with moderate and severe dementia.
- 2007 **Investigator** for \$1,500 Grant for "Two Workshops" Professional Development Leave. Radford University.
Attended a 5-day instrument development workshop and a 5-day grant writing workshop in North Carolina.
- 2006 - 2007 **Investigator** for \$10,000 Grant "Manifestations of Depression in Older Adults with Moderate or Severe Dementia" Radford University Summer Research Award.
Identified and examined the manifestations of depressive symptoms in older adults with moderate and severe dementia.
- 2005 - 2006 **Co-Investigator** with K. Carter for \$10,000 Grant "Development and Pilot-Testing of Evidence-Based Protocols for Health Promotion in Older Adults" Waldron Research Scholar Award, Waldron College, Radford University.
Developed treatment protocols for depressive symptoms that match assessment.
- 2005 **Investigator** for \$5,000 Grant "Individualized Treatment of Depressive Symptoms in Older Adults" Waldron Research Scholar Award, Waldron College, Radford University.
Furthered work on depression in older adults.
- 2004 **Investigator** for \$5,000 Grant "Content Validation of the Depressive Symptom Assessment for Older Adults" Waldron Research Scholar Award, Waldron College, Radford University.
Evaluated the content validity of the "Depressive Symptom Assessment for Older Adults".

- 2003 **Investigator** for \$2,000 Grant "Is Lack of Meaning and Purpose a Part of Depression in Appalachian Older Adults?" Waldron Research Scholar Award, Waldron College, Radford University.
Added a subscale "Lack of Meaning" to the "Depressive Symptom Assessment for Older Adults".
- 1998 - 1999 **Investigator** for \$4,500 Grant "Development of an Instrument to Assess Depression in Elders" from the Faculty Intramural Research Award, OHSU, School of Nursing.
Merged the Hamilton Rating Scale for Depression and the Dementia Mood Assessment Scale to create the "Depressive Symptom Assessment for Older Adults". Pilot-tested this instrument and found that it was statistically strong but may not be measuring all essential components of depression in older adults.
- 1997 - 1998 **Investigator** for \$150 Grant "Evaluation of Existing Alternative Arthritis Treatment Data" from the local chapter of Sigma Theta Tau, Inc.
Evaluated an alternative arthritis treatment and found that it is a safe and effective treatment.

Article Reviewer:

- 2019 **Reviewer** for a mental health psychometric article for *Virginia Social Science Journal*
- 2010 **Reviewer** for a depression psychometric article for *Western Journal of Nursing Research*
- 2010 - 2015 **Reviewer** for *American Journal of Nursing*
- 2005 - Present **Reviewer** for *Journal of Gerontological Nursing*
- 2000 - Present **Reviewer** for *Research in Nursing and Health*
- 1998 - Present **Reviewer** for *Archives of Psychiatric Nursing*
- 1998 - Present **Reviewer** for *Geriatric Nursing*
- 1998 - Present **Reviewer** for *Issues in Mental Health Nursing*

Scholarly Reviewer:

- 2019 **Research Proposal Reviewer** for the Alzheimer's and Associated Diseases Research Award Fund.
- 2019 **Reviewer** for West Virginia University Doctoral Fellowship Applications (all disciplines).
- 2018 **Issue Editor** for a special psychogerontological issue of *Issues in Mental Health Nursing*.
- 2016 **Psychogerontological Scholarly Reviewer** for a gerontological nursing faculty member's application for tenure and promotion at the University of Delaware.
- 2016 **Reviewer** for Abstracts for The Gerontological Society of America's 69th Annual Scientific Meeting in New Orleans, LA.
- 2015 **Chair and Reviewer** for Abstracts for the 2nd Annual Waldron College Interprofessional Symposium & Expo at Radford University.

- 2012 **Psychogerontological Scholarly Reviewer** for a gerontological nursing faculty member's application for promotion at the University of Medicine and Dentistry of New Jersey.
- 2008 **Psychogerontological Scholarly Reviewer** for a faculty member's application for promotion and tenure at the University of Tennessee.
- 2007 - 2008 **Issue Editor** for two special psychogerontological issues of *Issues in Mental Health Nursing*.
- 2008 **Reviewer** for Abstracts for the 2009 American Gerontological Higher Education Conference, "Deep in the Heart of Aging: Promoting Healthy Futures Through Education and Training" 02-26-09 through 03-1-09 in San Antonio, TX.
- 2007 **Reviewer** for Alzheimer's Society. Research Proposals. London, England.
- 2007 **Reviewer** for Content Connections for Eliopoulos—*Gerontological Nursing* Textbook.
- 2005 **Reviewer** for Abstracts for Sigma Theta Tau Research Chapter Conference, Radford University, Radford, VA.
- 2005 **Reviewer** for Content Connections for Miller—*Nursing for Wellness in Older Adults: Theory and Practice* (4th ed.) Textbook.
- 2004 **Reviewer** for Content Connections for Burns and Grove—*Understanding Nursing Research* (3rd ed.) Textbook.
- 2004 **Reviewer** for Abstracts for Sigma Theta Tau Research Chapter Conference, Radford University, Radford, VA.
- 2003 **Reviewer** for Abstracts for Sigma Theta Tau Research Chapter Conference, Radford University, Radford, VA.
- 1997 - 1999 **Reviewer** for the Center for the Study of Mental Health Policy and Services Research Review Team, Portland State University, Portland, OR.

Teaching Experience

Courses Taught:

Advanced Adult I – Theory and Clinical (master's level clinical nurse specialist course)
 Advanced Adult II – Theory and Clinical (master's level clinical nurse specialist course)
 Clinical Nursing Practicum (undergraduate clinical)
 Doctorate of Nursing Practice Capstone (DNP course; online)
 Doctorate of Nursing Practice Clinical Residency – (DNP course; online)
 Evidence for Advanced Nursing Practice (DNP course; online)
 Foundations of Nursing (undergraduate course)
 Geriatric Nursing Assistant Program (nursing assistant course)
 Geriatric Clinical (undergraduate course)
 Gerontological Nursing – Theory and Clinical (undergraduate course; hybrid – face-to-face and online)
 Gerontological Nursing (RN to BSN course; v-tel)
 Gerontological Nursing Practicum (master's level course)
 Gerontological Nursing Theory (master's level course)

Health Assessment (laboratory section; undergraduate level course)
 Health Care Systems, Information Systems, and Business Practices (DNP course; online)
 Master's Capstone – (master's level clinical nurse specialist course)
 Nursing Research (classroom, ed-net, and web-based; undergraduate level course)
 Nursing Research for Advanced Practice Nurses (master's level course)
 Oncology Clinical (undergraduate course)
 Pediatric Psychiatric Nursing Clinical (undergraduate course)
 Professional Dimensions (undergraduate course)
 Psychiatric Nursing (undergraduate clinical)
 Psychogerontological Nursing (master's level course)
 Research Mentorship (PhD course)
 Special Problems in Gerontological Nursing (coping with chronic health problems, doctoral and master's level course)

Advisor/Committee Member:

Research Mentor – Patrick Murphy (2019-Present)
 Doctoral Dissertation Committee Member – Ashley Wilson (2018-Present)
 Doctoral Dissertation Committee Member – Patricia Owens – Virginia Tech (2016-2018)
 Doctor of Nursing Practice Final Project Chairperson – Jackie Hunter (2013-2014)
 Doctor of Nursing Practice Final Project Chairperson – Meredith Drew (2013)
 Doctor of Nursing Practice Final Project Chairperson – Kim Hall (2010-2011)
 Doctor of Nursing Practice Final Project Chairperson – Faye Lyons (2010-2011)
 Master's Project Reader – Ruthie Peevey (2011)
 Master's Project Capstone Chairperson – Lisa Simpson (2010-2011)
 Master's Project Capstone Chairperson – Beverly Testerman (2010-2011)
 Master's Project Capstone Chairperson – Tina Bland (2010)
 Master's Project Capstone Chairperson – Kim Hall (2010)
 Master's Project Capstone Chairperson – Ashley Holt (2010)
 Master's Project Capstone Chairperson – Melinda Honaker (2010)
 Master's Student Advisor – 34 students (2010)
 Master's Student Advisor – 35 students (2009)
 Master's Project Capstone Chairperson – Debbie Bratton (2007-2008)
 Master's Project Capstone Chairperson – Wanda Wright (2007-2008)
 Master's Project Reader – Linda Davis (2005)
 Master's Project Reader – Beth Morrow (2003)
 Master's Thesis Chairperson – Vicki Bierman (2003-2004)
 Doctoral Dissertation Committee Member – Nadine Parker (2000)
 Gerontological Master's Student Advisor – 12 students (1996-2000)

Academic Program Reviewer:

2011 - Present **Reviewer/Evaluator** for the Commission of Collegiate Nursing Education

Professional Activities

Awards and Honors:

Design Thinking Fellow, Design Thinking Master Class, Lexington, KY, 2018
 Beta Gamma Sigma International Honor Society for Business, 2010
 Sigma Iota Epsilon (The National Honorary and Professional Management Fraternity), 2010
 Hartford Institute Gerontological Nursing Research Fellow, \$5,000 (2001)
 Teaching Award (Undergraduate Nursing Research), 1996-1997

Medical School Foundation Scholarships: \$1,350, \$1,000, \$900, \$900 (1989, 1992, 1993, 1994)
 Barbara Brodie Scholar Award: \$2,000 (September, 1993)
 Hope Cancer Scholarship: \$1,000, \$1,000 (1989-1992)
 Academic Scholarship from the Radford University Foundation: \$500, 1985
 Sarah Smith Luster Honorary Society, 1983
 Artie Willard Memorial Scholarship Award: \$200, 1980

Organizations:

American Psychiatric Nurses Association, 2019-Present
 West Virginia Association of Deans and Directors of Nursing Education, 2018-2019
 ClinicalTrials.gov National Task Force, 2016-2018
 Virginia Council of Nurse Practitioners, 2015-2017
 Beta Gamma Sigma International Honor Society for Business, 2010-Present
 Session Moderator, National Association of Clinical Nurse Specialists, St. Louis, MO, 03-07-09
 Sub-Committee Member, Fall Prevention Program - Board of Directors for the Pulaski Adult Day Service and Fall Prevention Clinic, 2008
 Vice President - Board of Directors for the Pulaski Adult Day Service and Fall Prevention Clinic, 2008
 National League for Nursing, 2000-2003
 International Psychogeriatric Association, 1999-2004; 2015-Present
 The Gerontological Society of America, 1998-2004; 2015-Present
 National Association for Female Executives, 1996-2000
 Western Institute of Nursing Research, 1996-2001
 Midwestern Nursing Research Society, 1995-1997
 University of Virginia Alumni Association, 1990-Present
 Phi Kappa Phi, 1989-Present
 Radford University Alumni Association, 1988-Present
 Sigma Theta Tau (Epsilon Psi Chapter), 1988-Present
 American Nurses Association, 1983-1998; 2001-Present
 Roanoke Memorial Hospitals' Alumni Organization, 1983-Present
 National Student Nurses' Association, 1980-1983

Faculty Mentor:

2011-2012: Elizabeth Armstrong, MSN, RN, Instructor
 2010-2012: Vicki Bierman, MSN, RN, Instructor
 2010-2012: Barbara Farris, MSN, RN, Instructor

Special Training:

Academic Leadership Academy. Penn State University, State College, PA, 06-17-18 through 06-21-18
 Hartford Institute for Geriatric Nursing Research Scholars Program, 07-28-14 to 08-01-14
 Instrument Development Workshop. University of North Carolina, School of Nursing, Chapel Hill, June 6-15-07
 Grants Writing Workshop. University of North Carolina, School of Nursing, Chapel Hill, June 18-22-07
 Harford Gerontological Research Program, June 23-29, 2001
 NINR. NIH. Research Training Program for Developing Nurse Scientists, July 21-23, 1997
 Certified in CPR, 1984-Present
 Recovery Room Internship to advance ECT skills, April 29-May 3, 1985
 Emergency Medical Technician (EMT), 1978-1979

West Virginia University Associate Dean Responsibilities:

Overseeing the Office of Academics: Director of BSN Programs (Fast Track Coordinator, Traditional BSN Clinical Coordinator, and RN-BSN Coordinator), Director of MSN/DNP Programs (MSN/MBA, FNP, PNP, and CRNA), Director of the PhD Program, Coordinator of the Honors Program,

Coordinator of International Programs, Coordinator of Academic Counseling, Director of Program Evaluation, Director of Nursing Clinical Simulation, and Office of Student Services. Overseeing the following programs at the following sites: Beckley (Traditional BSN), Charleston (RN-BSN, MSN, and DNP), Keyser (Traditional BSN), and Morgantown (Traditional BSN, BA/BS to BSN, MSN [FNP, PNP, and MSN/MBA], DNP [CRNA and Post-Masters], Post-Master's DNP and PNP APRN Certificates, and PhD).

Developing a CRNA program (course sequences, syllabi, and other program-related materials).

Procuring funding for the CRNA program in conjunction with the Dean, CRNA Program Director, and Assistant Dean for Business and Operations/Chief Business Planning Officer (\$500,000 from Ruby Hospital) and overseeing the budget for the program.

Administering the budget for the Office of Academics.

Overseeing clinical affiliation agreements in the School of Nursing.

Overseeing academic policies for the School of Nursing.

Overseeing recruitment and retention of qualified students to all academic programs.

Overseeing academic advisement, student progression, and student appeals.

Monitoring admission, progression, and graduation policies.

Monitoring NCLEX and graduate certification pass rates.

Overseeing accreditation and serving as a liaison with the WV Board of Nursing.

Coordinating course schedules with Department Chairs.

Monitoring Quality Matters as related to online courses.

Monitoring the undergraduate student tutoring program.

Monitoring interprofessional education in the School of Nursing.

Collaborating with Department Chairs at Beckley and Keyser about space-related matters.

Leading and overseeing operations that support programs of instruction.

Serving as a role model for innovation, collaboration, and consensus-building.

Overseeing academic integrity matters, including development of a SON appeals policy and an Academic and Professional Standards Committee.

West Virginia University Special Programs:

11-27-17: Degree Works Training

10-27-17: CCNE Conference (Washington, DC)

10-17-17: Curriculum Information Management Training

10-03-17: CCNE Webinar – Clinical Experiences

09-20-17: Enrollment Retreat hosted by the Office of Enrollment Management and the Office of University Relations

09-19-17: CCNE Webinar – Standard IV

West Virginia Committees:

University

2019: Graduate Fellowship Applicant Review Committee

2018: Graduate Vice Provost Academic and Professional Standards Committee Review

2017 - 2019: Health Sciences Center Associate Deans Group

2017 - 2019: Undergraduate Academic Associate Deans Group

2017 - 2019: Graduate Academic Associate Deans Group

2017 - 2018: Global Engagement Office Steering Committee

School of Nursing

2018 - 2019: MSN/DNP Differentiation Task Force

2018: Statistician Search Committee

2018: Adult Health Department Chair Search Committee

2017 - 2019: Administrative Council

2017 - 2019: BSN Admissions Committee

2017 - 2019: Undergraduate Curriculum Committee

2017 - 2019: Graduate Admissions Committee

2017 - 2019: MSN/DNP Curriculum Committee
 2017 - 2019: PhD Curriculum Committee
 2017 - 2019: Graduate Program Committee
 2017 - 2018: Outcomes Assessment Committee
 2017 - 2019: DNP Final Project Revision Task Force
 2017 - 2019: Total Faculty Group
 2017: Keyser Campus Department Chair Search Committee

Radford University Graduate Coordinator Responsibilities:

Overseeing the following programs: Clinical Nurse Specialist, Family Nurse Practitioner, Nurse Midwife, and Doctor of Nursing Practice.
 Developing and maintaining a partnership with Shenandoah University to deliver a Nurse Midwifery program.
 Designing and implementing an online DNP Program (course sequences, syllabi, and other program related materials) with two points of entry (BSN to DNP and MSN to DNP).
 Overseeing clinical affiliation agreements for the graduate program.
 Overseeing preceptor training, relationships, and documentation.
 Overseeing academic policies for graduate nursing programs.
 Overseeing recruitment and retention of qualified students to graduate programs.
 Overseeing academic advisement, student progression, and student appeals.
 Monitoring admission, progression, and graduation policies.
 Monitoring Advanced Practice Registered Nurse certification pass rates.
 Leading and overseeing operations that support programs of instruction.
 Serving as a role model for innovation, collaboration, and consensus-building.
 Securing funding to promote graduate nursing education, including obtaining \$80,507 in grant funding and working with our development officer to obtain scholarship and other funding from community partners.

Radford University Clinical Nurse Specialist Coordinator Responsibilities

Overseeing the Clinical Nurse Specialist program.
 Overseeing clinical affiliation agreements for the program.
 Overseeing preceptor training, relationships, and documentation.
 Overseeing academic policies for the program.
 Overseeing recruitment and retention of qualified students to the program.
 Overseeing academic advisement, student progression, and student appeals.
 Monitoring admission, progression, and graduation policies.
 Monitoring Clinical Nurse Specialist certification pass rates.

Radford University Roanoke Site Coordinator Responsibilities

Overseeing the physical space at the Roanoke site, including offices, classrooms, laboratory, lounge, and auditorium.
 Partnering with administrative, academic, and clinical units in Carilion Hospital and Clinics.
 Procuring clinical sites for the undergraduate program.
 Scheduling and assigning undergraduate students to clinical sites.
 Serving as a role model for mentoring, innovation, collaboration, and consensus-building.

Radford University Undergraduate Coordinator Responsibilities

Overseeing the traditional undergraduate program in two sites (Radford and Roanoke) as well as the online RN to BSN program.
 Overseeing clinical affiliation agreements for the undergraduate program.
 Overseeing academic policies for undergraduate nursing programs.
 Overseeing recruitment and retention of qualified students to undergraduate programs.

Overseeing academic advisement, student progression, and student appeals.
 Monitoring admission, progression, and graduation policies.
 Monitoring NCLEX pass rates.
 Securing \$86,520 in grant funding to support undergraduate nursing education.

Radford University Committees:

University

2016 - 2017: University Faculty Grievance Committee
 2016 - 2017: University Planning and Budget Advisory Committee
 2016: Budget Planning Summit
 2015 - 2017: Interprofessional Health Care Informatics Master's Program Committee
 2014 - 2015: University Faculty Grievance Committee
 2013: Large Course Compensation Ad Hoc Committee
 2012 - 2013: University Budgetary Committee
 2010 - 2012: University Faculty Appeals Committee
 2009 - 2010: University Graduate Affairs Committee
 2009 - 2010: University Student Awards Committee
 2009 - 2010: University Academic Course and Program Review Subcommittee
 2006 - 2007: University Scholarly Lecture Committee
 2004 - 2006: University Seed Grant Committee
 2004 - 2005: Faculty Senate ad hoc Research Advisory Task Force
 2003 - 2004: University Librarian Search Committee
 2003: Campus Environment Committee (of Faculty Senate)
 2003: Faculty Senate
 2001: Institutional Review Board

College

2012 - 2103: Convener, Faculty Leadership Academy
 2012: Chairperson, Waldron College Professor Promotion Review Committee for Department of Communications Sciences and Disorders
 2011 - 2012: Faculty Leadership Academy
 2010: Waldron College Promotion Review Committee for Department of Communications Sciences and Disorders
 2008: Waldron College Tenure Review Committee for Department of Communications Sciences and Disorders
 2008: Waldron College Promotion Review Committee for Department of Social Work
 2005 - 2007: Waldron College Graduate Student Awards Committee
 2005: Waldron College Health and Human Services Strategic Plan Task Force
 2005: Waldron Research Review Committee
 2002 - 2003: Waldron Research Review Committee

School of Nursing

2016 - 2017: School of Nursing Personnel Committee
 2016 - 2017: Chairperson, Undergraduate Admission, Progression, and Graduation Committee
 2014 - 2015: Chairperson, Undergraduate Admission, Progression, and Graduation Committee
 2012 - 2013: Undergraduate Admission, Progression, and Graduation Committee
 2012 - 2013: Co-Chairperson, Program Evaluation and Accreditation Committee
 2011 - 2012: Chairperson, Special Purpose Faculty Search Committee
 2011 - 2012: Chairperson, Master's Essentials Task Force
 2011 - 2012: Chairperson, RN-BSN Accreditation Admission Criterion Task Force
 2011 - 2012: Program Evaluation and Accreditation Committee
 2010 - 2011: School of Nursing Graduate Curriculum Committee
 2009 - 2010: Chairperson, Graduate Admissions, Progression, and Graduation Committee
 2008 - 2015: School of Nursing Personnel Committee
 2008: Chairperson, Professor Promotion Review Committee (of Personnel Committee)
 2009: Chairperson, School of Nursing Graduate Committee

2007 - 2009: School of Nursing Peer-Review Research Team
 2006 - 2007: Chairperson, School of Nursing Director Search Committee
 2005 - 2007: Level 3 Undergraduate Curriculum Committee
 2004 - 2005: Chairperson, Faculty Search Committee for Four Positions (Community Health, Foods and Nutrition, Pediatrics, and Perinatal/Women's Health)
 2004 - 2007: School of Nursing Personnel Committee
 2004: Research Development Task Force for the School of Nursing
 2002 - 2005: Chairperson, Program Enhancement Committee
 2000 - 2001: Admissions, Progression, and Graduation Committee
 2000 - 2001: School of Nursing Coordinator's Group
 2000 - 2004: School of Nursing Graduate Curriculum Committee
 2000 - 2001: School of Nursing Recruitment and Retention Committee
 2000 - 2001: Search Committee, Marcella Griggs Endowed Professorship in Gerontological Nursing
 2000 - 2001: School of Nursing Undergraduate Curriculum Committee

Oregon Health Sciences University Committees:

University

2000: Research Advisory Committee
 1999 - 2000: Faculty Senate
 1999 - 2000: Communications Committee, Faculty Senate

College of Nursing

1998 - 2000: Gerontology Research Group
 1998 - 2000: Admissions Committee, Population Based Nursing Department
 1996 - 1999: Chairperson, Gerontological Nursing Master's Admissions Committee

7. Name Change from School of Health Studies to College of Health Sciences

For Approval

Presented by Richard J. Bloomer

The University of Memphis Board of Trustees

Agenda Item

For Approval

Date: March 4, 2020

Item: Name Change from School of Health Studies to College of Health Sciences

Recommendation: Approval of Name Change from School of Health Studies to College of Health Sciences

Presented by: Dr. Thomas Nenon, Executive Vice President for Academic Affairs and Provost

Background:

The School of Health Studies (SHS) was formed in the summer of 2015, with approximately 30 full time faculty and staff members and a student population of 803 majors. In fewer than five years, the SHS now employs 52 full time faculty and staff members, and has more than 1700 declared majors.

The increase in student number has been fueled by increased program offerings, namely the undergraduate program in *Health Sciences*, which is now home to approximately 700 students. Significant growth in the online *Healthcare Leadership* program has also helped, in addition to new programs in *Nutrition Science* and *Medical Assisting*. Plans to begin both a *Doctorate in Physical Therapy* and a *PhD in Applied Physiology & Neuromechanics* in the near future will further add to the already outstanding portfolio. Finally, a partnership with Methodist LeBonheur Healthcare has been developed that involves the creation and delivery of a future program in *Surgical Technology*, which has received tremendous interest and will expand the health science offerings.

In addition to academic expansion, the research program has also grown significantly. Several excellent young scientists have been hired the laboratories have been expanded considerably. A strong research focus has been developed in health science-specific inquiry, at both the cellular and applied levels.

Considering the growth and reach, it is appropriate at this time to change the status from that of a school to a college. Specifically, a name change to the ***College of Health Sciences*** is requested to better reflect both the size and focus of what is currently being done.

Recommendation (if for approval):

The Academic Research and Student Success Committee recommends approval of the name change of the School of Health Studies to the College of Health Sciences.

8. International Recruitment Efforts

Presentation

Presented by Raajkumar Kurapati

Report to the Board of Trustees

The University of Memphis Board of Trustees
Report
For Information

Date: March 4, 2020

Committee: Academic, Research, and Student Success Committee

Report Title: International Recruitment Efforts

Presented by: Raaj Kurapati, Chief Financial Officer

In our march toward R1 status, the University needs to continue to build enrollments in STEM programs at both the graduate and undergraduate levels and international student recruitment will be a key component of this strategy.

This report provides an update on our international recruitment efforts which has yielded impressive growth over the past two years.

International Recruitment Efforts

Academic, Research, and Student Success Committee

Raaj Kurapati
Chief Financial Officer

March 4, 2020
University Center



MARCH 2020

In our march toward R1 status, UofM needs to continue to build enrollments in STEM programs at both the graduate and undergraduate levels and international student recruitment will be a key component of this strategy.

- UofM had 589 International students (2.78%) in Fall 2018
- International student populations average about 10% of the student body or around 2000 students for our current and aspirational peers



March 2020 UofM Academic, Research and Student Success...

Phase I

- Introduced new tuition structure to increase enrollment of resident, out-of-state and international students
- Existing relationships were leveraged and strategic partnerships built with agents during the February 2019 India visit to grow international graduate student enrollment

Result

- International graduate student enrollment was up by 85 students (21.6%) YOY in Fall 2019.

While international graduate enrollment increased YOY for Fall '19, the international undergraduate enrollments declined as our efforts in this area were focused on cohort models vs. sustained direct enrollments.

Phase II

- Focused on ensuring that our strategies on growing graduate enrollments were continuously sustainable.
- Additionally, initial efforts were made on recruitment at the undergraduate level outside the traditional cohort models.

Results

- 69 new or readmitted graduate students in Spring 2019
- 14 new or readmitted undergraduate students in Spring 2019
- Graduate enrollment for Spring 2020 YOY grew by 9.09%



International student enrollments nationally have been on the decline with enrollments dropping 10% since 2015. As a result of our efforts in Phase I and II, UofM international enrollment has grown by 21% for the same period.

Phase III

- Establish long term relationships with STEM degree programs to push for Carnegie R1 besides student recruitment
- Establish relationships directly with institutions and build on relationships with recruiting agents
- Expand recruitment reach geographically in Asia and Europe
- Offer conditional admissions at recruiting events with students

Results

- Entered into a MOU with Charles University in the Czech Republic, one of the oldest and most prestigious institutions in Europe
- Visited several prestigious universities in India. MOU's were signed with three institutions with the potential for MOU's to be entered into with an additional 5 institutions for 2+2, 3+1+1 programs, research collaborations and Doctoral program collaborations.



Questions?

9. Accreditation and Assessment

Presentation

Presented by Colton Cockrum

The University of Memphis Board of Trustees

Presentation

Information

Date: March 4, 2020

Committee: Academic, Research, and Student Success Committee

Presentation Title: Accreditation and Assessment

Presented by: Dr. Colton Cockrum, Assistant Vice Provost, Institutional Effectiveness
Accreditation, and Academic Assessment

Synopsis:

The University of Memphis engages in assessment of learning across all academic programs, general education, and faculty/student support services. Consequently, assessment of student learning is a critical component of regional and programmatic accreditation and for Quality Assurance Funding.

Accreditation and Assessment

*Academic, Research and Student Success
Committee*

Colton Cockrum

Assistant Vice Provost

Institutional Effectiveness, Accreditation,
and Academic Assessment

March 4, 2020

University Center



**Board of
Trustees**

MARCH 2020

- Regional accreditation
- Programmatic accreditation
- Role of assessment in accreditation and Quality Assurance Funding

- Regional accreditation: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Accredited since 1927
- ~90 standards and core requirements
- 5th Year Interim Report: Due March 15, 2021

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education. (sacscoc.org)

- Programmatic accreditation: Accredits specific academic programs
- Examples include: Association to Advance Collegiate Schools of Business (AACSB), Accreditation Board for Engineering and Technology (ABET)
- For academic programs that are not accredited by outside accrediting agency, THEC requires a Program Review

Role of Assessment in Accreditation and Quality Assurance Funding

- Regional accreditation and programmatic accreditation (institutional effectiveness)
 - Assessment of learning outcomes, general education, student/faculty services
 - Identifying student learning outcomes, assessing those outcomes annually, and seeking improvement based on an analysis of all outcomes
- Quality Assurance Funding
 - General education (annually), major field test (each program-once in a five-year cycle), institutional satisfaction (NSSE, FSSE, PEG Alumni Survey)
- Cost of compliance
 - Assessment instruments, personnel, software, time

10. Carnegie I Update

Presentation

Presented by Jasbir Dhaliwal

Carnegie R1 Research Goal: Progress Update

Academic, Research & Student Success

Jasbir Dhaliwal
EVP for Research & Innovation

March 4, 2020
University Center



MARCH 2020

2018 HERD Data Research Expenditures

University of Memphis
\$64,297,000



Others Combined
\$61,850,000



\$17,681,000



\$14,043,000



\$12,666,000



\$7,585,000



\$7,132,000



\$2,644,000

Source: 2018 National Science
Foundations' Higher Education
Research & Development

The Learner Data Institute

Harnessing The Data Revolution To Make The Learning Ecosystem More Effective, Efficient, and Engaging

Lead Principal Investigator

Dr. Vasile Rus

vrus@memphis.edu



The Learner Data Institute

- **Mission:** The Learner Data Institute's mission is to *harness the data revolution* to further our understanding of how people learn, how to improve adaptive instructional systems (AISs), and how to make emerging learning ecologies that include *online and blended learning with AISs* more effective, efficient, engaging, and affordable.
- **Budget Phase I:** \$2.588 million
- **Period:** January 1, 2020 – December 31, 2021





The Learner



The Ecosystem



online



blended

The Use

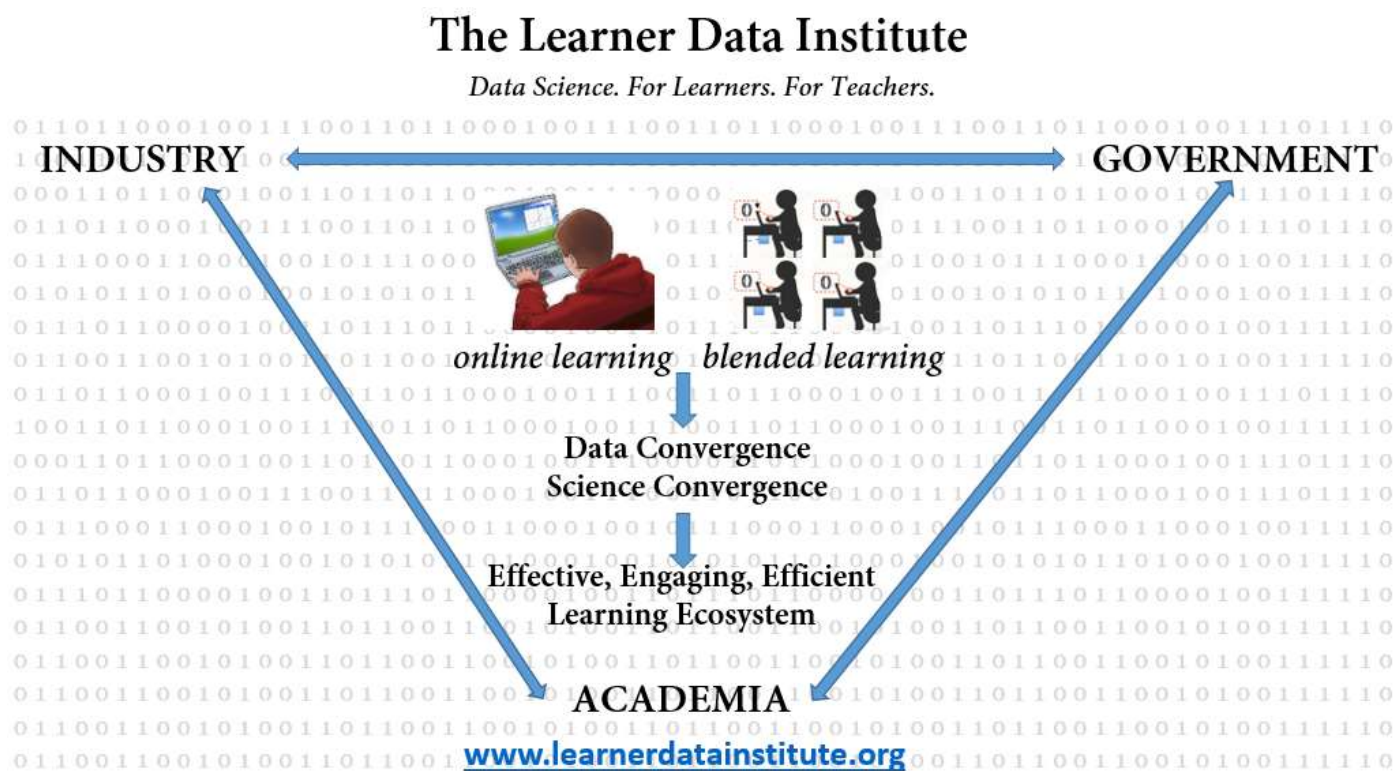
- **Phase I:**

- Lay the foundation of the institute
- Building Prototypes
 - Use large and diverse educational data (big edu-data) in combination with innovative applications of recent advances in the fields of *deep learning and statistical relational learning*

- **Phase II:**

- *\$25 millions* for 5 years
- Partner with some major institutions and individuals that complement and augment our current team
- Implement *science convergence*

www.learnerdatainstitute.org



Training Data Scientists with DataWhys

Andrew Olney
Institute for Intelligent Systems
University of Memphis
Budget: \$3.4 Million

31 Aug 2018 | 13:21 GMT

Desperate for Data Scientists

LinkedIn reports dramatically increasing shortage of data scientists across U.S.

By Tekla S. Perry

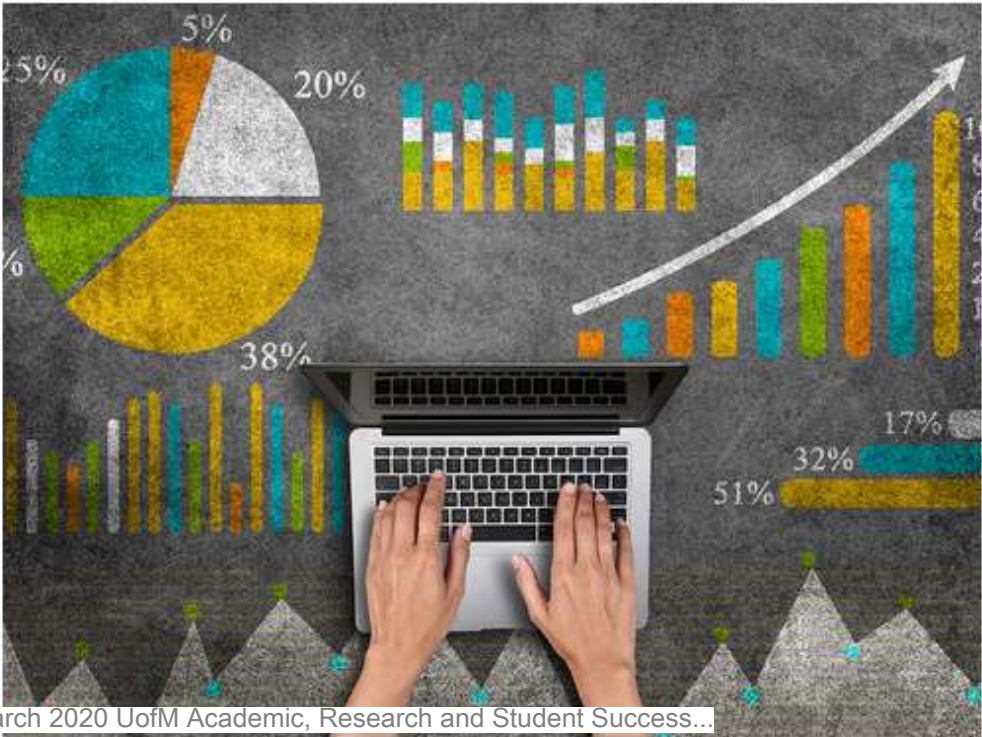


Table 2: The intensification of local shortages for data science skills, July 2015 to July 2018

	Metro Area	July 2015	July 2018	3Y Delta
1	New York City, NY	+4,132	+34,032	+29,900
2	San Francisco Bay Area, CA	+10,995	+31,798	+20,803
3	Los Angeles, CA	+425	+12,251	+11,826
4	Boston, MA	+1,667	+11,276	+9,609
5	Seattle, WA	+1,182	+9,688	+8,506
6	Chicago, IL	-1,826	+5,925	+7,751
7	Washington, D.C.	+735	+7,686	+6,951
8	Dallas-Ft. Worth, TX	-2,496	+3,641	+6,137
9	Atlanta, GA	-2,301	+3,350	+5,651
10	Austin, TX	+26	+4,949	+4,923

- Not currently well understood
- Convergence of statistics, programming, and machine learning
- Research on best methods for data science training
- Curriculum and adaptive learning technologies for multiple skill levels:
 - Freshmen, STEM majors, graduate students, and data science professionals



Current Status

Google Chrome

Wed 15:55

JupyterLab

localhost:8888/lab

File Edit View Run Kernel Tabs Settings Help

Blockly Palette

IMPORT

FREESTYLE

LOGIC

LOOPS

MATH

TEXT

LISTS

COLOUR

CONVERSION

VARIABLES

Blocks to Code

Code to Blocks

Report Bug

Notebook Sync

Untitled.ipynb

iris-classifier-example.ipynb

Markdown

xpython

DataWhys Example - Iris Classifier

The purpose of this notebook is to demonstrate Blockly integration using `scikit-learn` and the `iris` dataset.

Load data

```
[1]: import seaborn as sns

#<xml xmlns="https://developers.google.com/blockly/xml"><variables><variable id="Y;QqMX.RsfqnJ/K-JJ#:" />
</xml>
```

```
[2]: iris = sns.load_dataset('iris')

#<xml xmlns="https://developers.google.com/blockly/xml"><variables><variable id="w{KYvzJID?zQ##dG@5_" />
</xml>
```

Display data

Tabular

```
[3]: iris.head()
```

```
#<xml xmlns="https://developers.google.com/blockly/xml"><block type="dummyNoOutputCodeBlock" id="R81;" />
</xml>
```

	sepal_length	sepal_width	petal_length	petal_width	species
0	5.1	3.5	1.4	0.2	setosa
1	4.9	3.0	1.4	0.2	setosa
2	4.7	3.2	1.3	0.2	setosa
3	4.6	3.1	1.5	0.2	setosa
4	5.0	3.8	1.4	0.2	setosa

Plot

```
[4]: import sys as sys
```

Research Grants & Contracts Update

Dec 1 2019 – Feb 18, 2020

Topic Area 6: Project FIRST (Finding Innovative Rehabilitation Services Training) Chrisann Schiro-Geist (<i>Counseling Educational Psychology & Research</i>)	<i>U.S. Dept. of Education</i>	\$1,974,264.00
CAREER: A Model-Building Platform for Rational, Reproducible, Rigorous Computational Enzymology Nathan DeYonker (<i>Chemistry</i>)	<i>NSF</i>	\$742,139.00
Department of Ag West TN Brian Waldron (<i>Civil Engineering/CEASER</i>)	<i>Tennessee Dept. of Agriculture</i>	\$400,000.00
Investigations into the Etiology of Phantom Limb Sensations and Phantom Limb Pain Amy Curry (<i>Biomedical Engineering</i>)	<i>NIH</i>	\$116,432.00
Testing & Evaluation for Autonomous Cyber-Physical Systems: Research and Industry Best Practices Robin Poston (<i>BIT</i>)	<i>Air Force Institute of Technology</i>	\$120,000.00
Identifying Risk Factors and Predictors of Literacy Skills for Adults Performing at the Lowest Levels of PIAAC in the United States John Sabatini (<i>IIS</i>)	<i>U.S. Dept. of Education</i>	\$60,352.00
Governor's School for International Studies, 2020 Keri Brondo (<i>Anthropology</i>)	<i>Tennessee Dept. of Education</i>	\$238,245.00
Does wearing hearing aids impact the affective state of older adults with hearing loss in daily listening? Jani Johnson (<i>School of Communication Sciences and Disorders</i>)	<i>Hearing Industry Research Consortium</i>	\$125,000.00
Membrane-Induced Self-Assembly of Anisotropic Nanomaterials Mohamed Laradji (<i>Physics and Materials Science</i>)	<i>NSF</i>	\$309,367.00
CAREER: Structural Communication Complexity Thomas Watson (<i>Computer Science</i>)	<i>NSF</i>	\$427,398.00

Total awards during period: \$4,895,813.00

11. Doctorate in Physical Therapy

Presentation

Presented by Richard J. Bloomer

The University of Memphis Board of Trustees

Recommendation

Presentation

Date: March 4, 2020

Committee: Academic, Research, and Student Success

Presentation: Proposed Doctorate in Physical Therapy (DPT)

Presented by: Dr. Richard J. Bloomer, Dean, School of Health Studies (SHS)

Background:

Dr. Bloomer will present information on the proposed Doctorate in physical therapy. He will discuss key points on how the development of the program will be executed.

Proposed Doctorate in Physical Therapy (DPT)

*Academic, Research, and Student Success
Committee*

Richard J. Bloomer
Dean, School of Health Studies (SHS)

March 4, 2020
University Center



MARCH 2020

- The profession of PT has expanded considerably in recent years and has excellent growth potential
- SHS serves several hundred student majors who desire to attend graduate school in PT
- DPT program was approved by Board of Trustees in summer 2018
- Proposal submitted to THEC and sent for public comment in fall 2018
- Comment document received by UofM in fall 2018
- Feasibility study performed in 2019
- All proposal revisions addressed in 2019
- Current proposal is stronger than original; need for additional state of TN DPT program is evident

- Space at the University of Memphis Lambuth campus has recently been renovated and is available for use by the DPT program
 - Dedicated classrooms and labs
 - Multiple student study areas and lounge/break room
 - Loading dock for cadaver delivery; holding area/cooler area for cadavers
 - Main reception area; faculty offices to accommodate up to 10 full time individuals
 - Infusion of 40 new graduate students each year onto Lambuth campus
 - Increasing housing occupancy, increasing dining revenue, etc.
- All up-front costs recovered by year 3, with an approximate \$750k net
- Starting in year 4, annual net should equal approximately \$1.5 - \$1.7 million

- Proposed program at the Univ. of Memphis will follow the standard graduate tuition structure of the University
 - \$17,910 per year (~\$31,000 for out-of-state residents)
 - Cost is very similar to other state of TN programs (UTHSC, TN State, UT Chattanooga, ETSU)
 - Note that the small discrepancies in tuition/fee cost are likely influenced by the fact that state funding is significantly less for the University of Memphis as compared to UT
 - e.g., University of TN receives approximately \$2 in state funding for every \$1 received by UofM

Offering one additional in-state DPT program will provide students with another opportunity to secure a degree at an in-state rate, saving students tens of thousands of dollars over the course of the three year program.

- Feasibility study conducted by the EAB concluded that **“Employer demand trends and employment projections suggest high need for program graduates”**
- Projected employment growth for PTs is 22% through 2028, far exceeding that of all other occupations
 - Equates to more than 54,000 new jobs by 2028, as noted on the Bureau of Labor Statistics website
- 18,000 PT job postings nationally each month (on average); more than 3000 postings regionally
- Searches on indeed.com indicate approximately 500 PT positions in the state of TN on any given day
- The recent “Snapshot” of *Graduate Education, Research, & the Workforce* for the state of Tennessee highlights PTs as one of only two professions requiring a doctoral degree and considered as “Among the fastest growing professions, 2016-2026”

- According to the Commission on Accreditation in Physical Therapy Education (CAPTE), the identification of clinical rotation sites would begin *after* the Univ. of Memphis has hired a Program Director, submitted documentation and notification to CAPTE, and hired a Director of Clinical Education
 - Despite the above, we have already received commitment from two large-scale clinical providers to support our students through rotations
 - West TN Healthcare
 - STAR Physical Therapy
- The SHS has a proven track record of developing sites for student internships and clinical rotations
 - More than 300 students each year participate in more than 70,000 hours of supervised work experience in clinics, healthcare agencies, and other venues

- The proposed program would serve current University of Memphis students, in addition to students from across the country
- The University of Memphis recently began an undergraduate program in *Health Sciences* that currently supports approximately 700 student majors
 - Many of these students, in addition to a large percentage of those in the Exercise Science program, desire to attend graduate school in PT

Nationally, DPT programs only accept an average of 10-15% of applicants; there exists significant student demand that is not being met by the available seat number

- Renovated facilities are already in place on the Lambuth campus and the up-front cost of starting a DPT program will be minimal
- All students will be tuition-paying and all start-up costs will be recouped by year 3; the program will generate net revenue from this point forward
- The program tuition/fee cost will be very similar to other state of TN programs and *far less* than out-of-state or private programs
- The projected job growth for PTs is significant, with starting salaries between \$65-\$80k in the West TN area
- Identifying clinical placements has already begun and will continue with success once the appropriate faculty members are hired
- There is significant student demand for DPT programs, within and outside of the

Questions

12. Additional Committee Business

13. Adjournment