

FRANCES PAYNE BOLTON SCHOOL OF NURSING

History

The Frances Payne Bolton School of Nursing (<http://fpb.case.edu>) at Case Western Reserve University is a globally recognized leader in nursing education, research and practice. Our commitment to excellence is visible in our distinguished faculty, small class sizes, world renowned clinical partners and academic innovations. While its roots date back to 1898 with the founding of the Lakeside Hospital Training School for Nurses, the school was formally established in 1923 as one of the first two colleges of nursing within a university through a gift from its namesake, Frances Payne Bolton, the first congresswoman from Ohio.

Today, the School of Nursing offers curricula for students at all levels of study—undergraduate, graduate entry nursing and advanced preparation in nursing. Master's level learning is available in nurse anesthesia, nurse midwifery, acute and primary care both in adult-health, women's health and education with population focus. The nursing school also offers two doctoral level degrees—the Doctor of Nursing Practice (DNP) and the PhD in Nursing, —as well as a dual doctorate program. Areas of research include symptom science, family and community care, aging across the lifespan, self-management of health and illness, and neuroscience.

Strategic Vision

Mission

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

Vision

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

Purpose

The purpose of the Frances Payne Bolton School of Nursing is to provide an environment that permits individuals to develop their personal and professional capabilities, including the sense of responsibility for continued learning; to learn as efficiently and effectively as possible; to find enjoyment, excitement, and challenge in the pursuit of knowledge and its application; and to develop behaviors that enable them to function in a changing, complex society. As an integral component of Case Western Reserve University, the school assumes responsibility for the preparation of individuals committed to excellence and leadership in professional nursing. The faculty of the school accepts the responsibility for teaching and scholarly inquiry as integral parts of the educational process.

Philosophy

FPB has set forth the following philosophy to accomplish the stated mission.

Nursing is an academic discipline and profession. Nursing as an academic discipline is a distinct branch of human knowledge fundamental to nursing practice, nursing education, and nursing administration, and to the continuous development of the profession. The distinct perspective of nursing includes a focus on the meta-paradigm concepts of persons, environment and nursing. The conceptual focus within FPB is on health-seeking mechanisms and behaviors of human beings. Some of those mechanisms and behaviors are innate; others are learned or developed and may be subject to the influence of nurses' knowledgeable ministrations. The body of nursing knowledge is continuously advanced, structured, and restructured as a consequence of a range of methods including scientific inquiry, philosophic inquiry, historical inquiry, and clinical evaluation.

Scientific inquiry within nursing is designed to discover, advance, and clarify knowledge about determinants and correlates of optimal biological, psychological, and social functioning; physical, emotional and spiritual comfort; and individual and group attainment of health goals in multiple environments and under a variety of circumstances (including illness and injury) attendant to birth, living, development, decline and death. Philosophic inquiry is undertaken to clarify the values that underlie consumers' and nurses' responsibilities for human health promotion, the ethics of nursing practice, and the nature of the body of knowledge known as nursing. Historical inquiry is undertaken to document significant influences (by events and individuals) on the development of nursing over time as a body of knowledge and as a profession. Clinical evaluation is designed to test and verify the relative efficacy of strategies used in nursing administration, consultation, education, and practice, and the means employed to advance nursing knowledge.

Professional nurses have mastery over a body of scientific and humanistic knowledge that is fundamental to their particular kinds of practice. They selectively use this knowledge in the execution of their professional responsibilities and in the attainment of professional goals. Those involved in differentiated nursing practices employ nursing technologies (skills and approaches that represent the application of scientific knowledge), using artistry in the execution of their professional responsibilities. Professional nurses' several, particular practices are guided by a code of professional ethics and also by knowledge about the individuals and groups whom they serve. The nurse's professional goal is to appraise accurately and to enhance effectively the health status, health assets, and health potentials of individuals, groups, families, and communities and to promote the initiative and independence of those they serve in the attainment of reasonable health goals, mutually agreed upon by consumers and by nurses as their health care providers. Nursing practice includes assisting persons in the maintenance of health, detecting deviations from health, assisting persons in the restoration of health, and supporting persons during life. These responsibilities are accomplished through a systematic and deliberative process. Nursing practice includes independent and interdependent functions and nurses are an integral part of the health care system.

Other beliefs essential to nursing that are shared by the faculty are stated below:

Nursing Strategies

Nursing strategies can be categorized according to the function they serve in facilitating clients' health-seeking behaviors. A tentative classification scheme according to the function strategies is set forth below. Within each category there are multiple behaviors from which the nurse can select depending on the nature of the clients' assets and

deficits. Also, each category is open to the discovery of more activities than are presently known. Each category focuses on facilitating health-seeking behaviors.

Compensating: Performing selected activities or measures (including monitoring) for clients when they are unable to do these activities.

Teaching: Performing actions intended to induce learning.

Counseling: Assisting clients to examine an alternative course of action.

Supporting: Promoting clients' ability to cope, adapt and change.

Stimulating: Promoting clients' desire to perform health-seeking behaviors.

Advocating: Intervening on behalf of the client to overcome obstacles that are interfering with health-seeking behaviors.

Comforting: Providing an environment that promotes ease and well-being.

The choice of nursing strategies for enhancing client's health-seeking behaviors is based on assessment of these behaviors and the intervening variables to determine the assets and deficits and potential for engaging in behaviors that are directed toward attaining, maintaining or regaining an optimal level of health.

FPB Accreditation and Approvals

Accreditation

Case Western Reserve University is accredited at the institutional level by the Higher Learning Commission (<http://www.ncahlc.org>):

North Central Association of Colleges and Schools
The Higher Learning Commission
30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504
800-621-7440
info@ncacihe.org
<http://www.ncahigherlearningcommission.org/>

The University is chartered as an educational institution under the laws of the State of Ohio and holds a Certificate of Authorization from the Ohio Department of Higher Education (<https://www.ohiohighered.org>) (formerly known as the Ohio Board of Regents).

In addition, many of the individual nursing programs are accredited by nationally recognized professional associations, including:

The Bachelor of Science in Nursing (BSN) (<http://bulletin.case.edu/schoolofnursing/%20https://nursing.case.edu/bsn>), Master of Nursing (<https://nursing.case.edu/mn>) (MN), and Master of Science in Nursing (MSN) (<https://nursing.case.edu/msn>) programs at Case Western Reserve University are accredited by the Commission on Collegiate Nursing Education (CCNE). The next accreditation is due in 2021.

Commission on Collegiate Nursing Education
One Dupont Circle NW
Suite 530
Washington DC 20036
202-887-6791
<http://www.aacn.nche.edu/ccne-accreditation>

The Post-Graduate APRN Certificate (<https://nursing.case.edu/programs/certificate>) and Doctor of Nursing Practice (DNP) programs (<https://>

nursing.case.edu/dnp) at Case Western Reserve University are accredited by the Commission on Collegiate Nursing Education (CCNE). The next accreditation is due in 2026.

Commission on Collegiate Nursing Education
One Dupont Circle NW
Suite 530
Washington DC 20036
202-887-6791
<http://www.aacn.nche.edu/ccne-accreditation>

The nurse anesthesia program (<https://nursing.case.edu/msn/anesthesia>) is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The last accreditation was in 2012. The next accreditation is due in 2020.

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue
Park Ridge, Illinois 60068-4001
847- 655-1160
accrreditation@coa.us.com (info@aana.com)
<http://home.coa.us.com/Pages/default.aspx>

The nurse midwifery program (<https://nursing.case.edu/msn/midwifery>) is accredited by the Accreditation Commission for Midwifery Education (ACME) (formerly ACNM Division of Accreditation) in 2015. The next accreditation is due in 2025.

Accreditation Commission for Midwifery Education (ACME)
8403 Colesville Road, Ste 1550
Silver Spring, MD 20910-6374
240-485-1800
info@acnm.org
<http://www.midwife.org/>

Approved Programs

The Bachelor of Science in Nursing (BSN) (<http://fpb.case.edu/bsn>) and Master of Nursing (MN) (<https://nursing.case.edu/mn>) programs (<https://nursing.case.edu/mn>) are approved by the Ohio Board of Nursing. The last visit for the BSN program was in fall 2015, the next visit is due in 2017. The last visit for the MN program was in 2012, and the next visit is due in 2017.

Ohio Board of Nursing
17 South High Street
Suite 400
Columbus, OH 43215-7410
614-466-3947
www.state.oh.us/nur (<http://www.nursing.ohio.gov>)

Facilities

Instructional Facilities

With a highly qualified faculty engaged in teaching, research, and community service, FPB offers high quality academic programs. Instruction includes lectures, seminars, individual conferences and small group discussions, and clinical experiences. Modern research and educational facilities include computer and skills laboratories.

Clinical Facilities

Instructional facilities are abundant and varied. University Hospitals Cleveland Medical Center (<http://www.uhhospitals.org>) is a 1,032-bed

tertiary, academic medical center specializing in adult/pediatric medical and surgical specialties and is an aggregate of specialized hospitals that includes Alfred and Norma Lerner Tower, Samuel Mather Pavilion and Lakeside Hospital for adult medical/surgical care; Rainbow Babies and Children's Hospital; University MacDonalD Women's Hospital; Seidman Cancer Center; University Psychiatric Center-Hanna Pavilion, University Hospitals Institute for Health Care Quality & Innovation, skilled nursing and rehabilitation services and home health care. University Hospitals is part of the University Hospitals Health System with services provided at 150 locations in 40 northern communities. University Hospitals Cleveland Medical Center is also the primary affiliate of Case Western Reserve University. Together, they form the largest center for bio-medical research in the state of Ohio.

The Cleveland Clinic Health System (<https://my.clevelandclinic.org>) has 1,440 beds on Cleveland Clinic main campus and 4,435 beds system-wide and is comprised of the Cleveland Clinic main campus, Cleveland Clinic Children's Hospital located within the main campus, Euclid Hospital, Fairview Hospital, Hillcrest Hospital, Lakewood Hospital, Lutheran Hospital, Marymount Hospital, Medina Hospital, South Pointe Hospital, Hillcrest Hospital, Ashtabula County Medical Center, Avon Hospital, Cleveland Clinic Florida (Weston, West Palm Beach), Lou Ruvo Center for Brain Health, Las Vegas, Nevada and The Glickman Urological & Kidney Institute in Las Vegas, and Cleveland Clinic Abu Dhabi, Cleveland Clinic London, Cleveland Clinic Canada. The system also includes Akron General Health System, Visiting Nurse Service and Affiliates, Hospice of VNS, Lodi Community Hospital, Edwin Shaw Rehabilitation Institute, an outpatient clinic in Toronto, Ontario and three health and well centers. It is nationally recognized as one of the top medical centers in the US and the world, particularly in technological and management systems and in the treatment of cardiovascular disease.

MetroHealth Medical Center (<https://www.metrohealth.org>) is a 642-bed hospital that includes a Level I Adult Trauma, Level II Pediatric Trauma Center, and a verified regional Burn Center, a skilled nursing facility and more than 25 locations throughout Cuyahoga County with more on the way. MetroHealth is one of three teaching hospitals that make up the Case Western Reserve University Integrated Surgical Program. Annually, MetroHealth medical center handles more than one million patient visits including more than 100,000 in the Emergency Department, one the busiest in the country. The John A. Gannon Comprehensive Burn Care Center (<https://www.metrohealth.org/burn>) is one of only two burn centers in Ohio treats more than 1,700 outpatient and inpatient burn injuries every year. The 27-bed Surgical Intensive Care Unit admits more than 2,000 critically ill surgical patients per year. The Elisabeth Severance Prentiss Center at MetroHealth is a long term skilled nursing facility. In 2014 the Centers for Disease Control designated MetroHealth as an official Ebola Treatment Center, the only one in Ohio.

The Louis Stokes Cleveland Veterans Administration Medical Center (<https://www.cleveland.va.gov>) (VAMC) is one of five facilities constituting the VA Healthcare System of Ohio. A full range of primary, secondary and tertiary care services are offered to an eligible Veteran population covering 24 counties in Northeast Ohio. Care is provided to more than 112,000 Veterans each year through an inpatient tertiary care facility (Wade Park). With 17 locations of care, including 13 outpatient clinics, two community resource and referral centers, a psychosocial resource rehabilitation center, a chronic dialysis center and an ambulatory surgery center, the Northeast Ohio VA Healthcare System's quality services are easily accessible to Veterans in 24 counties.

Additional opportunities are available in a variety of health, social, and educational agencies. These include, for example, Benjamin Rose

Institute, Hospice of the Western Reserve, Judson Park Retirement Community, The Cleveland Visiting Nurses Association, Cleveland Public Health Department, and many others.

Libraries

The Kelvin Smith Library (<http://library.case.edu/ksl/aboutus>), a 144,000 square foot building completed in 1996, houses most of the collections of Case Western Reserve University. This includes over 1,290,000 monographs, 7,363 serial titles, U.S. Government publications, company annual reports, newspapers, CDs, technical reports, over 12,000 DVDs and videos, and more. The library enables users to integrate both traditional resources and state-of-the-art technology into teaching, research, and learning. A variety of seating styles accommodates 900 people and provide electrical ports for connecting personal laptop computers. Case Western Reserve's wireless network enables personal laptops to have internet access throughout the library. Two multimedia rooms include scanners and sound and video digitizers. Available are individual study spaces, meeting rooms, conference areas, and social gathering places. Thirty miles of compact movable shelving allows the library to keep much of its collection onsite for immediate access to print materials. The user-friendly interface to the online catalog, databases, and other resources allows library staff to focus their attention on working in-depth with faculty and students.

In addition to the Kelvin Smith Library, students and faculty have access to the following libraries located on campus: the Cleveland Health Sciences Libraries, supporting programs in dentistry, medicine and nursing; the School of Law Library; the Lillian and Milford Harris Library in the Mandel School of Applied Social Sciences; the Kulas Music Library; and the Astronomy Library. Altogether, collections at the Case Western Reserve libraries encompass more than 1.8 million volumes, nearly 14,000 serials and periodicals, and a wide range of electronic information resources, including a CD-ROM reference database that is accessible through the Case Western Reserve network. These include OhioLINK, a state-funded network that links the libraries of 17 public universities, 23 community/technical colleges, 44 private colleges, and the State Library of Ohio and also offers access to research databases and other information resources.

The Health Sciences Libraries, which consist of the Health Center Library and the Allen Memorial Library, serve as the major libraries for holdings related to nursing, medicine, dentistry, nutrition, and biology. The Health Center Library adjacent to the School of Nursing houses nearly 350,000 volumes, 2,780 current periodicals, and audiovisual materials. Approximately 8,800 volumes are specifically nursing texts, and more than 100 journals are nursing publications. The library also houses a historical collection of nursing materials. The most current and heavily used books are placed on reserve to insure their availability to students. Faculty also place materials on reserve for use in the library. There are 18 public workstations to access the internet, and the library also provides wireless access for those with properly-equipped laptop computers.

FPB School of Nursing Information Technology Services

The Frances Payne Bolton School of Nursing has an assigned Information Technology Services group. This group is a part of University Technology (UTech (<https://case.edu/utech>)) Division; they manage and oversee all computer related operations within the school. Furthermore, the team assists faculty, staff and students with any computer problems, issues, needs, or equipment purchase. This group also manages the FPB Help Desk, provides troubleshooting of problems, and repairs to all school-owned equipment. There are two computer laboratories including a Cyber-Cafe (<https://nursing.case.edu/students/simulation/learning->

spaces) where students have access to computers and network-access connection for hooking up their laptops along with wireless network access. The main computer lab is located on the second floor and the Cyber-Cafe is located on the ground floor. These two areas are available during the weekdays, evenings, and weekend on a 24 hours basis. The second lab (Center for Bioinformatics) is located within the Center for Nursing Education, Simulation & Innovation (<https://nursing.case.edu/students/simulation>) (CNESI) on the ground floor and is only available when not used for classroom activities during weekdays from 9:00 a.m. to 5:00 p.m.

Center for Nursing Education, Simulation & Innovation (CNESI)

The Center for Nursing Education, Simulation & Innovation (<https://nursing.case.edu/students/simulation>) is located on the ground floor and includes:

Center for Bioinformatics and Health Promotion: This 24-seat multimedia classroom includes a Mondo Board, whiteboard, document camera, 35mm digitizer, LCD projector, and access to 24 internet-capable computers. This center supports all activities within the CNESI; is utilized for standardized testing, orientations, and front loading sessions; and is available between classes for students needing a computer lab for class assignments, projects, and emails.

Multimedia Simulation Center: This center features four Laerdal Medical High –Fidelity Human Patient Simulators: Sim-Man Essential, Sim-Baby, Sim Child, Sim Newbie, Noelle the birthing simulator, and Sim Junior as well as two pediatric and two adult Laerdal Cath-Sim Intravenous Trainers, and a large screen video display board (i.e. Mondo Board). All pre-licensure students and nurse practitioner students utilize this center on a weekly basis throughout each semester for simulation training; assessing normal and abnormal heart and lung sounds on human patient simulators; practicing various skills on task trainers; viewing skills and simulation videos; and, conducting pediatric and obstetric lab sessions.

Physical Assessment Center: This center is used by pre-licensure students (BSN and MN) learning physical assessment skills and by our advanced practice students when learning advanced physical assessment. The room is fully equipped with six Midmark electronic physical exam tables that have inclining head rests, extending leg supports, storage drawers, and optional stirrups. To ensure privacy, the center has 10 three-paneled privacy screens that have wheels for ease of movement and flexibility for any lab. Our physical assessment center has 20 Welch Allyn Diagnostic kits. We also have 20 various-sized blood pressure kits for student use both in the lab and for overnight practice at home. The Physical Assessment Center houses an academic version of the Pyxis Medication dispensing system, bar coding techniques, synthetic medications, medical equipment, task trainers, breast and prostate models, and a DVD library to support our undergraduate and graduate lab sessions.

Private Exam Room: This single exam room is used for student practice and testing. It contains an exam table, white board, side table and chair, Snellen eye chart, standing scale, and built in otoscope and ophthalmoscope. The room has two ceiling mounted cameras allowing faculty to record exemplars, give feedback on final examinations, and provide the opportunity to practice and review communication and assessment skills with standardized patients.

Clinical Teaching Center: This center is comprised of 6 hospital patient beds with static Laerdal Medical manikins arranged to simulate an ambulatory clinic, a medical-surgical unit, and intensive care unit. This

center contains many of the common devices seen in the hospital including a Hoyer lift, Geri chair, wheel chairs, canes, crutches, linen cart, ventilator, and head wall units to simulate oxygen delivery and wall suction. Our pre-licensure students use this center to learn every nursing skill from hand washing and bed making to wound irrigation and managing a ventilated patient. The center also has three medication carts, and three supply carts that contain IV tubing, IV solutions, dressing supplies, catheters, chest tubes, foley catheters, sterile gloves, sterile gowns, bed pans, urinals, and tracheostomy supplies.

Perioperative Center: This center is utilized by our BSN students and Nurse Anesthesia Students and contains a fully functioning Steris 3080 operating room table and fluid/blanket warmer, a full set of surgical instruments, back and gown tables, locked operating room cabinets, pulse oximeters, and a non-functioning anesthesia machine, endoscopy, and Bovie machine. Students learn basic hand on skills related to perioperative nursing.

Communication Center: This center, with seating for 10, contains a Mondo Board, white board, and has two ceiling mounted cameras which provide video recording capabilities. This center is used with all levels of students to practice standardized patient interviews, family counseling sessions with standardized patients, clinical post conferences, seminar discussions, small group presentations, student advising and evaluations, and USNA and GNSA sponsored activities.

Dorothy Ebersbach Academic Center for Flight Nursing and High Fidelity Helicopter Flight Simulator: Acute care nurse practitioner (ACNP) students, specializing in flight nursing at Case Western Reserve university trail in the nation's first state-of-the-art simulator built in an actual Sikorsky S76 helicopter. The simulator creates the sense of treating critically injured patients from takeoff to landing.

The helicopter simulator was installed at the university's Cedar Avenue Service Center in a new classroom designed for the Frances Payne Bolton School of Nursing's Dorothy Ebersbach Academic Center for Flight Nursing Program.

The helicopter features some of the most advanced medical equipment with authentic aerial views projected within the windows and movement that mimics changing altitudes and weather conditions throughout the flight. The learning environment allows students to experience the physical confines of an actual helicopter while practicing the delivery of patient care to high fidelity human patient manikins.

Administration

Mary E. Kerr, PhD, RN, FAAN, FCCM
(Case Western Reserve University)
Dean and the May L. Wykle Endowed Professor

Mary Terhaar, DNSc, RN, ANEF, FAAN
(The Catholic University of America)
Associate Dean for Academic Affairs; Arline H. and Curtis F. Garvin Professor of Nursing

Shirley Moore, PhD, RN, FAAN
(Case Western Reserve University)
Associate Dean for Research; Edward J. and Louise Mellen Professor in Nursing

Susan Frey, MAFIS
(Cleveland State University)
Associate Dean for Finance and Administrative Services

David Pratt, BS
(John Carroll University)
Associate Dean of Development & Alumni Relations

Sara Douglas, PhD, MSN, RN
(Illinois State University)
Assistant Dean for Research; Arline H. and Curtis F. Garvin Professor in Nursing Excellence

Margaret Roudebush, MNO
(Case Western Reserve University)
Assistant Dean for Research Administration

Amelia Bieda, PhD, APRN, PNP-BC, NNP-BC
(Case Western Reserve University)
Assistant Professor; Director, BSN Program

Jesse Honsky, DNP, MSN, MPH, RN
(Case Western Reserve University)
Instructor; Assistant Director, BSN Program

Molly J. Jackson, DNP, APRN, A-GNP, A-CHPN
(Case Western Reserve University)
Instructor; Director, Graduate Entry (MN) Program

Latina Brooks, PhD, CNP
(Case Western Reserve University)
Assistant Professor; Director, MSN Program

Patricia Higgins, PhD, RN, FGSA
(Case Western Reserve University)
Associate Professor; Director, Post-Master's DNP Program

Jaclene A. Zauszniewski, PhD, RN-BC, FAAN
(Case Western Reserve University)
Kate Hanna Harvey Professor in Community Health Nursing; Director, PhD Program

Elizabeth A. Madigan, PhD, RN, CNE, FAAN
(Case Western Reserve University)
Independence Foundation Professorship in Nursing Education; Head, PAHO/WHO Collaborating Center

Diana L. Morris, PhD, RN, FAAN, FGSA
(Case Western Reserve University)
Florence Cellar Associate Professor in Gerontological Nursing; Executive Director of the University Center on Aging & Health

Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP
(Case Western Reserve University)
Associate Professor; Associate Director of the University Center on Aging and Health

Camille Warner, PhD
(Case Western Reserve University)
Assistant Professor; Associate Director of the University Center for Aging and Health

Celeste M. Alfes, DNP, MSN, RN, CNE
(Case Western Reserve University)
Associate Professor; Director, Center for Nursing Education, Simulation, and Innovation

Barbara Daly, PhD, RN, FAAN
(Bowling Green State University)
Gertrude Perkins Oliva Professor in Oncology Nursing

Joachim Voss, PhD, RN, FAAN
(University of California San Francisco)
Sarah Cole Hirsh Professor of Nursing; Director, Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence

Brigid L. Mercer, BS
(Ohio State University)
Senior Director Alumni Relations and Development

Rachel Grdina, MSSA
(Case Western Reserve University)
Director International Programs and PAHO/WHO Collaborating Center

Teona C. Griggs, M.Ed., MA
(Cleveland State University)
Director Student Services, Diversity, and Inclusion

Dedra Hanna Adams, MA, MPA
(Cleveland State University)
Director Financial Aid

Megan Juby, BA
(John Carroll University)
Director Development

Ivy Ko, BA
(Cleveland State University)
Director Finance

Kristi Lehmer, MBA
(Thomas More College)
Director Recruitment and Enrollment

Samira Hussney, MPH
(Case Western Reserve University)
Director International Programs & PAHO/WHO Collaborating Center

Caron Baldwin, MCSE
(Ohio Wesleyan University)
Director Information Technology

Helen Jones-Toms, MNO
(Case Western Reserve University)
Director Marketing & Communication

Tiffany Cooper, MBA
(Ursuline College)
Director Administrative Operations and Executive Support

Kimberly Cornuelle-Marks, BS
(Ohio University)
Assistant Director Marketing & Communications and Webmaster

Mary Clark, BS
(Indiana University in Bloomington)
Assistant Director Alumni and Donor Relations

Sally Garrett Karyo, MHA
(Pennsylvania State University)
Assistant Director Center for Research and Scholarship

Lauren Maziarz, BA
(Ohio State University)
Assistant Director Special Events & Stewardship

Kathleen O'Linn, BS
(Ursuline College)
Manager Human Resources and Facilities