



**Dean  
College of Nursing and Health Sciences**

The College of Nursing and Health Sciences (CNHS) at the University of Massachusetts Boston (UMass Boston) invites nominations and applications for the position of dean. Comprising the Department of Nursing and the Department of Exercise and Health Sciences, CNHS currently enrolls 1,492 undergraduates and 350 graduate students in its nursing programs, and 557 undergraduates in its exercise and health science program. In 2010, *US News and World Report* ranked the college's master of science nursing program in the top 10 percent of all such programs in the United States, also ranking it highest among all programs of its kind at public universities in New England.

CNHS seeks an outstanding leader to help direct the next stage of its development. The dean is the college's chief administrative officer and reports directly to the university's provost and vice chancellor for academic affairs. The dean is expected to promote a clear, uniting vision and a culture of excellence in all CNHS activities; help the college take advantage of UMass Boston's rich interdisciplinary atmosphere, which is in large measure defined by growing intercollegiate collaboration; foster an environment conducive to successful teaching, research, service, and practice; and lead the college in its strong commitment to diversity. Among the dean's responsibilities are developing and leading implementation of a vision and strategic plan, recruiting and developing faculty; overseeing program evaluations; forging strong collaborative relationships with other academic organizations and with external constituencies; developing and monitoring budgets; advancing and nurturing internationalization; and vigorously pursuing opportunities for increased funding and growth.

Candidates should have an earned doctorate in nursing, exercise and health sciences, or a related field; academic achievements that would support an appointment with tenure, including a portfolio of research publications and an excellent record of teaching and curriculum development in graduate and/or undergraduate education; a record of innovative and successful leadership; experience in generating and overseeing funded research; a strong commitment to diversity and shared governance; and evidence of being or becoming a thought leader in the varied, interconnected areas of the college's areas of expertise.

UMass Boston has retained Isaacson, Miller, a national executive recruiting firm, to assist in its search process. Please direct nominations, inquiries, and application materials in confidence to the search firm as indicated at the end of this document.

## **THE UNIVERSITY**

With a growing reputation for innovative research addressing complex issues, the University of Massachusetts Boston, metropolitan Boston's only public university, is increasingly recognized as a national model of excellence for urban public universities. UMass Boston offers its diverse student population both an intimate learning environment and the rich experience of a great American city. Its eight colleges and graduate schools serve nearly 16,000 students while engaging local, national, and international constituents through academic programs, research centers, and public service activities.

With a distinguished faculty devoted equally to scholarly pursuits, teaching, and service, and with students remarkable for their rich array of ethnic backgrounds, life experiences, and shared commitment to achievement, UMass Boston speaks of itself as "a research university with a teaching soul" and prides itself on the depth of its commitment to educating modest-income and first-generation students from urban areas, and to promoting the best interests of the City of Boston, the Commonwealth of Massachusetts, the nation, and the world.

The second-largest campus in the University of Massachusetts system, UMass Boston has been classified by the Carnegie Foundation as both a high research-activity university and a community-engaged university. It shares a beautiful Boston Harbor peninsula with the John F. Kennedy Presidential Library. The university conducts more than 150 academic programs and awards bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates; it also sponsors numerous research institutes and centers providing policy formulation, evaluation, and advice to government agencies, public schools, non-profits, and the business sector. Its development efforts and research funding have dramatically increased in recent years.

More than 90 languages are spoken in the homes of UMass Boston students, and these students have roots in more than 140 countries. Students, faculty, and staff are diverse not only in nationality, language, race, and culture, but also in generation and personal history. Among all major institutions of higher education in New England, UMass Boston is foremost in service to minority populations, not least for two specific reasons: 1) it enrolls in its biomedical sciences-related programs the highest percentage of minority students traditionally underrepresented in that field and 2) it has a strong, documented record and deep commitment to the encouragement of minority students and faculty.

UMass Boston recently began implementing a new strategic plan that will guide its growth through 2025. This plan links noble aspirations expressed by UMass Boston's founders in the mid-1960s to a highly ambitious vision of the university's future, marked by striking

increases in student population, research activity, and global reach and reputation. This new strategic plan is complemented by an evolving master plan for expanding and enhancing the university's physical facilities: new buildings are already rising on the campus, and more such projects are in the works.

Further information about UMass Boston is available at [www.umb.edu](http://www.umb.edu).

## **THE COLLEGE**

### **History**

Both major elements of CNHS—its Department of Nursing and its Department of Exercise and Health Sciences—trace their roots to Boston State College, which was absorbed into UMass Boston in 1982. Founded in 1852 as a teacher-training school, Boston State by the time of its closing had become a multi-purpose college whose programs included a School of Nursing and a Department of Physical Education; these became UMass Boston's College of Nursing and Division of Human Performance and Fitness. Boston State's School of Nursing, opened in 1975 in response to the need for a public baccalaureate-degree-granting nursing school, had its own nineteenth-century origins as the School of Nursing at Boston City Hospital.

During the 13-year tenure of the College of Nursing's second dean, the Division of Human Performance and Fitness was incorporated into the college as a department, and the college's name was changed. In 2001, it became the College of Nursing and Health Sciences—a name reflecting the collaborative research, service, and teaching, and the broader view of health and wellness across the lifespan that the newly expanded college could now provide.

Today, CNHS is becoming particularly known for its expertise in health disparities, health policy, exercise sciences, and oncology care. A leader in combining educational innovation with clinical practice, it is engaged in collaborative partnerships with more than 200 healthcare and fitness organizations through which students can pursue internships and gain clinical/practical and research experience. Serving a remarkably diverse student body in its undergraduate, graduate, and post-doctoral programs, CNHS is achieving its vision of educating knowledgeable providers of skilled nursing care, building awareness of the benefits of exercise and fitness, analyzing and informing health policy, and increasing the health and fitness of diverse urban populations.

### **Facilities**

CNHS's administrative offices, classrooms, laboratories, and faculty offices are currently located in the Science Center on the UMass Boston campus. The university's master plan for campus improvements includes the demolition of this building; within the next few years, CNHS is expected to move into renovated space while options for a long-term location are explored. The goal is optimal space and facilities for the college's growing programs.

## **Budget**

The CNHS budget for FY 2012 was just over \$7M. Of that, \$4M came from state support for salaries. Another \$1.9M to support adjunct faculty and \$342K for operating support was generated through fees. On average, indirect cost recovery from grants is about \$102K, and revenue sharing with UMass Boston's University College from online degree programs is approximately \$.5M. An additional \$170K of revenue comes from material fees at the college's Clinical Center for Education and Research (see below), and the CNHS annual fund campaign typically yields about \$50K.

## **Fundraising and Advancement**

In addition to the approximately \$50K generated each year through the CNHS annual fund campaign, other college advancement activities have primarily engaged the CNHS Advisory Committee, comprising approximately 20 healthcare and business leaders and others from Greater Boston, as well as the dean. This committee is both a source of external funding and a mechanism for securing new advancement opportunities. The college has also aggressively pursued scholarship funds, particularly discretionary monies that can be distributed to students; and several CNHS academic and service partnerships have funded scholarships and promoted innovative education strategies.

The college looks forward to expanding advancement activities in several ways and for a range of purposes. It expects to participate in university capital campaigns; expand external funding to offset the operating expenses of one of its centers; further engage alumni groups in scholarship and endowment efforts and in estate planning; and seek funds to support post-doctoral fellows.

## **Academic Programs**

CNHS's programs offer a range of opportunities for students both entering and advancing in healthcare and exercise science careers, and respond to diverse needs for full-time, part-time, and online options for achieving educational goals. The programs are:

### **Undergraduate**

Exercise and Health Sciences, BS

Nursing - Accelerated, BS

Nursing - Traditional, BS

RN-BS (Online)

### **Graduate**

Nursing, MS

Nursing, MS-DNP (Online)

Nursing, PhD

Proposals for MS and PhD programs in exercise and health sciences are currently under review at the University of Massachusetts President's Office.

### **Professional Development**

Clinical Nurse Specialist, Post-Masters Certificate

Nurse Educator, Graduate Certificate

Nurse Practitioner, Post-Masters Certificate

For full descriptions of these programs, please go to [www.umb.edu/academics/cnhs](http://www.umb.edu/academics/cnhs).

### **Faculty**

The Department of Nursing has 30 full-time faculty and approximately 90 part-time faculty. Eighteen of the full-time nursing faculty are on the tenure track; 9 of them are tenured. There are 12 full-time non-tenure track nursing faculty members, 6 of whom hold doctorates. Eighty percent of the full-time nursing faculty hold doctorates. Several searches for nursing faculty members are nearing completion.

The Department of Exercise and Health Science has 12 full-time faculty, including two who are tenured and six who are on the tenure track, two full-time lecturers, and 12 part-time faculty (varies by semester). Currently, 48 percent of EHS faculty hold doctorates, including all tenured and tenure-track faculty and two part-time faculty. Several full-time, tenure-track faculty at the associate professor level are expected to join the department over the next six months.

### **Partnerships**

CNHS students can participate in many partnership opportunities. Among them are:

The Clinical Leadership Collaborative for Diversity in Nursing (CLCDN) partnership with Partners HealthCare (a Boston-area not-for-profit healthcare system founded in 1994 by Brigham and Women's and Massachusetts General hospitals, which includes community and specialty hospitals, a physician network, community health centers, and home-care and other health-related entities) provides clinical leadership development opportunities to groups of diverse students who demonstrate academic excellence and leadership potential. Students gain clinical experience in a Partners HealthCare agency and are matched with a mentor.

The joint Post-Doctoral Fellowship Program with the Dana-Farber/Harvard Cancer Center is the only nursing post-doctoral program co-developed by any school or college of nursing with a clinical partner, as well as the only program focusing on oncology care, health disparities, and health policy. It aims to ensure a diverse and highly trained workforce to meet the national need for nursing faculty and researchers addressing cancer health disparities.

Dedicated Education Units (DEUs) at Brigham and Women's Hospital, Massachusetts General Hospital, Children's Hospital Boston, and Good Samaritan Medical Center work to increase capacity and quality in nursing education programs, address faculty and nursing shortages, and bridge the gap between service and academia.

GoKids Boston is a unique research- and practice-based center working to treat and prevent childhood obesity and related diseases through exercise and the promotion of healthy living while reducing health disparities in underserved families. GoKids offers a comprehensive treatment program to youth aged 8-18, embracing physical activity including state-of-the-art "exergaming" in combination with nutrition and lifestyle counseling. It provides community and clinical services to prevent and manage obesity and chronic disease through exercise and the promotion of healthy habits; advances science relating youth exercise and fitness to health outcomes; trains students and providers to use effective youth exercise and health-promotion strategies; and links research to practice in a university-based setting.

### **The Clinical Center for Education and Research (CCER)**

This \$3M, 5,100-square-foot center, opened in 2008, provides a technologically sophisticated learning environment. CCER's staff, facilities, and services promote student engagement in a range of activities maximizing success in studies and the transition into practice. Among CCER's resources are state-of-the-art simulation facilities that increase opportunities for students to develop critical thinking and practice skills outside the formal classroom, reinforcing and enhancing their overall learning experience.

### **Research**

CNHS received \$3.76M in total research funding in FY 2011, up from \$1.68M in FY 2008. Faculty and student research supports the mission and goals of the college and the university; it aims to guide and inform multilevel policies including those central to optimizing health and health outcomes in national and international hospitals, clinics, schools, and community environments. With funding from several NIH institutes, faculty from both CHNS departments conduct research designed to promote the health and well-being of individuals, families, and communities; to prevent and manage chronic conditions among individuals from diverse populations; and to reduce health disparities nationally and globally. More information about CNHS research is attached as Appendix I.

### **THE ROLE OF THE NEW DEAN**

Dr. Greer Glazer served as CNHS dean from 2004 through 2011, overseeing significant growth in programs and enrollment, curriculum innovation characterized by partnerships with outstanding clinical agencies, recruitment of exceptional faculty from across the United States and indeed from around the world, and involvement in national initiatives. CNHS now seeks an inspirational leader to build on these achievements, develop and implement a long-range vision, and take this well-positioned college, with its distinctive mission, to a still higher level. As the chief executive officer and academic leader of the college, the new dean will work closely with faculty, staff, and administrators to ensure the college's excellence in education, research, clinical service, and outreach. With responsibility for all matters relating to the administration of the college—including academic programs, faculty, staff, students, facilities, resources, budgets, alumni, fundraising, and relationships with other elements of the university and with its external constituencies—the dean will be an integral member of UMass Boston's leadership team, joining other deans, the provost, and the chancellor in efforts to further the university's mission. The dean should also be or become widely recognized beyond the university as an innovator and thought leader.

Extraordinary opportunities and engaging challenges await the new dean, who will be expected to:

- **Engage and lead the entire CNHS community in developing and articulating a clear and compelling vision that knits together all segments of the college to advance that shared vision.**

The new dean will be expected as a leader to engage all segments of the CNHS faculty and community in efforts to create an environment of excellence for all, approaching these efforts with an inclusive and collaborative leadership style, and building on existing strengths while seizing opportunities to further the college's goals by developing new, innovative programs and services that cross departmental boundaries. This will require cultivating mutual respect and regular interaction that goes beyond the faculty and encompasses staff, students, and alumni. All are important constituents.

- **Recruit and retain an outstanding faculty.**

The national shortage of nursing faculty is expected to grow yet more critical in future years. As is the case with nursing programs across the country, many CNHS nursing faculty will be retiring, even as student enrollment grows, further increasing the college's need for tenure-stream faculty in key areas. In addition, as the EHS undergraduate program continues to grow, and as EHS graduate programs are introduced, new faculty will be needed. This presents both an opportunity and a challenge for the incoming dean, who must lead and support faculty in both CNHS departments by nurturing outstanding scholarship and promoting faculty achievements. The dean will be expected to recruit and develop junior, tenure-track faculty, thereby strengthening faculty diversity and encouraging mentoring and other activities to ensure a future of strong teaching and research. The dean must have intellectual stature and broad talents that will help CNHS

attract exceptional new faculty members, and leadership, management, and interpersonal skills and style that will ensure their retention. It will also be important for the new dean to consider the existing complement of tenure-track faculty, and full- and part-time clinical faculty, to determine a staffing structure that will optimally support the growing teaching, service, and research needs and goals of the college.

- **Selectively grow the college's research program and ensure synergistic linkages with other areas of the university.**

Over the past sixteen years, UMass Boston's external funding has more than tripled, reaching \$54M in 2011. R&D expenditures in the social sciences and in non-science/engineering fields now rank the university above many major private and public institutions. CNHS is part of this vibrant research community, and its profile in this community is expected to grow under the leadership of the new dean. Under Dean Glazer's leadership, research and training funding saw a 600 percent increase: in FY 2011, direct and indirect sponsored research and program funding reached \$3.76M. The new dean must find ways to encourage faculty to expand clinical research programs, as well as to develop collaborative, interdisciplinary research relationships with other faculty on the UMass Boston campus.

- **Enrich and expand educational programs that consistently provide a first-rate twenty-first century education preparing nursing and exercise and health science graduates for exceptional professional service and success.**

CNHS takes pride in the education it provides its students. The dean will be expected to implement an effective and comprehensive college-wide assessment program. This will require not only continued assessment of departmental offerings but also an objective look at student recruitment practices and at support systems intended to retain students and give them a high likelihood of success. It will be particularly important to examine any variables that influence student success and pass rates on national licensure and certification examinations, i.e., NCLEX-RN (the National Council Licensure Examination taken by BSN graduates), and American College of Sports Medicine certification exams. In addition, as plans are completed for new EHS MS/PhD programs, the new dean will play a key leadership role, working in close collaboration with the EHS chair and faculty, to ensure the programs' success. The dean will also be expected to explore possibilities for adding other new academic programs and units in a variety of healthcare disciplines. This will give students further opportunities for interdisciplinary study and practice, and will contribute to meeting the workforce needs of the commonwealth, the nation, and the world.

- **Lead the college in its strong commitment to diversity.**

Among the core values to which CNHS is dedicated are diversity, inclusiveness, and respect. The college's commitment to diversity can be seen in both faculty recruitment and student enrollment: 16 percent of nursing and 10 percent of EHS full-time faculty are members of



minority groups, as are 32 percent of undergraduate nursing students, 20 percent of graduate nursing students, and 34 percent of EHS students. The CNHS student profile distinguishes UMass Boston from many peer universities. Its richness of ethnic backgrounds is complemented by the fact that about one third of all CNHS graduates are the first in their families to attend college. CNHS must continue to attract a diverse faculty and student body, and must continue to prepare graduates who are sensitive to the needs of diverse populations by building innovative curricula that increase understanding of these needs.

- **Develop and maintain strong working relationships throughout the UMass system, taking full advantage of opportunities to collaborate.**

One of UMass Boston's major advantages is its membership in the five-campus University of Massachusetts system. Now helping to realize the potential of this benefit is the University of Massachusetts Center for Clinical and Translational Science, recently established at the UMass Medical School in Worcester, the commonwealth's first and only public academic health sciences center. Dr. Laura Hayman, CNHS's associate dean for research, is a member of the center's steering committee; through the center, CNHS faculty can explore the possibility of connecting clinical and translational research from all health disciplines to efforts to bring the best health and wellness solutions to patients and communities as quickly as possible. The new dean will be expected to communicate with and maintain strong ties both to the medical campus in Worcester and to other elements of the system as a whole.

- **Cultivate support among current and future alumni, and the larger healthcare community in Boston and beyond.**

Current and future alumni will be a prime source of support. The dean must foster an atmosphere that encourages students throughout their time at CNHS to develop feelings of loyalty and lifelong attachment to the college. All alumni must be kept informed about CNHS activities, and new ways to engage alumni must be identified. The dean will also be expected to maintain strong ties and good communication with the broader nursing and healthcare community in the Boston area and beyond, to further shared goals and objectives.

- **Increase the college's global impact.**

UMass Boston's mission statement includes the phrase "a special commitment to urban and global engagement." CNHS global health initiatives combine research, student education, and community outreach to thousands of people. The college has expanded its programs to include both international clinical sites and distance-learning options. Currently, CNHS has collaborations with nursing programs in Scotland, Korea, China, and Kenya, and exercise science collaborations in Scotland, Australia, and India. Additional opportunities to expand the college's global outreach are anticipated and should be pursued.

- **Demonstrate financial acumen and good business sense in a way that allows the college to achieve its academic goals.**

Like other public research universities, UMass Boston faces a changing funding landscape. To continue its excellence, CNHS must build its resource base beyond that provided by the Commonwealth of Massachusetts. The new dean will be expected to take the lead in pursuing funds from a wide range of external sources, and in exploring potential new entrepreneurial ventures, such as expanding the college's reach through distance learning and fostering new collaborations. Understanding the higher education environment and its market issues will be necessary, as will taking into account the operational and financial implications of critical decisions and new initiatives. Superb financial management and performance are required.

- **Ensure that the college's infrastructure, processes, and systems effectively support its growth.**

CNHS has begun to take a closer look at how its operations support the needs of students and faculty, and has begun to identify opportunities to streamline processes and achieve greater effectiveness and efficiency. A recent centralization and consolidation of the two departments' clinical and community placement activities has been well received and has helped CNHS secure placements for students in a range of healthcare and community settings, including hospitals, clinics, schools, and other health and wellness oriented organizations. The new dean must sustain and enhance functions related to applications, enrollments, scheduling, clinical placements, and other student services. This will require deploying current and future technologies to their full potential and ensuring that staff structures will meet growing needs as academic and research programs expand.

## **QUALIFICATIONS AND EXPERIENCE**

CNHS seeks a dean with broad intellectual capacity, exceptional scholarly credentials, and proven leadership and managerial ability. Success will depend on the selected candidate's scholarly achievements, administrative experience, talent, vision, and commitment to teaching, research, outreach, and engagement at a richly diverse, student-centered, urban public research university. While no one person is likely to possess them all, the successful candidate will embody most of the following qualifications, experience, skills, and attributes:

- An earned doctorate and a distinguished record of academic achievement and scholarship in nursing, exercise and health sciences, or a related field; and accomplishments justifying appointment as a tenured full professor in the appropriate department.
- A track record of successful fundraising.
- Demonstrated ability to build effective partnerships across professional disciplines and throughout a college, a university, and the broader community.

- Proven administrative and leadership experience, including evidence of highly effective strategic and financial management, planning, decision-making, and implementation.
- A demonstrated commitment to advancing diversity among faculty, staff, and students.
- Outstanding interpersonal skills complemented by a dedication to fostering collegiality and collaboration.
- Demonstrated high standards of professional integrity and a strong sense of professional ethics.
- Outstanding oral and written communication skills.
- Proven ability to engage students, faculty, alumni, university administrators, external funding agencies, accrediting bodies, and other stakeholders in innovative actions for achieving the mission and vision of a college.

## **COMPENSATION**

Salary will be competitive and commensurate with experience and qualifications.

## **FURTHER INFORMATION ABOUT THE UNIVERSITY AND THE COLLEGE**

To learn more about the University of Massachusetts Boston and the College of Nursing and Health Sciences, visit [www.umb.edu](http://www.umb.edu).

## **TO APPLY**

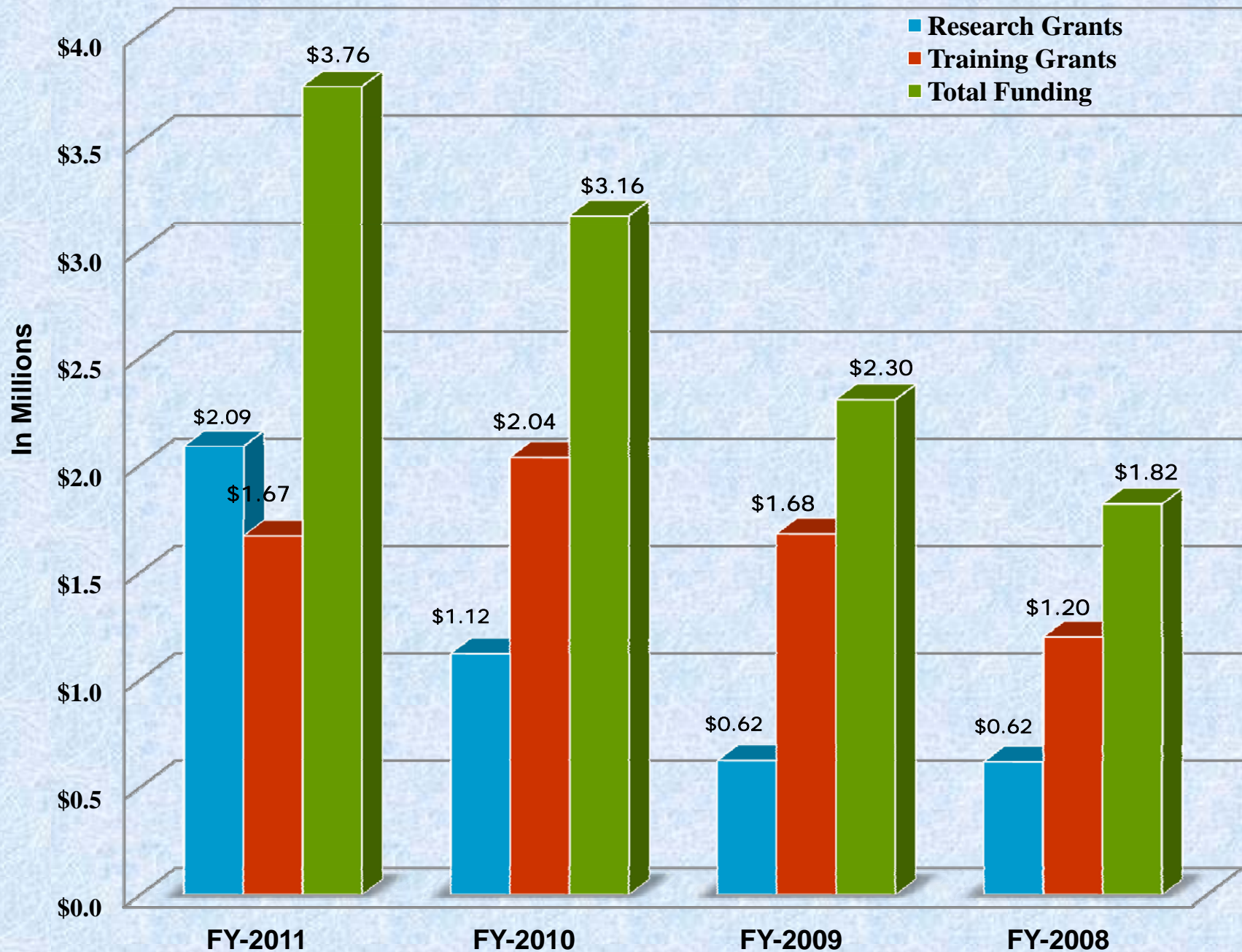
Please direct all inquiries, nominations, and applications, including a CV and cover letter responding to the challenges and qualifications outlined in this document, in confidence and via email to:

Stephanie Fidel, Principal  
Sarah Herman, Managing Associate  
ISAACSON, MILLER  
[4452@imsearch.com](mailto:4452@imsearch.com)

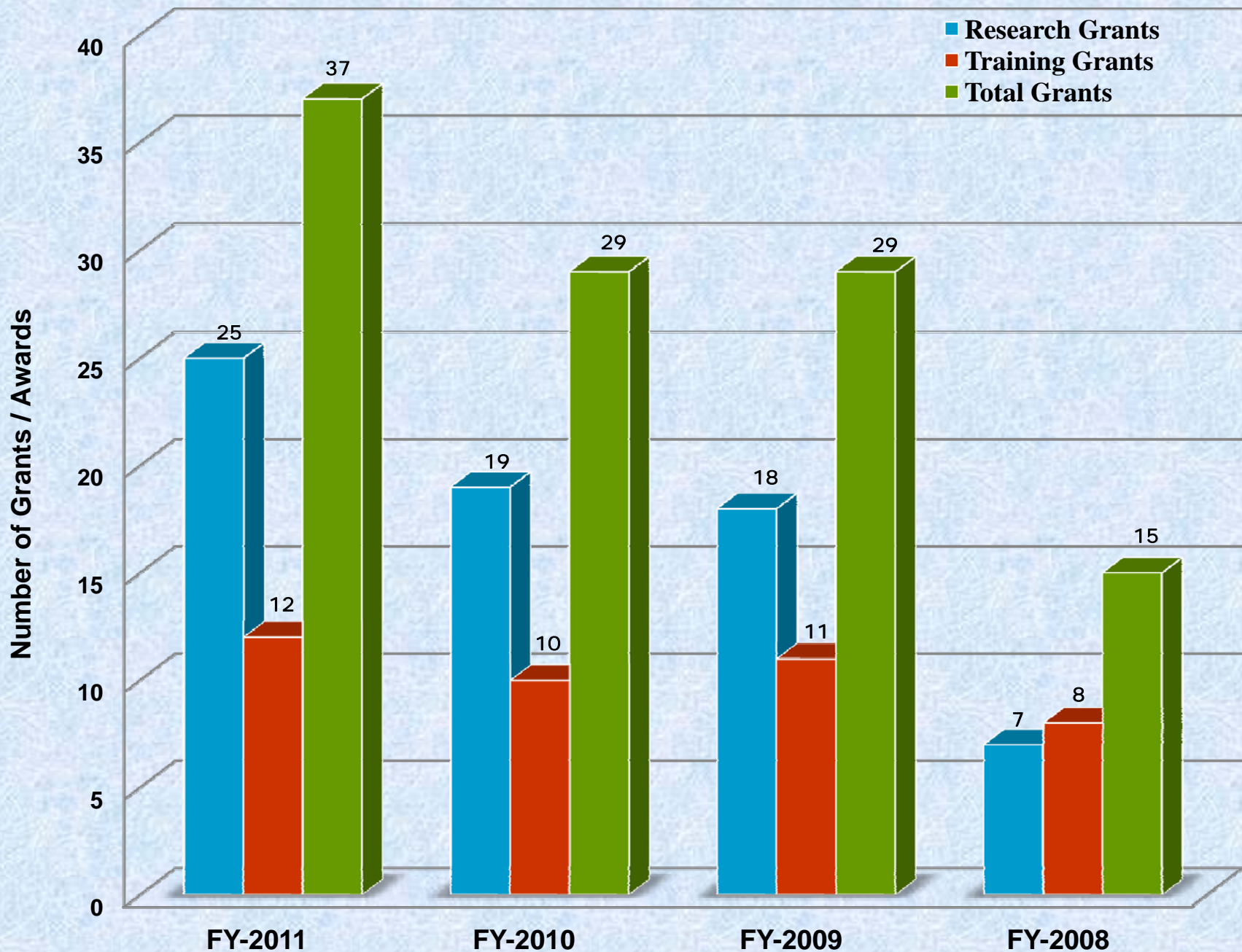
*The University of Massachusetts Boston is an Affirmative Action Equal Opportunity Title IX employer committed to building a culturally diverse faculty and staff, and strongly encourages applications from persons of all backgrounds, including covered veterans and those with disabilities.*

**Appendix 1**  
CHNS Annualized Grants/ Awards Funding

## CNHS Annualized Grants / Awards Funding



## CNHS Grants / Awards Distribution Per Project Scope



# Externally Funded Grants

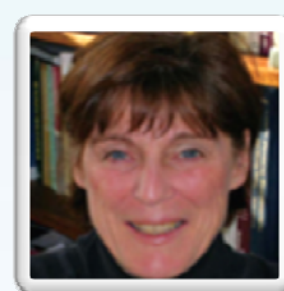
PRINCIPAL INVESTIGATOR	PROJECT TITLE	FUNDING AGENCY	PROJECT PERIOD
Greer Glazer/ Carol H. Ellenbecker/ Laura Hayman	Ph. D. in Nursing Graduate Assistance in Areas of National Need (GAANN) Fellowship Grant	US Department of Education	8/14/06 - 8/13/11
Greer Glazer / Marion Winfrey	Scholarships for Disadvantaged Students (ARRA)	Health Resources Service Administration	7/1/10 - 6/30/11
Greer Glazer / Marion Winfrey	Clinical Leadership Collaborative for Diversity in Nursing (CLC): Cohort – I, II, III & IV	Partners Healthcare	9/1/07 – 6/30/14
Greer Glazer / Laura Hayman	Nursing Post Doctoral Program in Cancer and Health Disparities (U54 Grant Award)	National Cancer Institute (NCI)	9/28/10 – 8/31/13
Laura Hayman	Improving Cardiorespiratory Fitness in Children at Increased Cardiovascular Risk	President and Fellows of Harvard College, d/b/a Harvard Medical School & CNHS Dean's Incentive Grant	2/1/10 - 1/31/11
Jean Wiecha	Program Practices: An Investigation of Physical Activity and Healthy Eating Standards and Practices on Out-of-School Time Programs	Wellesley College (Prime Sponsor: Robert Wood Johnson Foundation)	1/15/10 - 1/14/11
Jean Wiecha / Laura Hayman	Capacity Building at GoKids Boston, An Inter-Campus Initiative	University of Massachusetts Life Sciences Moment Fund	11/1/09 – 4/30/12





# Externally Funded Grants, cont.

PRINCIPAL INVESTIGATOR	PROJECT TITLE	FUNDING AGENCY	PROJECT PERIOD
Jessica Whiteley	Internet Enhanced Health Promotion for Obese Minority Adolescents	National Institutes of Health (P20 - Pilot Project)	9/30/07 - 5/31/12
Jessica Whiteley	Community Based Obesity Prevention Among Black Women	Duke University (Prime Sponsor: NIH)	1/1/09 - 8/31/13
Jessica Whiteley	Feasibility of a Health Promotion Program for Nontraditional College Students	Boston Medical Center (Prime Sponsor: National Cancer Institute)	8/15/09 - 7/31/12
Jessica Whiteley	Health Communication Channels among Nontraditional College Students	National Institutes of Health (U56-Pilot Project)	11/1/08 - 8/31/10
JoAnn Mulready-Shick	Project PQD: Partnering for Dedicated Education Unit (DEU) Development and Quality	Robert Wood Johnson Foundation	12/1/09 – 2/28/12
Eileen Stuart-Shor	Global Cardiovascular Risk Assessment: Kenya Heart and Sole Program	American Nurses Foundation	9/1/11 – 8/31/12
Eileen Stuart-Shor	Community-Based Multiple Risk Reduction in African-Americans	National Institutes of Health (P20 - Pilot Project)	9/30/07 - 5/31/10





# Externally Funded Grants, cont.

PRINCIPAL INVESTIGATOR	PROJECT TITLE	FUNDING AGENCY	PROJECT PERIOD
Heidi Stanish	Development and Maintenance of Physical Fitness in Adolescents with Down Syndrome	University of Massachusetts Worcester (Prime: NICHD/NIH)	9/1/10 - 8/31/12
Heidi Stanish	University Centers for Excellence in Developmental Disabilities Education	University of Massachusetts Worcester (Prime: DHHS / ADD)	7/1/11 - 6/30/12
Haeok Lee	Vaccine-Preventable Cancer Behavior Measurement among Southeast Asian Americans	National Cancer Institute (NCI)	6/1/0 – 5/31/12
Karen Dick	Advanced Education Nursing Traineeships	Health Resources & Services Administration	7/1/11 - 6/30/12
Karen Dick	Advanced Education Nursing Grants	Health Resources & Services Administration	7/1/09 - 6/30/12
Kathleen Polley / Jacqueline Fawcett	Nurse Education Practice and Retention	Health Resources Service Administration	7/1/08 - 12/31/11



# Externally Funded Grants, cont.

PRINCIPAL INVESTIGATOR	PROJECT TITLE	FUNDING AGENCY	PROJECT PERIOD
Lisa Kennedy Sheldon	Predictors of Discussion and Treatment of Psychosocial Concerns	Oncology Nursing Society Foundation	1/15/12 – 1/15/14
Scott Crouter	Novel Techniques for the Assessment of Physical Activity in Children	National Heart, Lung, And Blood Institute	6/15/09 - 4/30/12
Suzanne Leveille	Attention Demands of Chronic Pain and Risk for Falls in Older Adults	National Institute of Aging	7/1/11 – 6/30/16
Suzanne Leveille	Developing Rehabilitative Strategies for Disability Prevention in Primary Care	Spaulding Rehabilitation Hospital	3/1/10 - 2/28/14
Suzanne Leveille	Neighborhood Risk Factors for Falls in the Elderly	University of Massachusetts Worcester (Prime Sponsor: National Institute of Aging)	9/2/09 - 3/31/12
Julie A. Wright	Pediatric Behavioral Informatics to Prevent Cancer	National Cancer Institute	9/23/09 - 8/31/12

