

KIMBERLY DUDAS, PHD, RN

February 7, 2026

University of South Carolina Beaufort
One University Blvd
Bluffton, SC 29909

Dear Chancellor Panu and Search Committee,

I am delighted to submit my application for the position of Executive Vice Chancellor for Academic Affairs & Provost at the University of South Carolina Beaufort. With nearly twenty years in higher education in public comprehensive universities, nine at the University of South Carolina Beaufort, I have a proven track record of success in leading academic teams and advancing the university's mission.

In July 2025, I stepped into the role of Executive Vice Chancellor for Academic Affairs & Provost at the University of South Carolina Beaufort on an interim basis following the departure of a long-serving Provost. Prior to that, I served as the Assistant Vice Chancellor for Academic Affairs, focusing on faculty affairs and academic programming. In that role, the Provost and I worked closely together to continuously improve the academic enterprise, streamlining processes to achieve efficiencies, connecting with community partners to advance innovation and academic programs, supporting student and faculty recruitment and retention initiatives, maintaining institutional and programmatic accreditations, and fostering academic excellence through data-informed decisions. While serving in that role, I continued to teach courses in nursing and University 101, an important first-year experience course. This diverse portfolio has allowed me to connect with teams across the university and bridge academics with other critical services to best serve students. Through that, I have illustrated my commitment to teaching excellence with a deep understanding of what that means, developing trust among faculty for my continued work in the classroom. My ability to connect "across the aisle" has enabled me to advocate for academics while acknowledging the contributions of other key divisions across the university. That capacity to build and maintain connections has fostered a shared success where the contributions of each and every member of the university community are valued, and innovation is nurtured.

Having served the university for nine years, initially at the rank of Associate Professor, and promoted to the rank of Professor in 2022, I have held an array of positions in that time – often in an interim capacity, tapped over and over for my skillset that allows me to pivot quickly, be decisive when critical decisions need to be made while always emphasizing a solutions-based approach that carefully considers the parties involved, gaining consensus along the way. That skillset has enabled me to effect change in particularly challenging situations. One such as example is my work leading the university through the COVID pandemic, using data and best practices to guide the temporary closure and subsequent re-opening of the university a few months later, with ever-changing guidelines from public health professionals

and government sources. Those efforts, championed by a team of incredibly talented faculty, staff, and administrators was highly successful from a public health, academic, and fiscal perspective.

When the Makerspace was envisioned, I executed that vision into reality, successfully launching this innovation hub that draws students, faculty, staff, and community members to learn and explore new technologies. In AY 25, I was tapped to serve as Interim Department Chair for Business Administration and Communication Studies and Interim Department Chair for Hospitality Management. In that year, I successfully led the merger of these two departments, created a Business Advisory Board, navigated considerable faculty vacancies with high enrollment demand, and facilitated a curriculum revision for the Hospitality Management program that was fully implemented in Fall 2025.

I have extensive experience with accreditation during my academic career. From a disciplinary perspective, I have extensive knowledge of state board of nursing approval for new nursing programs and led my prior university through a transition from ACEN to CCNE accreditation in a mere 15 months. That work related to disciplinary accreditation work continued upon my arrival to USCB and provided significant support to Nursing, leading to a successful reaccreditation visit in 2024. I played an integral role in the initial SACSCOC accreditation of the Hilton Head Island campus in 2019 and contributed to efforts that led the university to a successful five-year SACSCOC review this past fall. I remain current on accreditation standards to ensure continued compliance as we develop and revised policies and procedures, consulting with the Executive Director of Data, Analytics, and Compliance to ensure best practices are maintained. I continue to challenge myself in the realm of accreditation and have applied to become a reviewer for CPHE which presents an opportunity to gain insight into the accreditation process from a proposed new agency whose emphasis is on public institutions of higher learning.

My scholarship has largely focused on grant writing – big and small – with a record of success. I have written multiple highly competitive grants that have scored well and have a record of funding going back many years. More recently, I played a major role in securing a \$3.8 million HRSA grant for Nursing that provides support to recruit and retain BSN students from disadvantaged backgrounds. Most recently, I secured a \$15K grant sponsored by Ithaca S&R to support strategies to recruit and retain non-traditional students. My research has always focused on BSN students and have several publications to illustrate that. I have built relationships with community partners, such as regional healthcare and local government to envision, build, and open a state-of-the-art training facility that benefits USCB and the region by providing a location to train future nurses and other healthcare professionals. That was made possible by being forward-thinking, embracing possibilities, and challenging each other to do something that has rarely been done at the local level. This represents a few highlights of my academic career leading change and illustrates I have the skillset to not only be visionary but also to bring that vision to reality.

What attracted me to the University of South Carolina Beaufort nine years ago was quite simple - the people. I felt welcomed, energized by the wealth of opportunity in a young university serving a large first-generation student population, and drawn to the university's

mission to serve the region and beyond. As a first-generation college student myself, I resonated with that mission and wanted to be a part of it. I can say that is precisely what keeps me here at the university. There is a joint commitment that we are here to serve our students, our region, and each other. It excites me to be able to potentially do that in a new and different way.

My work at the University of South Carolina Beaufort, and prior academic and clinical appointments demonstrate my ability to align institutional goals with actionable outcomes. As an action-oriented leader, I focus on outcomes and building on the momentum within the university to reach new heights related to academic excellence and student success. My ultimate passion is to create environment where students, faculty, and staff thrive by having a shared vision of what excellence means and the value each team member brings to the university. In the role of Provost, I would have expanded opportunities to focus on outcomes and further develop the culture of caring that is inherent at this university.

I look forward to the possibility to further share how my knowledge and experience can contribute to the advancement of the university's mission. Thank you for considering my application.

Sincerely,



Kimberly Dudas, PhD, RN

KIMBERLY DUDAS, PHD, RN

PROFILE

A leader by example. Thoughtful and creative leader with 20+ years of experience in higher education and 35+ years in nursing practice. Demonstrated excellence in leading multiple professional programs, mentoring new faculty and future leaders, project management and program development through consensus building and collaboration. Known for commitment to excellence and entrepreneurial approach to problem-solving. Dedicated student-centered teacher with strong understanding of curriculum development and innovation.

ACADEMIC EXPERIENCE

University of South Carolina Beaufort

Bluffton, SC

2025 – present *Executive Vice Chancellor for Academic Affairs & Provost (Interim)*

Serve as Chief Academic Officer for the University, responsible for 8 academic departments serving 22 majors and 33 minors, Library, Grants, Data Analytics & Compliance, Office of Internationalization, Beaufort College Honors, and Centers/Institutes.

2024 – 2025 *Interim Department Chair, Business Administration & Communication Studies*
Interim Department Chair, Hospitality Management

Provide leadership and oversight of academic programming with support from Program Coordinators. Responsible for course scheduling, faculty evaluations, and recruitment/retention activities related to academic programs.

2024 – 2025 *Deputy Title IX & Civil Rights Coordinator*

Support Title IX Coordinator with review of alleged Title IX and civil rights violations related to faculty.

2021 – 2025 *Assistant Vice Chancellor for Academic Affairs & Professor of Nursing*

Provide leadership and oversight of academic centers and institutes across all academic programs. Oversee experiential learning, general education and AA/AS programs. Facilitate new faculty and department chair orientation programs. Serve as Academic Affairs Officer overseeing academic integrity issues and support Provost with Honor Court hearings. Assist Provost with other matters related to Academic Affairs. Teach a variety of nursing and student in the university courses and tutor nursing students.

2021 – 2023 *Assistant Vice Chancellor for Academic Innovation (Interim, Professor of Nursing & Director of Campus Health Initiatives)*

Provide leadership and oversight of new academic initiatives across all academic programs and centers, and general education. Provide oversight of campus public health initiatives and advise Cabinet on matters related to risk mitigation. Supervise student public health ambassador program. Teach and tutor baccalaureate courses to nursing students.

2019 – 2021 *Dean, School of the Professions & Associate Professor of Nursing*

Provide leadership and oversight of professional programs including nursing, education, business,

and hospitality management, while maintaining an active role in the Department of Nursing and Health Professions. Fiscally responsible for budgeting and developing alternate revenue sources. Collaborate with institutional and community partners to support programs and seek alternative revenue sources. Responsible for new faculty orientation. Teach baccalaureate clinical and didactic courses to pre-licensure and post-licensure BSN and public health students.

2017 – 2019 Dean (Interim), Chair & Associate Professor, Nursing & Health Professions
Oversee administrative functions of Nursing and Health Professions programs. Serve as Chief Nurse Administrator for BSN program. Developed new BSN Honors program set to launch fall 2018. Along with consultant, led curricular revisions anticipated to be effective fall 2018. Collaborate with clinical partners for academic programming. Mentor new faculty. Restructure department to achieve new efficiencies with best use of faculty/staff expertise. Integrate technology into the classroom and clinical settings. Teach baccalaureate clinical and didactic courses to pre-licensure and post-licensure BSN students.

New Jersey City University

Jersey City, NJ

2016 – 2017 Associate Dean (Interim), College of Professional Studies

Oversee administrative functions of the Nursing and Health Sciences Departments. Develop and oversee annual budgets. Approve faculty assignments. Seek new clinical contracts. Represent the Nursing and Health Sciences departments with internal and external communities of interest. Advocate for department needs. Serve as liaison between NJCU and accreditors. Initiated journey toward accreditation with CCNE - Prepared AACN and CCNE applications to begin transition from ACEN to CCNE. Work collaboratively with faculty to develop new programs and support technological and educational needs of faculty, staff, and students. Recruit faculty and students. Facilitated development toward endowed scholarship fund for Nursing scholarships with donor.

2014 – 2016 Chair, Nursing Department

Oversee Nursing Department function and supervise support staff. Develop and oversee annual budget. Hire new adjunct faculty. Prepare Faculty Assignment Sheets (FAS). Develop overall department course schedule. Review and recommend clinical agency contracts. Represent Nursing Department within the university and regionally. Coordinate outcomes assessment of department. Serve as liaison between NJCU and NJBON as well as ACEN. Prepare annual reports to accreditors. Teach undergraduate courses. Authored written proposal for Master of Science with a Major in Nursing. Major contributor to proposed MS curriculum in Nursing Education. Developed several courses for proposed program. Recruit faculty and students. Initiate technological advances to promote efficiencies in the department. Facilitated BSN curriculum revision. Responsible for outcomes assessment for BSN programs.

2014 – 2016 Program Coordinator, Accelerated BSN, Nursing Department

Develop semester schedules, negotiate clinical sites, assign adjunct faculty. Coordinate and participate in recruitment activities. Coordinate and provide new student orientation. Advise ABSN students. Review and revise ABSN Student Handbook.

2015 – 2017 Associate Professor, Nursing Department

Develop and present coursework to undergraduate nursing students in an accelerated second-degree and RN baccalaureate nursing program. Prepare examinations with NCLEX style

questions. Develop rubrics to utilize alternative student assessment methods. Provide clinical instruction the hospital and sub-acute agencies. Evaluate programmatic outcomes. Orient and mentor new faculty. Coursework taught: Adult Health, Pharmacology, and Senior Capstone. Serve on various university-wide and college committees. Conduct research in BSN student population.

2007 – 2015 *Assistant Professor, Nursing Department*

Develop and present coursework to undergraduate nursing students in an accelerated second-degree and RN baccalaureate nursing program. Prepare examinations with NCLEX style questions. Develop rubrics to utilize alternative student assessment methods. Provide clinical instruction the hospital and sub-acute agencies. Evaluate programmatic outcomes. Orient and mentor new faculty. Developed and maintain Nursing Repository, an on-line database for faculty. Assist with maintaining compliance with NLNAC and NJBON regulations. Co-authored NJBON Self-Study report in 2010. Contributed to NLNAC Self-Study Report in 2009. Coordinated and participated in NLNAC visit. Coursework taught: Fundamentals of Nursing Practice, Health Assessment, Adult Health, Gerontology, Pharmacology, and Senior Capstone. Serve on university-wide committees.

Rutgers University

New Brunswick, NJ

2003 – 2005 *Adjunct Faculty, Nursing Department*

Evaluated cognitive and behavioral skills related to Health Assessment for population of RN BSN students. Developed rubrics to evaluate health assessment skills.

PRACTICE EXPERIENCE

Family Practice of Central Jersey, Freehold, NJ, Nurse Practitioner 2003 – 2009

CentraState Medical Center, Freehold, NJ, Nurse Educator 2001 – 2005

Monmouth Medical Center, Long Branch, NJ, Multiple Positions, 1995 – 2001

JFK Medical Center, Edison, NJ, Staff Nurse 1989 – 1995

Garnet Health Medical Center Catskills (formerly Catskill Regional Medical Center), Harris, NY, Staff Nurse 1988 – 1989

Children's Hospital of the King's Daughters, Norfolk, VA, Staff Nurse 1987 – 1988

PEER-REVIEWED PUBLICATIONS

Dudas, K. (2025). Contributor, Implementation Tool Kit: The Essentials: Core Competencies for Professional Nursing Education. *Pathophysiology Concept Map*; Level 1 – Entry; Domain 1 – Knowledge for Nursing Practice, & Domain 2 – Person-Centered Care. American Association of Colleges of Nursing, Washington D.C. Available at:

<https://www.aacnursing.org/essentials/database/kit/i/d12-pp-concept-map>

Wheeler, J., **Dudas, K.**, & Brooks, G. (2021). Anxiety and a mindfulness exercise in healthcare simulation briefing. *Clinical Simulation in Nursing*, 59, 61-66.

- Dudas, K., & Wheeler, J.** (2021). Incorporating communication boards in simulation. *Nurse Educator*, 46, (2).
- Wheeler J., & **Dudas, K.** (2021). Branding your simulation lab. *Nurse Educator*, 45, (4).
- Dudas, K., & Wheeler, J.** (2020). Faculty re-enactment videos as a tool in simulation debriefing. *Clinical Simulation in Nursing*, 40, 25-30.
- Dudas, K.** (2018). Living in Two Worlds: Experiences of English as an additional language nursing students. *Journal of Cultural Diversity* 25(3), 87-92.
- Racine-Ricker, J., O'Neill, K., & **Dudas, K.** (2016). An activity menu for older adults. *American Nurse Today*, 11(4).
- Dudas, K.** (2014). *Living In two worlds: Experiences of non-native English speakers in an accelerated second-degree baccalaureate nursing program.* (Doctoral Dissertation). Retrieved from ProQuest Dissertations & Theses. (Order No. 3640016).
- Dudas, K.** (2013). *Davis's Q&A for the NCLEX-RN Examination, 2nd edition*, Contributed 65 NCLEX-style items related to hygiene and elimination. (Publisher: FA Davis).
- Dudas, K.** (2012). Podcasting and unfolding case study to promote active learning. *Journal of Nursing Education*. 51(8), 476.
- Dudas, K.** (2012). Cultural competence: A concept analysis. *Nursing Education Perspectives*. 33(5), 317-321.
- Dudas, K.** (2011). *Patient-centered care: Assessment of health literacy, QSEN Teaching Strategy.* Available at <http://www.qsen.org/search.php?id=168&text=dudas>.
- Dudas, K.** (2011). Strategies to improve NCLEX® style testing in students who speak English as an additional language, *Online Journal of Cultural Competence in Nursing and Healthcare*, 1(2), 14-23.

PEER-REVIEWED PRESENTATIONS

- “Mindfulness in Simulation Pre-Brief”, Oral Presentation – Wheeler, J., & **Dudas, K.** (July 2022), 32nd STTI International Research Congress, Edinburgh, Scotland.
- “Mindfulness in Simulation Pre-Brief”, Oral Presentation – Wheeler, J., & **Dudas, K.** (December 2021), *South Carolina Nursing Education Simulation Alliance Mini-Conference*, Virtual.
- “Technology Showcase”, Oral Presentation – **Dudas, K.**, Hutchison, L., & Halbert, L. (March 2020), *South Carolina Deans & Directors Annual Nursing Education Symposium*, Orangeburg, SC.
- “Faculty Re-Enactment Videos as a Tool in Debriefing”, Oral Presentation – Wheeler, J., & **Dudas, K.**, (July 2019), *2nd South Carolina Nursing Education Simulation Alliance Annual Conference: Collaborating Forward*, Columbia, SC.
- “A Qualitative Inquiry into Travel Study Abroad: Experiences of Baccalaureate Nursing Students” Oral Presentation – **Dudas, K.** (July 2018), *29th STTI International Research Congress*, Melbourne, Australia.

“A Qualitative Inquiry into Travel Study Abroad: Experiences of Nursing Students”, Podium Presentation – **Dudas, K.**, & Scardaville, D. (June 2015), *4th European Transcultural Nursing Society Conference*, Budapest, Hungary.

“Living in Two Worlds: Experiences of Non-Native English Speakers in an Accelerated Second-Degree Baccalaureate Nursing Program” Podium Presentation - **Dudas, K.**, (July 2014), *New Jersey City University*, Jersey City, NJ.

“Incorporating QSEN Competencies into Clinical Observation Experiences”, Poster Presentation, **Dudas, K.**, (June 2011), *2nd Annual QSENNational Forum*, Milwaukee, WI.

“Enhancing Student Perceptions of Health Literacy”, Poster Presentation, **Dudas, K.**, (June 2010), *1st Annual QSEN National Forum*, Denver, CO.

“Collaborative Testing: An Innovative Approach to Evaluation of Learning,” **Dudas, K.** (October 2009), *Center for Teaching and Learning, New Jersey City University*, Jersey City, NJ.

“Implementation of an Accelerated Program: Lessons Learned”, Poster Presentation, **Dudas, K.**, (July 2008), *Boot Camp for Nurse Educators*, Albuquerque, NM.

“Cultural Sensitivity” EDII Activity, assigned 1.2 contact hours, (September 2002), *CentraState Medical Center*, Freehold, NJ.

“Skin and Wound Care”, Podium Presentation, **Dudas, K.**, (September 2001), American HealthCare Institute Medical-Surgical Nursing Conference, Woodbridge, NJ.

“Innovative Recruitment and Retention Initiatives”, Poster Presentation, Schocksnider, J., & **Dudas, K.** (March 2001), *ONE/NJ Convention*, Atlantic City, NJ.

INVITED PUBLICATIONS AND PRESENTATIONS

Dudas, K. (2025). *Federal loan proposal puts advanced nursing, education, healthcare - at risk.* The Bluffton Sun, Dec, 9, 2025. [Link](#)

Dudas, K. (2025). Invited Panel Speaker, Beaufort Community Partnership, September 27.

Dudas, K. (2024). Invited Speaker, Beaufort Chamber of Commerce Leadership Program, May 9.

Dudas, K. (2023). Keynote Speaker, *Sigma Theta Tau, Alpha Alpha Omicron Chapter Induction Ceremony*, November 4.

Dudas, K. (2022). Open Educational Resource, *The Student in the University*, Chapters: Sexual Health and Physical Health.

Dudas, K. Meyer, S., & Lidlow, A. (2022). *Women and families post-Roe.* Panel Discussion sponsored by the SC League of Women Voters, LWV Beaufort, and LVW Charleston.

Dudas, K. (2019). University of South Carolina *GIGS Conference. First-Generation Student: A First-Hand Experience.* Guest Speaker.

Dudas, K., Hughes, R., Outen, S., Smith, G., Wittman-Price, R. (2018). *White Paper: Accurate South Carolina RN Number Reporting.* Available at the Center for Nursing Leadership, University of South Carolina: [Link](#)

PEER-REVIEWER ACTIVITIES

Grant Reviewer – Office of the Assistant Secretary for Health’s Office of Population Affairs (OASH/OPA), FY23 TPP Grant, Panel 21, (2023).

Manuscript Reviewer – *BMC Nursing* (2024 – present), *American Journal of Nursing* (2019 – present), *Journal of Professional Nursing* (2019 –2021), and *Asian Nursing Research*, 2018.

Essman & Vicente, *Critical Care Nursing: Content Review Plus Practice Questions* (1st ed.). Reviewed Chapter 2, (Publisher: FA Davis). March 2015.

Study Guide for *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, 13th edition, Reviewed Chapters 56-57, (Publisher: Lippincott Williams & Wilkins). June 2013.

Annals of Medicine, Manuscript Review # M13-1298: Podcast Pearls: The Impact of a Brief Weekly 21st Century Educational Tool. Authors: Childers, R., Christmas, C., & Dattalo, M., June 2013.

Potter and Perry’s *Fundamentals of Nursing*, 8th edition, Reviewed Chapters 7-11, (Publisher: Elsevier), July 2011.

Clinical Pathophysiology and Applied Pharmacology, Reviewed Chapter 20: Disorders of the Respiratory System, (Publisher: FA Davis), April, 2011. Eliopolous’ *Gerontological Nursing*, 7th edition. Reviewed Chapters 19-21. (Publisher: Lippincott Williams and Wilkins), 2009.

RESEARCH

Wheeler, J., & Dudas, K. (2020). “*Pre-briefing Strategies in Simulation*”, USC IRB Protocol Number: #0091406. Status: completed.

Wheeler, J., & Dudas, K. (2019). “*Faculty Reenactments as part of Simulation Debriefing*”, USC IRB Protocol Number: 00082656. Status: Completed.

Dudas, K. & Scardaville, D. (2016). “*A Qualitative Inquiry into Travel Study Abroad: Experiences of Baccalaureate Nursing Students Follow-up Study.*” Follow up study. Status: Completed.

Dudas, K., & Scardaville, D. (2015). *A Qualitative Inquiry into Travel Study Abroad: Experiences of Nursing Students.* Status: Completed.

GRANTS

Dudas, K., & Mallory, B. (2025). Career-Connected High-Impact Practices. Requested \$80,000. Lumina Foundation. *Status: Not funded.*

Dudas, K. (2025). Rural Student Success. Ithaca S&R. *Status: Awarded \$15,000.*

Hutchison, L., Dudas, K., & Shroyer, A. (2025). HRSA Grant 25-076. Scholarships for

Disadvantaged Students. \$3.2 million request. *Status: Grant placed in abeyance March 2025.*

Hutchison, L., **Dudas, K.**, & Shroyer, A. (2024). HRSA Grant 24-098. Nursing Education, Practice, Quality and Retention (NEPQR) – Workforce Expansion Program WEP). (*Score = 99*). *Status: Awarded 2025, \$3.8 million, 2025-2029.*

Hutchison, L., Gill, D., Reibel, M., & **Dudas, K.** (2023). U.S. Department of Education Grant, ALN84.116W. \$2.2 million request to support Lowcountry CARrES Project. (*Score = 94.67*). *Status: Not funded.*

Dudas, K. (2023). HRSA Grant 23-117. Community Project Funding / Congressionally Directed Spending Project. *Status: Awarded \$1,000,000.*

Dudas, K. (2022). American College Health Association. CoVac Initiative Mini-Grant Program. *Awarded \$3,000.*

Dudas, K., Reindl, D., Holland, A., & Robinson, D. (2021). HRSA Grant 22-109. Scholarships for Disadvantaged Students (SDS), *APPROVED (Score = 90); Not funded.*

Dudas, K. (2020). HRSA Grant 20-006. Scholarships for Disadvantaged Students (SDS). *Status: Replaced by USCA Submission.*

Dudas, K. (2020). Fulbright Scholars Program, IEA Seminars: Germany. *Status: Finalist; Program Cancelled.*

Dudas, K., & Hutchison, L. (2018). HRSA Grant 18-012. Nurse Education, Practice, Quality and Retention (NEPQR) – Registered Nurses in Primary Care (RNPC) Training Program. *Status: Not funded.*

Dudas, K. (2017). Promise of Nursing: Promoting Outcomes by Mobilizing iPads for Student Exams. *Awarded \$17,500.*

Dudas, K. & Wheeler, J. (2017). Community Foundation of the Lowcountry. Expanding Simulation and Technology in Nursing Education. *Awarded \$52,250.*

Dudas, K. & Ruggiero, J. (2016). HRSA Grant 16-069. Scholarships for Disadvantaged Students. *APPROVED (Score = 92); Not Funded.*

Rudolph, J., & **Dudas, K.** (2015). New Jersey Capital Improvement Fund. Expanding Nursing Education. *Awarded \$3.2 million.*

Dudas, K., Blozen, B., & Fortier, M. (2015). HRSA Grant 16-064. Building a Diverse Nursing Workforce: An Innovative Academic-Community Partnership with an Accelerated Baccalaureate Nursing Program and Major Teaching Institution. *APPROVED (Score = 93); Not Funded.*

Blozen, B. & **Dudas, K.** (2014). Robert Wood Johnson Foundation New Careers in Nursing, Scholarship Grant. *Awarded \$50,000.*

Summers, L. & **Dudas, K.** (2011). Scholarships for Accelerated Second-Degree Nursing Students, Walter and Louise Sutcliffe Foundation, *Awarded \$20,000.*

Dudas, K. (2010). Scholarships for Accelerated Second-Degree Nursing Students, Walter and

Louise Sutcliffe Foundation, *Awarded \$15,000.*

EDUCATION

Doctor of Philosophy, Nursing (2013). Nova Southeastern University

Honors: Graduated with highest honors

Master of Science, Nursing (2003). Rutgers University Nurse Practitioner – Adult Health

Honors: Summa Cum Laude

Bachelor of Science in Nursing (1983). East Stroudsburg University

Honors: Cum Laude

PROFESSIONAL LICENSURE AND CERTIFICATION

Registered Professional Nurse – Multi-State License, exp. 2026

AWARDS

2025 ~ Selected to AASC&U *New Provost Academy*

2022 ~ Research Article of the Year, *Clinical Simulation in Nursing*

2021 ~ Professor of the Year, USCB

2014 ~ Elsevier Educator of the Year

2003 ~ Nursing Excellence, CMC

1994 ~ Nursing Excellence, JFKMC

RECENT COURSES TAUGHT

ENTR B300 *Introduction to Entrepreneurial Thinking* (Spring 2025)

NURS B202 *Decision-Making in Clinical Care* (Spring 2022)

NURS B310 *Pathophysiology* (Spring 2024, Spring 2023, Spring 2020)

NURS B425 *Care of Acutely Ill Adults & Elders* (Fall 2022)

NURS B425C *Care of Acutely Ill Adults & Elders* (Spring 2025)

NURS B499 *Special Topics* (Spring 2021)

UNIV B101 *The Student in the University* (Fall 2024, Fall 2023, Fall 2022)

SERVICE

UNIVERSITY SERVICE

University of South Carolina Beaufort

Member, Safety Committee, 2022 - present
Member, Chancellor's Cabinet 2020 – present
Member, Commencement Committee 2020 – 2022
Co-Chair, Public Health & Risk Management COVID-19 Response Team, Spring, 2020 –2022
Member, USC Salkehatchie Nursing Faculty Search Committee Spring, 2020
Chair, Chalk and Wire Implementation Team, 2019 - 2021
Member, USC Salkehatchie Nursing Faculty Search Committee Summer, 2019
Member, SC Deans and Directors Association 2017 - 2019
Co-Chair, International Programs Committee 2018 - 2020
Chair, Study Abroad Subcommittee 2018 - 2019
Chair, New Faculty Orientation Program 2017 – 2018
Chair, Department of Nursing and Health Professions 2017 - 2019

New Jersey City University

Chair and served on numerous department, college, and university-wide committees 2008 - 2016

SERVICE TO THE PROFESSION

Health Professions Week at USCB, November 2017. Developed and delivered in-campus experience introducing local high school students interested in careers in the health professions.

Johnson and Johnson's Campaign for Nursing. Featured in Newsletter, *Nursing Notes*, September 2014. <http://bit.ly/1wpXW3m>. Featured in panel discussion of prominent nurse educators, September 2014. <http://bit.ly/1fdWDN3>

Preceptor/Mentor Experience, 2016 - 2019 – formally mentored multiple graduate and doctoral students new nurse leaders in the SCDDNE.

COMMUNITY SERVICE

Board of Directors, *Riverview Charter School*, Beaufort, SC, January 2022 – December 2025.
Board Chair 2023 – 2024.

PROFESSIONAL AFFILIATIONS

Sigma Theta Tau International (STTI), Member
Alpha Alpha Omicron Chapter, President, 2021 to 2023
Alpha Alpha Omicron Chapter, Vice-President, 2020-2021
American Nurses Association, Member

Leadership Philosophy

As a leader, I value people-first. I fully recognize that happy faculty and staff are a major contributor to happy students. When we lead with caring, great things become possible. I approach each and every day as an opportunity to do better and be better as a leader. Through a servant leader lens, I approach concerns with consideration of the people involved, giving them a voice in the process, cultivating collaboration and mutual problem-solving.

Effective communication is critical to the success of a leader. I aim to be transparent and clear in my communication, even when the message may not be pleasant. Being transparent gains trust and trust leads to feeling valued. When people are valued, they are more willing to be bold and take chances, because they know you care about how the change affects them. Creating mutual trust is essential to crafting a shared vision where all voices have the opportunity to bring perspective and establish realistic yet forward-thinking goals to build a sustainable future.

As an outcome focused leader, I look at issues through a solutions-oriented lens with an emphasis on the university's mission, vision, and strategic goals. Problems and issues in higher education are a given and how they are addressed matters. I lean on my communication skills of transparency and open honest dialogue. I gather the facts, consult with others to explore the pros and cons of strategies, and deliberate with fairness and equity in mind, ever cognizant of the impact on people and organization.

To lead effective teams, a leader must model the way and not be afraid to fail because every failure informs the future. Sharing lessons learned humanizes the experience and creates authenticity. Modeling the way also involves providing the tools for success and empowering people to make data-informed decisions while holding each other accountable. In addition, a leader is committed to lifelong learning as much for oneself as for others and providing opportunities to grow professionally and personally within and beyond the university.

Accountability and integrity are critical to being a successful leader. I must hold myself accountable for my actions and decisions, and believe self-reflection is an essential part of the process. Through a reflective lens, I can begin to appreciate how decisions have impacted people and the organization to make it right. A leader must also hold others accountable to ensure the mission of the university is upheld and we remain good stewards of the precious resources in our care.

Being a leader is not easy. It requires considerable adaptability to meet the needs of the moment and shift focus when outcomes are not met. Leading others involves the moral courage to do what is right, with competence, compassion, and integrity. Maintaining a sense of humor and staying humble helps to build rapport and foster community, even in the most difficult of times. Likewise, creating a sense of work-life balance for myself, and others promotes a healthy work culture. Every day I challenge myself to live these core values because when there is authenticity, transparency, and shared purpose, the university can fulfill its mission and be a place that is transformational, and people thrive.