# THE UNIVERSITY OF MAINE
## Graduate School

**Graduate Board**
**Thursday, October 23, 2025**

**12:30-2:00 pm**

AGENDA

- Welcome/introductions

- September 18, 2025 minutes to be reviewed at next Grad Board meeting

- October 7, 2025 Graduate Curriculum Committee report

- Announcements/updates

  - Vice President and Dean Varahrayan
  - Enrollment update
  - Tracking graduate assistantship offers
  - Graduate Student Workers' Union update

- Amanda Klemmer – update on graduate studies project

- New academic program proposals
  - Proposed PhD and DNP degrees in Nursing
  - Substantive change proposal in music
  - Proposed elimination of MAT degree program in Spanish

- New RCR requirements –Amanda Ashe

- Supporting neurodiverse graduate students –Esther Enright

- Use of Notebook LM to review graduate student theses

- Items arising

# CURRICULUM COMMITTEE REPORT

**The Curriculum Committee met on October 7, 2025 and is recommending the following courses to the Graduate Board for approval at its October 23rd meeting.**

*New Courses:*

**COS 563**   Digital Image Processing and Image Analysis

**CSD 698**   Graduate Directed Study in Communication Sciences and Disorders

**EHD 601**   Doctoral Proseminar in Education Research Methods

*Modifications:*

**ENG 516**   Perspectives on Information Design

**PSE 557**   Advanced Plant Pathology

*Courses to be Eliminated:*

**THE 667**   Special Studies in Theatre

**THE 669**   Theatre Laboratory

**Proposal for a New Graduate Degree**

**Doctor of Philosophy in Nursing**

**Submitting University:**
- University of Maine

**Submitted by:**
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**Program Proposal Submission Date: X/2025**

**Proposed Program Launch Date: (month/year): 05/2026**

**Intent to Plan approved by VCAA date: ***

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**Part One: Program Overview**
- **Rationale for the program**
  - The development of a Ph.D. in Nursing program at the University of Maine is a critical and timely response to the national and state-level nursing and nurse faculty shortage, with far-reaching implications for healthcare, research, and education. The U.S. Bureau of Labor Statistics projects an ongoing increase in demand for registered nurses, with over 200,000 new RNs needed annually through 2026, while the World Health Economic Forum reports a global shortage of more than 6 million nurses. Despite this demand, Maine currently lacks a Ph.D. program in nursing, limiting the state's capacity to educate faculty who meet accreditation standards and to produce nurse scientists needed for healthcare innovation. Nationally, the average age of doctoral-prepared faculty continues to rise, further underscoring the urgency to develop a new generation of nursing scholars. UMaine, as the state's flagship university and the only Ph.D.-granting institution in the University of Maine System, is uniquely positioned to lead this initiative through implementation of a post-MSN-to-Ph.D. pathway. This program will prepare nurse researchers, educators, and leaders to advance scientific discovery, translate research into practice, and improve patient outcomes, particularly in underserved rural communities. Aligned with UMaine's Strategic Vision and Values and in collaboration with UMS campuses and statewide partners, the program will strengthen Maine's healthcare infrastructure, expand access to terminal nursing education, and elevate UMaine's role as a

research-intensive institution committed to public service and interdisciplinary collaboration.

- **Program goals/objectives***

  - The Ph.D. in Nursing Program at the University of Maine is designed to address the critical and growing need for doctorally-prepared nurse scientists, educators, and leaders at the state, regional, and national levels. Rooted in the mission of the University of Maine as the state's flagship public research institution and aligned with the institution's Strategic Vision and Values (SVV), the program is committed to advancing nursing science, improving population health, and preparing the next generation of academic and healthcare leaders. The following program goals and objectives provide the foundation for curriculum design, student learning outcomes, and program evaluation.

    ### Program Goals and Aligned Objectives

    Goal 1: Advance Nursing Science through Research

    *To prepare nurse scholars capable of conducting original, rigorous, and interdisciplinary research that contributes to the body of nursing knowledge and addresses complex health issues.*

    **Supporting Objectives:**

    - Build Research Capacity and Productivity: Provide a research-intensive curriculum and mentoring that fosters the development of nurse scientists capable of securing funding, leading interdisciplinary teams, and contributing to peer-reviewed publications.

    - Translate Research into Evidence-Based Practice: Train nurse scholars to apply research findings to clinical practice and healthcare systems, improving patient outcomes and informing health policy.

    - Support Strategic Growth of UMaine's Health Research Portfolio: Align program development with University priorities to enhance external funding competitiveness, interdisciplinary grant activity, and translational science contributions.

    Goal 2: Develop Future Nurse Educators and Leaders

    *To educate and mentor PhD-prepared nurses who will assume roles as faculty, administrators, and leaders in academic, research, and clinical environments.*

    **Supporting Objectives:**

    - Address the Shortage of Qualified Nursing Faculty: Prepare graduates to meet national accreditation and state regulatory requirements for teaching

at baccalaureate, master's, and doctoral levels.

- Provide Flexible, Experiential Learning Opportunities: Offer innovative, learner-centered educational modalities including flexible scheduling, experiential research opportunities, and individualized mentoring to support diverse student career pathways.

Goal 3: Promote Health Equity and Improve Health Outcomes

*To generate research that informs nursing practice and policy, with an emphasis on serving rural, marginalized, and underserved populations in Maine and beyond.*

**Supporting Objectives:**

- Focus on Rural Health and Health Disparities: Emphasize research initiatives addressing social determinants of health, access to care, and disparities in rural and underserved communities.

- Foster Interdisciplinary and Community Collaboration: Leverage partnerships with the University of Maine System, local health agencies, and research institutions to enhance student learning, faculty collaboration, and community impact.

Goal 4: Strengthen the Nursing Workforce Pipeline in Maine

*To increase the number of doctorally-prepared nurses through the implementation of a Post-MSN to PhD track that allows nurse scholars to advance to a terminal degree.*

**Supporting Objectives:**

- Expand Access to Doctoral Nursing Education: Offer the Post-MSN to PhD pathway to prepare nurses for academic, research, and leadership roles while addressing geographic and professional access barriers.

- Develop Nurse Scholars for Leadership Roles: Ensure graduates are prepared to meet the evolving needs of the nursing workforce in academic, research, and clinical settings.

**Part Two: Evidence of Need**
- **National Data/State Data market analysis (Burning Glass or similar)***

A comprehensive review of national and state data reveals a significant and urgent need for expansion in doctoral-level nursing education, particularly within the State of Maine. The market demand for doctorally-prepared nurses, those holding either a Ph.D. or a DNP, continues to

outpace the supply, with both national and local indicators supporting the need for immediate action.

Nationally, enrollment in Ph.D. programs in nursing has declined steadily over the past decade. According to the American Association of Colleges of Nursing (AACN, 2023), enrollment dropped by 3.1% (137 students) between 2022 and 2023 alone. More concerning is the 17.5% decline in enrollment since 2013, with numbers falling from 5,145 students in 2013 to only 4,244 in 2023. Less than 1% of nurses in the U.S. hold a doctorate in nursing, and in Maine (ME), only 15% of the nursing workforce has earned a Master of Science in Nursing degree. Nationally, there are 144 PhD programs, of which 9 are PhD/DNP programs. In 2023, there were 4, 244 enrolled students. The AACN and the National Academy of Medicine, Science, and Engineering have identified this decline as a critical threat to the future of nursing, academic progression, and the nation's capacity to advance health-related research. The Future of Nursing 2020–2030 report explicitly called this enrollment stagnation "a major concern for the profession and for the nation," citing its direct impact on faculty shortages, research productivity, and the ability to meet national health objectives.

Within this broader national context, the need for doctoral nursing education is even more pronounced in Maine. Currently, Maine does not offer a Ph.D. in Nursing, positioning the state as one of only three in New England—along with Vermont and New Hampshire—that lack this level of nursing education. This absence restricts the state's ability to prepare nurse scientists, educators, and academic leaders, jeopardizing the accreditation and growth of baccalaureate and graduate-level programs. According to state-level accreditation data, only 20–30% of adjunct faculty in Maine's Schools of Nursing meet the minimum requirement of a master's degree in nursing (UMS Accreditation, 2020), and even fewer hold doctoral degrees. This has created a critical bottleneck in expanding nursing enrollments across the University of Maine System (UMS) and other nursing schools in the State of Maine.

Registered nurses are a critical part of Maine's healthcare and economic infrastructure. The average salary for a nurse in Maine is approximately $78,000 annually, reflecting both the demand for their services and their significant contribution to the state's economy. However, the ability to produce more practicing RNs is directly tied to the availability of qualified nursing faculty. It is estimated that an increase of 20 doctorally prepared nursing faculty members could enable the admission of up to 200 additional pre-licensure nursing students each year, thereby alleviating the state's nursing workforce shortage while simultaneously strengthening the healthcare system.

The proposed Ph.D. in Nursing Program at the University of Maine presents a strategic opportunity to reverse this trend. The program will create an accessible pathway for Maine nurses—many of whom already hold bachelor's or master's degrees—to pursue their doctoral education within the state. This not only reduces the need to relocate or pursue out-of-state programs but also increases the likelihood that these individuals will remain in Maine as faculty, researchers, and advanced practitioners. Retention of this highly educated nursing workforce supports multiple strategic objectives: expanding the research enterprise of UMaine toward

Carnegie R1 status, enhancing the recruitment and retention of full-time nursing faculty, and enabling RNs to remain employed in clinical roles while pursuing doctoral studies.

Moreover, with demand for nurses expected to grow nationally by 15% from 2016 to 2026 (U.S. Bureau of Labor Statistics, 2020), and more than 203,000 new nurses needed annually, the urgency to increase educational capacity at all levels has never been greater. Without an increase in doctorally-prepared nurse faculty, Maine will be unable to produce enough nurses to meet future workforce demands. This program directly addresses that limitation by building the capacity of the state's higher education system to meet accreditation standards, support growing enrollments, and prepare the next generation of nurse educators and scientists.

In sum, the current market analysis confirms a severe undersupply of doctoral-prepared nurses both nationally and within Maine. Establishing a Ph.D. in Nursing program at the University of Maine directly supports local workforce needs, fulfills the mission of the University to serve the public good, and aligns with national recommendations to bolster doctoral nursing education as a mechanism to protect the future of nursing and public health.

- **Differentiation from similar UMS programs or how the programs will complement each other***

The proposed *Ph.D. in Nursing Program* at the University of Maine (UMaine) fills a significant gap within the University of Maine System (UMS) by offering the **state's first and only research-focused doctoral nursing degree (Ph.D.)**. Currently, while multiple UMS institutions—including the University of Southern Maine (USM), University of Maine at Fort Kent (UMFK), and University of Maine at Augusta (UMA)—offer pre-licensure Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and practice-based Doctor of Nursing Practice (DNP) programs, **none offer a Ph.D. program focused on original nursing research, scientific discovery, and scholarly contribution to the discipline**.

This program will *differentiate* itself in the following ways:

- Focus on Research and Scholarship (vs. Clinical Practice):
  Unlike the DNP, which is designed to prepare nurses for clinical leadership and advanced practice roles, the Ph.D. in Nursing will focus on developing nurse scientists and academic faculty who conduct original research, contribute to the scientific literature, and advance evidence-based practice through discovery. This distinction ensures that the program will not duplicate, but rather expand, the existing doctoral offerings within UMS.

- Preparation of Nursing Faculty for UMS and Statewide Programs:
  A key differentiator of the UMaine Ph.D. program is its **explicit focus on preparing academic nursing faculty**, a role that neither the DNP nor the MSN sufficiently prepares nurses to fulfill in doctoral-level teaching. Graduates will help meet critical faculty shortages across all UMS campuses and beyond, ensuring compliance with

accreditation standards and enabling expanded enrollment in nursing programs across the state.

This program will _complement_ itself in the following ways:

- Support for UMaine's R1 Research Trajectory:
  The Ph.D. in Nursing program will directly contribute to the University of Maine's strategic goal of achieving Carnegie R1 classification. Through increased research productivity, external grant acquisition, and interdisciplinary scholarship, the program will strengthen UMaine's identity as a research-intensive institution, further distinguishing it from peer UMS campuses.

- Transdisciplinary and System-Wide Collaboration:
  Rather than operating in isolation, the Ph.D. in Nursing program will **complement** existing UMS nursing programs through cross-campus course sharing, faculty mentorship, and collaborative research opportunities. UMaine will partner with USM, UMFK, and other UMS campuses to create joint appointments, teaching exchanges, and shared research initiatives. Nursing faculty across the system will serve as mentors and committee members, fostering an integrated academic community.

- Retention of Maine's Nursing Workforce:
  By offering in-state doctoral training, the program will increase the likelihood that nurses who obtain terminal degrees remain in Maine. This enhances faculty retention and alleviates workforce shortages while supporting the mission of UMS to serve the educational and economic needs of the state.

- Flexibility and Innovation in Program Delivery:
  The UMaine program will be designed with **flexible, experiential, and non-traditional modalities**, supporting working RNs who wish to remain in clinical practice while pursuing doctoral studies. This hybrid approach ensures access and scalability not yet widely available in current UMS nursing programs.

In summary, the proposed Ph.D. in Nursing program at UMaine will not duplicate existing offerings but rather fill a strategic and educational gap in the University of Maine System. It will differentiate itself through its emphasis on research and academia, complement UMS programs by preparing faculty to teach in them, and elevate the system's overall capacity to meet the state's healthcare, workforce, and research needs.

- **Similar/competing non-UMS programs in the region**

The proposed _Ph.D. in Nursing Program_ at the University of Maine (UMaine) addresses a distinct regional gap in nursing education and stands apart from similar programs offered

outside the University of Maine System (UMS) due to its geographic accessibility, research mission alignment, and tailored response to the state's healthcare and workforce needs.

Currently, **no Ph.D. programs in Nursing exist within the state of Maine or Northern New England**, positioning UMaine to offer the **first and only** research-focused terminal nursing degree in the state. In New England, only a limited number of institutions offer Ph.D. in Nursing programs, and most are located in larger metropolitan areas in Massachusetts, Connecticut, and Rhode Island, including:

- **Boston College (MA)** – Offers a traditional Ph.D. in Nursing with emphasis on theory development and research.

- **Yale University (CT)** – Offers an elite, highly selective Ph.D. in Nursing Science program with a national research focus.

- **University of Massachusetts Medical School (MA)** – Offers a research-focused Ph.D. in Nursing, with opportunities for collaboration in a major academic medical center.

- **University of Connecticut (CT)** – Offers a Ph.D. in Nursing with strong NIH-funded faculty and a heavy emphasis on research.

- **University of Rhode Island (RI)** – Offers a BSN-to-Ph.D. pathway and is one of the closest geographically, but still out-of-state for Maine residents.

While these programs are well-established, they share several limitations when viewed from the perspective of Maine's nurses and institutions:

1. Geographic and Financial Inaccessibility:
   For most nurses in Maine—particularly those residing in rural or northern areas—accessing out-of-state doctoral programs presents significant geographic, financial, and personal challenges. Relocation, high out-of-state tuition, and lost income from reduced work hours create substantial barriers to participation.

2. No Regional Ph.D. Programs in Northern New England:
   **Maine, Vermont, and New Hampshire currently offer no in-state Ph.D. in Nursing programs**, leaving the entire northern tier of New England underserved. As a result, Maine loses highly qualified nursing professionals to out-of-state institutions, with no guarantee of their return post-graduation.

3. Limited Emphasis on Local Workforce Development:
   Competing regional programs focus primarily on national or global health concerns. In contrast, the UMaine SON PhD in Nursing program is designed to align with state-specific needs, such as the nursing faculty shortage, rural health disparities, and

strengthening Maine's healthcare and education infrastructure.

4.  <u>Few Nursing Programs offer MSN to Ph.D. Tracks:</u>
    While some competing programs offer MSN-to-Ph.D. pathways, they remain limited in number and highly competitive. The proposed UMaine SON PhD in Nursing program is uniquely designed to **intentionally streamline access for Maine-based MSN-prepared nurses**, providing mentorship, flexibility, and opportunities to remain employed while enrolled.

5.  <u>Alignment with State and System-wide Goals:</u>
    The UMaine Ph.D. in Nursing program is strategically aligned with the University's goal to stay a Carnegie-classified Research I institution, and it complements system-wide efforts to address the critical shortage of doctoral nursing faculty needed to maintain program accreditation and expand capacity across the University of Maine System. Competing programs in the region do not share this systemic, coordinated mission.

6.  <u>Tailored Focus on Rural Health and Community-Based Research:</u>
    Unlike many regional programs embedded in urban academic centers, UMaine's UMaine SON PhD in Nursing program will emphasize **rural health, interdisciplinary collaboration, and community-based participatory research**, reflecting the unique demographic and healthcare needs of Maine's population.

While there are competing Ph.D. in Nursing programs in the New England region, **none offer the geographic accessibility, mission alignment, or state-specific focus that the proposed UMaine SON PhD in Nursing program provides**. Rather than duplicating regional offerings, the University of Maine will fill a vital gap in doctoral nursing education in northern New England, thereby retaining talent, supporting workforce development, and advancing healthcare equity through research. This program will ensure that Maine nurses no longer need to leave the state to access the highest level of nursing education, thereby elevating the state's capacity to educate, lead, and innovate within the healthcare sector.


**Part Three: Financial Sustainability**
*   **Funding Source/ availability of resources**

The successful implementation of this proposed program will rely on a combination of existing institutional resources, newly secured funding streams, and strategic investments from internal and external stakeholders. This program is designed to leverage available infrastructure while identifying targeted areas for investment that support sustainability, excellence, and growth.

### *Existing Resources and Institutional Support*

*   <u>Qualified Faculty and Interdisciplinary Partners:</u> UMS already employs doctorally-prepared nursing faculty and has access to 24 Ph.D. prepared faculty across UMS campuses (UM, USM, UMFK, UMA). These faculty members will support

dissertation advising, research mentorship, and cross-campus teaching collaborations *(See Letters of Support from USM and UMFK).*

● Institutional Research Infrastructure: Doctoral students will benefit from existing university research centers and laboratories such as the UMaine Institute of Medicine, Center on Aging, St. Joseph's Hospital, Maine Health, Penobscot Community Health Care, and  partnerships with Northern Light Health. These resources will facilitate high-quality dissertations research and experiential learning. *(See Letters of Support).*

● Graduate School and Library Resources: The UMaine Graduate School will provide administrative support, while Fogler Library will support student and faculty research through its extensive digital collections and interlibrary access.

● Distance Education Capabilities: The university's experience with online and hybrid program delivery through Brightspace and Zoom provides an infrastructure for flexible program delivery to reach working professionals across the state.

***Funding Sources and Revenue Opportunities***

● Internal Reallocation and Institutional Investment: The College of Earth, Life, and Health is committed to securing needed funds to be included in the FY28 E & G Nursing budget. The School of Nursing is committed to working with ELH to form a budget that aligns with the needs and expectations of the program to ensure future growth. UMaine SON faculty will continue to apply for external grants where indirect funding costs (IDC's) can be used to help supplement the budget.

● Federal and Competitive Grant Opportunities: Funding applications will target HRSA (Health Resources and Services Administration), for which the UMaine School of Nursing has already been awarded two previously (1.5 million and 1.7 million, respectively). HRSA provides grants, such as the Nurse Faculty Loan Repayment Program (NFLP), the Advanced Nursing Education Workforce (ANEW), which are currently in the third year of an award, and the Research Infrastructure in Minority Institutions (RIMI) grants. These programs support doctoral nursing education, faculty development, and the expansion of the rural health workforce, particularly in **rural and socioeconomically disadvantaged populations**.

● Private Philanthropy and Donor Engagement: The proposed program's alignment with UMaine's research mission and rural health priorities offers strong appeal to private donors and foundations. Development efforts will be directed towards named scholarships, endowed professorships, and research seed funding.

● Tuition Revenue: Tuition generated from new Ph.D. students will support basic operational costs. Projected enrollments of 6-8 students annually, scaling to 10 within five years.

- Partnerships with Healthcare Organizations: Clinical and community partners such as Northern Light Health, Penobscot Community Health Center, and other rural health systems have expressed support for the program and may offer joint appointments, research sponsorships, and tuition assistance for employee scholars.

**Expected new budgetary needs**

To ensure program quality and sustainability, the following budgetary investments are anticipated):

- Faculty expansion:
  - Continue to cover salaries for (1) tenure-track Ph.D.-prepared nurse scientist (at the rank of Assistant Professor) with an active research portfolio and (1) Lecturer, MSN prepared.
  - Recruit affiliated and adjunct faculty for specialized courses or research advising.
- Graduate assistantships and student support:
  - Funding to continue graduate teaching and research assistantships for (2) graduate students, which will include, but not limited to: stipends, tuition reimbursement, and health insurance.
  - Seed funding for student research and travel to national conferences
- Administrative support and program coordination:
  - Continue to support 38% of the School of Nursing Program Manager's salary
  - Hire a graduate academic advisor to oversee admissions, student services, and compliance reporting.
- Marketing and recruitment:
  - Continue outreach and marketing campaigns targeting BSN- and MSN-prepared nurses across Maine and New England to ensure enrollment targets are met.
- Technology and Equipment:
  - Investment in data analysis software not already offered by UMS (e.g. RedCap) for research support for doctoral students and faculty.
- Accreditation and External Review:
  - Budget allocation for external reviewers, curriculum consultants, and periodic program evaluations.

- **Pro Forma\* (The Pro forma should include a five-year student enrollment and revenue projection. For assistance with the Pro Forma, contact the VCAA's office.)**

| Enrollment Table for PhD Program | | | | | |
|---|---|---|---|---|---|
| Funding Source | Enrollment Year | Total Students | Tuition Rate Per Credit Hour | Fees | Expected Revenue |
| *Grant funded* | Year 1 - 2026 | 6 | $573.00 | $100.00 | $61,984.00 |
| *Grant Funded* | Year 2 - 2027 | 10 | $596.00 | $100.00 | $107,380.00 |
| *Base Budget* | Year 3 - 2028 | 10 | $620.00 | $100.00 | $111,700.00 |
| *Base Budget* | Year 4 - 2029 | 10 | $644.00 | $100.00 | $116,020.00 |

- calculation assumes 18 credits per academic year
- tuition rate assumes 4% increase each AY

**EXECUTIVE SUMMARY**

**The PhD in Nursing Program at the University of Maine predicts enrollment of approximately 6 new FTE students per year with an estimated $166,976 in predicted tuition and fee revenue by the end of year 3. Expenses listed for years 1 & 2 will be covered by the $3M Congressionally delegated PhD earmark (GL project # 5410573). A portion of expenses associated with year 3 may also be covered by a no-cost extension request. Multiple retirements and/or vacancies within the School of Nursing's E&G base budget will occur between Yrs 1 & 2 which will offset the base expenses associated with the positions included in this analysis, therefore, the ongoing base expenses to the unit will be cost neutral. Additionally, the lead PI will have 100% grant-release time to E&G through the PhD earmark in years 1 & 2 (partially offset by needs for backfill).**

**PROJECTED FULL TIME EQUIVALENT (FTE) ENROLLMENT**

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Cohort A | 6 | 5 | 4 |
| Cohort B | - | 6 | 5 |
| Cohort C | - | - | 6 |
| TOTAL FTE ENROLLMENT | 6 | 11 | 15 |

**PROJECTED GROSS REVENUE**

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Projected Tuition | $61,884 | $114,485 | $159,197 |
| Projected Fees | $3,024 | $5,594 | $7,779 |

| | | | |
|---|---|---|---|
| **Projected Differential Tuition** | $0 | $0 | $0 |
| **Other Revenue** | $0 | $0 | $0 |
| **TOTAL REVENUE** | **$64,908** | **$120,080** | **$166,976** |

**Note: Simplified to include total new and returning student revenue estimate at the in-state rate only.**

## PROJECTED NEW EXPENSES ASSOCIATED WITH PROGRAM ADDITION

| | YEAR 1 | YEAR 2 | YEAR 3 |
|---|---|---|---|
| **New Faculty personnel expenses (salary + benefits)** | $96,398 | $100,254 | $143,579 |
| **Adjunct Faculty personnel expenses** | $0 | $0 | $0 |
| **Course Development Expenses** | $0 | $0 | $0 |
| **Travel Expenses** | $0 | $0 | $0 |
| **Staff personnel expenses (salary + benefits)** | $74,827 | $105,102 | $123,493 |
| **Other non-personnel expenses (marketing, operations, etc.)** | $0 | $0 | $0 |
| **TOTAL EXPENSES** | **$171,225** | **$205,356** | **$267,072** |

## PROJECTED NET REVENUE

| | YEAR 1 | YEAR 2 | YEAR 3 |
|---|---|---|---|
| **Projected Revenue minus Projected Expenses** | -$106,317 | -$85,276 | -$100,096 |
| | | | |
| **Portion covered by the Grant** | -$171,225 | -$205,356 | |

| | | | |
|---|---|---|---|
| **Portion covered by expected variances in E&G Base** | | | $101,952 |
| **True Net Revenue (E & G)** | $64,908 | $120,080 | $1,856 |

**Part Four: Program Content**
- Catalog Description

## Doctor of Philosophy (Ph.D.) in Nursing

The Doctor of Philosophy (Ph.D.) in Nursing at the University of Maine prepares nurse scientists, scholars, and educators to advance the science of nursing and improve health outcomes through rigorous research, interdisciplinary collaboration, and academic leadership. As the flagship institution of the University of Maine System, UMaine offers the state's first Ph.D. in Nursing program, designed to meet critical national and state needs in nurse faculty development, research infrastructure, and rural health equity.

This research-focused doctoral program is grounded in inquiry that addresses complex health issues, with an emphasis on rural populations, health disparities, and community-engaged scholarship. Students engage in mentored research experiences and develop expertise in qualitative, quantitative, and mixed-methods approaches. Graduates will be well-positioned to pursue careers as nurse scientists, academic faculty, health policy leaders, and healthcare innovators.

Program pathway(s) include:

- **Post-MSN to Ph.D.**: For experienced nurses with a master's degree seeking to advance research and academic scholarship.

The program will be delivered in a flexible, hybrid format to accommodate working professionals and foster access across Maine and beyond. Students benefit from UMaine's strong research infrastructure, including the Institute of Medicine, Fogler Library, and collaborations with leading healthcare and research organizations.

Graduates of the Ph.D. in Nursing program will be prepared to:

- Conduct original research that informs nursing science and practice

- Lead interdisciplinary research teams to address complex health challenges.

- Contribute to the preparation of the next generation of nurses and nurse faculty.

- Influence healthcare policy and improve outcomes across populations.

This program supports the University's mission as a land- and sea-grant R1 institution. It addresses the urgent call for more doctorally prepared nurses to strengthen the academic nursing workforce and healthcare system.

- **Program Requirements***

# Ph.D. in Nursing – Program Requirements

University of Maine – School of Nursing

The Ph.D. in Nursing program at the University of Maine is a research-focused doctoral program designed to prepare nurse scholars, researchers, and academic leaders who will advance nursing science, influence health policy, and improve care outcomes, especially in rural and underserved populations. This program offers one pathway of entry: the Post-MSN pathway. Students engage in rigorous coursework, mentored research, and dissertation work, with flexibility in hybrid course delivery to meet the needs of working professionals.

**Credit Requirements**

- Post-MSN to Ph.D. Pathway: Minimum of 54 credit hours, depending on prior graduate coursework.

**Core Curriculum**

All Ph.D. in Nursing students will complete the following core components:

I. Theoretical Foundations (9 credits)
- Philosophy of Science in Nursing (3 credit)
- Advanced Nursing Theory (3 credit)
- Conceptual Models and Frameworks in Nursing Science (3 credit)

II. Research Methodology (18 credits )
- Quantitative Research Design and Analysis (3 credits)
- Qualitative and Mixed Methods Research (3 credit)
- Applied Biostatistics (3 credits)
- Measurement in Health and Behavioral Sciences (3 credits)
- Advanced Statistics (3 credits)

- Grant Writing and Scholarly Dissemination (3 credits)

III. Cognates/Electives: Health Equity, Policy, and Systems Leadership in Rural Health (9 credits)
- Selected in consultation with the faculty advisor to support student research interests. If taken outside the UMaine system, students will fill out the *Domestic Away form*. Students may take either one elective and two cognates, or two electives and one cognate, for a total of at least nine credits.
  - Elective(s): (6 credits) & Cognate(s): (3 credits) = (9 credits)
    - Examples include but not limited to:
      - Rural Health and Health Disparities
      - Health Policy and Leadership
      - Ethics in Health Research and Academic Scholarship
      - INT 601: Responsible Conduct of Research (1 credit)
      - EHD 590: Special Topics (Advanced Quantitative Methods- learn R software) (3 credits)
      - Foundations in Biostatistics and Computational Biology (BMS625)

IV. Research Practicum (6 credits)
- Hands-on mentored research experience with faculty and/or partnership institutions and affiliations, including participation in funded projects, data collection, analysis, and dissemination.

V. Comprehensive Examination
- All students must pass a written and oral comprehensive exam after completion of core coursework and before dissertation candidacy.

VI. Dissertation Proposal Development - Seminar 1 & 2 (6 credits)

VII. Dissertation (6 credits minimum)
- Original, independent research under the supervision of a dissertation committee. Includes proposal development, IRB approval, data collection, analysis, and public defense.
  - Per UMaine guidelines for Doctoral Study:
    - *Doctoral Students (Post-Candidacy):* 1 credit per semester is considered full-time according to the University of Maine, while enrolled in a thesis or research course. A minimum of 6 credits of dissertation research is usually required, says the UMaine Graduate School.

**Program Total Minimum # of Credits = 54**

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**Program Progression and Milestones**

- Completion of an individualized Plan of Study in the first semester
- Maintenance of a 3.0 GPA (equivalent to a B) or higher throughout the program
- Annual progress evaluations with faculty advisor and committee
- Advancement to candidacy upon successful comprehensive examination and proposal defense
- Completion and defense of a scholarly dissertation contributing to the discipline of nursing

**Delivery Format**

- Hybrid model combining in-person courses, seminars and online coursework
- Hyflex courses offering synchronous learning for out-of-state students
- Limited on-campus intensives for orientation, scholarly workshops, and dissertation milestones.
  - We plan to develop 3 "immersion weekends" - orientation, comprehensive exam/proposal defense, and dissertation defense. Students will stay at Hotel Ursa and have an opportunity to network, meet faculty and student cohorts, use UMaine facilities, and enjoy the Maine atmosphere while building connections and belonging as a UMaine student.
- Full-time and part-time progression options available (e.g. 3,4, and 5 year curriculum plans).

**Time to Degree**

- Full-time students: 3–4 years (Post-MSN)
- Part-time students: 5–7 years (dependent on dissertation progress)
  All degree requirements must be completed within 8 years of matriculation.

**Admissions Prerequisites**

- Master's degree in Nursing from an accredited program
- RN licensure (active and unencumbered)
- 3 Letters of recommendation, personal statement, and research interests aligned with faculty expertise
- Resume or CV
- Interview with the Ph.D. in Nursing faculty

This structure ensures that graduates are well-equipped to enter competitive research, academic, and policy positions and contribute to addressing Maine's critical nursing workforce and health research needs. The program supports UMaine's strategic goal to expand graduate education and research in service of rural health equity and doctoral workforce development.

- **Course Descriptions\***

- Please see appendix for Curriculum Table for students who would like to complete the program in either a 3 year, 4 year, or 5 year option. Below is a brief outline of courses that are in need of development versus what is offered by the UMS system.

**Courses to be Developed**
- Philosophy of Science in Nursing
- Advanced Nursing Theory
- Measurement in Health & Behavioral Sciences
- Research Practicum I and II
- Dissertation Proposal Development - Seminar 1 and II

**Courses at UMFK (see MOU in Appendix)**
- NUR 751 Biostatistics for Evidence-Based Practice

**Required Courses at UMaine, Orono**
- EDH 571 Qualitative Research: Theory, Design & Practice
- BMS 650: Grant Writing and Scholarly Dissemination
- BIO 593: Advanced Biometry (e.g. Advanced Statistics)

**Potential Electives for Cognates**
- Rural Health and Health Disparities
- Health Policy and Leadership
- Ethics in Health Research and Academic Scholarship
- INT 601: Responsible Conduct of Research (1 credit)
- EHD 590: Special Topics (Advanced Quantitative Methods- learn R software) (3 credits)
- Foundations in Biostatistics and Computational Biology (BMS625)

**Research Practicum(s)**
This mentored practicum provides PhD in Nursing students with supervised, hands-on experience in conducting doctoral-level research. Under the guidance of a faculty member holding a research doctorate and Graduate Faculty status, students engage in activities such as study design, data collection and analysis, and scholarly dissemination. Practica may involve interdisciplinary collaboration, with co-mentors from other fields as appropriate; however, the PhD-prepared faculty supervisor retains primary responsibility for ensuring that the practicum meets doctoral research standards and aligns with AACN and Graduate School requirements.

All PhD in Nursing research practica will be supervised by a faculty member holding a research doctorate (PhD, ScD, EdD with a research focus, or equivalent) and Graduate Faculty status. This supervisor will have an active program of research and experience mentoring graduate students. Interdisciplinary practica may include co-mentors from other disciplines; however, the PhD-prepared faculty supervisor retains primary responsibility for ensuring the practicum meets doctoral-level research standards and aligns with AACN and Graduate School expectations.

- **Course Sequence**
  - See Year 3, Year 4, Year 5 Curricula in the Appendix

- Accommodations for diverse accessibility needs under the Americans with Disabilities Act (ADA)*
  - This program will abide by the University Of Maine Student Accessibility Services statement:
    - If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, located at the Center for Accessibility and Volunteer Engagement at the UCU, 139 Rangeley Rd, um.sas@maine.edu, 207.581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with the instructor of the course privately as soon as possible.

**Recruitment Strategies**

We plan to actively collaborate with the University of Maine's Marketing and Communications team to ensure the successful launch and promotion of the new Ph.D. in Nursing program. This collaboration will begin with the development of a dedicated Ph.D. in Nursing webpage that aligns seamlessly with the existing School of Nursing website. The webpage will highlight the program's distinct strengths, emphasize its alignment with the University's mission, and clearly communicate admission requirements, program structure, and unique opportunities available to students.

In parallel, we will create a comprehensive Ph.D. in Nursing student handbook to serve as a central resource that outlines program policies, expectations, milestones, and available supports. This handbook will ensure transparency and consistency for current and prospective students, supporting their success throughout the doctoral journey.

To build awareness and attract highly qualified applicants, we will partner with the Marketing team to design targeted outreach strategies, beginning with the top 25 University of Maine MSN graduates. This campaign will showcase the program's scholarly opportunities and feature the endowed Babb-Marston Scholarship, which is designed to fully fund one doctoral student's entire program of study. Highlighting this prestigious scholarship will serve as a cornerstone of our recruitment efforts, positioning the Ph.D. in Nursing program as both accessible and competitive.

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In addition, while grant funding exists, we have built in a 50% course buyout for current University of Maine System nursing lecturers across the four campuses—UMFK, USM, UMA, and UMaine Orono—allowing two faculty members from each campus to enroll in the program. This initiative directly supports faculty development, strengthens academic capacity across the system, and demonstrates our commitment to cultivating nurse scholars from within. We have already received formal letters of support for this initiative from these campuses (see attached).

Through these intentional collaborations and strategic initiatives, we will establish a strong foundation for the Ph.D. in Nursing program and cultivate a pipeline of exceptional nurse scholars committed to advancing nursing science, education, and leadership.

**Part Five: Program Resources**
- *Faculty*
  - The School of Nursing has 15 full-time faculty members and three part-time faculty members. Of these 18 faculty members, **12 hold a doctoral degree (8 Ph.D. and 4 DNP)**, one faculty member has both PhD and a DNP, and one emeritus faculty member.
  - The University of Maine School of Nursing demonstrates a strong commitment to advancing rural health, workforce wellness, and evidence-based clinical practice. Faculty research and academic interests span a range of areas including rural health disparities, nurse resilience and well-being, simulation-based education, maternal and child health, mental health nursing, public health, and advanced practice nursing. The department leads innovative initiatives, such as the WellNurse Project, which focuses on wellness programming and resilience training for nurses and students. Faculty members bring expertise in both clinical and academic domains, with specializations in family and pediatric care, nursing education, mindfulness, and leadership in healthcare systems. This diverse portfolio supports the School's mission to prepare nurse leaders who can address the evolving health needs of Maine's communities.

- *Staff*
  - This team includes **three professional associates** and **one classified staff member**, each playing a vital role in student support, simulation-based education, clinical coordination, and administrative management within SON.

- *Equipment & Facilities at UMaine*
  - *Simulation and Clinical Skills Labs* —> state-of-the-art equipment for clinical training and research. Located in Dunn Hall, this center offers high-fidelity adult, pediatric, and neonatal simulators, task trainers for clinical procedures, and advanced audio-visual technology for simulation debriefing.
    - For doctoral students involved in research related to clinical education, patient safety, and advanced practice nursing.

- ○ *Research and Data Analysis Software* → UMaine provides licensed access to reference management platforms such as EndNote and Zotero, and data analysis software such as SPSS, SAS, R, NVivo, and [Atlas.ti](#).

- ○ *Laboratory and Health Science Equipment* → Opportunities for interdisciplinary collaborations with resources that include physiology labs, health informatics tools, allied health sciences equipment, and supportive environments within public health, biomedical sciences, and engineering.

- ○ *Computing and Technology Resources* → Doctoral students will benefit from university-wide access to high-performance computing services, secure data storage solutions, dedicated campus computer labs, telehealth platforms, remote conferencing technology, flexible online learning tools, and hybrid/remote research and instruction opportunities.
- ○

  *Collaborative Learning and Study Spaces* throughout campus

- ○ *Grant and Research Support Infrastructure* → access to development offices to provide assistance in grant writing, human subjects research applications, budget planning, and research compliance.

- ○ <u>*Library*</u>
    - ■ The Raymond H. Fogler Library will support the advanced research and scholarship needs of doctoral nursing students and faculty. **Fogler Library ensures comprehensive access to specialized health sciences databases** critical for doctoral-level inquiry, including CINAHL, PubMed, Cochrane Library, PsycINFO, Scopus, Web of Science, and clinical decision support tools like UpToDate and DynaMed.
    - ■ Doctoral students will benefit from Fogler's **extensive collection of peer-reviewed journals, dissertations, and e-books** that span nursing science, health policy, advanced clinical practice, and interdisciplinary research fields.
    - ■ The library **offers personalized research consultations** with expert librarians specializing in health sciences, who assist students in developing advanced literature review skills, systematic search strategies, and data management techniques critical for dissertation and grant writing.
    - ■ Fogler Library **provides workshops and one-on-one training sessions** focused on scholarly communication, citation management software (e.g., EndNote, Zotero), and data visualization tools that enhance the doctoral research process.

- **Interlibrary loan services and access to national and international research repositories** expand the breadth of accessible scholarly materials, supporting the production of high-quality, impactful research.

**Part Six: Accreditation/ Program Evaluation**
- **Outline of the future program evaluation process\***

The proposed *Ph.D. in Nursing Program* at the University of Maine (UMaine) will be developed and implemented in accordance with national accreditation standards and institutional policies to ensure academic quality, program integrity, and continuous improvement. The program will align with expectations set forth by the Commission on Collegiate Nursing Education (CCNE) for graduate-level nursing programs and adhere to regulatory standards outlined by the Maine State Board of Nursing, ensuring compliance with faculty qualifications, curriculum rigor, and institutional effectiveness.

Given that the Ph.D. in Nursing is a research-intensive degree rather than a practice-based program, CCNE accreditation will **not** be required for the degree itself, as CCNE does not accredit Ph.D. programs. However, all associated nursing programs under the University of Maine School of Nursing (including BSN and MSN programs) are currently CCNE-accredited, and this new doctoral program will be developed within the same rigorous academic framework. The program will also follow guidelines provided by the American Association of Colleges of Nursing (AACN) regarding the preparation of nurse scientists and research scholars, including expectations for research competencies, ethical inquiry, and interdisciplinary collaboration.

To ensure program effectiveness and sustainability, a comprehensive Program Evaluation Plan will be established prior to program launch. This plan will be designed to assess the extent to which the program achieves its stated goals and objectives, supports student success, and contributes to the broader mission of the University of Maine and the University of Maine System. Key components of the evaluation plan will include:

- Curriculum Review and Learning Outcomes Assessment:
  Annual reviews of course content, student learning outcomes, and alignment with program goals will be conducted by the School of Nursing's Graduate Curriculum sub-committee.

- Student Progress and Completion Metrics:
  Benchmarks will include student retention, progression, time-to-degree completion, and graduation rates. Data will be disaggregated to monitor trends and ensure equitable student success.

- Dissertation Quality and Scholarly Output:
  Dissertation committee evaluations, publications, presentations, and research funding secured by students and alumni will be used to assess the program's contribution to nursing science and scholarship.

- Faculty Qualifications and Scholarly Productivity:
  Faculty involved in the Ph.D. program will be evaluated for terminal degree qualifications, research activity, mentorship effectiveness, and engagement in interdisciplinary collaboration.

- Graduate Outcomes and Employment Placement:
  Post-graduation surveys will track employment outcomes, including placements in academic, research, and leadership roles. Alumni will be surveyed at one-year and five-year intervals to assess the long-term impact of the program.

- Stakeholder Feedback:
  Feedback from students, alumni, employers, clinical and academic partners, and advisory board members will be systematically collected and used to inform program improvements.

- External Review and Continuous Improvement:
  The program will undergo periodic external review by a panel of doctoral nursing education experts from peer institutions. Findings will inform updates to the curriculum, faculty development, and student support services.

The Ph.D. in Nursing program will also be integrated into the University of Maine's broader academic assessment framework, ensuring alignment with institutional accreditation by the New England Commission of Higher Education (NECHE). Additionally, the program will support the university's strategic research goals, including contributions toward the Carnegie R1 classification through increased research activity, faculty scholarship, and graduate student output.

In summary, the proposed Ph.D. in Nursing program will be grounded in best practices in doctoral education, aligned with national standards for nurse scientist preparation, and supported by a robust system of internal and external evaluation. This approach will ensure that the program meets the highest standards of academic excellence, fulfills its mission to advance nursing science, and responds effectively to the healthcare and workforce needs of the State of Maine.

**Signatures**
- **Submitted by:** (Developing faculty partners' signature and date)

*Kathryn N. Robinson*                10-1-2025

Kathryn N. Robinson, Ph.D., MHA/Ed., RN
Associate Director, Associate Professor
School of Nursing, UMaine

- **Approved by:** (Provost signature and date)


(President signature and date)

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**Appendix (non-required supplemental documents)**

- Letters of Support

| Community Organizations | <ul><li>Maine Health</li><li>Penobscot Community Health Care</li><li>St. Joseph's Hospital</li><li>Lunder-Dineen Health Education Alliance of Maine</li></ul> |
|---|---|
| Academic Partners | <ul><li>UMaine - Fort Kent</li><li>University of Southern Maine</li><li>University of Maine Augusta</li></ul> |

- Faculty CVs
    - Kathryn Robinson, Ph.D., MHA/Ed., RN
- Additional curricular details
    - Tables for Year 3, 4, and 5 versions of Curriculum
- Other documentation or reports
    - Explanation of Core Courses to be offered
    - Babb-Marston Flyer for Scholarship Opportunity
    - Drafted Memorandum of Understanding - UMFK and UMaine SON
    - Job Posting Analytics - per Lightcast Data Set
        - RN_ME_PhD
        - RN_US_PhD

# UMaine School of Nursing
## 3-Year Post-MSN to PhD in Nursing Curriculum Plan

### Year 1: Foundational Core & Research Methods

| Term | Catalog # | Delivery | Course | Credits |
|---|---|---|---|---|
| Fall | NURXXX | Hyflex | Philosophy of Science in Nursing | 3 |
| | XXX | | Quantitative Research Design & Analysis | 3 |
| | NUR 751 | Online Asynchronous | Biostatistics for Evidence-Based Practice (UMFK) | 3 |
| | | | **Total** | 9 |
| Spring | NURXXX | Hyflex | Advanced Nursing Theory | 3 |
| | EHD 571 | Hyflex optional | Qualitative Research: Theory, Design & Practice | 3 |
| | XXX | | Measurement in Health & Behavioral Sciences | 3 |
| | | | **Total** | 9 |
| Summer | NURXXX | Hyflex | Conceptual Models & Frameworks in Nursing Science | 3 |
| | | Open | Cognate/Elective (e.g., Health Policy, Bioethics) | 3 |
| | | | **Overall Total** | 24 |

### Year 2: Advanced Methods & Proposal Development

| Term | Catalog # | Delivery | Course | Credits |
|---|---|---|---|---|
| Fall | BIO 593 | In-person | Advanced Statistics (e.g. Advanced Biometry- 4cr) | 3 |
| | BMS650 | Hyflex | Grant Writing & Scholarly Dissemination | 3 |
| | NURXXX | Remote | Research Practicum I | 3 |
| | | | **Total** | 9 |
| Spring | NURXXX | Hyflex | Dissertation Proposal Development – Seminar 1 | 3 |
| | NURXXX | Remote | Research Practicum II | 3 |
| | | Open | Cognate/Elective | 3 |
| | | | **Total** | 9 |
| Summer | | | | |
| | | Open | Cognate/Elective | 3 |
| | NURXXX | Hyflex | Dissertation Proposal Development – Seminar 2 | 3 |
| | | *In-person* | *Comprehensive exam at the end of this semester* | 0 |
| | | | **Overall Total** | 24 |

## Year 3: Dissertation Phase

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| Fall | NURXXX | Remote | Dissertation Research | 2 |
| Spring | NURXXX | Remote | Dissertation Research | 3 |
| Summer | NURXXX | Remote / In-person for defense | Dissertation Completion and Defense | 1 |
| | | | **Total (Years 1-3)** | 54 |

# UMaine School of Nursing
## 4-Year Post-MSN to PhD in Nursing Curriculum Plan (Fall & Spring Only)

### Year 1: Foundational Core

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| Fall | NURXXX | Hyflex | Philosophy of Science in Nursing | 3 |
| | XXX | | Quantitative Research Design & Analysis | 3 |
| | NUR 751 | Online Asynchronous | Biostatistics for Evidence-Based Practice (UMFK) | 3 |
| | | | **Total** | 9 |
| Spring | NURXXX | Hyflex | Advanced Nursing Theory | 3 |
| | EHD 571 | Hyflex option | Qualitative Research: Theory, Design & Practice | 3 |
| | XXX | | Measurement in Health & Behavioral Sciences | 3 |
| | | | **Overall Total** | 18 |

### Year 2: Mid-Level Methods & Conceptual Development

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| Fall | NURXXX | Hyflex | Conceptual Models & Frameworks in Nursing Science | 3 |
| | BIO 593 | In-person | Advanced Statistics (e.g. Advanced Biometry- 4cr) | 3 |
| | | Open | Cognate/Elective | 3 |
| | | | **Total** | 9 |
| Spring | | Remote | Research Practicum 1 | 3 |
| | BMS650 | Hyflex | Grant Writing & Scholarly Dissemination | 3 |
| | | Open | Cognate/Elective | 3 |
| | | | **Total** | 18 |

### Year 3: Proposal Development & Research Practicum

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| Fall | | Open | Cognate/Elective | 3 |
| | NURXXX | Hyflex | Dissertation Proposal Development - Seminar 1 | 3 |
| | | | **Total** | 6 |
| Spring | NURXXX | Remote | Research Practicum II | 3 |
| | NURXXX | Hyflex | Dissertation Proposal Development - Seminar 2 | 3 |
| | | *In-person* | *Comprehensive Exam at the end of this semester* | 0 |
| | | | **Overall Total** | 12 |

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## Year 4: Dissertation Phase

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| Fall | NURXXX | Remote | Dissertation Research | 3 |
| Spring | NURXXX | Remote | Dissertation Research | 2 |
| | NURXXX | Remote / In-person for defense | Dissertation Completion and Defense | 1 |
| | | | **Total (Years1- 4)** | 54 |

# UMaine School of Nursing
## 5-Year Part-Time Post-MSN to PhD in Nursing Curriculum Plan

### Year 1: Scientific Foundations & Theoretical Development

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| **Fall** | NURXXX | Hyflex | Philosophy of Science in Nursing | 3 |
| | XXX | | Quantitative Research Design & Analysis | 3 |
| | | | **Total** | 6 |
| **Spring** | NUR 751 | Online Asynchronous | Biostatistics for Evidence-Based Practice (UMFK) | 3 |
| | NURXXX | Hyflex | Advanced Nursing Theory | 3 |
| | | | **Total** | 6 |
| **Summer** | | Open | Elective or Cognate (e.g., Health Policy) | 3 |
| | | | **Overall Total** | 15 |

### Year 2: Research Design, Measurement, and Methodological Rigor

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| **Fall** | EHD 571 | Hyflex optional | Qualitative Research: Theory, Design & Practice | 3 |
| | XXX | | Measurement in Health & Behavioral Sciences | 3 |
| | | | **Total** | 6 |
| **Spring** | NURXXX | Hyflex | Conceptual Models & Frameworks in Nursing Science | 3 |
| | | Open | Elective or Cognate | 3 |
| | | | **Total** | 6 |
| **Summer** | | Open | Elective or Cognate | 3 |
| | | | **Overall Total** | 15 |

### Year 3: Advanced Methods, Scholarly Writing & Research Practicum

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| **Fall** | BIO 593 | In-person | Advanced Statistics (e.g. Advanced Biometry- 4cr) | 3 |
| | BMS650 | Hyflex | Grant Writing & Scholarly Dissemination | 3 |
| | | | **Total** | 6 |
| **Spring** | NURXXX | Remote | Research Practicum I | 3 |
| | NURXXX | Hyflex | Dissertation Proposal Development – Seminar 1 | 3 |
| | | | **Total** | 6 |
| **Summer** | NURXXX | Remote | Research Practicum II | 3 |
| | | | **Overall Total** | 15 |

## Year 4: Dissertation Proposal Development & Candidacy Preparation

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| **Fall** | NURXXX | Hyflex | Dissertation Proposal Development – Seminar 2 | 3 |
| | NURXXX | In-person | Comprehensive Exam at end of semester | 0 |
| **Spring** | NURXXX | Remote | Dissertation Research | 3 |
| | | | **Overall Total** | 6 |

## Year 5: Dissertation Research, Completion, and Scholarly Dissemination

| Term | Catalog # | Delivery | Course | Credits |
|------|-----------|----------|--------|---------|
| **Fall** | NURXXX | Remote / in-person for defense | Dissertation Research, completion and defense | 3 |
| | | | **Total (Year 5)** | 3 |

**Program Total: 54 credits**

June 12, 2025

Faculty Senate Program Creation and Reorganization Review Committee (PCRRC)
University of Maine
168 College Avenue,
Orono Maine 04469

Dear PCRRC,

On behalf of the University of Southern Maine School of Nursing, I am writing to express our enthusiastic support for the development of a Doctor of Nursing Practice (DNP) and Doctor of Philosophy in Nursing (PhD) programs at the University of Maine School of Nursing at our partner institution within the University of Maine System. We are excited about the opportunity to collaborate in a meaningful way to advance nursing education, scholarship, and practice across our shared mission.

As a sister campus, we are committed to working collaboratively to strengthen these new doctoral programs. Specifically, we are enthusiastic about the opportunity to:

- **Cross-list Graduate Courses:** We welcome the opportunity to cross-list relevant doctoral-level courses, allowing students from both campuses to benefit from diverse offerings and faculty expertise. This approach will not only enrich the curriculum but also foster an interdisciplinary and system-wide community of learners.
- **Share Faculty Expertise:** Our faculty with advanced practice and research expertise are available to contribute to curriculum development, instruction, dissertation committees, and DNP project advisement. We recognize that leveraging our shared faculty resources enhances both program quality and sustainability.
- **Utilize Shared Resources:** Our campus is prepared to support shared access to key academic and administrative resources, including online learning platforms, library holdings, research infrastructure, and student support services. These shared resources will maximize program efficiency and ensure a robust student experience.
- **Strengthen the Nursing Workforce:** We understand the critical need for highly educated nurse leaders, educators, and researchers in our state and beyond. We believe these programs will play a vital role in advancing workforce development, rural and underserved healthcare delivery, and evidence-based practice.

We look forward to continued collaboration as these programs take shape and are fully committed to supporting their successful implementation and long-term impact. Please do not hesitate to contact us should you require additional documentation or partnership details.

Sincerely,

Brenda Petersen, PhD, MSN, RN, APN-c, CPNP-PC
Associate Professor and Associate Dean

September 3, 2025

To Whom It May Concern:

On behalf of the Lunder-Dineen Health Education Alliance of Maine (Lunder-Dineen), I am writing to express our full support of the University of Maine's proposed Ph.D. in Nursing program and Doctorate in Nursing Practice (DNP) Family Nurse Practitioner (FNP) within the School of Nursing. We strongly endorse this initiative, recognizing the urgent statewide and national need for more doctorally prepared nurse scientists, educators, and leaders to support workforce development, improve health outcomes, and drive innovation in healthcare.

Our organization is committed to identifying and addressing education needs of nursing professionals and view this program as a critical step toward strengthening Maine's workforce and healthcare infrastructure. We understand the importance of supporting rigorous nursing research that addresses health disparities, rural health access, and the growing complexity of patient care needs across our communities.

To that end, Lunder-Dineen is pleased to offer support, to the best of our ability, for Ph.D. and DNP nursing students enrolled in the University of Maine program by:

- **Providing introductions for students to colleagues across the extended Lunder-Dineen ecosystem in Maine, Massachusetts and beyond**
- **Collaborating with faculty and doctoral students to identify opportunities for capstone projects related to Lunder-Dineen educational programs by conducting research and/or helping to publish**

We believe this partnership will be mutually beneficial—enhancing the capacity of our clinical teams to integrate evidence-based practices and further supporting Maine's goal to expand its academic and research infrastructure through doctoral nursing education.

We look forward to working closely with the University of Maine School of Nursing as this program advances and are proud to contribute to its success through collaboration and mentorship of the next generation of nurse leaders.

Sincerely,

Labrini Nelligan, MS
Executive Director
Lunder-Dineen Health Education Alliance of Maine
Peter L. Slavin Academy for Applied Learning in Health Care
Massachusetts General Hospital

lnelligan@mgb.org

**Administrative Services Center**
P.O. Box 2100, Bangor, Maine 04402
207.992.9200 • Fax 207.907.7077

**PCHC**

**Penobscot Community
Health Care**

**Amanda Willette, M.S. Ed.**
Director of Education
Penobscot Community Health Care, Inc.
103 Maine Ave. Auburn Hall
Bangor, ME 04401

September 2, 2025

**To Whom It May Concern:**

On behalf of Penobscot Community Health Care's (PCHC) Nurse Practitioner Residency Program, I am writing to express our full support of the University of Maine's proposed Ph.D. in Nursing program and Doctorate in Nursing Practice (DNP) Family Nurse Practitioner (FNP) within the School of Nursing. We strongly endorse this initiative, recognizing the urgent statewide and national need for more doctorally prepared nurse scientists, educators, and leaders to support workforce development, improve health outcomes, and drive innovation in healthcare.

Our organization is committed to advancing the education and development of nursing professionals and views this program as a critical step toward strengthening Maine's healthcare infrastructure. We understand the importance of supporting rigorous nursing research that addresses health disparities, rural health access, and the growing complexity of patient care needs across our communities.

To that end, PCHC is pleased to offer support for Ph.D. and DNP nursing students enrolled in the University of Maine program by:

- **Providing oversight and mentorship** for students engaging in research practicums and dissertation work that align with our clinical, operational, and population health priorities;
- **Collaborating with faculty and doctoral students** to ensure research activities are ethically sound, methodologically rigorous, and relevant to contemporary healthcare challenges;
- **Facilitating access** to appropriate clinical settings, data (as appropriate), and health system personnel to support meaningful scholarly inquiry and practice-based research.

We believe this partnership will be mutually beneficial—enhancing the capacity of our clinical teams to integrate evidence-based practices and further supporting Maine's goal to expand its academic and research infrastructure through doctoral nursing education.

We look forward to working closely with the University of Maine School of Nursing as this program advances and are proud to contribute to its success through research collaboration and mentorship of the next generation of nurse scientists.

Sincerely,

Amanda Willette, M.S.Ed.
Director of Education
Penobscot Community Health Care, Inc.
amanda.willette@pchc.com

September 19, 2025

To Whom It May Concern:

On behalf of the University of Maine at Fort Kent (UMFK), I am writing to express our full support of the University of Maine's proposed Ph.D. in Nursing program and Doctorate in Nursing Practice (DNP) Family Nurse Practitioner (FNP) within the School of Nursing. We strongly endorse this initiative, recognizing the urgent statewide and national need for more doctorally prepared nurse scientists, educators, and leaders to support workforce development, improve health outcomes, and drive innovation in healthcare.

Our organization is committed to advancing the education and development of nursing professionals and views this program as a critical step toward strengthening Maine's healthcare and nursing education infrastructure. We understand the importance of supporting rigorous nursing research that addresses health disparities, rural health access, and the growing complexity of patient care needs across our communities.

To that end, UMFK is pleased to offer support for Ph.D. and DNP nursing students enrolled in the University of Maine program by:

- **Providing oversight and mentorship** for students engaging in research practicums and dissertation work that align with our clinical, operational, and population health priorities;
- **Collaborating with faculty and doctoral students** to ensure research activities are ethically sound, methodologically rigorous, and relevant to contemporary healthcare challenges;

We believe this partnership will be mutually beneficial—enhancing the capacity of our clinical teams to integrate evidence-based practices and further supporting Maine's goal to expand its academic and research infrastructure through doctoral nursing education.

We look forward to working closely with the University of Maine School of Nursing as this program advances, and we are proud to contribute to its success through research collaboration and mentorship of the next generation of nurse scientists.

Sincerely,

Erin C. Soucy

Erin C. Soucy, PhD, RN
Associate Provost for Academic Affairs
Dean of Nursing, Allied Health and Behavioral Science
Assistant Professor of Nursing
University of Maine at Fort Kent
23 University Dr.
Fort Kent, ME 04743
esoucy@maine.edu
207-834-7830 (office)
207-834-7577 (fax)

University of Maine at Augusta
Mailing Address: 46 University Drive
Augusta, Maine 04330

14 Marketplace Drive-Capital Center
Augusta, ME 04330
|1.877.UMA.1234 |
207.621.3297 Nursing Education Office

Date: 9.29.25

Faculty Senate Program Creation and Reorganization Review Committee (PCRRC)
University of Maine
168 College Avenue,
Orono Maine 04469

Dear PCRRC,

On behalf of the University of Maine at Augusta, I am writing to express our strong support for the development of a Doctor of Nursing Practice (DNP) and Doctor of Philosophy in Nursing (PhD) programs at the University of Maine School of Nursing at our partner institution within the University of Maine System. We are excited about the opportunity to collaborate in a meaningful way to advance nursing education, scholarship, and practice across our shared mission.

As a sister campus, we are committed to working collaboratively to strengthen these new doctoral programs. Specifically, we are enthusiastic about the opportunity to:

- **Cross-list Graduate Courses:** We welcome the opportunity to cross-list relevant doctoral-level courses, allowing students from both campuses to benefit from diverse offerings and faculty expertise. This approach will not only enrich the curriculum but also foster an interdisciplinary and system-wide community of learners.
- **Share Faculty Expertise:** Our faculty with advanced practice and research expertise are available to contribute to curriculum development, instruction, dissertation committees, and DNP project advisement. We recognize that leveraging our shared faculty resources enhances both program quality and sustainability.
- **Utilize Shared Resources:** Our campus is prepared to support shared access to key academic and administrative resources, including online learning platforms, library holdings, research infrastructure, and student support services. These shared resources will maximize program efficiency and ensure a robust student experience.
- **Strengthen the Nursing Workforce:** We understand the critical need for highly educated nurse leaders, educators, and researchers in our state and beyond. We believe these programs will play a vital role in advancing workforce development, rural and underserved healthcare delivery, and evidence-based practice.

We look forward to continued collaboration as these programs take shape and are fully committed to supporting their successful implementation and long-term impact. Please do not hesitate to contact us should you require additional documentation or partnership details.
Sincerely,

Shannon Gauvin, DHA, MSN, RN, AHN-BC
Director of Nursing

**Date** 9.4.2025

**From** Chris Laird, DNP, MBA, CCRN-K, FACHE, CENP

To Whom It May Concern:

On behalf of Northern Light Health Eastern Maine Medical Center, I am writing to express our full support of the University of Maine's proposed Ph.D. in Nursing program and Doctorate in Nursing Practice (DNP) Family Nurse Practitioner (FNP) within the School of Nursing. We strongly endorse this initiative, recognizing the urgent statewide and national need for more doctorally prepared nurse scientists, educators, and leaders to support workforce development, improve health outcomes, and drive innovation in healthcare.

Our organization is committed to advancing the education and development of nursing professionals and views this program as a critical step toward strengthening Maine's healthcare infrastructure. We understand the importance of supporting rigorous nursing research that addresses health disparities, rural health access, and the growing complexity of patient care needs across our communities.

To that end, Northern Light Health Eastern Maine Medical Center is pleased to offer support for Ph.D. and DNP nursing students enrolled in the University of Maine program by:

- **Providing oversight and mentorship** for students engaging in research practicums and dissertation work that align with our clinical, operational, and population health priorities;
- **Collaborating with faculty and doctoral students** to ensure research activities are ethically sound, methodologically rigorous, and relevant to contemporary healthcare challenges;
- **Facilitating access** to appropriate clinical settings, data (as appropriate), and health system personnel to support meaningful scholarly inquiry and practice-based research.
- 

We believe this partnership will be mutually beneficial—enhancing the capacity of our clinical teams to integrate evidence-based practices and further supporting Maine's goal to expand its academic and research infrastructure through doctoral nursing education.

We look forward to working closely with the University of Maine School of Nursing as this program advances and are proud to contribute to its success through research collaboration and mentorship of the next generation of nurse scientists.

Sincerely,

Chris Laird, DNP, MBA, CCRN-K, FACHE, CENP

Eastern Maine Medical Center, AVP- Patient Care Services

# MaineHealth

August 5, 2025

Sharon Baughman
Chief Nursing Officer MaineHealth
MaineHealth
110 Free Street
Portland, ME 04101

To Whom It May Concern:

On behalf of MaineHealth, I am writing to express our full support of the University of Maine's proposed Ph.D. in Nursing program and Doctorate in Nursing Practice (DNP) Family Nurse Practitioner (FNP) within the School of Nursing. We strongly endorse this initiative, recognizing the urgent statewide and national need for more doctorally prepared nurse scientists, educators, and leaders to support workforce development, improve health outcomes, and drive innovation in healthcare.

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Sincerely,

Sharon Baughman, DNP, MSN, BSN, RN
Chief Nursing Officer, MaineHealth
414-531-3776
Sharon.Baughman@mainehealth.org

**From** Chris Laird, DNP, MBA, CCRN-K, FACHE, CENP

**Northern Light
Eastern Maine Medical Center**
489 State Street
**Bangor, ME 04401**

**Chris Laird, DNP, MBA, CCRN-K,
FACHE, CENP**
**AVP, Nursing Operations**

**Office** 207.973.8560
**Cell:** 310.266.2431
claird@northernlight.org

To Whom It May Concern:

On behalf of Northern Light Health Eastern Maine Medical Center, I am writing to express our full support of the University of Maine's proposed Ph.D. in Nursing program and Doctorate in Nursing Practice (DNP) Family Nurse Practitioner (FNP) within the School of Nursing. We strongly endorse this initiative, recognizing the urgent statewide and national need for more doctorally prepared nurse scientists, educators, and leaders to support workforce development, improve health outcomes, and drive innovation in healthcare.

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We look forward to working closely with the University of Maine School of Nursing as this program advances and are proud to contribute to its success through research collaboration and mentorship of the next generation of nurse scientists.

Sincerely,

Chris Laird, DNP, MBA, CCRN-K, FACHE, CENP

Eastern Maine Medical Center, AVP- Patient Care Services

**Erica Caron, MSN, RN, NPD-BC**
Director of Clinical Education and Professional Practice
St. Joseph Healthcare
Bangor, ME 04401

September 15, 2025

**To Whom It May Concern:**

On behalf of St. Joseph Healthcare, I am writing to express our full support of the University of Maine's proposed Ph.D. in Nursing program and Doctorate in Nursing Practice (DNP) Family Nurse Practitioner (FNP) within the School of Nursing. We strongly endorse this initiative, recognizing the urgent statewide and national need for more doctorally prepared nurse scientists, educators, and leaders to support workforce development, improve health outcomes, and drive innovation in healthcare.

Our organization is committed to advancing the education and development of nursing professionals and views this program as a critical step toward strengthening Maine's healthcare infrastructure. We understand the importance of supporting rigorous nursing research that addresses health disparities, rural health access, and the growing complexity of patient care needs across our communities.

To that end, St. Joseph Healthcare is pleased to offer support for Ph.D. and DNP nursing students enrolled in the University of Maine program by:

- **Providing oversight and mentorship** for students engaging in research practicums and dissertation work that align with our clinical, operational, and population health priorities;
- **Collaborating with faculty and doctoral students** to ensure research activities are ethically sound, methodologically rigorous, and relevant to contemporary healthcare challenges;
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We believe this partnership will be mutually beneficial—enhancing the capacity of our clinical teams to integrate evidence-based practices and further supporting Maine's goal to expand its academic and research infrastructure through doctoral nursing education.

We look forward to working closely with the University of Maine School of Nursing as this program advances and are proud to contribute to its success through research collaboration and mentorship of the next generation of nurse scientists.

Sincerely,

*Erica Caron*

**Erica Caron, MSN, RN, NPD-BC**
Director of Clinical Education and Professional Practice
St. Joseph Healthcare
ecaron2@covh.org
207-907-1179

# Explanation of Curriculum
# PhD in Nursing Program

## Theoretical Foundational Core

### 1. Philosophy of Science in Nursing
*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus*: Explores the *underlying beliefs, assumptions, and values* that guide scientific inquiry and knowledge development in nursing.
*Key Questions Addressed:*
- What counts as nursing knowledge?
- How is knowledge generated and validated in nursing?
- What philosophical paradigms (e.g., positivism, post-positivism, constructivism, critical theory) influence nursing research and practice?

*Purpose*: To help scholars understand and critique the foundations of nursing science. It encourages deep thinking about *what it means to "know" something* in nursing.
*Example Topics:*
- Epistemology and ontology in nursing
- Paradigm shifts in nursing science
- Ethical and sociopolitical implications of knowledge development

### 2. Advanced Nursing Theory
*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus*: In-depth study of *nursing-specific theories* that explain and guide practice, education, and research.
*Key Questions Addressed:*
- What are the major nursing theories?
- How can these theories be used to guide research and clinical practice?
- What are the strengths and limitations of different theories?

*Purpose*: To analyze, critique, and apply *established nursing theories* (e.g., Orem's Self-Care Deficit Theory, Roy's Adaptation Model, Watson's Theory of Caring) for scholarly and practical use.
*Example Topics:*
- Analysis of middle-range and grand theories
- Application of theories in advanced practice or research
- Comparison of theory relevance across settings

1

### 3. Conceptual Models and Frameworks in Nursing Science

*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus*: Explores *structural representations* that organize and link concepts in nursing—often to guide research or practice.
*Key Questions Addressed:*
- How are models and frameworks constructed?
- How do they differ from theories?
- How can a framework support hypothesis development or data interpretation?

*Purpose*: To equip students with tools to build and apply *frameworks for research, practice, or education.* These often serve as the bridge between abstract theory and measurable study variables.
*Example Topics:*
- Development and use of conceptual frameworks in research Distinction between theoretical frameworks vs conceptual models
- Role of frameworks in guiding methodology and analysis

## Summary Table

| Aspect | Philosophy of Science | Advanced Nursing Theory | Conceptual Models & Frameworks |
|---|---|---|---|
| **Main Focus** | Epistemological and ontological basis | Theories specific to nursing | Structural tools for organizing concepts |
| **Scope** | Broad, abstract | Discipline-specific | Applied, often study-specific |
| **Primary Use** | Understanding science and knowledge | Guiding nursing practice/research | Designing and supporting research studies |
| **Examples** | Positivism, constructivism | Orem, Roy, Watson | Health Belief Model, Social Ecological Model |
| **Who Uses It Most** | Scholars, theorists | Nurse scientists, educators, clinicians | Nurse researchers, doctoral students |

## Research Methodologies

### 4. Quantitative Research Design and Analysis

*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus*: Designing and analyzing *numeric, objective data* to test hypotheses and identify relationships between variables.
*Key Elements:*
- Experimental and quasi-experimental designs
- Surveys, longitudinal studies, cohort/case-control designs
- Hypothesis testing
- Descriptive and inferential statistics

*Purpose*: To develop and evaluate interventions, predict outcomes, or establish cause-and-effect relationships using *statistical methods*.
*Example Topics:*
- Sampling techniques and power analysis
- Validity, reliability, and control of confounders
- Data analysis using software like SPSS, SAS, or R

### 5. Qualitative and Mixed Methods Research

*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus*: Understanding *human experiences, perspectives, and contexts* through in-depth, non-numeric data—sometimes combined with quantitative data.
*Key Elements:*
- Grounded theory, phenomenology, ethnography, case study
- Interviewing, focus groups, observation
- Coding and thematic analysis
- Mixed methods: integrating qualitative and quantitative designs

*Purpose*: To explore complex phenomena in depth, particularly when little is known, and to bring in the *voice of patients, providers, and communities*.
*Example Topics:*
- Trustworthiness and credibility in qualitative research
- Integration of data sets in mixed methods
- Use of software like NVivo or ATLAS.ti

## 6. Biostatistics for Evidence-Based Practice (UMFK)

*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus***:** Applying *basic to intermediate statistical techniques* to analyze health and clinical data, often using real-world datasets.
*Key Elements:*
- Descriptive statistics, t-tests, ANOVA
- Correlation, linear and logistic regression
- Survival analysis basics
- Use of software (e.g., SPSS, R, SAS)

*Purpose:* To give students hands-on experience applying statistics to health research questions, emphasizing interpretation and real-world use.
*Distinct from Advanced Statistics:* This course focuses on foundational and commonly used techniques, while **Advanced Statistics** covers more complex and specialized methods.

## 7. Measurement in Health and Behavioral Sciences

*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus*: Developing and evaluating *tools and instruments* that measure health-related constructs (e.g., pain, depression, quality of life).
*Key Elements:*
- Psychometrics (reliability, validity)
- Scale development and testing
- Classical test theory and item response theory
- Survey design and instrument adaptation

*Purpose:* To ensure that variables in health research are *measured accurately, consistently, and meaningfully.*
*Example Topics:*
- Construct and content validity
- Sensitivity and specificity of tools
- Cultural and linguistic adaptation of instruments

## 8. Advanced Statistics

*Credits*: 3
*When is it offered*: _____
*Assigned faculty:* _____
*Focus*: Applying complex statistical techniques to analyze data in health research.
*Key Elements:*
- Multivariate analysis, regression models
- Structural equation modeling (SEM)

- Longitudinal data analysis
- Hierarchical/multilevel modeling

*Purpose*: To enable doctoral students to conduct *sophisticated statistical analyses* aligned with modern research demands.

*Example Topics:*
- Mediation/moderation analyses
- Survival analysis
- Handling missing data
- Use of advanced statistical software (e.g., R, Mplus, STATA)

## Proposal Development & Research Practicum

## 9. Grant Writing and Scholarly Dissemination

*Credits*: 1-3?

*When is it offered*: _____

*Assigned faculty*: _____

*Focus*: Developing *funding proposals* and learning how to effectively *communicate research* through writing and presentations.

*Key Elements:*
- Writing NIH/HRSA/PCORI-style grants
- Budget development and justification
- Scientific writing for peer-reviewed journals
- Conference abstracts and oral/poster presentations

*Purpose*: To prepare scholars for the academic and funding landscape, ensuring they can secure resources and contribute to the scientific community.

*Example Topics:*
- Specific Aims and Significance sections
- Responding to reviewer critiques
- Journal selection and responding to revise/resubmit requests

## Summary Table

| Course/Area | Primary Focus | Type of Data | Key Use |
|---|---|---|---|
| **Quantitative Research Design and Analysis** | Numerical study design and hypothesis testing | Numeric (objective) | Determine relationships, test interventions |
| **Qualitative and Mixed Methods Research** | Exploring human experience and meaning | Narrative/textual | Understand lived experiences/context |

| | | | |
|---|---|---|---|
| **Biostatistics for EBP** | Application of basic statistical techniques | Numeric (clinical/public health) | Analyze and interpret health data using software |
| **Measurement in Health & Behavioral Sciences** | Instrument development and psychometrics | Numeric (scales/tools) | Ensure accurate, reliable measurement |
| **Advanced Statistics** | Complex data analysis methods | Numeric (advanced) | Analyze large/complex data sets |
| **Grant Writing & Scholarly Dissemination** | Funding acquisition and publishing | Written/proposal-based | Secure funding and share research widely |

# BABB-MARSTON SCHOLARSHIP

## Eligible Program: Ph.D. in Nursing

**THE SCHOOL OF NURSING IS EXCITED TO ANNOUNCE THIS EXCITING OPPORTUNITY FOR NURSING Ph.D. STUDENTS AT UMAINE**

**The Babb-Marston Scholarship** covers part of **tuition**, **fees**, and **education expenses** for one Ph.D. student *throughout their program.*

## Who should apply?

✓ Preference is given to **graduates of the UMaine School of Nursing** who are also **from rural Maine**

✓ Applicant must have a **Master of Nursing** degree from an **accredited institution** and an **active RN license** in the U.S. by the time of enrollment

✓ Applicant is **currently not holding any fellowships**

✓ Applicant must retain **a GPA of 3.0 at minimum** throughout the program

Q&A

For more **questions**, contact Dr. Kathryn Robinson
**kathryn.robinson1@maine.edu**

M NURSING

Memorandum of UnderstandingUniversity of Maine School of Nursing

Cooperating Departments of University of Maine at Fort Kent

September 4, 2025

Between: x ("University of Maine, Orono") and y ("University of Maine Fort Kent")

1. Purpose and Scope of this understanding:
    a. This Memorandum of Understanding (MOU) sets forth the terms and conditions under which the cooperating departments of the University of Maine, Orono (UMaine), and the University of UMaine at Fort Kent (UMFK), in accordance with the AFUM Contract, Article 7, section 7, support the delivery of the graduate-level nursing course, "Biostatistics for Evidence-Based Practice" (NUR 751) to the UMaine School of Nursing Ph.D. program doctoral students.

2. Time period:
    a. This MOU shall become effective as of the Fall semester, September 2025, and shall be subject to annual review and renewal by both institutions.

3. UMaine Responsibilities under this Agreement:

    a. Keep PhD in nursing students plan of studies up-to-date to ensure timely enrollment in Biostatistics for Evidence-Based Practice (NUR 751).
    b. Collaborate with instructor on doctoral students' progress if not meeting course benchmarks.
    c. Coordinate with the UMaine Registrar's Office to facilitate the cross-registration and cross-linking of the course NUR 751.
    d. Participate in collaborative discussions regarding course assessments, instructional coordination, and alignment with curriculum goals as needed.
    e. Ensure financial disbursements reflect a 50% revenue share of base tuition, based on the student's home campus rate. Ancillary fees and charges are excluded from revenue sharing.

4. UMFK Responsibilities under this Agreement:

    a. Maintain enrollment levels for the course unless changes are mutually agreed upon in writing by both institutions.
    b. Ensure the course, when offered, is accepted by both institutions regardless of instructor origin, provided the faculty meet respective campus standards.
    c. Allow UMaine Ph.D. in nursing students to attend the course remotely, using institutionally supported instructional technology.

d.  Offer the course in alignment with UMaine's three-, four-, and five-year curriculum plans, ensuring rotational availability that meets student progression needs.
   e.  Reserve up to five (5) seats for UMaine Ph.D. students per offering, with the remainder of enrollment available to other eligible students as appropriate.
   f.  Provide instructor compensation according to the established policies and procedures of the host (delivering) institution.

5.  Termination
   a.  Either party may terminate this agreement by providing a minimum of ninety (90) calendar days' written notice prior to the final day of the spring academic term, specifying the intent to discontinue the agreement for the following academic year. In the event of termination of this agreement for any reason, any prepaid amounts shall be returned on a pro rata basis for any portion of the year after the effective date of termination.  Such refund payment shall be due within sixty (60) days of the effective date of termination.

6.  Notice
   a.  Any notice to either party under this agreement must be in writing signed by the party giving it, and shall be served personally, by email to the appropriate individuals on this agreement, or by mail at the addresses listed below.

       UMaine                          UMFK
       [Address]                       [Address]


7.  The signatories acknowledge they will work collaboratively and in good faith to fulfill their agreed responsibilities and to settle any disagreement which may arise.  This MOU is intended to foster collaboration. Any dispute should first be settled by the signatories and, if unable to reach a mutually agreeable solution, the parties' sole recourse shall be to submit disputes for consideration and resolution by their respective campus Presidents or their designee(s).

Signature page follows.

Agreed by both parties:


**X:**                               **Y:**

By:                                  By:

_____    _____
            Signature                            Signature

_____
Printed Name

_____
Printed Name

_____
Title                                Date

_____
Title                                Date

# Job Posting Analytics

Lightcast Q3 2025 Data Set

July 2025

Maine

# Parameters

**Select Timeframe:**   Jan 2020 - Jun 2025

**Occupations:**

Results should include

| Code | Description |
|------|-------------|
| 29-1141 | Registered Nurses |

**Regions:**

| Code | Description |
|------|-------------|
| 23 | Maine |

**Minimum Experience Required:**   Any

**Advertised Salary:**   Include all postings regardless

**Education Level:**

| Description |
|-------------|
| Ph.D. or professional degree |

**Job Type:**   Include Internships

**Keyword Search:**   PhD

**Posting Type:**   Newly Posted

# Job Postings Overview

### 25
**Unique Postings**
70 Total Postings

### 11
**Employers Competing**
13,719 Total Employers

### 18 Days
**Median Posting Duration**
Regional Average: 27 Days

### 3 : 1
**Posting Intensity**
Regional Average: 2 : 1

# Job Postings Regional Breakdown
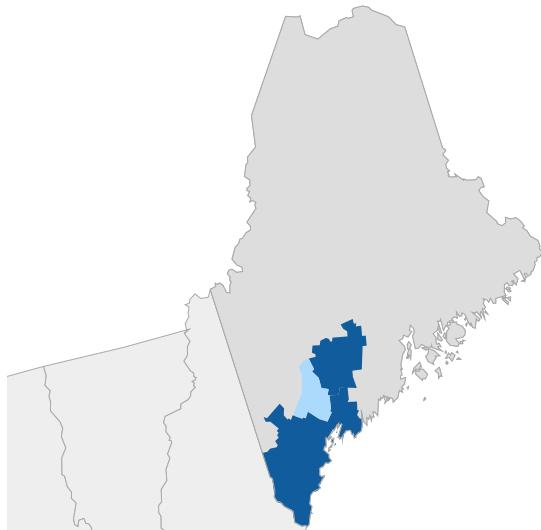
| MSA | Unique Postings (Jan 2020 - Jun 2025) |
| --- | --- |
| Augusta-Waterville, ME | 6 |
| Portland-South Portland, ME | 5 |
| Lewiston-Auburn, ME | 1 |

# Unique Postings Trend



-•- Unique Postings

| Month | Unique Postings | Posting Intensity |
|---|---|---|
| Jun 2025 | 0 | Insf. Data |
| May 2025 | 0 | Insf. Data |
| Apr 2025 | 0 | Insf. Data |
| Mar 2025 | 0 | Insf. Data |
| Feb 2025 | 0 | Insf. Data |
| Jan 2025 | 1 | 1 : 1 |
| Dec 2024 | 1 | 3 : 1 |
| Nov 2024 | 1 | 1 : 1 |
| Oct 2024 | 0 | Insf. Data |
| Sep 2024 | 0 | Insf. Data |
| Aug 2024 | 0 | Insf. Data |
| Jul 2024 | 0 | Insf. Data |
| Jun 2024 | 0 | Insf. Data |
| May 2024 | 0 | Insf. Data |
| Apr 2024 | 2 | 2 : 1 |
| Mar 2024 | 0 | Insf. Data |
| Feb 2024 | 5 | 3 : 1 |
| Jan 2024 | 0 | Insf. Data |
| Dec 2023 | 0 | Insf. Data |
| Nov 2023 | 4 | 5 : 1 |

| | | |
|---|---|---|
| Oct 2023 | 2 | 2 : 1 |
| Sep 2023 | 1 | 11 : 1 |
| Aug 2023 | 0 | Insf. Data |
| Jul 2023 | 0 | Insf. Data |
| Jun 2023 | 0 | Insf. Data |
| May 2023 | 0 | Insf. Data |
| Apr 2023 | 1 | 1 : 1 |
| Mar 2023 | 0 | Insf. Data |
| Feb 2023 | 0 | Insf. Data |
| Jan 2023 | 0 | Insf. Data |
| Dec 2022 | 0 | Insf. Data |
| Nov 2022 | 0 | Insf. Data |
| Oct 2022 | 0 | Insf. Data |
| Sep 2022 | 0 | Insf. Data |
| Aug 2022 | 0 | Insf. Data |
| Jul 2022 | 0 | Insf. Data |
| Jun 2022 | 0 | Insf. Data |
| May 2022 | 0 | Insf. Data |
| Apr 2022 | 1 | 2 : 1 |
| Mar 2022 | 1 | 1 : 1 |
| Feb 2022 | 0 | Insf. Data |
| Jan 2022 | 0 | Insf. Data |
| Dec 2021 | 0 | Insf. Data |
| Nov 2021 | 0 | Insf. Data |
| Oct 2021 | 0 | Insf. Data |
| Sep 2021 | 0 | Insf. Data |
| Aug 2021 | 0 | Insf. Data |
| Jul 2021 | 0 | Insf. Data |
| Jun 2021 | 0 | Insf. Data |
| May 2021 | 3 | 2 : 1 |
| Apr 2021 | 0 | Insf. Data |

| | | |
|---|---|---|
| Mar 2021 | 0 | Insf. Data |
| Feb 2021 | 0 | Insf. Data |
| Jan 2021 | 0 | Insf. Data |
| Dec 2020 | 0 | Insf. Data |
| Nov 2020 | 0 | Insf. Data |
| Oct 2020 | 1 | 2 : 1 |
| Sep 2020 | 0 | Insf. Data |
| Aug 2020 | 0 | Insf. Data |
| Jul 2020 | 0 | Insf. Data |

## Education Breakdown

| Education Level | Unique Postings | % of Total |
|---|---|---|
| No Education Listed | 0 | 0% |
| High school or GED | 1 | 4% |
| Associate's degree | 18 | 72% |
| Bachelor's degree | 18 | 72% |
| Master's degree | 18 | 72% |
| Ph.D. or professional degree | 25 | 100% |

## Minimum Education Breakdown

| Minimum Education Level | Unique Postings (minimum) | Unique Postings (max advertised) | % of Total (minimum) |
|---|---|---|---|
| High school or GED | 1 | 0 | 4% |
| Associate's degree | 18 | 0 | 72% |
| Bachelor's degree | 1 | 0 | 4% |
| Master's degree | 2 | 0 | 8% |
| Ph.D. or professional degree | 3 | 22 | 12% |

# Experience Breakdown

| Minimum Experience | Unique Postings | % of Total |
|---|---|---|
| No Experience Listed | 3 | 12% |
| 0 - 1 Years | 12 | 48% |
| 2 - 3 Years | 4 | 16% |
| 4 - 6 Years | 3 | 12% |
| 7 - 9 Years | 3 | 12% |
| 10+ Years | 0 | 0% |

# Top Companies Posting

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| MultiCare Health System | 47 / 11 | 4 : 1 | 15 days |
| Maine Medical Center | 4 / 3 | 1 : 1 | 20 days |
| Peraton | 5 / 3 | 2 : 1 | n/a |
| University of New England | 1 / 1 | 1 : 1 | n/a |
| Jackson Laboratory | 2 / 1 | 2 : 1 | n/a |
| Portsmouth Regional Hospital | 1 / 1 | 1 : 1 | 16 days |
| United States Department of Veterans Affairs | 2 / 1 | 2 : 1 | n/a |
| Dha Group | 3 / 1 | 3 : 1 | 29 days |
| Southern Maine Community College | 1 / 1 | 1 : 1 | 54 days |
| Intermountain Health | 3 / 1 | 3 : 1 | 38 days |

# Top Cities Posting

| City | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|------|-----------------------------------:|:-----------------:|:-----------------------:|
| Washington, ME | 47 / 11 | 4 : 1 | 15 days |
| Augusta, ME | 11 / 6 | 2 : 1 | 15 days |
| Portland, ME | 3 / 3 | 1 : 1 | 13 days |
| Auburn, ME | 1 / 1 | 1 : 1 | 16 days |
| Bar Harbor, ME | 2 / 1 | 2 : 1 | n/a |
| Kittery, ME | 3 / 1 | 3 : 1 | 29 days |
| Norway, ME | 2 / 1 | 2 : 1 | 20 days |
| South Portland, ME | 1 / 1 | 1 : 1 | 54 days |

# Top Posted Occupations

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|------|-----------------------------------:|:-----------------:|:-----------------------:|
| Registered Nurses | 70 / 25 | 3 : 1 | 18 days |

# Top Posted Occupations

| Occupation (O*NET) | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|------|-----------------------------------:|:-----------------:|:-----------------------:|
| Registered Nurses | 70 / 25 | 3 : 1 | 18 days |

# Top Posted Occupations

| Occupation | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| Registered Nurse | 62 / 20 | 3 : 1 | 18 days |
| Clinical Nurse Educator | 3 / 2 | 2 : 1 | 15 days |
| Clinical Case Manager | 2 / 2 | 1 : 1 | 13 days |
| Nursing Manager / Supervisor | 3 / 1 | 3 : 1 | 38 days |

# Top Posted Job Titles

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| Emergency Department Registered Nurses | 34 / 9 | 4 : 1 | 15 days |
| Case Managers | 2 / 2 | 1 : 1 | 13 days |
| Progressive Care Unit Registered Nurses | 13 / 2 | 7 : 1 | 44 days |
| Fraud Managers | 3 / 2 | 2 : 1 | n/a |
| Family Medicine Physicians | 2 / 1 | 2 : 1 | 20 days |
| Clinical Content Specialists | 1 / 1 | 1 : 1 | 15 days |
| Nurse Reviewers | 2 / 1 | 2 : 1 | n/a |
| Cardiac Cath Lab Registered Nurses | 1 / 1 | 1 : 1 | 16 days |
| Department Chairs | 1 / 1 | 1 : 1 | 54 days |
| Sales Excellence Managers | 2 / 1 | 2 : 1 | n/a |

# Top Industries

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| General Medical and Surgical Hospitals | 55 / 16 | 3 : 1 | 18 days |
| Computing Infrastructure Providers, Data Processing, Web Hosting, and Related Services | 5 / 3 | 2 : 1 | n/a |
| Engineering Services | 3 / 1 | 3 : 1 | 29 days |
| Research and Development in the Social Sciences and Humanities | 2 / 1 | 2 : 1 | n/a |
| Junior Colleges | 1 / 1 | 1 : 1 | 54 days |
| Colleges, Universities, and Professional Schools | 1 / 1 | 1 : 1 | n/a |
| Administration of Veterans' Affairs | 2 / 1 | 2 : 1 | n/a |
| Unclassified Industry | 1 / 1 | 1 : 1 | 15 days |

# Top Specialized Skills
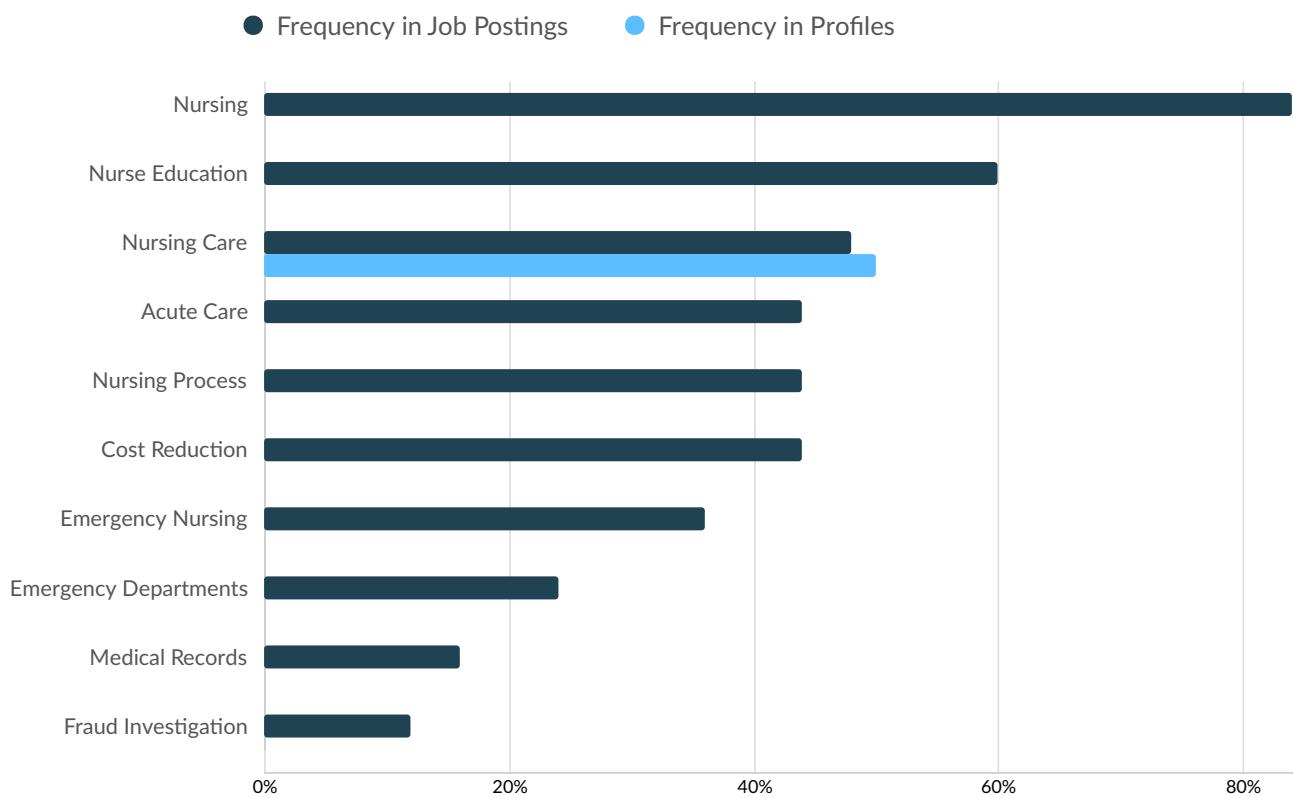


Legend: ● Frequency in Job Postings ● Frequency in Profiles

| | Postings | % of Total Postings | Profiles | % of Total Profiles | Projected Skill Growth | Skill Growth Relative to Market |
|---|---|---|---|---|---|---|
| Nursing | 21 | 84% | 0 | 0% | +20.1% | Rapidly Growing |
| Nurse Education | 15 | 60% | 0 | 0% | +7.7% | Stable |
| Nursing Care | 12 | 48% | 1 | 50% | +19.1% | Growing |
| Acute Care | 11 | 44% | 0 | 0% | +12.8% | Growing |
| Nursing Process | 11 | 44% | 0 | 0% | +24.2% | Rapidly Growing |
| Cost Reduction | 11 | 44% | 0 | 0% | +17.7% | Growing |
| Emergency Nursing | 9 | 36% | 0 | 0% | +11.4% | Growing |
| Emergency Departments | 6 | 24% | 0 | 0% | +9.1% | Growing |
| Medical Records | 4 | 16% | 0 | 0% | +12.5% | Growing |
| Fraud Investigation | 3 | 12% | 0 | 0% | +9.2% | Growing |

# Top Common Skills
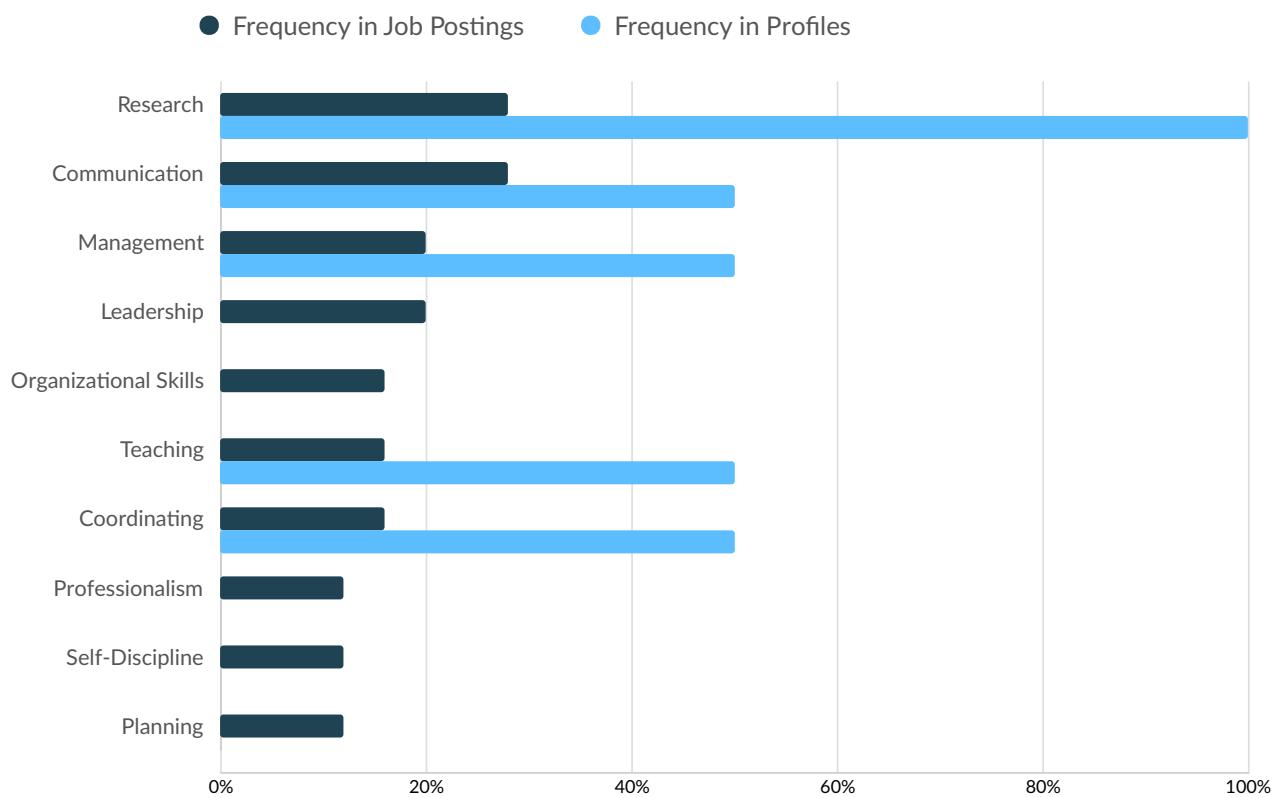
**Frequency in Job Postings** ● **Frequency in Profiles** ●



| | Postings | % of Total Postings | Profiles | % of Total Profiles | Projected Skill Growth | Skill Growth Relative to Market |
|---|---|---|---|---|---|---|
| Research | 7 | 28% | 2 | 100% | +17.2% | Growing |
| Communication | 7 | 28% | 1 | 50% | +3.6% | Lagging |
| Management | 5 | 20% | 1 | 50% | +5.3% | Stable |
| Leadership | 5 | 20% | 0 | 0% | +8.5% | Stable |
| Organizational Skills | 4 | 16% | 0 | 0% | +14.3% | Growing |
| Teaching | 4 | 16% | 1 | 50% | +18.8% | Growing |
| Coordinating | 4 | 16% | 1 | 50% | +14.7% | Growing |
| Professionalism | 3 | 12% | 0 | 0% | +15.1% | Growing |
| Self-Discipline | 3 | 12% | 0 | 0% | +20.8% | Rapidly Growing |
| Planning | 3 | 12% | 0 | 0% | +10.9% | Growing |

# Top Software Skills
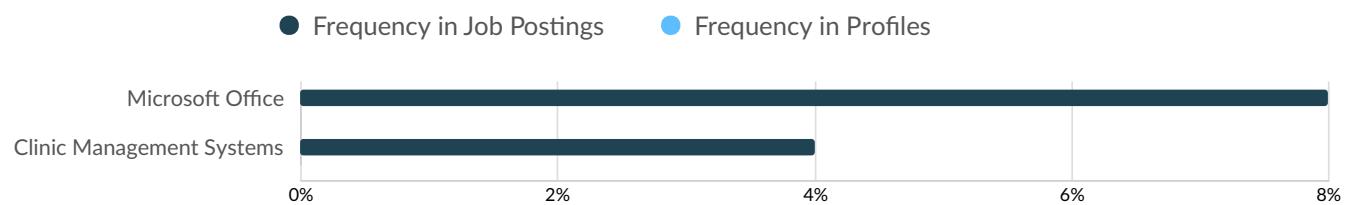


● Frequency in Job Postings　　● Frequency in Profiles

| | Postings | % of Total Postings | Profiles | % of Total Profiles | Projected Skill Growth | Skill Growth Relative to Market |
|---|---|---|---|---|---|---|
| Microsoft Office | 2 | 8% | 0 | 0% | +18.5% | Growing |
| Clinic Management Systems | 1 | 4% | 0 | 0% | +9.6% | Growing |

# Top Qualifications

| | Postings with Qualification |
|---|---|
| Registered Nurse (RN) | 16 |
| Nurse Practitioner (APRN-CNP) | 13 |
| Trauma Nurse Core Course (TNCC) | 11 |
| Cardiopulmonary Resuscitation (CPR) Certification | 11 |
| Advanced Cardiovascular Life Support (ACLS) Certification | 11 |
| Basic Life Support (BLS) Certification | 11 |
| Neonatal Resuscitation Program Certification (NRP) | 11 |
| Pediatric Advanced Life Support (PALS) | 11 |
| National Council Licensure Examination | 3 |
| Licensed Clinical Social Worker (LCSW) | 2 |

# Appendix A

## Top Posting Sources

| Website | Postings on Website (Jan 2020 - Jun 2025) |
|---|---|
| arkansasjobboard.com | 11 |
| dejobs.org | 4 |
| maine.gov | 2 |
| portlandmerecruiter.com | 2 |
| usajobs.gov | 2 |
| careerarc.com | 1 |
| careerjet.com | 1 |
| chronicle.com | 1 |
| disabledperson.com | 1 |
| federalgovernmentjobs.us | 1 |
| healthcareercenter.com | 1 |
| higheredjobs.com | 1 |
| indeed.com | 1 |
| myworkdayjobs.com | 1 |
| postdocjobs.com | 1 |

# Appendix B

## Sample Postings

## Registered Nurse, RN - Family Medicine

**Link to Live Job Posting:** Posting is no longer active

**Location:** Norway, ME

**O*NET:** 29-1141.00

**Company:** Maine Medical Center

**Job Title:** Family Medicine Physicians

Registered Nurse, RN - Family Medicine MaineHealth Norway, ME Permanent Full-time 1 day ago Summary For a limited time MaineHealth is offering up to $10,000 Sign on bonus for all eligible experienced Registered Nurses with 1-3 years of experience and $20,000 for experienced Registered Nurses with greater than 3 years of experience! Eligible candidates are hired (offer accepted) into a Full or Part time RN position. Bonus amount prorated for Part time hires, per diem hires are ineligible. Current MaineHealth member employees are ineligible; former MaineHealth Members are ineligible until greater than 6 months separation from employment. Position Summary The Registered Nurse for Western Maine Family Medicine, under the direction of physicians, participates in patient care by performing clinical duties, responding to patient telephone and secure electronic message inquiries, and coordinating care in the medical home and across the continuum of care. Required Minimum Knowledge, Skills, and Abilities (KSAs)

Education:

N/A License/Certifications:

Active RN license. RQI BLS Certification within first 30 days of employment

Experience:

N/A Knowledge of nursing processes; health care systems, structure and functions; and community resources Knowledge of chart/medical record documentation requirements and federal/state laws related to release of health care information Excellent communication and interpersonal skills necessary for interacting with patients, physicians, supervisors and other staff Skill in time management, problem solving, multitasking, prioritizing and medical care coordination Ability to calculate and administer drug dosages and injections and measure results Ability to respond the changing workload based on patient census Ability to maintain professional manner even under stressful situations Proficient computer skills Forward this job to your email to apply later Share Similar Jobs Save Trondheim, Trndelag Offer Description About the job For a position as a PhD Candidate, the goal is a completed doctoral education up to an obtained doctoral degree. We seek a talented and enthus 25 days ago more...

View similar jobs:

Save NTNU Trondheim, Trndelag PhD Candidate in Medicine Faculty of Medicine and Health, Department of Public Health and Nursing has a vacancy for a This is

NTNU NTNU

is a broad-based university with a tec 28 days ago more...

View similar jobs:

Save Universitetet i Oslo Oslo Researcher at the Department of Behavioural Medicine Job description There is a 100% researcher position available at the Department of Behavioural Medicine, Institute of Basic 17 days ago more...

View similar jobs:

# Case Managers — Maine Medical Center in Portland, ME (Nov 2024 - Jan 2025)

## Case Manager - BHCP

**Link to Live Job Posting:** Posting is no longer active

| Location: Portland, ME | O*NET: 29-1141.00 |
|---|---|
| Company: Maine Medical Center | Job Title: Case Managers |

Case Manager - BHCP at MaineHealth in Portland, Maine, United States Job Description Description Behavioral HealthReq #: 8689

## Summary:

The Case Manager - BHCP role provides mental health and substance abuse management services to members in ambulatory, inpatient, crisis, stabilization unit, outpatient and alternative care settings. This role ensures that patients receive quality clinical care and authorizes necessary services in appropriate and cost-effective settings.Required Minimum Knowledge, Skills, and Abilities (KSAs) 1.

## Education:

RNCS, ARNP, LCSW, LCPC or PhD Degree required.2.

## License/Certifications:

Current applicable state(s) license in area of education required.3.

## Experience:

Three years (postgraduate) of clinical experience preferred.4.

## Additional Skills/Requirements Required:

N/A5.

## Additional Skills/Requirements Preferred:

N/A Additional Information With a career at any of the MaineHealth locations across Maine and New Hampshire, you'll be working with health care professionals that truly value the people around them - both within the walls of the organization and the communities that surround it. We offer benefits that support an individual's needs for today and flexibility to plan for tomorrow - programs such as paid parental leave, a flexible work policy, student loan assistance, training and education, along with well-being resources for you and your family. MaineHealth remains focused on investing in our care team and developing an inclusive environment where you can thrive and feel supported to realize your full potential. If you're looking to build a career in a place where people help one another deliver best-in-class care, apply today. MaineHealth values diversity and is an Equal Opportunity/Affirmative Action employer. Federal and state laws prohibit discrimination in employment because of race, color, national origin, religion, age, sex, sexual orientation, disability or veteran status.

## Case Manager

**Link to Live Job Posting:** Posting is no longer active

| | |
|---|---|
| **Location:** Portland, ME | **O*NET:** 29-1141.00 |
| **Company:** Maine Medical Center | **Job Title:** Case Managers |

Case Manager at MaineHealth Corporate in Portland, Maine Posted in Other about 2 hours ago. This job brought to you by

America's Job Exchange Type:

Part Time Job Description:

Position Summary

- The Case Manager (CM) provides mental health and substance abuse management services to members in ambulatory (partial, IOP), inpatient, crisis stabilization unit, outpatient and alternative care settings.

The CM uses accepted criteria and guidelines to conduct pre-admission, concurrent and retrospective review of all inpatient admissions. The CM is the primary liaison between the patient, attending physician, primary care physician, providers and practitioners. The case manager ensures that members receive quality clinical care and authorizes necessary services in appropriate and cost effective settings by assessing, planning, coordinating and monitoring these services. The Case Manager also serves members considered to be at high risk. The Case Manager works with the PCP and community mental health and substance abuse providers to develop and implement care plans. The CM facilitates the delivery of quality clinical care ensuring that the member receives that care at the most appropriate level of care.

- Required Minimum Knowledge, Skills, and Abilities (KSAs)
- Required degree of RNCS, ARNP, LCSW, LCPC or PhD.
- Current independent Maine state licensure.
- Minimum of three years (post graduate) clinical experience preferred.
- Strong analytical, problem-solving, and decision-making skills.
- Excellent organizational skills.
- Ability to work both independently and to collaborate with teams of individuals in diverse settings.
- Ability to manage conflict, stress and multiple simultaneous work demands in an effective, professional manner.
- Ability and willingness to self-motivate, prioritize, and be willing to change processes to improve effectiveness efficiency. Adapts to changing organizational priorities.
- Knowledge of computer software, including Microsoft Office.

. MaineHealth values diversity and is an Equal Opportunity/Affirmative Action employer. Federal and state laws prohibit discrimination in employment because of race, color, national origin, religion, age, sex, sexual orientation, disability or veteran status.

## Full-Time Department Chair, Nursing Department\nSouthern Maine Community College\nSouth Portland, ME

**Link to Live Job Posting:** Posting is no longer active

| | |
|---|---|
| **Location:** South Portland, ME | **O\*NET:** 29-1141.00 |
| **Company:** Southern Maine Community College | **Job Title:** Department Chairs |

Full-Time Department Chair, Nursing DepartmentSouthern Maine Community CollegeSouth Portland, ME

Apply Now Type:

Full-Time

Posted:

03/24/2022

Application Due:

Open Until Filled

Category:

Nursing

RESPONSIBILITIES

SMCC is seeking a full-time, ten-month administrative teaching faculty member to serve as department chair for Southern Maine Community College's associate degree nursing program and LPN program. The candidate must assume the principal leadership role for the nursing program. Responsibilities include oversight of the nursing program: leadership in nursing curriculum revision, nursing program evaluation, and academic advising to nursing students. Also included are the coordination of teaching assignments of nursing faculty; management of program standards and evaluation to meet Maine State Board of Nursing requirements and Accreditation Commission for Education in Nursing (ACEN) standards; representation of SMCC's nursing program to the community; maintenance of the strong positive relationships the program has with external agencies for clinical practice; and guidance of faculty and students for the future of nursing in Maine. •Southern Maine Community College requires

COVID -19

vaccination for new employees and will consider accommodations for religious and medical based reasons.

MINIMUM QUALIFICATIONS

Master's degree in Nursing and current Maine RN licensure. Significant experience in program development, and/or nursing education, preferably at the Associate Degree level. Demonstrated commitment to associate degree nursing education and academic progression in nursing Ability to provide leadership in instruction, curriculum development, and student and faculty evaluation. Experience with

ACEN/ CNE

standards accreditation, the self-study process and Maine State Board of Nursing regulations Chapter 7.

## PREFERRED QUALIFICATIONS

Current 3-5 years current full-time nursing education experienceDNP or ==PhD==.

## PROJECTED START DATE

August 2022

## BENEFITS SUMMARY:

100% employer paid health, dental and life insurance for employees (spouse/domestic partner/dependent coverage also available), vision insurance, choice between Maine Public Employees Retirement System or TIAA in lieu of social security, generous sick/personal time allowances, professional development, and free tuition within the MCCS for employee, spouse and qualifying dependents.

## APPLICATION PROCESS

Review of applications will begin the week of April 15th, 2022 and will continue until the position is filled. Interested applicants should submit a cover letter, resume, three professional references and college transcripts to HR@smccme.

## edu or mail to:

Southern Maine Community College2 Fort RoadSouth Portland, ME 04106

## Attn:

HR Department SMCC is an Affirmative Action/Equal Opportunity Employer & Educational Institution

## Related Searches:

NursingWant to learn more about working for this employer? View Profile AdvertisementCreate your free job search accountReceive new jobs by emailPost your resume/CVTrack your applications

## Program Director, School of Nursing and Public Health

**Link to Live Job Posting:** Posting is no longer active

**Location:** Portland, ME

**O*NET:** 29-1141.00

**Company:** University of New England

**Job Title:** Public Health Directors

Program Director, School of Nursing and Public HealthEmployerUniversity of New EnglandLocationPortland, MaineSalaryCommensurate with role and experiencePosted DateMar 20, 2023 View more Apply on website(This will open in a new window from which you will be automatically redirected to an external site after 5 seconds)Savejob- Click to add the job to your shortlistSend job

## Description:

A visionary leader who will grow and build on the strong programs that already exist in the University of New England, Westbrook College of Health Professions, School of Nursing and Population Health (SONPH). The Program Director oversees all aspects of the undergraduate nursing and public health programs. This includes a traditional 4-year baccalaureate of science in nursing (BSN) program, two yearly entry points of a 16-month accelerated BSN (ABSN) program, and a BS in public health. The Program Director, responsible for oversight and supervision of faculty and staff, will provide visionary leadership addressing program organization, development, expansion and outreach cultivating external partnerships. Duties also include budgetary oversight with sound, fiscal management. The Program Director will support faculty in a shared-governance approach while working collaboratively with the Dean of the Westbrook College of Health Professions and leadership at the University of New England.

## Responsibilities:

Provide direction and leadership for nursing and public health programs Provide leadership and mentorship for faculty and staff development Support research and scholarship endeavors Conduct annual performance evaluations, develop progress plans and Retention Promotion Tenure reviews as indicated. Curricular oversight (course offerings, class schedules, faculty assignments, content delivery and evaluation). Collaborate with other Program Directors, Deans, and Administration Communicate regularly with the Dean of the Westbrook College of Health Professions Collaborate with other university offices to optimize processes and efficiency Represent the SONPH with stakeholders within the College, University, Community, and stakeholders external to UNE Support and facilitate interprofessional activities and initiatives at the College and University levels Support and develop curricular and extracurricular activities in the Interprofessional Simulation and Innovation Center (ISIC) Lead strategic planning activities for multiple programs within the SONPH Be accountable for comprehensive program/curriculum review and academic assessment processes Lead and demonstrate accountability for program accreditation including annual program evaluation plans Ensure compliance with all state and federal regulatory agencies Develop and manage the program budget Explore alternate sources of funding support including extramural grants Strong, open leadership style that is transparent in nature. Values faculty governance and faculty autonomy. Facilitates team building and collaboration.

## Qualifications:

Required Earned doctorate (PhD, DNS, DNP, EdD) Master's Degree or higher in Nursing Current and active license or eligibility as a registered professional nurse in Maine Record of administrative leadership of multiple programs. Demonstrated record of new program/and or course development Have an active research/translational research agenda with demonstrated track record of extramural funding Have a minimum of four years teaching at the Baccalaureate level Progressive evidence of leadership experience in the areas of administration, and education Sophisticated understanding of contemporary issues in nursing and population health education Experience in curriculum development and assessment. A background check may be required

## Supervision Provided:

Administrative supervision is received from the Dean of the Westbrook College of Health Professionals.

# Appendix C - Data Sources and Calculations

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

# Job Posting Analytics

Lightcast Q3 2025 Data Set

July 2025

Maine

# Parameters

**Select Timeframe:**    Jan 2020 - Jun 2025

**Occupations:**

Results should include

| Code | Description |
|------|-------------|
| 29-1141 | Registered Nurses |

**Regions:**

| Code | Description |
|------|-------------|
| 0 | United States |

**Minimum Experience Required:**    Any

**Advertised Salary:**    Include all postings regardless

**Education Level:**

| Description |
|-------------|
| Ph.D. or professional degree |

**Job Type:**    Include Internships

**Keyword Search:**    PhD

**Posting Type:**    Newly Posted

# Job Postings Overview

## 37,448
### Unique Postings
129,912 Total Postings

## 1,712
### Employers Competing
2.14M Total Employers

## 27 Days
### Median Posting Duration
Regional Average: 27 Days

## 3 : 1
### Posting Intensity
Regional Average: 3 : 1

# Advertised Salary

*There are **12,607** advertised salary observations (34% of the 37,448 matching postings).*

## $113.5K

### Median Advertised Salary

*This is $20.0K above the government recorded median salary for Registered Nurses in the United States.*
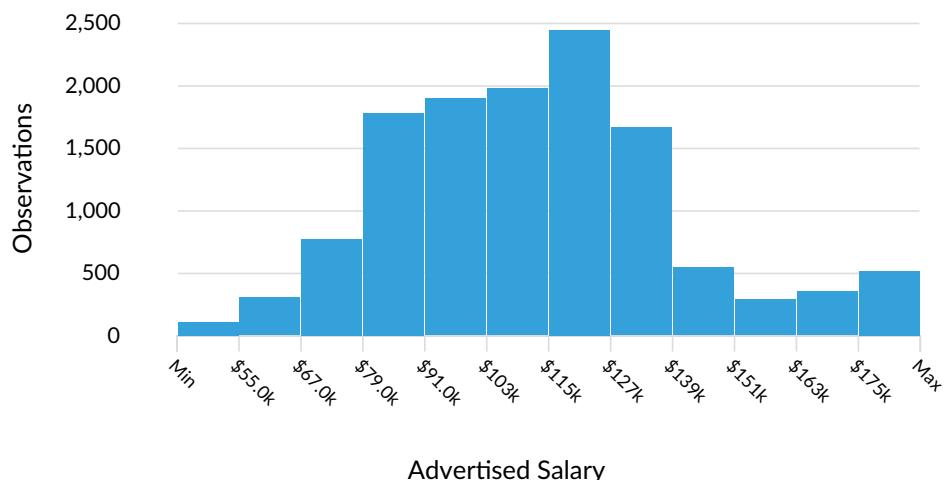
# Advertised Salary Trend

▲ **34.2%**   Jan 2020 – Jun 2025

**$114k** Median



**12,607** Job Postings

# Job Postings Regional Breakdown
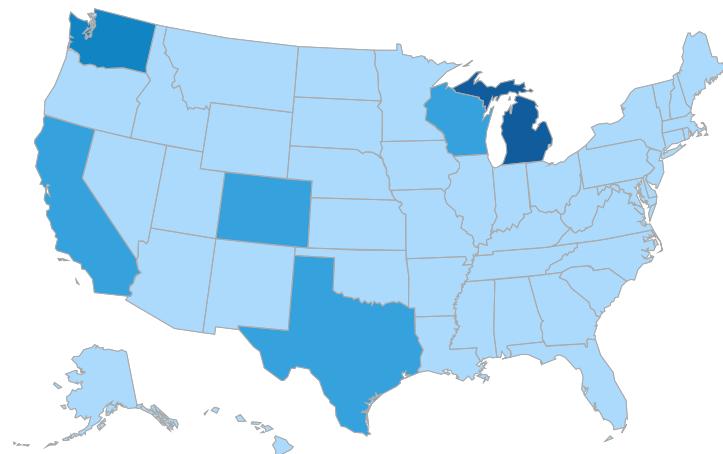


| State | Unique Postings (Jan 2020 - Jun 2025) |
|---|---|
| Michigan | 10,083 |
| Washington | 6,506 |
| Colorado | 3,607 |
| Wisconsin | 2,539 |
| California | 2,175 |

# Unique Postings Trend
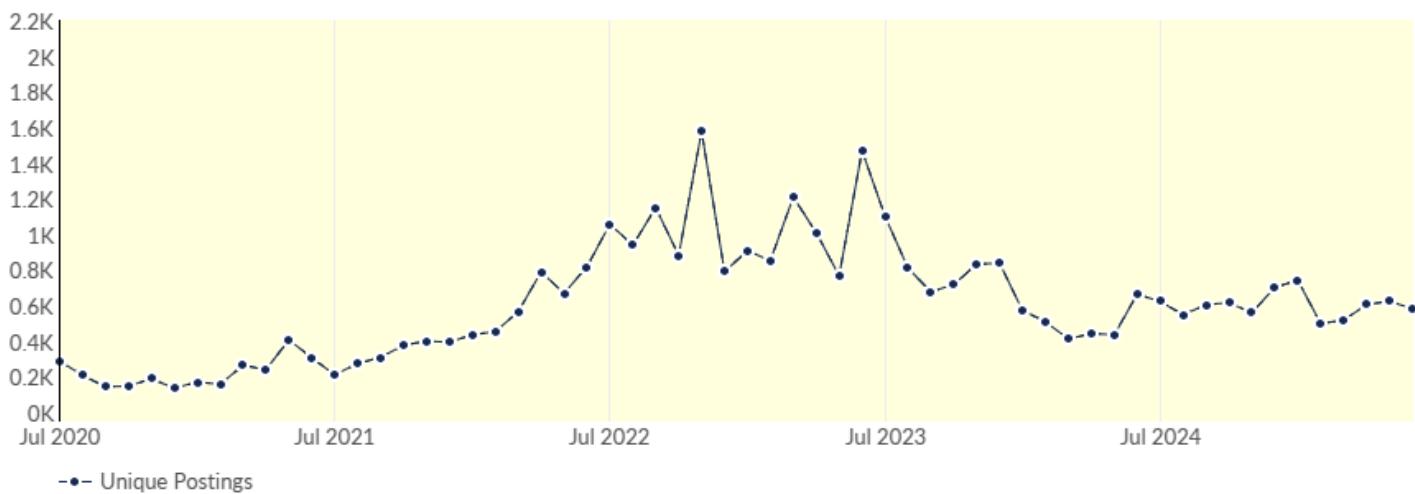


Unique Postings

| Month | Unique Postings | Posting Intensity |
|---|---|---|
| Jun 2025 | 583 | 4 : 1 |
| May 2025 | 625 | 4 : 1 |
| Apr 2025 | 606 | 4 : 1 |
| Mar 2025 | 517 | 5 : 1 |
| Feb 2025 | 501 | 5 : 1 |
| Jan 2025 | 743 | 4 : 1 |
| Dec 2024 | 702 | 5 : 1 |
| Nov 2024 | 560 | 5 : 1 |
| Oct 2024 | 617 | 5 : 1 |
| Sep 2024 | 605 | 4 : 1 |
| Aug 2024 | 549 | 4 : 1 |
| Jul 2024 | 624 | 3 : 1 |
| Jun 2024 | 664 | 3 : 1 |
| May 2024 | 436 | 3 : 1 |
| Apr 2024 | 444 | 3 : 1 |
| Mar 2024 | 412 | 3 : 1 |
| Feb 2024 | 510 | 3 : 1 |
| Jan 2024 | 572 | 3 : 1 |
| Dec 2023 | 839 | 3 : 1 |
| Nov 2023 | 833 | 3 : 1 |

| | | |
|---|---|---|
| Oct 2023 | 719 | 3 : 1 |
| Sep 2023 | 677 | 3 : 1 |
| Aug 2023 | 812 | 3 : 1 |
| Jul 2023 | 1,102 | 5 : 1 |
| Jun 2023 | 1,470 | 3 : 1 |
| May 2023 | 768 | 4 : 1 |
| Apr 2023 | 1,010 | 3 : 1 |
| Mar 2023 | 1,209 | 3 : 1 |
| Feb 2023 | 853 | 3 : 1 |
| Jan 2023 | 908 | 3 : 1 |
| Dec 2022 | 792 | 4 : 1 |
| Nov 2022 | 1,578 | 3 : 1 |
| Oct 2022 | 882 | 3 : 1 |
| Sep 2022 | 1,150 | 2 : 1 |
| Aug 2022 | 940 | 3 : 1 |
| Jul 2022 | 1,057 | 3 : 1 |
| Jun 2022 | 818 | 3 : 1 |
| May 2022 | 670 | 3 : 1 |
| Apr 2022 | 789 | 3 : 1 |
| Mar 2022 | 566 | 3 : 1 |
| Feb 2022 | 454 | 4 : 1 |
| Jan 2022 | 437 | 3 : 1 |
| Dec 2021 | 395 | 3 : 1 |
| Nov 2021 | 401 | 3 : 1 |
| Oct 2021 | 378 | 4 : 1 |
| Sep 2021 | 309 | 3 : 1 |
| Aug 2021 | 276 | 4 : 1 |
| Jul 2021 | 212 | 5 : 1 |
| Jun 2021 | 307 | 4 : 1 |
| May 2021 | 408 | 4 : 1 |
| Apr 2021 | 241 | 3 : 1 |

| | | |
|---|---|---|
| Mar 2021 | 265 | 6 : 1 |
| Feb 2021 | 159 | 5 : 1 |
| Jan 2021 | 171 | 4 : 1 |
| Dec 2020 | 137 | 4 : 1 |
| Nov 2020 | 190 | 6 : 1 |
| Oct 2020 | 148 | 4 : 1 |
| Sep 2020 | 145 | 6 : 1 |
| Aug 2020 | 208 | 3 : 1 |
| Jul 2020 | 290 | 3 : 1 |

## Education Breakdown

| Education Level | Unique Postings | % of Total |
|---|---|---|
| No Education Listed | 0 | 0% |
| High school or GED | 376 | 1% |
| Associate's degree | 16,476 | 44% |
| Bachelor's degree | 29,605 | 79% |
| Master's degree | 24,490 | 65% |
| Ph.D. or professional degree | 37,448 | 100% |

## Minimum Education Breakdown

| Minimum Education Level | Unique Postings (minimum) | Unique Postings (max advertised) | % of Total (minimum) |
|---|---|---|---|
| High school or GED | 376 | 0 | 1% |
| Associate's degree | 16,325 | 0 | 44% |
| Bachelor's degree | 14,967 | 0 | 40% |
| Master's degree | 3,020 | 0 | 8% |
| Ph.D. or professional degree | 2,760 | 34,688 | 7% |

# Experience Breakdown

| Minimum Experience | Unique Postings | % of Total |
|---|---|---|
| No Experience Listed | 8,683 | 23% |
| 0 - 1 Years | 17,115 | 46% |
| 2 - 3 Years | 8,555 | 23% |
| 4 - 6 Years | 2,047 | 5% |
| 7 - 9 Years | 501 | 1% |
| 10+ Years | 547 | 1% |

# Top Companies Posting

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| Corewell Health | 35,735 / 9,696 | 4 : 1 | 29 days |
| MultiCare Health System | 19,411 / 4,323 | 4 : 1 | 27 days |
| Denver Health | 14,149 / 3,169 | 4 : 1 | 31 days |
| Froedtert & The Medical College of Wisconsin | 11,797 / 2,338 | 5 : 1 | 30 days |
| Dha Group | 4,281 / 1,608 | 3 : 1 | 23 days |
| Main Line Health | 1,340 / 778 | 2 : 1 | 25 days |
| United States Department of Health and Human Services | 1,576 / 747 | 2 : 1 | 21 days |
| Houston Methodist | 2,041 / 564 | 4 : 1 | 29 days |
| United States Department of Defense | 602 / 371 | 2 : 1 | 15 days |
| The Good Samaritan Hospital | 1,447 / 357 | 4 : 1 | 30 days |

# Top Cities Posting

| City | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|------|-----------------------------------|-------------------|-------------------------|
| Denver, CO | 13,919 / 2,953 | 5 : 1 | 31 days |
| Royal Oak, MI | 8,227 / 1,841 | 4 : 1 | 32 days |
| Tacoma, WA | 7,817 / 1,784 | 4 : 1 | 28 days |
| Milwaukee, WI | 8,590 / 1,647 | 5 : 1 | 31 days |
| Dearborn, MI | 6,135 / 1,136 | 5 : 1 | 33 days |
| Troy, MI | 4,296 / 957 | 4 : 1 | 30 days |
| Puyallup, WA | 3,970 / 831 | 5 : 1 | 26 days |
| Farmington, MI | 2,771 / 772 | 4 : 1 | 29 days |
| Houston, TX | 2,383 / 708 | 3 : 1 | 27 days |
| Spokane, WA | 2,842 / 701 | 4 : 1 | 31 days |

# Top Posted Occupations

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|------|-----------------------------------|-------------------|-------------------------|
| Registered Nurses | 129,912 / 37,448 | 3 : 1 | 27 days |

# Top Posted Occupations

| Occupation (O*NET) | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|--------------------|-----------------------------------|-------------------|-------------------------|
| Registered Nurses | 111,542 / 31,905 | 3 : 1 | 27 days |
| Critical Care Nurses | 13,730 / 4,156 | 3 : 1 | 27 days |
| Acute Care Nurses | 2,502 / 745 | 3 : 1 | 28 days |
| Advanced Practice Psychiatric Nurses | 1,811 / 519 | 3 : 1 | 28 days |
| Clinical Nurse Specialists | 327 / 123 | 3 : 1 | 31 days |

# Top Posted Occupations

| Occupation | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| Registered Nurse | 116,923 / 33,242 | 4 : 1 | 27 days |
| Nursing Manager / Supervisor | 8,027 / 2,816 | 3 : 1 | 29 days |
| Nurse Practitioner | 1,811 / 519 | 3 : 1 | 28 days |
| Clinical Case Manager | 1,897 / 370 | 5 : 1 | 24 days |
| Clinical Nurse Educator | 880 / 359 | 2 : 1 | 24 days |
| Clinical Nurse Specialist | 327 / 123 | 3 : 1 | 31 days |
| Director of Nursing | 47 / 19 | 2 : 1 | 17 days |

# Top Posted Job Titles

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| Medical Surgical Registered Nurses | 9,091 / 1,993 | 5 : 1 | 30 days |
| Registered Nurses | 7,922 / 1,812 | 4 : 1 | 27 days |
| Emergency Department Registered Nurses | 4,979 / 876 | 6 : 1 | 28 days |
| ICU Registered Nurses | 3,746 / 788 | 5 : 1 | 28 days |
| Staff Nurses | 4,490 / 773 | 6 : 1 | 30 days |
| Progressive Care Registered Nurses | 2,044 / 597 | 3 : 1 | 29 days |
| Critical Care Registered Nurses | 1,690 / 593 | 3 : 1 | 29 days |
| Clinical Nurses | 5,570 / 588 | 9 : 1 | 24 days |
| Floaters | 2,277 / 575 | 4 : 1 | 28 days |
| Oncology Registered Nurses | 1,683 / 538 | 3 : 1 | 23 days |

# Top Industries

| | Total/Unique (Jan 2020 - Jun 2025) | Posting Intensity | Median Posting Duration |
|---|---|---|---|
| General Medical and Surgical Hospitals | 82,578 / 21,682 | 4 : 1 | 29 days |
| Unclassified Industry | 6,840 / 2,650 | 3 : 1 | 23 days |
| Freestanding Ambulatory Surgical and Emergency Centers | 11,816 / 2,345 | 5 : 1 | 30 days |
| Colleges, Universities, and Professional Schools | 5,521 / 2,136 | 3 : 1 | 32 days |
| Engineering Services | 4,360 / 1,619 | 3 : 1 | 22 days |
| Offices of Physicians (except Mental Health Specialists) | 1,815 / 763 | 2 : 1 | 26 days |
| Administration of Public Health Programs | 1,599 / 757 | 2 : 1 | 21 days |
| Nursing Care Facilities (Skilled Nursing Facilities) | 2,290 / 667 | 3 : 1 | 27 days |
| National Security | 1,060 / 540 | 2 : 1 | 16 days |
| All Other Miscellaneous Ambulatory Health Care Services | 1,244 / 417 | 3 : 1 | 27 days |

# Top Specialized Skills
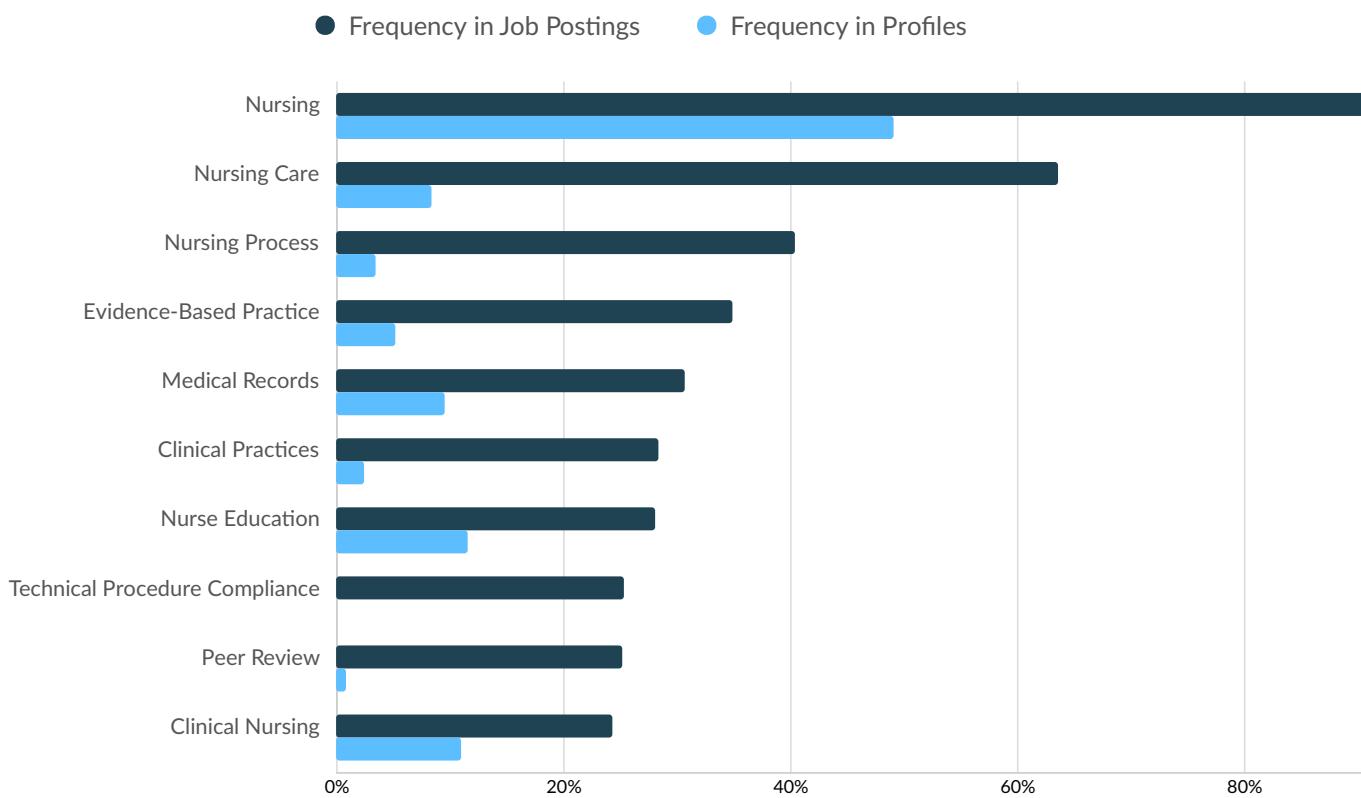


Legend: ● Frequency in Job Postings ● Frequency in Profiles

| | Postings | % of Total Postings | Profiles | % of Total Profiles | Projected Skill Growth | Skill Growth Relative to Market |
|---|---|---|---|---|---|---|
| Nursing | 33,938 | 91% | 417 | 49% | +20.1% | Rapidly Growing |
| Nursing Care | 23,849 | 64% | 71 | 8% | +19.1% | Growing |
| Nursing Process | 15,127 | 40% | 30 | 4% | +24.2% | Rapidly Growing |
| Evidence-Based Practice | 13,088 | 35% | 44 | 5% | +7.6% | Stable |
| Medical Records | 11,497 | 31% | 81 | 10% | +12.5% | Growing |
| Clinical Practices | 10,647 | 28% | 21 | 2% | +13.5% | Growing |
| Nurse Education | 10,533 | 28% | 99 | 12% | +7.7% | Stable |
| Technical Procedure Compliance | 9,502 | 25% | 0 | 0% | 0.0% | |
| Peer Review | 9,463 | 25% | 8 | 1% | +18.4% | Growing |
| Clinical Nursing | 9,146 | 24% | 93 | 11% | +14.3% | Growing |

# Top Common Skills
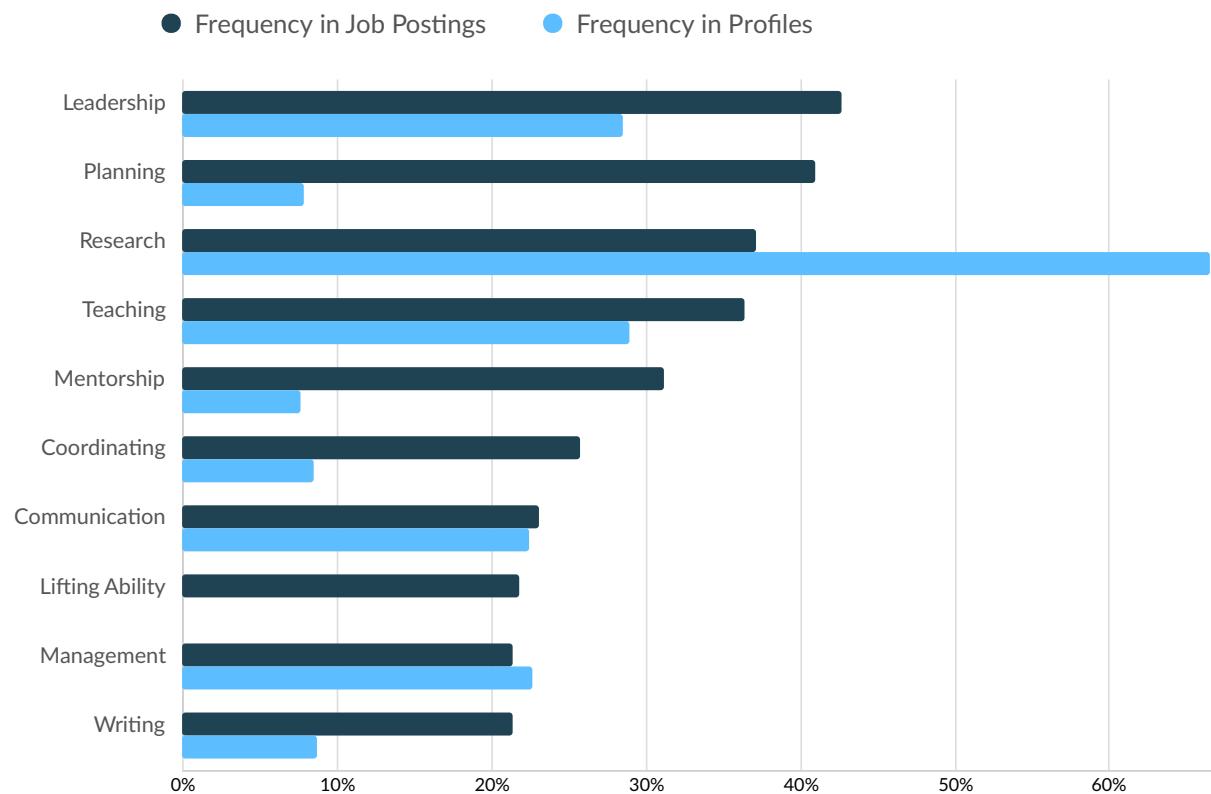


Legend: ● Frequency in Job Postings  ● Frequency in Profiles

| | Postings | % of Total Postings | Profiles | % of Total Profiles | Projected Skill Growth | Skill Growth Relative to Market |
|---|---|---|---|---|---|---|
| Leadership | 15,979 | 43% | 242 | 29% | +8.5% | Stable |
| Planning | 15,370 | 41% | 67 | 8% | +10.9% | Growing |
| Research | 13,922 | 37% | 565 | 67% | +17.2% | Growing |
| Teaching | 13,627 | 36% | 246 | 29% | +18.8% | Growing |
| Mentorship | 11,684 | 31% | 65 | 8% | +16.5% | Growing |
| Coordinating | 9,648 | 26% | 72 | 8% | +14.7% | Growing |
| Communication | 8,639 | 23% | 191 | 22% | +3.6% | Lagging |
| Lifting Ability | 8,171 | 22% | 0 | 0% | +10.6% | Growing |
| Management | 8,016 | 21% | 193 | 23% | +5.3% | Stable |
| Writing | 7,996 | 21% | 74 | 9% | +11.8% | Growing |

# Top Software Skills
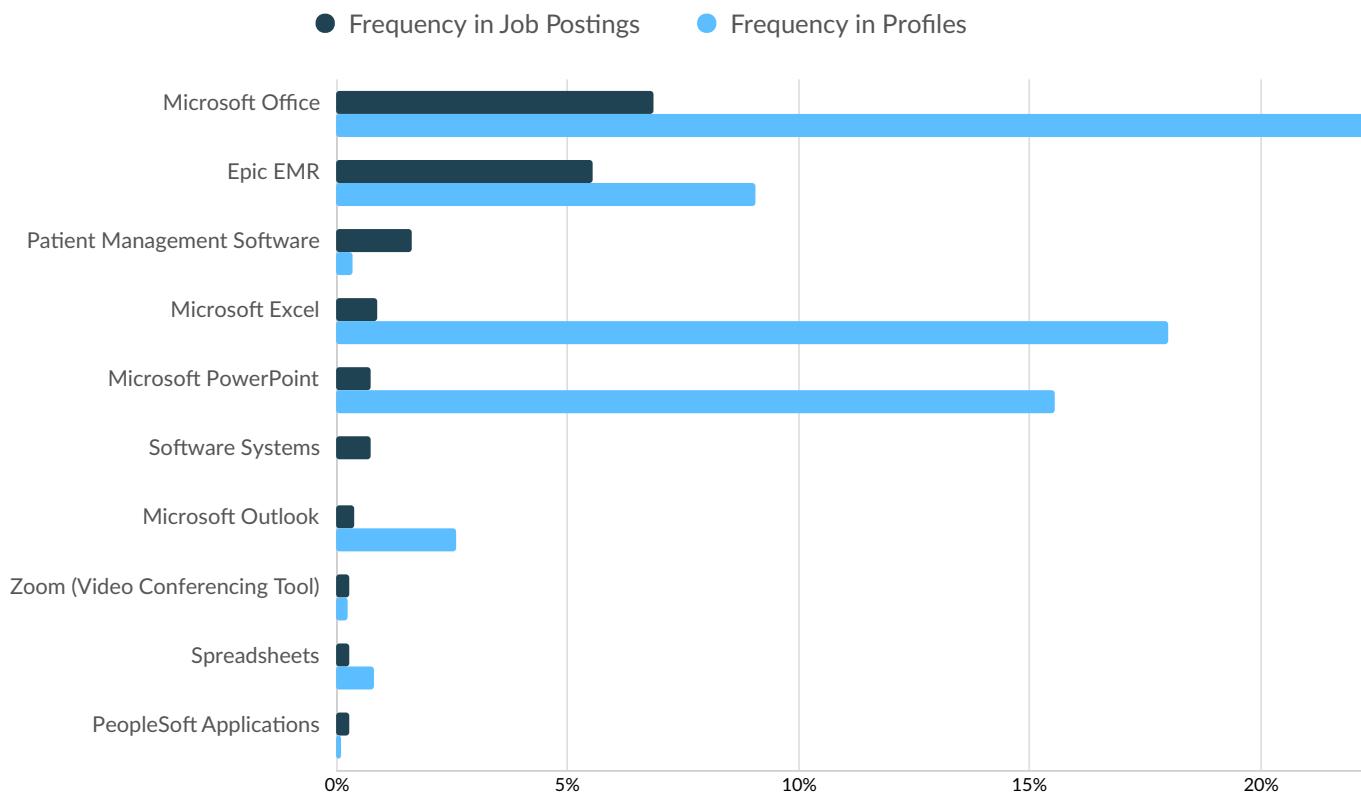


Legend: ● Frequency in Job Postings  ● Frequency in Profiles

| | Postings | % of Total Postings | Profiles | % of Total Profiles | Projected Skill Growth | Skill Growth Relative to Market |
|---|---|---|---|---|---|---|
| Microsoft Office | 2,576 | 7% | 189 | 22% | +18.5% | Growing |
| Epic EMR | 2,084 | 6% | 77 | 9% | +16.4% | Growing |
| Patient Management Software | 608 | 2% | 3 | 0% | +18.5% | Growing |
| Microsoft Excel | 334 | 1% | 153 | 18% | +17.7% | Growing |
| Microsoft PowerPoint | 285 | 1% | 132 | 16% | +26.1% | Rapidly Growing |
| Software Systems | 274 | 1% | 0 | 0% | +11.9% | Growing |
| Microsoft Outlook | 147 | 0% | 22 | 3% | +25.0% | Rapidly Growing |
| Zoom (Video Conferencing Tool) | 113 | 0% | 2 | 0% | +13.1% | Growing |
| Spreadsheets | 112 | 0% | 7 | 1% | +22.2% | Rapidly Growing |
| PeopleSoft Applications | 108 | 0% | 1 | 0% | +16.7% | Growing |

# Top Qualifications

| | Postings with Qualification |
|---|---|
| Registered Nurse (RN) | 29,216 |
| Basic Life Support (BLS) Certification | 24,105 |
| Advanced Cardiovascular Life Support (ACLS) Certification | 13,228 |
| Pediatric Advanced Life Support (PALS) | 8,002 |
| Nurse Practitioner (APRN-CNP) | 7,853 |
| Neonatal Resuscitation Program Certification (NRP) | 6,595 |
| Diploma In Nursing | 6,513 |
| National Council Licensure Examination | 5,421 |
| American Red Cross (ARC) Certification | 4,543 |
| Trauma Nurse Core Course (TNCC) | 4,440 |

# Appendix A

## Top Posting Sources

| Website | Postings on Website (Jan 2020 - Jun 2025) |
|---|---|
| indeed.com | 8,845 |
| dejobs.org | 8,325 |
| simplyhired.com | 7,391 |
| arkansasjobboard.com | 6,741 |
| mitalent.org | 3,297 |
| recruiternetworks.com | 2,793 |
| myworkdayjobs.com | 2,531 |
| usajobs.gov | 2,103 |
| federalgovernmentjobs.us | 1,534 |
| careerjet.com | 1,101 |
| disabledperson.com | 993 |
| denverrecruiter.com | 936 |
| glassdoor.com | 819 |
| nahnnet.org | 792 |
| msnurses.org | 769 |
| healthcaresource.com | 761 |
| latpro.com | 748 |
| peopleclick.com | 607 |
| hercjobs.org | 543 |
| higheredjobs.com | 540 |
| diversityjobs.com | 504 |
| detroitrecruiter.com | 474 |
| snagajob.com | 462 |
| froedtert.com | 430 |
| jobshark.com | 376 |

# Appendix B

## Sample Postings

## Chair, PhD Nursing Program

**Link to Live Job Posting:** www.higheredjobs.com

| | |
|---|---|
| **Location:** Beverly, MA | **O*NET:** 29-1141.00 |
| **Company:** Endicott College | **Job Title:** PhD Researchers |

Chair, PhD Nursing ProgramEndicott Collegein Beverly, MA

Apply Now Type:

Full-Time

Posted:

06/09/2025

Category:

Nursing Chair, PhD Nursing Program Endicott College We are located approximately 20 miles north of Boston and parking is free. We are also accessible by commuter rail on the Newburyport/Rockport line. Come and explore Endicott's seaside locale where employees are an important part of the bustling campus community! Please apply today if this opportunity looks like the right fit for you. . Job Summary In collaboration with the Dean of Nursing, the Chair of the PhD Program is responsible for the leadership, daily operations, and strategic development of the doctoral program in nursing. This includes oversight of faculty, curriculum development, course scheduling, student advising, program evaluation, and accreditation compliance. The Chair plays a critical role in faculty mentorship, student success, and ensuring academic excellence aligned with the School of Nursing's mission and values. Key Outcomes 50% of

Time:

Teaching and Doctoral Committee ServiceTeach 6-12 workload credits annually in hybrid-format doctoral courses.Develop and revise doctoral-level nursing course content to meet academic standards.Use diverse assessment strategies to evaluate student performance across all courses.Serve as Chair on a minimum of 2 dissertation committees annually and participate as a member on others as needed.Maintain above-average or exemplary student course evaluations.Advise and guide PhD students through course completion and dissertation phases.30% of

Time:

Academic Advising and Student SuccessAdvise up to 30 PhD students, supporting their academic planning, progression, and success.Conduct orientation sessions for new advisees and maintain regular advising meetings (minimum twice per semester).Identify and support students at risk in collaboration with the Associate Dean.Provide timely responses to student inquiries (within 48 hours).Sustain at least 80% retention and graduation rates among advisees.Manage all components of the HRSA Nurse Faculty Loan Program (NFLP), including student advising and collaboration with Financial Aid.Participate in recruitment and enrollment activities to promote the PhD program.10% of

Time:

Faculty Supervision and Program OperationsCollaborate with the Associate Dean to recruit, hire, train, supervise, and evaluate part-time faculty and academic advisors.Ensure alignment of Canvas-based course delivery with school standards.Use student course evaluations to drive continuous instructional improvement.Oversee advisor training and best practices in academic advising, including use of Degree Audit

and STELLIC systems.10% of

## Time:

Scholarship and Professional EngagementMaintain a consistent record of scholarly contributions in the field of doctoral nursing education.Represent the School of Nursing at local, state, and national conferences and in academic publications.Actively participate in professional organizations and serve on internal committees, including the AGC Committee and at least two additional institutional committees annually.Perform other duties as assigned.Core Competencies Reliability able to get the job done, available, and engaged with the job and the Endicott community Organization Organizes time and resources well so that work is done efficiently and on time Communication Skills has clear, effective, and efficient ways of communicating, both orally and in writing Adaptability shows a willingness to adopt new ideas and to do things differently Follow Through takes ownership of projects and sees them through fruition Customer Service The employee anticipates the needs and responds to queries in a timely, competent, and approachable manner Initiative/Personal Leadership identifies opportunities for improvement and actively contributes to solutions Team Player shows a willingness to collaborate and share information, knowledge, and experience with team members

## Qualifications Required:

Current Registered Nurse (RN) license in the Commonwealth of Massachusetts.Earned PhD in Nursing from an accredited institution.Strong record of scholarly work and professional service in nursing.Demonstrated excellence in teaching, including online and hybrid modalities at the doctoral level.Proven ability to mentor graduate and doctoral students.Commitment to inclusive education and advancing social justice in academic settings.High-level organizational and time management skills.Proficiency with MS Office, Google Suite, and Canvas LMS.

## Preferred:

Experience in academic program administration or leadership.Experience supporting non-traditional and adult learners in higher education.

## Effective Date of Current Version:

May, 2025 To apply, please visit: https://endicott.wd1.myworkdayjobs.com/en-US/Endicott/job/Endicott-College-Main-Campus/Chair--PhD-Nursing -Program_

## JREQ-001884

?jobFamilyGroup=e02576b6e95b1000d69a6907d9b40000&jobFamilyGroup=e02576b6e95b1000d69a66a03c880000 jeid-205 142b1a9fa144fbbacb6fcf0aa7d6aApply Now

# PhD PROGRAM COORD, SENIOR - DUKE SCHOOL OF NURSING

**Link to Live Job Posting:** Posting is no longer active

| | |
|---|---|
| **Location:** Durham, NC | **O*NET:** 29-1141.00 |
| **Company:** Duke University | **Job Title:** School Program Coordinators |

PhD

PROGRAM COORD, SENIOR - DUKE SCHOOL OF NURSING

Requisition Number:

: 86188

Date:

Dec 21, 2020

Location:

Durham, NC, US, 27710

Personnel Area:

MEDICAL CENTER

School of Nursing:

Established in 1931, Duke University School of Nursing is among the top ranked of the nations nursing schools. The School is proud of its overarching commitment to transform the future of nursing to advance health in individuals, families and communities. Members of the School of Nursing are part of an inclusive community that supports the professional goals of its people as they pursue excellence. Comprised of 1,600 faculty, staff,instructors and students, the Duke University School of Nursing along with the Duke University School of Medicine and Duke University Health System create Duke Health. Duke Health is a world-class health care network. Founded in 1998 to provide efficient, responsive care, the health system offers a full network of health services and encompasses Duke University Hospital, Duke Regional Hospital, Duke Raleigh Hospital, Duke Primary Care, Private Diagnostic Clinic, Duke Home and Hospice, Duke Health and Wellness, and multiple affiliations. Overview of the

Position:

Using independent judgment and discretion, the incumbent provides a high level of administrative, financial and academic support to the Assistant Dean of the PhD Program, Admissions Committee and Program Committee. They are responsible for overseeing PhD student admissions, monitoring financial aid, fellowships, loans and grants. The incumbent will oversee preliminary and dissertation examination program work. Schedules calendar events to ensure timely completion of Program activities in accordance with expectations and deadlines of the Duke Graduate School, university offices of the Bursar, Registrars, Admissions, Student Loans, Financial Aid and Student Affairs, as well as the School of Nursing Deans Office and the offices of Finance, Academic Affairs, Research and Students Services.

Supervisor:

Supervisor:

This position reports to the Assistant Dean for the PhD Program. PhD Administrative Support

- Based on a broad knowledge of DUSON, the Duke Graduate School and other University departmental rules and procedures, determine the content and nature of requests; answer, resolve, refer questions and issues as appropriate.
- Serve as liaison for the Assistant Dean of the

PhD Program with other University offices, faculty, students, staff and external contacts as needed. Disseminate and relay information, concerns, and procedural decisions as needed. Provide the Office of Academic Affairs with accurate information on PhD course schedules.

- Provide counsel to the Assistant Dean of the PhD Program on all administrative issues associated with the Graduate School policies. Independently resolve minor issues and when necessary bring major issues to the Assistant Dean for resolution.
- Ensure smooth functioning of the office and achievement of PhD Program goals and priorities in concert with those of DUSON and the Graduate School.
- Manage the Assistant Dean of the PhD Programs calendar and coordinate with other complex schedules within and beyond the School.
- Manage routine daily operations of the PhD Program. Collaborate with the Assistant Dean and other School officials and staff in developing, implementing, coordinating and monitoring systems and procedures for administrative support functions in compliance with University and Graduate School policies and procedures.
- Organize and coordinate support functions to ensure smooth flow of high quality Program output in an efficient and productive manner.
- Anticipate and assess meeting and agenda needs and plan accordingly. Maintain commitment/follow-up files and initiate actions as appropriate in a timely manner. Compile, organize background and research materials necessary in preparation for meetings and events.
- Monitor status of projects and open issues and facilitate coordination of all activities.
- Ensure electronic and hard copy recruitment materials, and program information and application procedure are up-to-date and available for applicants, faculty and other interested individuals.
- Maintain Graduate Studies Handbook and as policies and text changes, review proposed changes with Assistant Dean and initiate revisions as needed.
- Support the Assistant Dean of the PhD Program by coordinating administrative management of course changes (additions, revisions, deletions), ensuring that courses are scheduled on day and time that does not interfere with graduate students and other course commitments and responsibilities.
- Maintain database management systems to track inquiries, applicants, student progression, etc.
- Coordinate graduate student registration, ensuring students have accurate information on course offerings, pre- and co-requisite requirements for courses, course access numbers, and are in compliance with Program / Graduate School regulations.
- Establish and maintain individual student database and monitor program progression for each student.
- Collect Graduate Faculty appointment materials and submit Chair recommendations for Regular and Ad Hoc Status to Office of the Graduate School Dean for Review Approval.
- Provide supervision and assistance to the PhD Program Staff Assistant. PhD Student Recruitment, Admission and Progression
- Assist in planning, developing and implementing recruitment documents and strategies for PhD applicants.
- Work with the Assistant Dean of the PhD Program and DUSON Student Services to participate in School Open House sessions to meet with prospective students for question and answer session.
- Organize and distribute information packets to prospective students by email and mail. Describe admission procedures/programs/faculty research interests, etc. to prospective students (via phone, correspondence, or when student is visiting campus).
- Serve as point person for prospective students, applicants, and others seeking information on admission standards, funding, application processes, etc.

Monitor and screen all correspondence for the PhD Program inquiries and respond to all based on complexity, sensitivity and significance of the questions. Where appropriate, refer correspondence to the Assistant Dean or other PhD Faculty based on the areas of study interest in regards to the inquiry.

- Maintain database management systems to track inquiries, applicants, student progression, etc. Maintain applicants folders, keeping them updated, ensuring that each has been reviewed, proper action taken once Committee decision is made (reject, invite for prospective students invitation day, phone interviews for international students, admission, waitlist, etc.).
- Orient new Admissions Committee members and

PhD student representative to admissions procedures and deadlines (e.g., applicant status, Graduate School Admissions folders, visitation schedules, final decision meetings). Coordinate Committee meetings with Graduate School deadlines to ensure that Committee and Graduate

School can meet each others expectations.

- Coordinate all aspects of applicant visits, lodging, interviews, meals and travel related to prospective students Campus Visitation each spring semester.
- Prepare applicant review packets for each committee member including applicants, transcripts, scores, letters of reference and Personal Statement. Coordinate all aspects of prospective student visits and interviews with Graduate School representatives.
- Collaborate with the Assistant Dean to develop letters to prospective students, award letters for funding notice, procedural manuals, directives and related records.
- Articulate New PhD Student Orientation with mandatory Graduate School orientation sessions.
- Orient faculty to Graduate School policies and procedures governing PhD Student Progression. Schedule PhD student Preliminary Examination and Dissertation Defense examinations. Submit required paperwork for documenting achievement to the Graduate School. Financial Management
- Collaborate with the Assistant Dean of the PhD Program in development of the PhD Program annual budget and attend DUSON and Graduate School budget meetings with Assistant Dean as needed.
- Prepare reimbursement forms to submit to our business office and submit detailed reporting to the Graduate School for expenses.
- Provide DUSON Center for Nursing Research with current information on Graduate School tuition fees and stipends and collaboration in preparation of extramural training grant applications from federal sources (e.

g., NRSA Individual Pre-doctoral Fellowships [F31] and the National Institute of Nursing Research Institutional Research Training Grants [T32]) as well as private agencies who support graduate nursing education e.g., Hartford Foundation.

- Track, verify, monitor and reconcile Graduate Awards budget and manage funded training grants (tuition, fees, stipends, education / research-related travel), providing data to DUSON business office on object codes. Prepare monthly, quarterly and annual expense and disbursement request reports for DUSON and the Graduate School.
- Orient DUSON PhD students and Faculty to available Graduate School financial support for student conference attendance and assist with submission of requests.
- Establish payroll and employment for graduate students when necessary, coordinating with other University departments administration.
- Prepare regular, special reports and annual budget reports that must be submitted to the Graduate School, our business office, etc.

Analyze Program budgets and bring budget variance / expenditures to the Assistant Deans attention as needed.

## Education/Training requirements:

Work requires analytical, communication and organizational skills. A minimum of three years of graduate admissions/marketing experience and program management experience preferably in a college or university setting.

## Experience:

Work requires three years of experience in an administration/management capacity preferably involving academia and including, grant administration and skills and knowledge to provide program operational support. Must have excellent understanding of the complexities of operating across various departments within Duke University. The position requires excellent program management/coordination, organizational, logistics, and planning skills. Strong people management and development skills are crucial. Additionally, the position requires strong interpersonal, cross-cultural, and communication skills in order to interact effectively with faculty, students, administrators, Duke University offices, outside vendors, and office personnel. The ability to make independent judgments in situations with a high level of ambiguity is critical. Duke is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideasan exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

## Essential Physical Job Functions:

Certain jobs at Duke University and Duke University Health System may include essential job functions that require specific physical and/or mental abilities. Additional information and provision for requests for reasonable accommodation will be provided by each hiring department.

## Nearest Major Market:

Durham

## Nearest Secondary Market:

Raleigh

# Home Health Registered Nurse

**Link to Live Job Posting:** Posting is no longer active

| | |
|---|---|
| **Location:** Hayden, ID | **O\*NET:** 29-1141.00 |
| **Company:** Panhandle Health District | **Job Title:** Home Health Registered Nurses |

Home Health Registered Nurse Panhandle Health District Hayden, ID 83835 Job details Salary$28 - $31 an hour Job Type Part-time Number of hires for this role 1 Qualifications

- RN License (Required) Full Job Description Home Health Registered Nurse Hayden, Idaho Panhandle Health District (

PHD) Home Health is searching for an experienced registered nurse to serve the needs of home bound patients. PHD's Home Health team of nurses and therapists serve the needs of home bound patients throughout the five northern counties of Idaho. PHD Home Health supports health equity by serving patients and population groups regardless of their social, economic, demographic, and geographic status and backgrounds.

## Responsibilities include:

- Ensure patients are equitably provided the very best medical care.
- Develop an understanding of Home Health standards of care associated with the Idaho Bureau of Facility Standards
- Participate in quality-of-care projects associated with patient care.
- Interface with Home Health revenue cycle management team
- Become familiar with

PHD's Home Health electronic health record system.

## Desired qualifications:

- Registered Nurse with 1-3 years of experience
- Ability to work in a team environment
- Strong desire to serve the Public Health needs of North Idaho residents This is a full-time, permanent position offering a competitive hourly wage and is fully benefited.

PHD team members enjoy state of Idaho employee benefits including excellent health, dental, disability and life insurance benefits, and generous holiday, sick and vacation leave. In addition, PHD offers excellent matching retirement benefits that nearly doubles employee contributions. PHD provides a vehicle for travel and covers all travel expenses. Interested applicants may apply on-line at www.dhr.idaho.gov, from the Job Seekers tab, search for Registered Nurse. Interested applicants must apply by June 29, 2021. EEO/AA/Veterans Preference.

## Job Type:

## Part-time Pay:

$28.00 - $31.00 per hour

## Benefits:

- 401(k)
- Dental insurance
- Disability insurance
- Flexible schedule

- Flexible spending account
- Free parking
- Health insurance
- Life insurance
- Paid time off
- Prescription drug insurance
- Tuition reimbursement
- Vision insurance

## Medical Specialty:

## Home Health Schedule:

- 8 hour shift

## Supplemental Pay:

- Overtime pay

## Experience:

## Home Health:

1 year (Preferred)

## License/Certification:

- RN License (Required)

## Work Location:

- Multiple locations

## Work Remotely:

- No

## Chair, PhD Nursing Program

**Link to Live Job Posting:** Posting is no longer active

| | |
|---|---|
| **Location:** Beverly, MA | **O*NET:** 29-1141.00 |
| **Company:** Endicott College | **Job Title:** PhD Researchers |

Chair, PhD Nursing Program Endicott College Beverly, MA 01915 Job details Job Type Full-time Part-time Full Job Description The School of Nursing at Endicott College is a close-knit community of nurse educators who care deeply about the preparation of nurses at all levels. Endicott is located in the beautiful seaside town of Beverly, MA - a wonderful place to work and enjoy all that the Northshore of Boston has to offer. Endicott Colleges School of Nursing is seeking a collaborative and insightful Chair of PhD Nursing Program to serve as an interface between faculty and the administration. With direction from with the Associate Dean of Nursing, the Chair of PhD Nursing Program is responsible for managing the daily operations of the PhD Nursing Program. This includes supervising and mentoring full and part-time faculty, developing curriculum, programming, course offerings, program evaluation, and accreditation. Student enrollment, academic progress, and retention is the responsibility of the FNP Chair. In this position, the Chair will teach 6-12 workload credit of hybrid courses a year at the doctoral level and advises PhD nursing students

Qualifications:

- Current license as a Registered Nurse in Massachusetts;
- An earned PhD in Nursing;
- Experience in the administration or leadership of a program within a college or university is preferred;
- Commitment to inclusive education and developing cultural competencies among graduate students with a lens toward social justice education;
- Documented record of academic scholarship in nursing;
- Demonstrated ability to mentor students, particularly at the doctoral levels;
- Evidence of outstanding teaching competencies, including online at the doctoral level;
- Evidence of a commitment to service;
- Active participation in professional organizations;
- Excellent interpersonal and collaborative skills with high interest in working with non- traditional and adult students;
- Self-directed with excellent organizational skills;
- Being detailed-oriented and student centered, are essential to the position;
- Strong computer experience, which must include abilities to work effectively with MS Office suite products, i.

e. Word, Excel, Power-Point and Google Suite and Canvas Learning Management System. Endicott celebrates diversity and strives to bring a mix of talented people?representing a variety of backgrounds, perspectives, and skills?together to do their best work. The more inclusive we are, the better our work will be. We look forward to hearing from you. PbjgjUtiSz

## Home Health Registered Nurse

**Link to Live Job Posting:** Posting is no longer active

| | |
|---|---|
| **Location:** Hayden, ID | **O\*NET:** 29-1141.00 |
| **Company:** State of Idaho | **Job Title:** Home Health Registered Nurses |

Home Health Registered Nurse State of Idaho Hayden, ID Job details Job Type Full-time Full Job Description Description Panhandle Health District (PHD) Home Health is searching for an experienced registered nurse to serve the needs of home bound-patients living in Benewah and Shoshone counties of northern Idaho. PHD Home Health's team of nurses and therapists serve the needs of home bound patients throughout the five northern counties of Idaho. PHD Home Health supports health equity by serving patients and population groups regardless of their social, economic, demographic, and geographic status and backgrounds. The ideal candidate will have 1-3 years of experience, the ability to work in a team environment, and a strong desire to serve the Public Health needs of North Idaho residents. There is a full time, permanent position offering a competitive hourly wage and is fully benefited. PHD team members enjoy state of Idaho employee benefits including excellent health, dental, disability and life insurance benefits, and generous holiday, sick and vacation leave. In addition, PHD offers excellent matching retirement benefits that nearly doubles employee contributions. PHD provides a vehicle for travel and covers all travel expenses.

Example of Duties Responsibilities include:

- Ensure patients are equitably provided the very best medical care.
- Develop an understanding of Home Health standards of care associated with the Idaho Bureau of Facility Standards.
- Participate in quality-of-care projects associated with patient care.
- Interface with Home Health revenue cycle management team.
- Become familiar with electronic health record system.

Minimum Qualifications Licensed as a Professional or Registered Nurse in Idaho as defined by Idaho Code 54-1408 or state licensure as a Registered Nurse pursuant to the Nurse Licensure Compact, Idaho Code 54-1418, in one of the following compact states: Arizona, Arkansas, Colorado, Delaware, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, or Wisconsin. Supplemental Information District vehicles are provided for making home visits. The selected candidate must pass a background check as a condition of employment. Public health employees must be willing to participate in public health emergency preparedness activities and training and may be asked to perform activities within their skill levels that are not part of their normal jobs. During emergency situations, employees may be asked to work hours outside of the normal work day to assist with emergency response activities. To read more about Panhandle Health District, visit: https://panhandlehealthdistrict.org/ Hiring is done without regard to race, color, religion, national origin, sex, age or disability. In addition, preference may be given to veterans who qualify under state and federal laws and regulations. If you need special accommodations to satisfy testing requirements, please contact the Division of Human Resources.

# Appendix C - Data Sources and Calculations

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Curriculum Vitae

# Kathryn N. Robinson, Ph.D., MHA/Ed., RN

269 Maple Street
Bangor, Maine 04401
(603) 969-9979 – Cell
Kathryn.robinson1@maine.edu
Kathrynnoyes.robinson@gmail.com

## EDUCATION

| Institution | Location | Degree/Field of Study | Year |
|---|---|---|---|
| Northeastern University | Boston, MA | Ph.D. in Nursing | 2019 |
| Northeastern University | Boston, MA | Bachelor of Science in Nursing | 2013 |
| University of Phoenix | Boston, MA | Master of Healthcare Administration & Education | 2010 |
| University of New Hampshire | Durham, NH | Bachelor of Science in Biochemistry | 2007 |

*Dissertation*: Decision-Making among Individuals at-risk for Hereditary Breast and Ovarian Cancer Syndrome (HBOC)

## LICENSURES

| | Status |
|---|---|
| State of Maine RN License (Multistate): RN77962 | Active |
| State of Massachusetts RN License: RN2338964 | Active |

### Certifications/Additional Training

| | |
|---|---|
| 2025 | Professional NIH Grant Development Workshop, National Institutes of Health (16.0 contact hours) |
| 2017 | Summer Genetics Institute Training, National Institute of Nursing Research, National Institutes of Health, Bethesda, MD (8.0 hours of graduate-level college credit) |
| 2016 | ONS/ONCC Chemotherapy Biotherapy Certificate Course (15.0 contact hours) |

## EMPLOYMENT

### ADMINISTRATIVE APPOINTMENTS:

2022 -       **Associate Director**, School of Nursing, University of Maine, Orono, ME 04469
*2019 -*       **Affiliated Faculty,** University of Maine Institute of Medicine, Orono, ME 04469
*2019 -*       **Affiliated Faculty,** University of Maine Graduate School, Orono, ME 04469
*2024*       **Interim Director (May-August),** School of Nursing, University of Maine, Orono, ME 04469

### ACADEMIC APPOINTMENTS:

2024 -       **Associate Professor**, School of Nursing, University of Maine, Orono, ME 04469
2018 - 2024       **Assistant Professor**, School of Nursing, University of Maine, Orono, ME 04469
2019 - 2023       **Part-time Faculty**, NRSG2150: *Healthcare Ethics integrating Genomics*, Bouvé College of Health Sciences, School of Nursing, Northeastern University, Boston MA 02115
2019 - 2020       **Part-time Faculty**, *HLTH2000: Foundations of Coordinated Patient Care,* Bouvé College of Health Sciences, Northeastern University, Boston MA 02115
2018 - 2019       **Part-time Faculty**, *Healthcare Ethics HLTH 1510* - RN to BSN Program, Bouvé College of Health Sciences, School of Nursing, Northeastern University, Boston MA 02115
2017 - 2019       **Part-time Faculty**, *Statistics for Health Sciences NRSG 5120*-Nursing, Bouvé College of Health Sciences, School of Nursing, Northeastern University, Boston MA 02115

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| 2017- 2018 | **Part-time Faculty**, *Healthcare Informatics NRSG 6306-* RN to BSN Program, Bouvé College of Health Sciences, School of Nursing, Northeastern University, Boston MA 02115 |
| Fall, 2014 | **Graduate Teaching Assistant**, *Pathophysiology for Nurses (NRSG2313)*, Bouvé College of Health Sciences, Northeastern University, Boston MA |
| 2013 – 2014 | **Graduate Teaching Assistant**, *Innovations in Interprofessional Oral Health*, Bouvé College of Health Sciences, Northeastern University, Boston MA |
| 2008 – 2012 | **Science Teacher**, grades 9-12, Pinkerton Academy, Derry NH |
| 2008 – 2010 | **Science Teacher** 9-12 (summer), Salem State College, Salem Massachusetts |
| 2007 – 2008 | **Biology Teacher**, Wilmington High School, Wilmington Massachusetts |
| 2005 – 2007 | **Teaching Assistant**, Biology & Chemistry, University of New Hampshire, Durham NH |

## RESEARCH APPOINTMENTS:

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|---|---|
| 2024 - | **Associate Professor** (50% admin /25% teaching/25% research contract), School of Nursing, University of Maine, Orono, ME 04469 |
| 2019 - | **Consultant & Medical Writer**, Maine Genomics Cancer Initiative, Jackson Laboratories, Bar Harbor, ME 04609 |
| 2022 - 2024 | **Assistant Professor** (50% admin /25% teaching /25% research contract), School of Nursing, University of Maine, Orono, ME 04469 |
| 2018 - 2022 | **Assistant Professor** (75%% teaching/25% research contract), School of Nursing, University of Maine, Orono, ME 04469 |
| 2015 - 2019 | **Sponsored Employee & Affiliate**, Dana-Farber Cancer Institute, Phyllis F. Cantor Center for Research in Nursing and Patient Care Services, Boston MA 02215 |
| 2017 - 2019 | **Senior Graduate Research Assistant**, *Self-Management of Hypertension LifestyleBehaviors Using a Smartphone EMA/I App with Older Adult Black Women*, Bouvé College of Health Sciences, Northeastern University, Boston MA 02115 (PI: B. Douglas) |
| 2016 – 2019 | **Senior Graduate Research Assistant**, *Electronic and Tobacco Cigarettes Use Among Individuals At-High Risk for Lung Cancer: A NUCare Pilot Study*, Bouvé College of Health Sciences, Northeastern University, Boston MA 02115 (PI: H. Poghosyan) |
| 2015 – 2016 | **Graduate Research Assistant**, *PhD in Nursing Program*, Bouvé College of Health Sciences, Northeastern University, Boston MA 02115 |
| 2014 – 2015 | **Graduate Teaching Assistant**, *Innovations in Interprofessional Oral Health Program,* Bouvé College of Health Sciences, Northeastern University, Boston MA 02115 (PI: T. Fulmer, M. Dolce) |
| 2013 – 2014 | **Graduate Research Assistant**, *Interprofessional Research, Education & Practice (iPREP),* Bouvé College of Health Sciences, Northeastern University, Boston MA (PI: S. Mohammed) |
| 2005 – 2007 | **Research Assistant**, Laudano Laboratory, University of New Hampshire, Durham NH |
| 2006 (summer) | **Research Assistant**, Laudano – Stern Laboratory, Yale University School of Medicine, New Haven CT |

## RESEARCH EXPERIENCE:

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|---|---|
| 2024 - | **Principal Investigator,** University of Maine School of Nursing, Invited Earmark supported by Congress: *Expanding Maine's Nursing Workforce Pipeline: Launching Maine's First Ph.D. in Nursing*, Orono Maine, 04469 |
| 2019 - | **Consultant & Medical Writer,** Maine Genomics Cancer Initiative, Jackson Laboratories, Bar Harbor Maine 04609 |
| 2021 - 2024 | **Principal Investigator**, University of Maine - Roux Institute Northeastern University Seed Grant – United States Nursing Workforce, Portland, Maine 04101 |
| 2018 – 2020 | **Principal Investigator,** American Cancer Society Grant, Northeastern University, Boston MA 02115 |
| 2015 – 2019 | **Senior Graduate Research Assistant**, P20- NR015320-01, Northeastern Center for Technology in Support of Self-Management & Health, Bouvé College of Health Sciences,Northeastern University, Boston MA |
| 2016 - 2017 | **Oncology Research Nurse**, Dartmouth Hitchcock Medical Center- Norris Cotton Cancer Center, Lebanon NH |
| 2015 - 2016 | **PhD in Nursing Research Practicums** under advisement of Donna Berry, PhD, RN, AOCN, FAAN and Meghan Underhill-Blazey, PhD, RN, AOCNS, Dana Farber Cancer Institute, |

Boston MA

2014 – 2016 **Jonas Nurse Leader PhD Scholar**, *Interprofessional Collaborative Practice & Education among Undergraduates in Healthcare majors,* under advisement of Elizabeth Howard, PhD, MSN, School of Nursing, Northeastern University, Boston MA

Fall 2014 **PhD in Nursing Research Practicum**, Breast Cancer Lymphedema Study under advisement of AnneMarie Flores, PhD, PT, CLT, Bouvé College of Health Sciences, Northeastern University, Boston MA

2005 – 2007 **Undergraduate Research Assistant**, UNH/Yale Co-Lab, University of New Hampshire, Durham NH and Yale University, New Haven, CT

## *NON-ACADEMIC AND CLINICAL APPOINTMENTS:*

2019 - **Consultant & Medical Writer,** Maine Genomics Cancer Initiative, Jackson Laboratories, Bar Harbor Maine 04609

2015 – 2019 **Sponsored Employee**, Dana Farber Cancer Institute, Phyllis F. Cantor Center for Research in Nursing and Patient Care Services, Boston MA

2016 - 2017 **Oncology Research Nurse**, Dartmouth Hitchcock Medical Center- Norris Cotton Cancer Center, Lebanon NH

2012 – 2014 **Nursing student**, Boston MA

2004- 2009 **Licensed Nursing Assistant**, Merrimack Hospice House, Merrimack, NH

2003 – 2010 **Licensed Nursing Assistant**, Home Health & Hospice Care, Nashua NH; Granite State Anesthesia, Nashua NH

## RESEARCH and GRANTS

*Awarded to date (2/2025) as Principal Investigator: $3,740,000.00*

| Date | Role | Title | Agency | Type | Amount |
|------|------|-------|--------|------|--------|
| 2024 | PI | Expanding Maine's Nursing Workforce Pipeline: Launching Maine's First Ph.D. in Nursing | Earmark (invited) | Extramural | $3,100,000.00 **(funded)** |
| 2023 | PI | Establishment of Interdisciplinary Student Support for Chemistry, Microbiology, and Nursing at the University of Maine | University of Maine System (UMS) | Intramural | $24,012.00 (unfunded) |
| 2023 | PI | Adult Learners Grant – Masters in Nursing Program | University of Maine System (UMS) | Intramural | $10,000.00 **(funded)** |
| 2022 | PI | Helene Fuld Health Trust | HSBC Private Bank | Extramural | $550,000.00 **(funded)** |
| 2022 | Co-PI | *Letter of Intent:* Structural Ruralism: Exploring Innovative Strategics to Improve Rural Food Security and Access to Health Services | Robert Wood Johnson Foundation | Extramural | $350,000.00 (not chosen) |
| 2022 | PI | Climate & Culture: Understanding Social Determinants of Health in Rural Maine Coastal Communities | AACN Faculty Scholars Program | Extramural | $25,000.00 (unfunded) |
| 2022 | Co-PI | Improving educational practices surrounding current genetic and genomic techniques in healthcare for a cohort of undergraduate learners | International Society of Nurses in Genetics (ISONG) | Extramural (Education grant) | $2,000.00 (unfunded) |
| 2022 | PI | 3rd Annual UMS Nursing Research Symposium: Fostering Inter-campus Collaborations in Nursing Research Across the State of Maine | Davis Education Foundation (UMS Mini-Grants) | Intramural | $10,000.00 (unfunded) |
| 2021-2022 | Co-PI | The Nursing Workforce Shortage in Maine & Massachusetts and the Development of a Multi-state Collaborative Health Sciences Research Pathway: A Mixed Methods | Northeastern University / UMaine Seed Grant | Intramural | $50,000.00 **(funded)** |

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|---|---|---|---|---|---|
| | | Approach | | | |
| 2021 | PI | The Intersection of Genomics Nursing Science and Technology with Personalized Medicine: An Opportunity to Diversify the Nursing Workforce to Advance Health Equity among Underrepresented Populations | National Institutes of Health - Division of Loan Repayment Program | Extramural | $100,000 (unfunded) |
| 2021 | Co-PI | Social Determinants of Health Facing the Maine Population – A Crisis Pending | Institute of Medicine / UMaine Seed Grant | Intramural | $25,000.00 (unfunded) |
| 2021 | PI | Advancing Genomics in Healthcare to an Entire Community of Undergraduate Learners Through an Interprofessional Collaborative Practice Framework | International Society of Nurses in Genetics (ISONG) | Genomic Education Project Grant | $750.00 (unfunded) |
| 2018 -2020 | PI | Exploring the Decision-Making Process in HBOC Genetic Testing (DSCN- 18- 070-1- SCN) | American Cancer Society | Extramural | $30,000.00 **(funded)** |
| 2020 | Contributer | Doctor of Philosophy (Ph.D.) in Nursing Program at the University of Maine School of Nursing | Define Tomorrow Initiative (UMaine) | Intramural- University Challenge | ----------- Unawarded |
| 2019 | PI | Understanding exposure to pollutants and its effects on epigenetic variation among a rural population at risk for hereditary cancers | PEW Scholars Program in Biomedical Sciences | Not Funded | ----------- Unawarded |
| 2017 | PI | Decision-making in individuals offered genetic testing for Hereditary Breast and Ovarian Cancer risk | Oncology Nursing Society | Extramural | $5,000.00 (unfunded) |
| 2016 | Contributor (*SGA) | Northeastern Center for Technology in Support of Self-Management & Health (1-P20 NR015320-01)<br>● Self-Management of Hypertension Lifestyle Behaviors Using a Smartphone EMA/I App in Older Adult Black Women<br>● Electronic and Tobacco Cigarette Use Among Individuals at High Risk for Lung Cancer | National Institutes of Nursing Research | Extramural | $1,469,950.00 **(funded)** |
| 2014 | Contributor (*SGA) | Innovations in Interprofessional Oral Health Program | DentaQuest Foundation | Extramural | $2,000,000.00 **(funded)** |

*SGA: Stipend graduate assistantships in research

## TRAINING GRANTS

| Date | Role | Title | Agency | Type | Amount |
|---|---|---|---|---|---|
| 2017 | Awardee | Summer Genetics Institute Trainee | National Institute of Nursing Research | Extramural | $25,000.00 **(funded)** |
| 2014 | Awardee | The Jonas Nurse Leaders PhD Scholars Program | Jonas Center for Nursing & Veterans Healthcare | Extramural | $36, 466.00 **(funded)** |

## MEDIA, NEWS, AND PUBLISHED ONLINE-CONTENT:

**Bangor Daily News. (2023).** [UMaine School of Nursing receives $500k for graduate scholarships](#).
    Role: Principal Investigator

**University of Maine News. (2023).** [UMaine School of Nursing receives $550K for graduate scholarships](#)
    Role: Principal Investigator

**Senator Susan Collins (2024).** [UMaine Ph.D. Nursing Program Secured by Senator Collins in Funding Bill.](#)
    Role: Principal Investigator

**Maine Cancer Genomics Initiative, Education & Learning, Jackson Laboratories. (2019).** [Somatic versus germline testing](#).
    Role: Medical Writer & Consultant

**Maine Cancer Genomics Initiative, Education & Learning, Jackson Laboratories. (2019).** [Overview of](#) [PARP inhibition therapy and treatment options.](#)
    Role: Medical Writer & Consultant

## PEER-REVIEWED PUBLICATIONS

### *BOOK CHAPTER(S):*

**Robinson, K.** (2022). Population-based genetics. In K.Subasic (Ed). *Fast facts on genetics and genomics for*

*nurses: practical applications*. Springer Publishing. [https://www.springerpub.com/fast-facts-on-genetics-and-genomics-for-nurses-9780826175724.html#authors](https://www.springerpub.com/fast-facts-on-genetics-and-genomics-for-nurses-9780826175724.html#authors)

### *REFEREED JOURNALS:* (*Data-based articles)

**Robinson, K.,** Rodday, AM., Dias, R., Strout, K., Peary, A., Johnson, R., Rao, V., Board, R., Olivieri-Mui, B. (2025). Motivations and Barriers regarding Higher Nursing Education among the Northeast Nursing Workforce. *Journal of Professional Nursing*. Under Review.

Peary, A., **Robinson, K.,** Strout, K., McNulty, J., & Bonnet, J. (2025). Insights into School-Based Physical Activity Implementation Strategies During the COVID-19 Pandemic: A Thematic Analysis. *Journal of Child: Health, Care, and Development. In-press.*

Sibley, S., **Robinson, K.,** Fairman, J., Nye, C., Poirier, P., Strout, K. (2024). Preparing for Clinical Placements and Transition to Practice with Objective Structured Clinical Examinations: A Qualitative Study of Family Nurse Practitioner Students. *Clinical Simulation in Nursing, 97* (1), p. [https://doi.org/10.1016/j.ecns.2024.101636](https://doi.org/10.1016/j.ecns.2024.101636).

Sibley, S., & **Robinson, K.** (2024). Nurse Practitioner Education: Recommending Theories and Frameworks for Simulation-based Practice and Research Experience. *Journal of Professional Nursing*. 54, 50-53. [https://doi.org/10.1016/j.profnurs.2024.06.010](https://doi.org/10.1016/j.profnurs.2024.06.010)

**Robinson, K.,** Cavanaugh, R., Peary, A., Johnson, R., Dias, R., Baker, B., Rao, V., Strout, K., Board, R., Olivieri-Mui, B. (2023). An Analysis of Orientation and Preceptorship Influence on Nurse Job Satisfaction Across Two States. *Journal for Nurses in Professional Development, 40(3):* 149-155.

Olivieri-Mui, B., Rodday, A.M., Rao, V., Baker, B., Peary, A., Johnson, R., Dias, R., Board, R., Strout, K., **Robinson, K.** (2023). Who among nurses seeks advanced nursing degrees? A study of the US National Sample Survey of Registered Nurses. *Journal of Professional Nursing*, 50: 53-60.

Dias, R., & **Robinson, K.,** Poirier, P. (2023). The Effect of Simulation on Nursing Student Perceptions of Readiness to Provide End-of-Life Care. *Journal of Palliative Care, 25*(6), E116-123.

Strout, K. Schwartz-Mette, R., McNamara, J., Parsons, K., Walsh, D., Bonnet, J., M. O'Brien, L., **Robinson, K.,** Sibley, S., Smith, A., Sapp, M., Sprague, L., Robinson, K.B., Henderson, A. (2023). WellNurse in Nursing Education to Promote Resilience and Reduce Burnout: Protocol for A Holistic Multidimensional Wellness Intervention and Longitudinal Research Study Design in Nurse Education in Practice. *JMIR Publications, 12:*e49020.

**Robinson, K**., & Saber, D. (2022). Obesity: Policy and practice recommendations for high risk populations influenced by COVID-19 pandemic. *mSystemsJ.* American Society of Microbiology - Microbes and Social Equity Special Collection for *Plos One.* https://doi.org/10.1128/msystems.00089-22

Flores, A. M., Nelson, J., Andrews, L., Stephenson, R. G., **Robinson, K.,** Cheville, A., Sanders, A., Blot, W. J. (2020). Lymphedema signs, symptoms, and diagnosis in women who are in minority and low-income groups and have survived breast cancer. *Physical Therapy*, *100(*3), 1-13. https://doi.org/10.1093/ptj/pzaa002

Poghosyan, H., Mello, S., **Robinson, K**., Tan, A. (2020). Worry about the future health issues of smoking and intention to screen for lung cancer with low-dose computed tomography. *Cancer Nursing.* Advanced online publication. https://doi.org/10.1097/NCC.0000000000000897

Underhill, M., Blonquist, T.M., Habin, K., Lundquist, D., Shannon, K., **Robinson, K.,** Boucher, J. (2017). A state-wide initiative to promote genetic testing in an underserved population. *Cancer Medicine, 6*(7),1837- 1844. https://doi.org/10.1002/cam4.1100

**Under Review for Publication: Peer- Reviewed**

- **Robinson, K.,** Guthrie, B., Underhill-Blazey, M., Kim, T., Todorova, I. (2023). Exploring the cancer genetic testing decision-making process among rural-residing individuals: A grounded theory approach. *Journal of Genetic Counseling.* Manuscript Under Review.

**Non peer-reviewed Publications**

- **Robinson, K.,** Guthrie, B. J., Underhill-Blazey, M., Kim, T. & Todorova, I. (2019). *Decision-making among Individuals at risk for Hereditary Breast and Ovarian Cancer Syndrome* (Doctoral dissertation). Northeastern University, Boston MA, USA, ProQuest Dissertations Publishing. 13861107.

*Manuscripts In-Preparation*

1. **Robinson, K.,** Namujji, E., Rodday, AM., Dias, R., Olivieri-Mui, B. (2023). *A Secondary Analysis in Barriers to Obtaining Higher Nursing Education among nurses working in hospital care settings Across Two States*. Manuscript in preparation.

## PRESENTATIONS—REGIONAL / NATIONAL / INTERNATIONAL

| Date | Type | Title/author list | Conference Title, City/State | Refereed/ Invited |
|------|------|-------------------|------------------------------|-------------------|
| 09/15/2024 | Podium, International | The effect of simulation on nursing student perceptions of readiness to provide end of life care. Dias, R., **Robinson, K.** (2023). | Aging & Social Change: 14th Interdisciplinary | Refereed |

Curriculum Vitae

| | | | Conference, University of Galway, Ireland | |
|---|---|---|---|---|
| 10/24/2023 | Poster, Regional | Climate Survey among Northeast Nurses: Strategies to implement Higher Education into the Nursing Workforce. **Robinson, K.,** Rodday, AM., Dias, R., Strout, K., Peary, A., Johnson, R., Rao, V., Board, R., Olivieri-Mui, B. (2023). | Maine Research Symposium on Biomedical Science and Engineering | Refereed |
| 11/6/2022 | Poster, National | Characterizing nurses with higher degrees in Maine and Massachusetts using the National Sample Survey of Registered Nurses. Olivieri-Mui, B., Rodday, A.M., Rao, V., Baker, B., Peary, A., Johnson, R., Dias, R., Board, R., Strout, K., **Robinson, K.** (2022) | American Public Health Association Conference, Boston MA | Refereed |
| 11/6/2022 | Poster, National | Orientation and preceptors may not translate into job satisfaction among nurses in Maine and Massachusetts: A secondary analysis of the National Sample Survey of RNs. **Robinson, K.,** Cavanaugh, R., Peary, A., Johnson, R., Dias, R., Baker, B., Rao, V., Strout, K., Board, R., Olivieri-Mui, B. (2023). | American Public Health Association Conference, Boston MA | Refereed |
| 11/4/2022 | Poster, Regional | Characterizing nurses with higher degrees in Maine and Massachusetts using the National Sample Survey of Registered Nurses. Olivieri-Mui, B., Rodday, A.M., Rao, V., Baker, B., Peary, A., Johnson, R., Dias, R., Board, R., Strout, K., **Robinson, K.** (2022) | UMS Nursing Research Symposium | Refereed |
| 11/4/2022 | Poster, Regional | Orientation and preceptors may not translate into job satisfaction among nurses in Maine and Massachusetts: A secondary analysis of the National Sample Survey of RNs. **Robinson, K.,** Cavanaugh, R., Peary, A., Johnson, R., Dias, R., Baker, B., Rao, V., Strout, K., Board, R., Olivieri-Mui, B. (2023). | UMS Nursing Research Symposium | Refereed |
| 10/28/2022 | Poster, National | Reforming the School of Nursing Admissions Process through the Implementation of Holistic Review in a Public BSN Program. **Robinson, K**., Walsh, D., Porter, J., Eremita, D., Ray, N., Etsy-Kendall, G., Strout, K. | AACN Diversity Symposium | Refereed |
| 10/13/2022 | Poster, Regional | Characterizing nurses with higher degrees in Maine and Massachusetts using the National Sample Survey of Registered Nurses. Olivieri-Mui, B., Rodday, A.M., Rao, V., Baker, B., Peary, A., Johnson, R., Dias, R., Board, R., Strout, K., **Robinson, K.** (2022) | UMaine Institute of Medicine 2022 Research Symposium, Portland Maine | Refereed |
| 10/13/2022 | Poster, Regional | Orientation and preceptors may not translate into job satisfaction among nurses in Maine and Massachusetts: A secondary analysis of the National Sample Survey of RNs. **Robinson, K.,** Cavanaugh, R., Peary, A., Johnson, R., Dias, R., Baker, B., Rao, V., Strout, K., Board, R., | UMaine Institute of Medicine 2022 Research Symposium, Portland Maine | Refereed |

| | | Olivieri-Mui, B. (2023). | | |
|---|---|---|---|---|

| 3/4/2021 | Podium, International | **Robinson, K.,** Guthrie, B. J., Underhill-Blazey, M., Kim, T. & Todorova, I. (2021). Decision-making among Individuals at risk for Hereditary Breast and Ovarian Cancer Syndrome (HBOC). | International Conference of Cancer Nursing, London, England. | Refereed |
|---|---|---|---|---|
| 05/07/2019 | Podium, Demonstration National | Douglas, B., Gordan, C., **Robinson, K.,** Khaghani, I., Eaton, M. & Tibbit, C., Li, Xuan, Jimison, H., Pavel, M., Guthrie, B. (2019). The NUCoach Platform: A Health Coaching System Approach to Nursing Research. | National Institutes of Nursing Research-Directors Meeting, Bethesda, Maryland. | Invited |
| 04/04/2019 | Podium, National | Douglas, B.M., **Robinson, K.,** Douglas, B. R., Eaton, M., Okoeka, G., Vath, V., Gordan, C., Guthrie, B. (2019). Self-Management of Hypertension Lifestyle Behaviors Using a Wearable device and a Smartphone App in Older Adult Black Women. | Eastern Nursing Research Society, Providence, Rhode Island | Refereed |
| 11/15/2018 | Symposium, National | Sceppa, C., Gordan, C., Howard, E., **Robinson, K.,** Poghosyan, H., Guthrie, B., (2018). The NUCare Center: Using Technology to Support Health Aging and Address Chronic Illness | The Gerontological Society of America, Boston, Massachusetts | Refereed |
| 05/01/2018 | Symposium, National | Guthrie, B., Jimison, H., Pavel, M., Sceppa, C., Fulmer, T., Douglas, B., Dykes, P., Howard, E., Poghosyan, H., Gordan, C., Khaghani, I., Li, Xuan, **Robinson, K.,** Eaton, M. & Tibbit, C. (2018). Northeastern Center on Technology in Support of Self-Management and Health, aka "NUCare." | National Institutes of Nursing Research-Directors Meeting, Bethesda, Maryland | Invited |
| 05/17/2018 | Poster, National | **Robinson, K.** & Underhill-Blazey, M. (2018). Factors Associated with Genetic Testing for Hereditary Breast and Ovarian Cancer Syndrome (HBOC): An Integrative Review. | Oncology Nursing Society 43rd Annual Congress, Washington D.C | Refereed |
| 04/12/2018 | Symposium, National | Guthrie, B., Jimison, H., Pavel, M., Sceppa, C., Fulmer, T., Douglas, B., Dykes, P., Howard, E., Poghosyan, H., Gordan, C., Khaghani, I., Li, Xuan, **Robinson, K.,** Eaton, M. & Tibbit, C. (2018). Precision Health – Preparing the Next Generation of Nurse Scientists. | Eastern Nursing Research Conference, Newark New Jersey | Refereed |
| 05/4/2017 | Poster, National | Underhill-Blazey, M., Habin, K., Lundquist, D., **Robinson, K.,** Boucher, J., Shannon, K. (2017). Result of the Implementation of a Nurse-led Program to Promote Genetic Testing in an Underserved Population. | Oncology Nursing Society 42nd Annual Congress, Denver, Colorado | Refereed |

| 04/7/2017 | Poster, National | **Robinson, K.,** Underhill-Blazey, M. (2017). Factors Associated with Genetic Testing for Hereditary Breast and Ovarian Cancer Syndrome (HBOC): An Integrative Review | Eastern Nursing Research Society, Philadelphia, Pennsylvania | Refereed |
|---|---|---|---|---|
| 03/05/2016 | Podium, Regional | **Robinson, K**. (2016). The Effects of Uncertainty, Self-Efficacy, and Psychological Distress with Genetic Testing Decisions Among First-Degree Relatives of Hereditary Breast and Ovarian Cancer Syndrome: A Comparative Approach. | New England Doctoral Student Conference, Nashua New Hampshire | Refereed |
| 04/08/2016 | Poster, Regional | **Robinson, K.,** Ramirez, V., Kim, Y., Hlaing, A., Huey, K., Musler, J., O'Neil-Pirozzi, J., Carney, M., Day, L., Hamel, P., Young, A (2016). Model Interprofessional Experiential Education Program for Bouve Freshman in Health Professional Students | RISE-EXPO, Northeastern University, Boston Massachusetts | Refereed |
| 04/14/2016 | Poster, Regional | **Robinson, K.** (2016). R.I.S.E: An Interprofessional Student-driven Model Transforming Healthcare Education by Fostering Collaborative Practice. | Eastern Nursing Research Society, Pittsburgh, Pennsylvania | Refereed |
| 10/15/2015 | Poster, Regional | **Robinson, K. (2016). An** Interprofessional Student-driven Committee, iRISE: Grassroots to Practice of the R.I.S.E. Model | Jonas Scholars Leadership Conference, Washington, D. C. | Refereed |
| 09/25/2015 | Podium, International | Flores, A. M., Nelson, J., Andrews, L., Tucker, K. T., Stephenson, R. G., **Robinson, K.,** Blot, W.J. (2015). Lymphedema signs, symptoms, self-reported diagnosis and referral to physical therapy among African American and low-income breast cancer survivors. | European Cancer Congress, Vienna, Austria | Refereed |
| 04/09/2015 | Poster, Regional | **Robinson, K.,** Mandal, S., & Jarmusz, L.(2015). An Interprofessional Student-driven Committee, iRISE: Grassroots to Practice of the R.I.S.E. Model at Bouvé College of Health Sciences at Northeastern University. | RISE-EXPO, Northeastern University, Boston Massachusetts | Refereed |
| 02/01/2014 | Podium, National | Dolce, M., Ring, P., **Robinson, K**. & Ranade, A. (2014). Integrating Interprofessional Oral Health Education in a Student-Faculty Collaborative Practice Clinic: An Interprofessional Faculty Toolkit. | Society for Student-Run Free Clinics, Nashville Tennessee | Refereed |
| 04/28/2014 | Poster, National | Dolce, M., Ranade, A. & **Robinson. K**. (2014). Teaming in Primary Care: An Interprofessional Education Faculty Toolkit | National Oral Health Conference, Dallas, Texas | Refereed |
| 06/08/2014 | Podium, National | Dolce, M., Mohammed, S. & **Robinson, K**. (2014). Interprofessional Research, Education & Practice (iPREP) by Design | All Together Better Health Conference, Pittsburgh, PA | Refereed |

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|---|---|---|---|---|
| 06/08/2014 | Poster, National | **Robinson, K**., Jarmusz, L., Mandal, S. (2014). iRISE: Interprofessional Research, Innovate, Serve & Educate. | All Together Better Health Conference, Pittsburgh, PA | Refereed |
| 06/08/2014 | Podium, National | Dolce, M., Ring, P., Ranade, A., **Robinson, K**. & Lyde, C. (2014). Understanding Oral-Systemic Health and Culture: Bringing It All Together. | All Together Better Health Conference, Pittsburgh, PA | Refereed |
| 11/12/2014 | Podium, National | Dolce. M. & **Robinson, K**. (2014). Addressing Oral-Systemic Health Inequities in Native Americans: A Call to Action. | American Public Health Association, New Orleans, LA | Refereed |

## ACADEMIC PRESENTATIONS

| Date | Title | City/State | Refereed/ Invited |
|---|---|---|---|
| 10/2019 – 2023 | **Robinson, K.** Genomics in Nursing Healthcare: Past, Present & Future Trends. *(standing guest lecture each semester)* | ABSN Program, Northeastern University Burlington campus, Burlington MA | Invited |
| 11/2019 | **Robinson, K.** Hereditary Cancers: Healthcare Ethics, Genetic Testing, and Roles within Nursing | BSN Program-NUR413, University of Orono, Maine | Invited |
| 02/2014 | **Robinson, K.** Simulation Didactic: Teaming in Primary Care | Bouvé College of Health Sciences, Northeastern University, Boston, MA. | Invited |
| 09/2013 | Dolce, M. & **Robinson, K.** Innovations in Interprofessional Oral Health: Technology, Instruction, Practice, and Service (TIPS) | Bouvé College of Health Sciences, Northeastern University, Boston, MA | Invited |

## HONORS/AWARDS

| *Date* | Award | Organization/Group |
|---|---|---|
| 2025 | Nominated, ELH Outstanding Service Award | University of Maine, College of Earth, Life & Health Science, Orono Maine |
| 2022 | Nursing Education in Maine Award ($40,000.00) | FAME Education Division, Maine |
| 2022 | 2022 University of Maine Faculty Mentor Impact Award | University of Maine, Orono Maine |
| 2021 | Nominated for University of Maine Faculty Mentorship Award | University of Maine, Orono Maine |
| 2020 | Bangor Saving Bank/LoRusso Proposal Award ($2,500.00) | University of Maine, Orono Maine |
| *2019* | Selected as a participant in the University Grants Academy | University of Maine Office of Research Development |

Curriculum Vitae

| 2017 | Intramural Research Training Award ($25,000.00) | National Institute of Nursing Research, National Institutes of Health |
|---|---|---|
| 2017 | Kenerson Graduate Student Award ($2,000.00) | Bouvé College of Health Sciences, Northeastern University, Boston MA |
| *2016* | Outstanding Graduate Student Award in Experiential Learning | Northeastern University Boston MA |
| *2015* | The 2015 Barbara Goodfellow Award | Sigma Theta Tau International – Gamma Epsilon Chapter, Northeastern University, Boston MA |
| *2014* | Jonas Nurse Leaders PhD Scholar | Jonas Center for Nursing and Veterans Healthcare |
| *2012* | Vivian Allen Scholarship ($5,000.00) | Northeastern University, Boston MA |
| *2012* | MediTech Info Scholarship ($5,000.00) | Northeastern University, Boston MA |

## PROFESSIONAL ACTIVITIES & COMMUNITY SERVICE

| Date | Organization | Role |
|---|---|---|
| *University of Maine* | | |
| 2025 – Present | University of Maine Graduate Board & College of Earth, Life, and Health Science Graduate Curriculum committees | Member |
| 2020 – Present | Doctor of Physical Therapy Search Committee, University of Maine, Orono ME 04469 | Member |
| 2021 – Present | University of Maine System Research Symposium Planning Committee | Founding Member |
| 2022 – Present | Project Advisory Committee, R25 to NIH/NIA, Division of Center on Aging | Member |
| 2022 – Present | University of Maine System Research Council | Member |
| 2021 – Present | University of Maine Institute of Medicine, Faculty Researcher | Member |
| 2020 – 2022 | The Associated Facilities of the University of Maine (AFUM) Scholarship & Recognition Committee, University of Maine, Orono Maine 04469 | Member |
| 2021 – 2022 | University of Maine Diversity & Leadership Institute (UMDLI), Orono Maine 04469 | Elected Member |
| 2019 – 2020 | Grants Academy, University of Maine, Orono ME 04469 | Elected Member |
| *UMaine School of Nursing, Orono ME* | | |
| 2025 – Present | Graduate Faculty Committee and Curriculum Sub-committee | Chair |
| 2022 – 2025 | Undergraduate (BSN) Curriculum Committee, University of Maine School of Nursing, Orono ME 04469 | Chair |
| 2022 – Present | Graduate Curriculum Committee | Member |
| 2022 – Present | Graduate Faculty | Member |
| 2021 – Present | Diversity, Equity & Inclusion Committee, University of Maine School of Nursing, Orono ME 04469 | Chair |

| 2021 – Present | University of Maine Diversity & Leadership Institute (UMDLI), Orono Maine 04469 | Elected Member |
|---|---|---|
| 2021 – Present | University of Maine System Nursing Research Symposium Planning | Founding Member |

| | | |
|---|---|---|
| | Committee | |
| 2022-2023 | Strategic Planning Committee | Chair |
| 2019 – 2022 | School of Nursing Search Committee, University of Maine, Orono ME 04469 | Elected Chair |
| **_Northeastern University, Boston MA_** | | |
| 2013 – 2017 | Interprofessional Research, Innovate, Serve & Educate (iRISE) Student Committee, Bouvé College of Health Sciences Northeastern University, Boston MA | Founding Member & Advisor |
| 2014 – 2017 | PhD in Nursing Committee, Bouvé College of Sciences, Northeastern University, Boston MA | Student Representative |
| 2013 – 2016 | Interprofessional Research, Education & Practice (iPREP) Committee, Bouvé College of Sciences, Northeastern University, Boston MA | Student Representative |
| **_Community_** | | |
| 2023 - Present | Advisory Committee on Racial Equity, Inclusion, and Human Rights, City of Bangor, Maine | Pending interview (10/6) |
| 2022 – Present | Maine Area Health Education Network (AHEC) Advisory Committee | Member |
| 2021 | COVID-19 Vaccination Initiative, COVID-19 Vaccinator and Clinical Observer, The Cross Insurance Center, Northern Light Health | Volunteer |
| 2018 – 2020 | Caring Connections, Breast Cancer Support Group, Bangor Maine | Volunteer, as needed |
| 2014 – 2018 | Making Strides Against Breast Cancer, American Cancer Society, Manchester NH branch | Chair – weekly |
| 2014 – 2017 | American Red Cross | Volunteer |
| 2005- 2007 | Relay for Life, American Cancer Society, NH branch | Team leader, monthly |

*PUBLICATION EDITORIAL BOARDS AND REVIEW:*

| Date | Journal or Publisher | Role |
|---|---|---|
| 2023 | Microbiology Systems - "*Risk factors for SARS-CoV-2 pneumonia among renal transplant recipients in Beijing Omicron wave.*" | Invited Journal Reviewer |
| 2022 - Present | American Public Health Association (APHA) | Abstract Reviewer |
| 2021 - Present | International Conference on Cancer Nursing | Abstract Reviewer |
| 2022 | International Society of Nurses in Genetics World Congress | Abstract Reviewer |
| 2021 | University of Maine System Nursing Research Symposium | Abstract Reviewer |

## PROFESSIONAL ORGANIZATIONS

| Date | Organization | Role | Offices Held |
|---|---|---|---|
| 2018 – Present | International Conference on Cancer Care in Nursing (ICCN) | Member | Invited abstract reviewer, 2021 |
| 2018 – Present | International Society of Nurses in Genetics – Research and Ethics Committees | Member | N |
| 2015 – 2020 | Eastern Nursing Research Society | Member | N |
| 2015 – 2020 | Oncology Nursing Society | Member | N |
| 2015 – Present | Sigma Theta Tau International Society of Nursing, Gamma Epsilon Chapter | Member | N |
| 2014 – Present | Jonas Scholar, Jonas Center for Nursing and Veterans Healthcare | Member | N |
| 2004 – Present | Alpha Chi Sigma (AXE) National Chemistry Organization – Mu Chapter | Member | Treasurer (2006-2007) |
| 2014 – 2017 | Making Strides Against Breast Cancer, American Cancer Society – Manchester, NH Branch | Member | Chair (2015-2017) |
| 2014 – 2015 | Hospice and Palliative Care Nurses Association | Member | N |
| 2014 – 2015 | International Society of Nurses in Cancer Care | Member | N |

## Continuing Education

| | Date | # of CEUs/hours |
|---|---|---|
| UMS Nursing Research Symposium, Augusta ME | 11/4/2023 | 5.0 contact hours |
| International Society of Nurses in Genetics, 2021 World Congress, Promoting DEI in Health Equity in Genomic Nursing; pharmacotherapeutics + Pre-Congress | 11/4-11/7/2021 | 24 contact hours |
| 16th Annual Geriatrics Colloquium, University of Maine | 10/25/2021 | 3.0 contact hours |
| UMS Nursing Research Symposium, Portland ME | 10/3/2021 | 5.75 contact hours |
| American Association of Colleges in Nursing, Holistic Admissions Review in Health Professions Workshop | 9/24/2021 | 5.1 contact hours |
| American Association of Colleges in Nursing, Diversity Symposium | 11/9-11/10/2021 | 9.0 contact hours |

| | | |
|---|---|---|
| Choosing the Best Genomic Test, Jackson Laboratories | 06/12/2021 | 16.5 CE credit |
| International Conference on Cancer Nursing | 2/2/2021-2/5/2021 | 15.25 contact hours |
| Northeast Multistate Division – ANA- New Work 2018 | 10/26-10/30/2018 | 3.5 pharmacology |
|     International Society of Nursing in Genetics World Congress, Orlando FL | | |
| National Institute of Nursing Research – Summer Genetics Institute Training Program | 6/4 – 6/30/2017 | 8.0hrs college credit |
| ONS/ONCC Chemotherapy Biotherapy Certificate Course | 8/15/16 | 15.0 contact hrs |
| Oncology Nursing Society – Clinical Trials Nursing 101 | 7/1/2016 | 14.9 contact hrs |
| Oncology Nursing Society – Cancer Basics | 7/1/2016 | 6.4 contact hrs |
| Jonas Nurse Leader Conference, Washington D.C. | 10/25-10/27/2015 | 8.25 contact hrs |
| Dana Farber Cancer Institute – Highly Penetrant Inherited Cancer Genetic Syndromes Seminar | 3/25/15 | 1 CEU |
| Dana Farber Cancer Institute- Social/Behavioral Investigators and Key Personnel | 01/2015 | 6 CEUs |
| Dana Farber Cancer Institute – Social and Behavioral Conduct of Research | 01/2015 | 6 CEUs |
| All Together Better Health Conference | 06/2014 | 16.0 contact hrs |
| The Bouvé Dean's Seminar Series: Parallel Practice by Kerri McQuiere DDS | 05/2014 | 2.0 contact hrs |
| American Dental Education Association (ADEA) Conference | 03/2014 | 8 contact hrs |
| Society for Student-Run Free Clinics Conference | 02/2014 | 8 contact hrs |
| The Bouvé Dean's Seminar Series: Following Your Passion and Making a difference by Brian Swann, DDS, MPH | 01/2014 | 2 contact hrs |

## Proposal for a New Blended Graduate Degree

### Doctor of Nursing Practice (DNP)
### *with a concentration in Family Nurse Practitioner (FNP)*

**Submitting University:**
- University of Maine

**Submitted by:**
- Sean Sibley, PhD, MSN, APRN, FNP-C, CNE
    - Clinical Assistant Faculty, FNP Track Coordinator
    - 5724 Dunn Hall, Room 230, Orono ME 04469
    - 207.290.5665; sean.sibley@maine.edu

**Program Proposal Submission Date:** 10/2025
**Proposed Program Launch Date:** 09/2027
**Intent to Plan approved by VCAA date:** April 16, 2025

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**Part One: Program Overview**
- Rationale for program
    - For continued program accreditation, the University of Maine's well established Family Nurse Practitioner (FNP) track needs to transition from a Master of Science in Nursing Leadership (MSNL) degree to a Doctor of Nursing Practice (DNP) degree program. This transition is motivated by the American Association of Colleges of Nursing (AACN) 2021 *Essentials*: Core Competencies for Professional Nursing Education. Additionally, the National Organization of Nurse Practitioner Faculties (NONPF) has advocated for the DNP as the entry-level degree for nurse practitioners. Since 1992, the University of Maine rural FNP program has upheld the land-grant mission of supporting the primary care workforce for Maine. The healthcare environment is becoming increasingly complex due to technological advancements, an aging population with chronic conditions, and intricate healthcare systems. A DNP program provides more in-depth education in areas such as evidence-based practice, quality improvement, systems leadership, health policy, and informatics. These competencies equip FNPs to navigate the system complexities more effectively and improve patient outcomes. Additionally, the transition to a DNP program can help address the shortage of doctorally prepared nursing faculty needed to educate future generations of registered and advanced practice nurses.
- Program goals/objectives
    - To respond to Maine's critical shortage of primary care providers and healthcare leaders, our FNP program needs to transition to the DNP. While

retaining the current essential FNP learning outcomes, the DNP curriculum will expand to emphasize macro-level healthcare perspectives and the science of implementing effective healthcare changes. As a practice-focused doctorate, the DNP complements the research-oriented Doctor of Philosophy in Nursing. The culminating DNP projects will showcase graduates' advanced nursing expertise and their ability to translate research to improve patient outcomes. Equipped with these enhanced competencies, our DNP-prepared FNPs will be ready to drive improvements in healthcare quality, safety, and workflow across Maine. Recognizing the significant effort of our current 50-credit MSNL-FNP curriculum, the addition of 25 credits will enable graduates to earn a terminal degree, aligning their credentials with other advanced healthcare professions like physical therapy, pharmacy, and medicine. The proposed DNP program represents a logical and essential progression in UMaine's commitment to addressing Maine's healthcare demands.

**Part Two: Evidence of Need**
- National Data/State Data market analysis (Burning Glass or similar)*
  - The pressing need for a DNP program at UMaine is underscored by a confluence of national trends and the unique healthcare challenges facing Maine. Nationally, the Bureau of Labor Statistics projected in 2025 that nurse practitioners would experience the most rapid job growth within the healthcare sector, with an anticipated expansion exceeding the average at 40%. This national surge highlights the pivotal role advanced practice nurses (i.e., FNP) play in the evolving healthcare landscape. Maine presents a distinctive set of circumstances that amplify this need. The state's predominantly rural population faces inherent barriers to accessing healthcare services, a challenge compounded by having the oldest population in the nation, which correlates with an increased demand for comprehensive healthcare. Furthermore, Maine's limited infrastructure for health professions education further exacerbates existing workforce shortages. The Cicero Institute's 2024 projection of a 120 primary care provider deficit in Maine by 2030 highlights the impending challenges in ensuring access to essential primary care services for Maine residents. UMaine's existing FNP program has a demonstrated history of effectively contributing to the healthcare needs of Maine communities. UMaine's FNP students are established in their communities and are retained after graduation to provide advanced nursing care. Out of the 33 practicing graduates since 2021, 70% started their FNP career within 1 hour of their hometown. While the majority of these graduates dedicate their expertise to primary care settings, their impact extends to enhancing access in specialty care areas such as urgent care facilities, cardiology practices, and school-based health clinics, showcasing the broad applicability and value of their advanced education. Also, this proposal directly confronts the critical shortage of doctorally prepared nurses, a significant impediment to expanding the

overall nursing workforce. The American Association of Colleges of Nursing reported in 2023 1,977 faculty vacancies across the nation, with 80% of these positions requiring or preferring a doctoral degree. By establishing a DNP program, UMaine will cultivate a vital resource for growing the pool of qualified faculty available to support both didactic and clinical education within the state. This will not only strengthen our own nursing programs but also contribute to the overall capacity of nursing education institutions across Maine. Moreover, DNP-prepared nurses are equipped with advanced leadership capabilities, research proficiencies, and the skills to translate evidence-based practices into tangible improvements in patient outcomes and the efficiency of healthcare systems within Maine. By offering this terminal practice doctorate, UMaine will play a crucial role in elevating the educational attainment of the state's nursing workforce, fostering a culture of continuous professional growth and attracting highly motivated nurses seeking advanced educational and career opportunities within Maine. Maine's clinical agencies (e.g., Northern Light Health, FQHCs) have expressed interest in partnering with UMaine graduate nursing students to engage in quality improvement projects.

- Differentiation from similar UMS programs or how the programs will complement each other
  - There are no baccalaureate (BSN) to DNP programs in UMS. The University of Southern Maine (USM) and University of Fort Kent (UMFK) do have post-masters DNP programs with a concentration in nursing administration. This proposed DNP-FNP program differs by being "seamless" and integrating doctoral level competency development from the beginning of the curriculum. There are opportunities and preliminary plans for collaboration with our system's graduate nursing programs and the newly proposed UMaine PhD in Nursing program through course and faculty sharing. Specifically, UMFK has agreed to allow UMaine's proposed DNP program to cross-link three of the core DNP courses (noted in Program Content section). This exemplifies the UMS goal of multi-university collaboration.
- Similar/competing non-UMS programs in the region
  - The University of Maine has an opportunity to showcase its leadership in launching this degree that advances nurse practitioner education. There are currently no online or brick and mortar seamless BSN to DNP programs based in Maine. There are DNP-FNP programs offered online from other institutions based outside of Maine. Comparable examples are at University of Massachusetts, University of New Hampshire, Northeastern University, Walden University, and Regis University. However, these programs do not offer affordable in-state tuition options for students and lack established, consistent relationships with Maine's clinical agencies.

**Part Three: Financial Sustainability**
- Funding Source/availability of resources

- ○ UMaine School of Nursing has received monies from donors interested in advancing doctoral education of nurses. Specific to the FNP program, a $1.9 million dollar 4-year traineeship federal grant from the Health Resources and Services Administration (HRSA) was awarded in 2023 to bolster Maine's primary care workforce. This grant had also been previously awarded to UMaine's FNP program. If federal funding continues to be designated for this objective, UMaine has a strong chance for funding opportunities. These monies lower the barrier for students to continue their education and choose UMaine. Enrollment is capped due to the complex clinical competencies developed in the program under small facility to student ratios, and qualified applicants have been waitlisted at a current rate of 100%. This demonstrates the demand of the program and promise of billable credits. The DNP degree is an additional 24 credit hours above the current MSN for the FNP track. After accounting for cross-linking courses which may not directly impact UMaine income, the DNP degree will incur 19 additional credits of tuition per graduate.
- Expected new budgetary needs
  - ○ The DNP curriculum incorporates four project-based seminar courses that necessitate dedicated faculty time for development and instruction. The current capacity of the School of Nursing faculty is insufficient to accommodate the workload associated with these new courses, requiring an additional 0.25 FTE faculty appointment to ensure their successful implementation and delivery. The PhD in Nursing program has been allocated 1.0 FTE Assistant Professor line that will help to bolster the graduate faculty capacity in the School of Nursing.
- Pro Forma summary, elements and budget narrative included as an appendix.

**Part Four: Program Content**
- Catalog Description
  - ○ Doctor of Nursing Practice - Family Nurse Practitioner: The Doctor of Nursing Practice (DNP) is the highest clinical degree in nursing, designed to equip practicing nurses with advanced practice and leadership skills. The UMaine DNP program prepares graduates to provide direct patient care, lead healthcare teams, expertly apply evidence-based practices, drive improvements in healthcare outcomes, and shape healthcare policy.  The family nurse practitioner is prepared to provide healthcare to individuals and families across the lifespan (newborns, infants, children, adolescents, adults, pregnant and postpartum women and older adults). Primary care includes health promotion, disease and injury prevention, and the evaluation and management of common acute and chronic health problems. The focus of care includes individuals within families and the family unit; however the family chooses to define itself. Family nurse practitioners demonstrate a commitment to family-centered care in the context of communities. Clinical experiences are arranged to meet program outcomes and to accommodate the

needs of the student. The DNP program culminates in a scholarly project focused on addressing a real-world clinical or healthcare system issue, allowing students to apply their advanced knowledge to improve practice and patient outcomes. This project demonstrates the student's mastery of evidence-based practice and their ability to translate research into practical solutions. This program offers a BSN to DNP-FNP track, and will be completed as a hybrid program with over 50% of the courses being offered online while other courses will have a hybrid design to facilitate learning of technical skills as a family nurse practitioner. The credit requirement is 76 credits. The DNP-FNP curriculum meets the 2022 Criteria for Evaluation of Nurse Practitioner Programs published by the National Task Force on Quality Nurse Practitioner Education. DNP-FNP graduates are eligible to take national certification examinations for Family Nurse Practitioners which are offered by the American Nurses Credentialing Center and by the American Academy of Nurse Practitioners.

- Program Requirements*
  - Applicants must have a Bachelor of Science in Nursing degree from an accredited program with a 3.0 cumulative grade point average; earned a B or better in an undergraduate statistics course, nursing research course, and health appraisal and physical assessment course. Students may apply and start the program as direct entry applicants following graduation from UMaine's BSN program and will have to complete 1000 hours of RN work experience prior to diagnosis and management courses.
  - Graduates must successfully complete 76 credits, the DNP scholarly practice project, and 1000 clinical hours inclusive of the scholarly project. Program progression requires a 3.0 cumulative GPA, course assessment averages above 80%, and individual course grades greater than B-.
  - The standard residence (time spent in doctoral study) requirements, course credit transfer limits, and minimum limit of University of Maine credits in sections 4.1 and 4.5 of the University of Maine Graduate Catalog must be satisfied. Only credits earned at the post-baccalaureate level may be applied.
  - The FNP Track Coordinator will develop a program of study with students and file this with the Graduate School before the completion of the student's second semester.
  - The DNP Practice Project will be advised by a minimum of two advisors chaired by a graduate faculty member in the School of Nursing. Additional member(s) who bring complementary expertise are invited to join the committee. This can include other nursing faculty, faculty from other disciplines (e.g., public health, business), or clinical experts from practice settings relevant to the project. One member often has expertise in the project's content area. The project will follow the general rules specified in the Graduate School's Guidelines for Thesis/Dissertation/Projects Preparation.

- Course Descriptions*
  - The DNP core curriculum provides 37 credits focused on the theoretical and practical application of advanced nursing competencies, encompassing areas such as advanced scholarship, evidence-based practice, quality and safety, population health, leadership, informatics, finance, epidemiology, biostatistics, research ethics, scholarly writing, and advanced clinical sciences. This culminates in a comprehensive DNP Practice Project, developed, implemented, and disseminated across 12 seminar credits. The FNP track builds upon this foundation with an additional 27 credits specifically addressing the competencies required for direct patient care, including health promotion and the chronic management of common conditions across the lifespan.
- Course Sequence
  - DNP Core Courses
    - TBD: Introduction to Scholarly Writing (1 credit – online)
    - INT 601: Responsible Conduct of Research (1 credit – variable)
    - NUR 507: Advanced Pathophysiology (3 credits – online)
    - NUR 508: Advanced Pharmacology (3 credits – online)
    - NUR 503: Advanced Health Assessment (3 credits – online)
    - NUR 531: Advanced Health Assessment – Lab (1 credit – hybrid)
    - NUR 532: Advanced Health Assessment – Clinical (1 credit)
    - NUR 560: Advanced Nursing Scholarship (2 credits - online)
    - NUR 561: Population Health for a Global Society (3 credits – online)
    - NUR 562: Quality and Safety in Healthcare (2 credits - online)
    - NUR 563: Evidence-based Practice for Advanced Nursing Practice (2 credits - online)
    - NUR 565: Leadership in Resilience and Wellness for Advanced Nursing Practice (1 credit – online)
    - NUR 636: Applied Epidemiology for Advanced Nursing Practice (3 credits – online) (UMFK)
    - NUR 644: Interprofessional Leadership in Healthcare (3 credits – online)
    - NUR 703: Information Systems and Technology Improvement (3 credits – online) (UMFK)
    - NUR 751: Biostatistics (3 credits – online) (UMFK)
    - NUR 760: Financial and Value Based Health Services and Systems (3 credits – online) (UMFK)
    - TBD: DNP  Seminar I  (3 credits – online)
    - TBD: DNP Seminar II  (3 credits – online)
    - TBD: DNP Seminar III (3 credits – online)
    - TBD: DNP Seminar IV (3 credits – online)
  - FNP Track Specific Courses
    - NUR 506: Issues in Professional Practice (APRN Role) (2 credits – online)

- - - ■ NUR 521: NP Management of Reproductive, Gender, and Women's Health (3 credits – hybrid)
      - ■ NUR 525: NP Management of Reproductive, Gender, and Women's Health – Clinical (2 credits)
      - ■ NUR 520: NP Management of Neonate to Adolescent (3 credits – hybrid)
      - ■ NUR 524: NP Management of Neonate to Adolescent – Clinical (3 credits)
      - ■ NUR 522: NP Management of Adults I (3 credits – on-campus)
      - ■ NUR 526: NP Management of Adults I – Clinical (3 credits)
      - ■ NUR 523: NP Management of Adults II (3 credits – on-campus)
      - ■ NUR 527: NP Management of Adults II - Clinical (4 credits)
- Accommodations for diverse accessibility needs under the Americans with Disabilities Act (ADA)*
  - UMaine's existing Student Accessibility Office provides a foundation for supporting students with disabilities. The proposed hybrid DNP-FNP program would leverage this infrastructure and ensure that its specific online and on-campus components are designed and delivered with accessibility in mind, adhering to ADA requirements and best practices for inclusive education. Students would follow UMaine's established procedures for requesting and receiving accommodations through the SAS office. For the significant online learning environment inherent in hybrid programs, adherence to the Web Content Accessibility Guidelines (WCAG) will be followed. This involves providing text alternatives for visual content, offering captions and transcripts for multimedia, ensuring full keyboard navigation, maintaining sufficient color contrast, using clear formatting, making digital documents accessible, and selecting ADA-compliant learning technologies. Accommodations for the on-campus components, which typically include intensives, simulation labs, or clinical experiences, require ensuring the physical accessibility of facilities, providing alternative formats for materials, offering assistive technologies, allowing flexibility in scheduling when reasonable, and securing accessible clinical placement sites. Effective communication and collaboration among students, faculty, and the accessibility services office are vital. This includes clearly outlining the accommodation request process, encouraging students to communicate their needs proactively, providing faculty training on ADA requirements and inclusive teaching practices for both modalities, and facilitating communication between SAS and faculty to ensure the effective implementation of accommodations.

**Part Five: Program Resources**
- Faculty
  - Sean Sibley, Ph.D., MSN, APRN, FNP-BC, NP-C, CNE, Clinical Assistant Faculty, Family Nurse Practitioner Track Coordinator
  - Kelley Strout, Ph.D. RN, Associate Professor of Nursing
  - Kathryn Robinson, Ph.D., MHA, RN

- ○ Katherine Darling, Ph.D., Assistant Professor of Health Sciences
- ○ Eva Quirion, Ph.D., APRN, FNP-BC, Lecturer of Nursing
- ○ Jordan Porter, DNP, APRN, FNP-BC, Lecturer of Nursing
- ○ Colleen Marzilli, PhD, DNP, MBA, APRN, Med/Surg-BC, CCM, PHNA-BC, CNE, NEA-BC, FNP-BC, FNAP, Professor of Nursing
- ○ Christina Theriault, MSN, WHNP, Adjunct Lecturer of Nursing
- ○ *There are 2 expected retirements of tenured faculty prior to the launch of the DNP. These positions would need to be filled by doctorally prepared candidates, and one hire will need to have an advanced nursing practice credential (e.g., PNP, FNP).*
- Staff
  - ○ Amy Barnes, BSN, RN, Learning Resource and Simulation Education Center Manager
  - ○ Amanda Henderson, MSN, RN, Director Learning Resource and Simulation Education Center
  - ○ Kaitlin Robinson, MSN, RN, Clinical Coordinator
- Library
  - ○ A subject librarian for nursing is already established. Expanding to a doctoral level of education would allow for more in depth integration of information literacy resources offered through Fogler Library.
- Equipment
  - ○ The additional courses and competencies do not require the acquisition of new equipment. All graduate nursing labs have been recently updated for skills and simulation-based education.
- Facilities
  - ○ The additional courses and competencies do not require additional physical space beyond that currently occupied by the FNP track.

**Part Six: Accreditation/ Program Evaluation**
- Outline of the future program evaluation process*
  - ○ UMaine nursing programs are currently accredited by the *Commission on Collegiate Nursing Education (CCNE)* through 2030. The current graduate courses, cross-linked courses, and courses in development are, or will be, mapped to the criteria needed for CCNE accreditation. The program mission, governance, institutional support, curriculum, teaching and learning practices, and evaluation plan/outcomes will be consistent with the expectations for CCNE accreditation. This is assured given our current compliance and sound internal processes. A substantive change memo outlining the degree proposal will be sent to CCNE with the submission of this proposal. After the first year of program implementation, CCNE will conduct an on-site evaluation for accreditation consideration.

**Submitted by:** (Developing faculty partners' signature and date)

_(signature)_                                                          10.01.2025
_____                    _____
Sean Sibley, Clinical Assistant Faculty, FNP Track Coordinator          Date



**Approved by:** (Provost signature and date)
                        (President signature and date)
_____

**Appendices**
- Budget Narrative and Pro Forma
- Lightcast Occupation Overview: Nurse Practitioners in Maine
- Lightcast Occupation Overview: Nurse Practitioners in New England
- Lightcast Occupation Overview: Nurse Practitioners in the United States
- *Letters of Support included in PhD in Nursing proposal*

**APPENDIX**

University of Maine School of Nursing
Doctor of Nursing Practice - Family Nurse Practitioner

**Program Proposal Budget Narrative**

The DOCTOR OF NURSING PRACTICE – FAMILY NURSE PRACTITIONER DEGREE at the University of Maine predicts enrollment of approximately 10 new FTE students per year with an estimated $124,830 in predicted tuition and fee revenue per year. This program will add $26,974 in additional cost through faculty expenses per year. These additional E & G costs will be offset through projected tuition revenue. The DOCTOR OF NURSING PRACTICE – FAMILY NURSE PRACTITIONER DEGREE is expected to break even in YEAR 1.

**Projected Full Time Equivalent Enrollment** (3 year projection with 85% retention)

|  | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Cohort A | 5 | 4 | 4 |
| Cohort B | - | 10 | 9 |
| Cohort C | - | - | 10 |
| **TOTAL FTE ENROLLMENT** | **5** | **14** | **22** |

The current Master of Science in Nursing Leadership (MSNL) enrolls 10 students per year and maintains an admissions waitlist in recent history. Program capacity is limited due to lack of direct patient care clinical learning placements. After a one (1) year overlap teaching out the MSNL degree option, there would be an anticipated 10 students per annual cohort in the Doctor of Nursing Practice (DNP) degree.

**Projected Gross Revenue** (3 year projection)

|  | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Projected Tuition | $54,435 | $155,140 | $240,739 |
| Projected Fees | $1,520 | $4,332 | $6,722 |
| Projected Differential Tuition | $6,460 | $18,411 | $28,569 |
| Other Revenue | $0 | $0 | $0 |
| **TOTAL REVENUE** | **$62,415** | **$177,883** | **$276,030** |

All DNP-FNP students will be enrolled in a full-time program of study with an approximate 19 credits per academic year, including summer terms. The total credit hours for the doctoral program are 76 to be completed in four (4) years. The graduate nursing program assesses a differential tuition to support simulation-based learning, skills workshops, certification exam preparation materials, and clinical placement software. The total estimated revenue for the program is $657 per credit hour based on in-state tuition. Using these revenue amounts, the DNP will account for an additional $17,082 per graduate beyond a current MSNL graduate.

**Projected New Expenses** (3 year projection)

|  | YEAR 1 | YEAR 2 | YEAR 3 |
|---|---|---|---|
| New Faculty personnel expenses (salary + benefits) | $26,974 | $28,053 | $29,175 |
| Adjunct Faculty personnel expenses | $0 | $0 | $0 |
| Course Development Expenses | $0 | $0 | $0 |
| Travel Expenses | $0 | $0 | $0 |
| Staff personnel expenses (salary + benefits) | $0 | $0 | $0 |
| Other non-personnel expenses (marketing, operations, etc.) | $0 | $0 | $0 |
| **TOTAL EXPENSES** | **$26,974** | **$28,053** | **$29,175** |

Only 0.25 FTE additional faculty workload is needed to elevate the FNP track from the MSNL to the DNP degree level due to cross-linking 12 credits from the University of Maine - Fort Kent. The cost of this annual faculty workload is estimated at $26,974 (with 4% annual increase), including fringe (49.8%). Considering the additional revenue by the additional 26 credits per graduate, this expense is easily recuperated.

**Projected Net Revenue**

It can be challenging to precisely calculate the new program's total revenue because the curriculum leverages courses and faculty already serving the existing MSNL and undergraduate programs. However, this integrated approach is the core of the program's strong financial viability.  Funding through private and federal grants have bolstered enrollment and retention in recent years. Efforts to secure external funding, including indirect costs, will continue and be helped by elevating the FNP preparation to the DNP degree.

The minimal investment of a **0.25 FTE faculty increase**, at an additional annual cost of approximately **$27,000**, is offset by the substantial increase in revenue. This is because the new DNP curriculum will generate an additional **$17,082 per graduate** beyond what the MSNL program earns, ensuring a rapid return on investment.

# Nurse Practitioners
## in Maine

# Contents

# What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

# Report Parameters

## 1 Occupation

| 29-1171 | Nurse Practitioners |
|---------|---------------------|

## 1 State

| 23 | Maine |
|----|-------|

## Class of Worker

QCEW Employees

The information in this report pertains to the chosen occupation and geographical area.

# Executive Summary

## Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs

**1,627**

**Jobs (2024)**
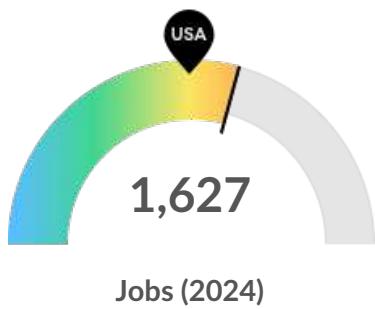
Maine is a hotspot for this kind of job. The national average for an area this size is 1,284* employees, while there are 1,627 here.

**$125,050**

**Compensation**
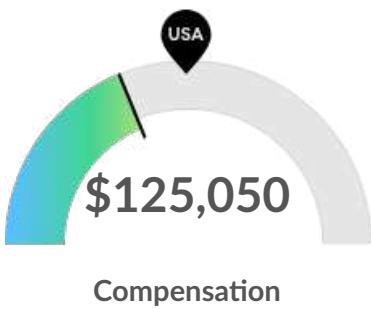
Earnings are low in Maine. The national median salary for Nurse Practitioners is $129,210, compared to $125,050 here.

**152**

**Job Posting Demand**

Job posting activity is high in Maine. The national average for an area this size is 71* job postings/mo, while there are 152 here.

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and Maine. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is Higher Than the National Average

An average area of this size typically has 1,284* jobs, while there are 1,627 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
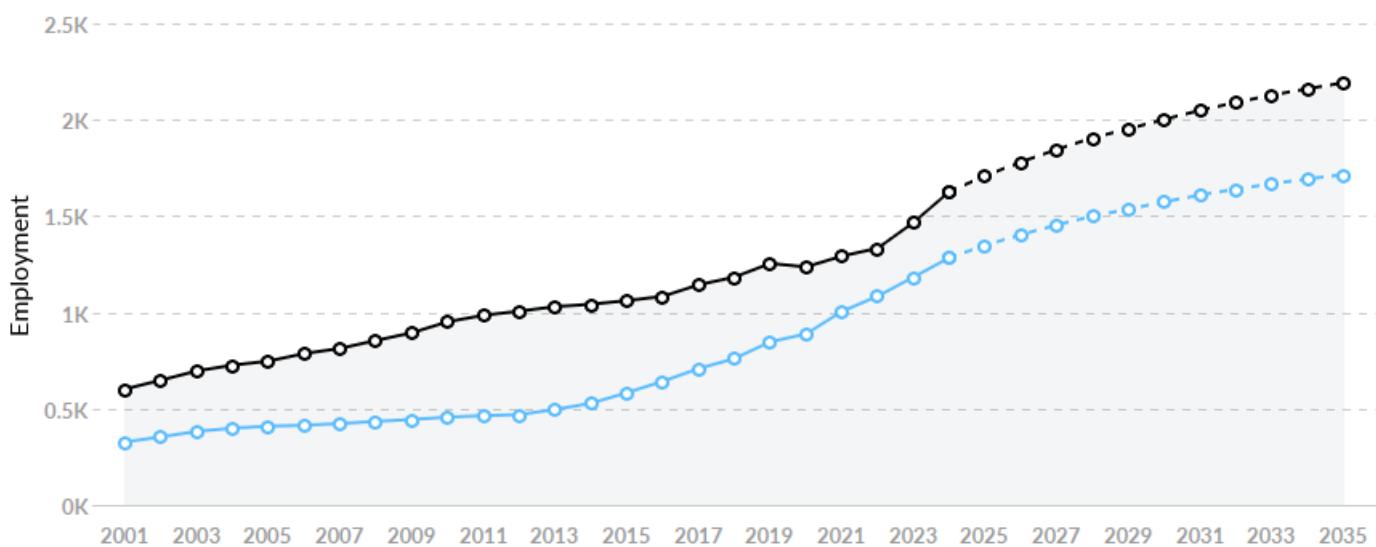


| | Region | 2024 Jobs | 2034 Jobs | Change | % Change |
|---|---|---|---|---|---|
| ● | Maine | 1,627 | 2,161 | 535 | 32.9% |
| ● | National Average | 1,284 | 1,693 | 409 | 31.9% |

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and Maine. In other words, the values represent the national average adjusted for region size.

# Regional Breakdown
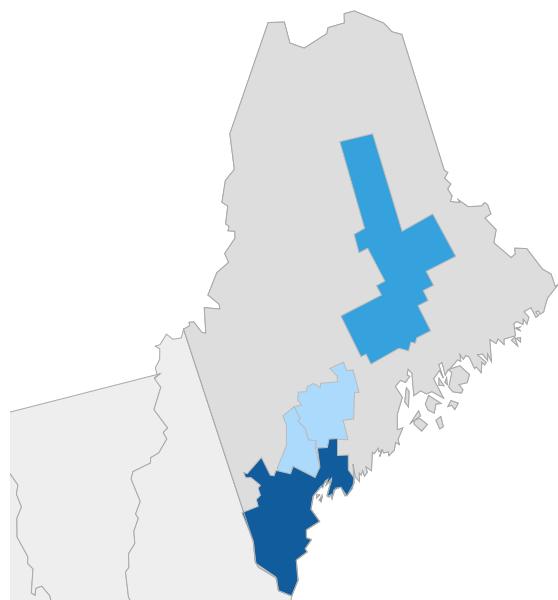


| MSA | 2024 Jobs |
|---|---|
| Portland-South Portland, ME | 795 |
| Bangor, ME | 208 |
| Augusta-Waterville, ME | 170 |
| Lewiston-Auburn, ME | 99 |

## Most Jobs are Found in the Offices of Physicians Industry Sector
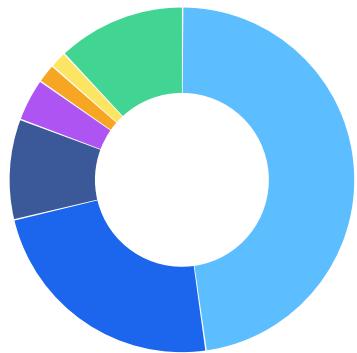
| Industry | % of Occupation in Industry (2024) |
|---|---|
| 🔵 Offices of Physicians | 47.7% |
| 🔵 General Medical and Surgical Hospitals | 23.5% |
| 🔵 Outpatient Care Centers | 9.4% |
| 🟣 Offices of Other Health Practitioners | 4.0% |
| 🟠 Home Health Care Services | 1.8% |
| 🟡 Education and Hospitals (State Government) | 1.6% |
| 🟢 Other | 12.0% |

# Compensation

## Regional Compensation Is 3% Lower Than National Compensation

For Nurse Practitioners, the 2024 median wage in Maine is $125,050, while the national median wage is $129,210.
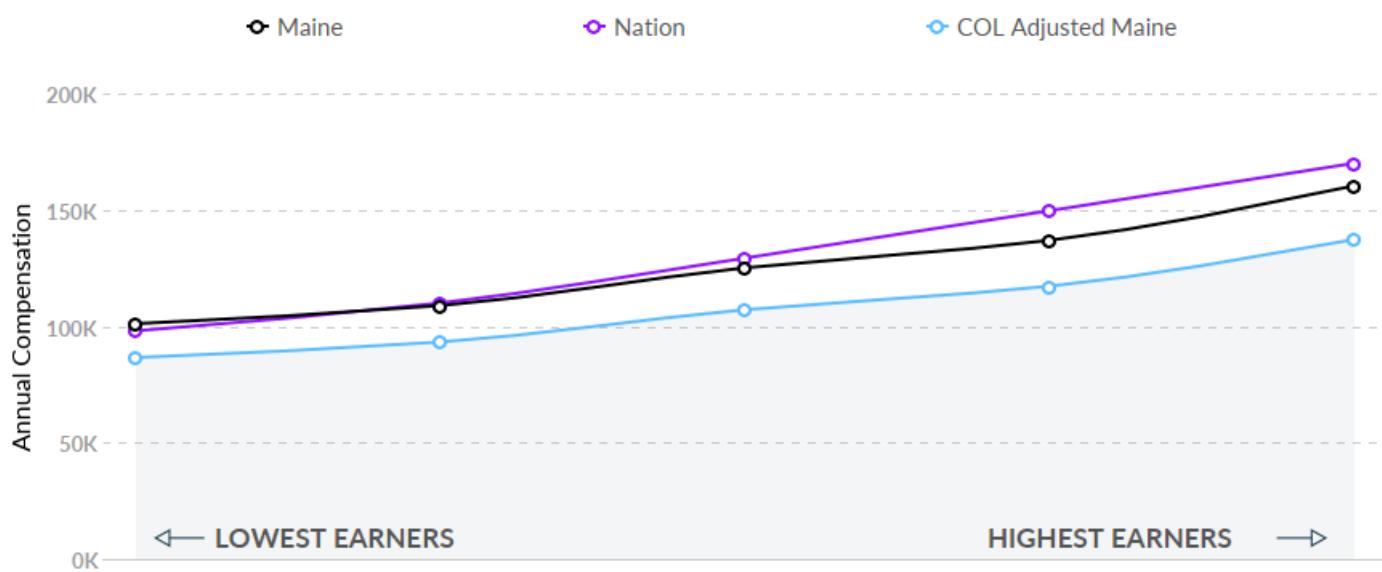
# Job Posting Activity

**2,730 Unique Job Postings**

The number of unique postings for this job from Jan 2024 to Jun 2025.

**254 Employers Competing**

All employers in the region who posted for this job from Jan 2024 to Jun 2025.
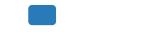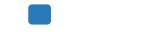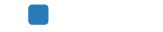
**21 Day Median Duration**

Posting duration is 3 days shorter than what's typical in the region.
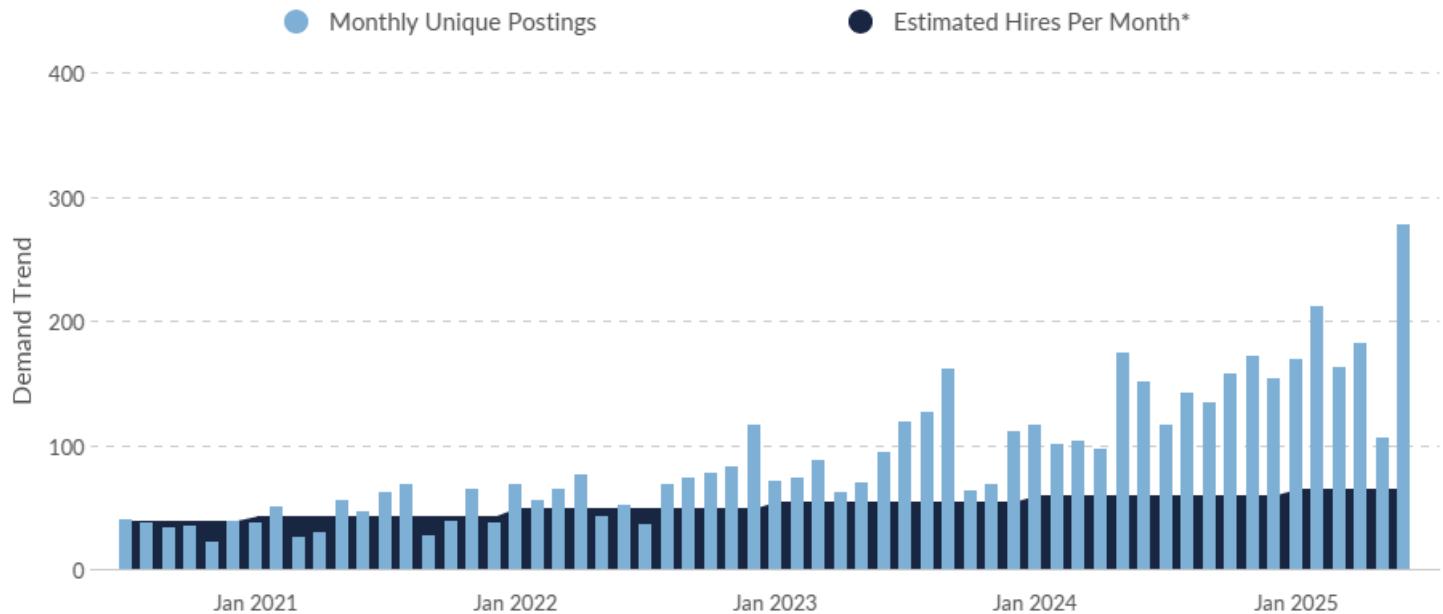


| Occupation | Avg Monthly Postings (Jan 2024 - Jun 2025) | Avg Monthly Hires (Jan 2024 - Jun 2025) |
|---|---|---|
| Nurse Practitioners | 151 | 61 |

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

| Top Companies | Unique Postings | | Top Job Titles | Unique Postings | |
|---|---|---|---|---|---|
| Maine Medical Center | 569 | | Nurse Practitioners/Physician A... | 707 | |
| Matrix Medical Network | 295 | | Nurse Practitioners | 354 | |
| Optum | 116 | | Psychiatric Nurse Practitioners | 162 | |
| CompHealth | 97 | | Psychiatric Mental Health Nurse... | 81 | |
| Convenientmd | 94 | | Family Medicine Nurse Practitio... | 80 | |
| Northern Light Health | 86 | | Advanced Practice Providers | 73 | |
| UnitedHealth Group | 82 | | Urgent Care Nurse Practitioners... | 65 | |
| MaineGeneral Health | 63 | | Nurse Practitioners/Advanced P... | 61 | |
| GO Staffing | 61 | | Primary Care Nurse Practitioner... | 58 | |
| Hartford HealthCare | 55 | | Family Nurse Practitioners | 50 | |

## Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.

Distinguishing Skills

Defining Skills

Necessary Skills
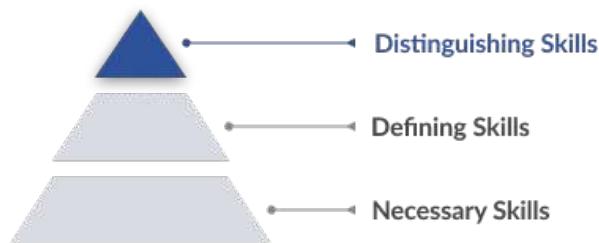
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Gerontology | ✖ | 216 | +8.9% | Growing |
| Psychiatric And Mental Health Nursing | ✖ | 210 | +7.3% | Stable |
| Preventive Care | ✖ | 189 | +2.1% | Lagging |
| Follow-Up Care | ✖ | 188 | +21.8% | Rapidly Growing |
| Clinical Assessments | ✖ | 164 | +11.3% | Growing |
| Endocrinology | ✖ | 160 | +1.9% | Lagging |
| Medical Management | ✖ | 158 | +13.2% | Growing |
| Surgical Suturing | ✖ | 137 | +17.5% | Growing |
| Diagnostic Tests | ✖ | 110 | +9.6% | Growing |
| Therapeutic Procedures | ✖ | 106 | +8.4% | Stable |

# Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.

Distinguishing Skills

Defining Skills

Necessary Skills
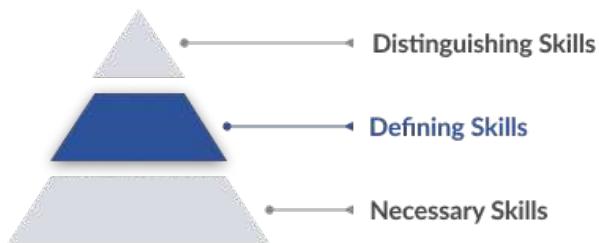
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Nurse Practitioner (APRN-CNP) | ✖ | 2,282 | +10.4% | Growing |
| Primary Care | ✖ | 844 | +11.3% | Growing |
| Basic Life Support (BLS) Certification | ✖ | 812 | +13.9% | Growing |
| Medical History Documentation | ✖ | 660 | +9.9% | Growing |
| Board Certified/Board Eligible | ✖ | 573 | +18.7% | Growing |
| ANCC Certified | ✖ | 535 | +11.3% | Growing |
| Nursing | ✖ | 518 | +20.1% | Rapidly Growing |
| American Association Of Nurse Practitioners (AANP) Certified | ✖ | 491 | +3.5% | Lagging |
| Physician Assistant - Certified (PA-C) | ✖ | 380 | +11.8% | Growing |
| Family Medicine | ✖ | 301 | +16.2% | Growing |

# Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

Distinguishing Skills

Defining Skills

Necessary Skills
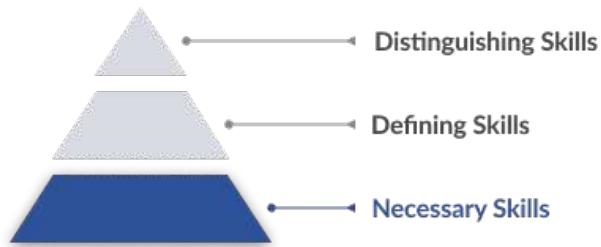
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|-------|:---:|---:|---:|:---:|
| Electronic Medical Record | ❌ | 460 | +12.1% | Growing |
| Geriatrics | ❌ | 412 | +10.5% | Growing |
| Advanced Cardiovascular Life Support (ACLS) Certification | ❌ | 379 | +12.3% | Growing |
| Patient Education And Counseling | ❌ | 312 | +11.6% | Growing |
| Medical Records | ❌ | 285 | +12.5% | Growing |
| Clinical Experience | ❌ | 280 | +9.4% | Growing |
| Psychiatry | ❌ | 276 | +18.8% | Growing |
| Patient Treatment | ❌ | 263 | +9.1% | Growing |
| Medication Administration | ❌ | 214 | +14.3% | Growing |
| Mental Health | ❌ | 210 | +13.2% | Growing |

# Demographics

## Retirement Risk Is High, While Overall Diversity Is Low

**450**
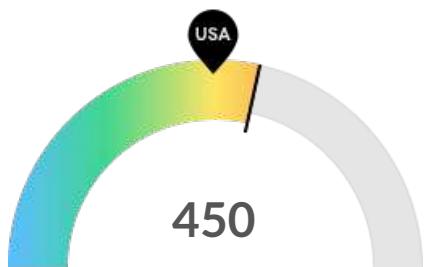
### Retiring Soon

Retirement risk is high in Maine. The national average for an area this size is 370* employees 55 or older, while there are 450 here.

**78**
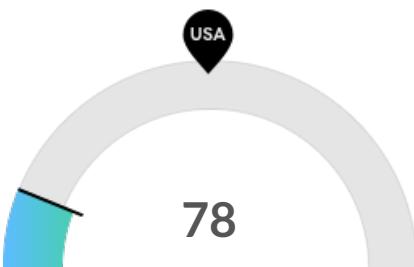
### Racial Diversity

Racial diversity is low in Maine. The national average for an area this size is 415* racially diverse employees, while there are 78 here.
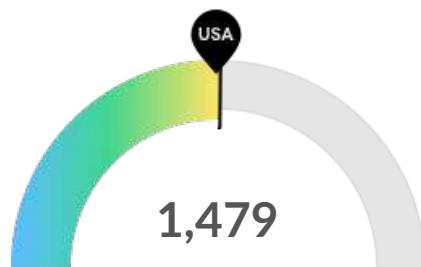
**1,479**

### Gender Diversity

Gender diversity is about average in Maine. The national average for an area this size is 1,463* female employees, while there are 1,479 here.

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and Maine. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown
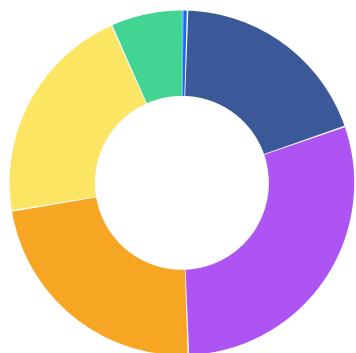
| | | % of Jobs | Jobs |
|---|---|---|---|
| ● | 14-18 | 0.0% | 0 |
| ● | 19-24 | 0.5% | 7 |
| ● | 25-34 | 19.2% | 312 |
| ● | 35-44 | 29.7% | 483 |
| ● | 45-54 | 23.0% | 374 |
| ● | 55-64 | 20.9% | 341 |
| ● | 65+ | 6.7% | 110 |

## Occupation Race/Ethnicity Breakdown
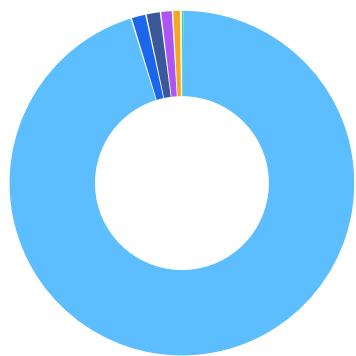
|  |  | % of Jobs | Jobs |
|---|---|---:|---:|
| ● | White | 95.2% | 1,548 |
| ● | Asian | 1.4% | 23 |
| ● | Black or African American | 1.4% | 22 |
| ● | Two or More Races | 1.1% | 18 |
| ● | Hispanic or Latino | 0.8% | 12 |
| ● | American Indian or Alaska Native | 0.2% | 3 |
| ● | Native Hawaiian or Other Pacific Islander | 0.0% | 0 |

## Occupation Gender Breakdown
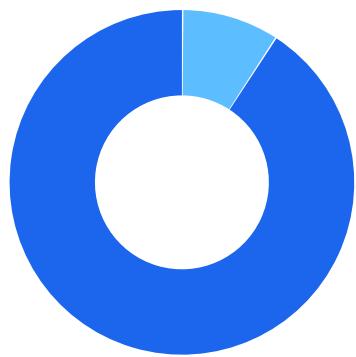
|  |  | % of Jobs | Jobs |
|---|---|---:|---:|
| ● | Males | 9.1% | 148 |
| ● | Females | 90.9% | 1,479 |

## National Educational Attainment

|  | | % of Jobs |
|---|---|---:|
| 🔵 | Less than high school diploma | 0.2% |
| 🔵 | High school diploma or equivalent | 0.8% |
| 🔵 | Some college, no degree | 0.6% |
| 🟣 | Associate's degree | 0.4% |
| 🟠 | Bachelor's degree | 7.7% |
| 🟡 | Master's degree | 72.9% |
| 🟢 | Doctoral or professional degree | 17.4% |
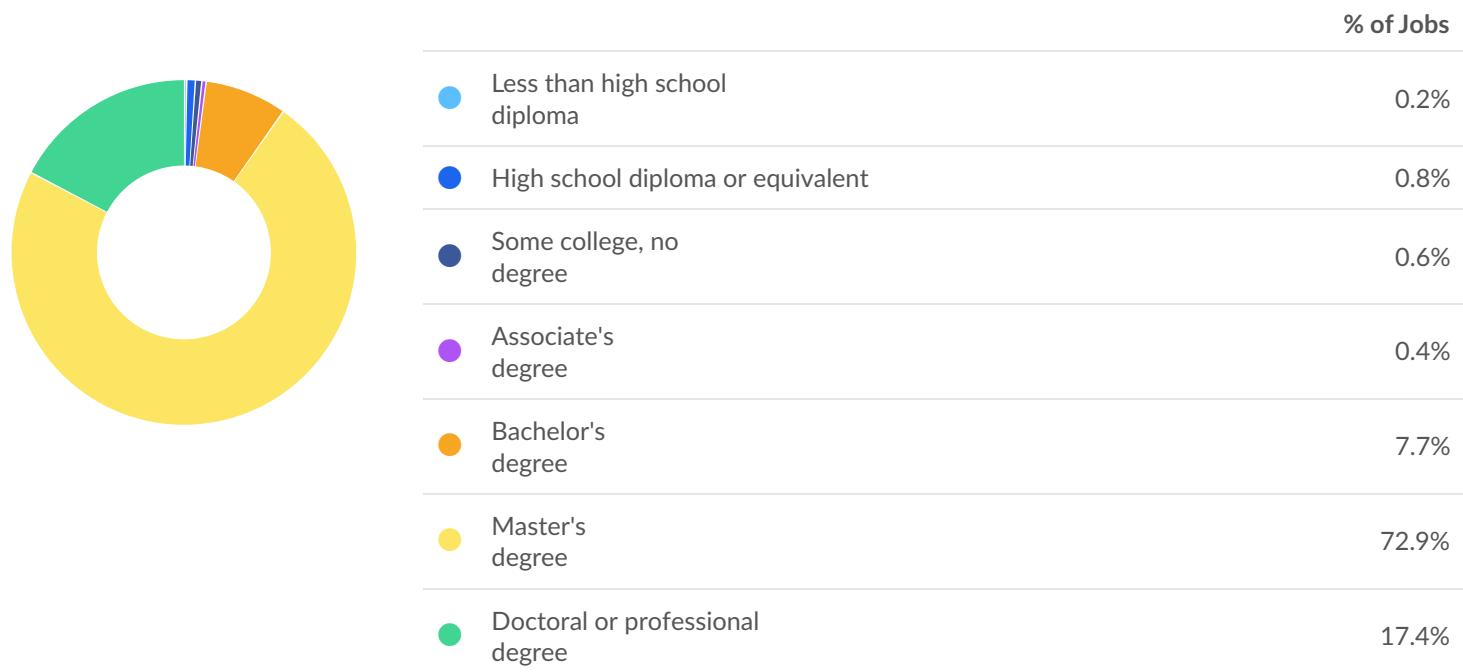
# Occupational Programs

**7 Programs**

Of the programs that can train for this job, 7 have produced completions in the last 5 years.

**1,173 Completions (2023)**

The completions from all regional institutions for all degree types.

**224 Openings (2023)**

The average number of openings for an occupation in the region is 123.

| CIP Code | Top Programs | Completions (2023) |
|----------|-------------|---------------------|
| 51.3801 | Registered Nursing/Registered Nurse | 916 |
| 51.3808 | Nursing Science | 158 |
| 51.3805 | Family Practice Nurse/Nursing | 51 |
| 51.3810 | Psychiatric/Mental Health Nurse/Nursing | 40 |
| 51.3821 | Geriatric Nurse/Nursing | 8 |

| Top Schools | Completions (2023) |
|-------------|---------------------|
| University of Southern Maine | 189 |
| University of Maine at Fort Kent | 158 |
| Husson University | 132 |
| University of New England | 121 |
| Saint Joseph's College of Maine | 112 |
| Southern Maine Community College | 103 |
| University of Maine | 76 |
| Beal University | 64 |
| Maine College of Health Professions | 51 |
| University of Maine at Augusta | 43 |

# Appendix A

**Nurse Practitioners (SOC 29-1171):**
Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team. May focus on health promotion and disease prevention. May order, perform, or interpret diagnostic tests such as lab work and x rays. May prescribe medication. Must be registered nurses who have specialized graduate education.

**Sample of Reported Job Titles:**
Pediatric Nurse Practitioner (PNP)
Nurse Practitioner (NP)
Gastroenterology Nurse Practitioner
Cardiology Nurse Practitioner
Adult Nurse Practitioner
Family Nurse Practitioner (FNP)
CPNP (Certified Pediatric Nurse Practitioner)
Advanced Practice Registered Nurse (APRN)
Advanced Practice Nurse (APN)
ACNP (Acute Care Nurse Practitioner)

**Related O*NET Occupation:**
Nurse Practitioners (29-1171.00)

# Appendix B - Data Sources and Calculations

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry.

## Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

## Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

# Nurse Practitioners
## in New England Division

# Contents

# What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

# Report Parameters

## 1 Occupation

| | |
|---|---|
| 29-1171 | Nurse Practitioners |

## 6 States

| | | | | |
|---|---|---|---|---|
| 9 | Connecticut | | 33 | New Hampshire |
| 23 | Maine | | 44 | Rhode Island |
| 25 | Massachusetts | | 50 | Vermont |

## Class of Worker

QCEW Employees

The information in this report pertains to the chosen occupation and geographical areas.

# Executive Summary

## Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs
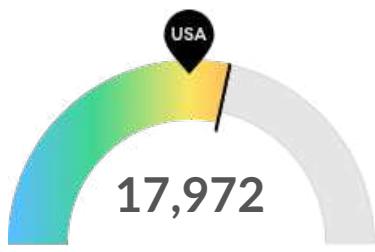
**17,972**

### Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 14,829* employees, while there are 17,972 here.

**$135,682**

### Compensation

Earnings are high in your area. The national median salary for Nurse Practitioners is $129,210, compared to $135,682 here.
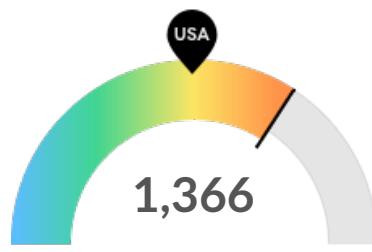
**1,366**

### Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 823* job postings/mo, while there is 1,366 here.

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is Higher Than the National Average

An average area of this size typically has 14,829* jobs, while there are 17,972 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
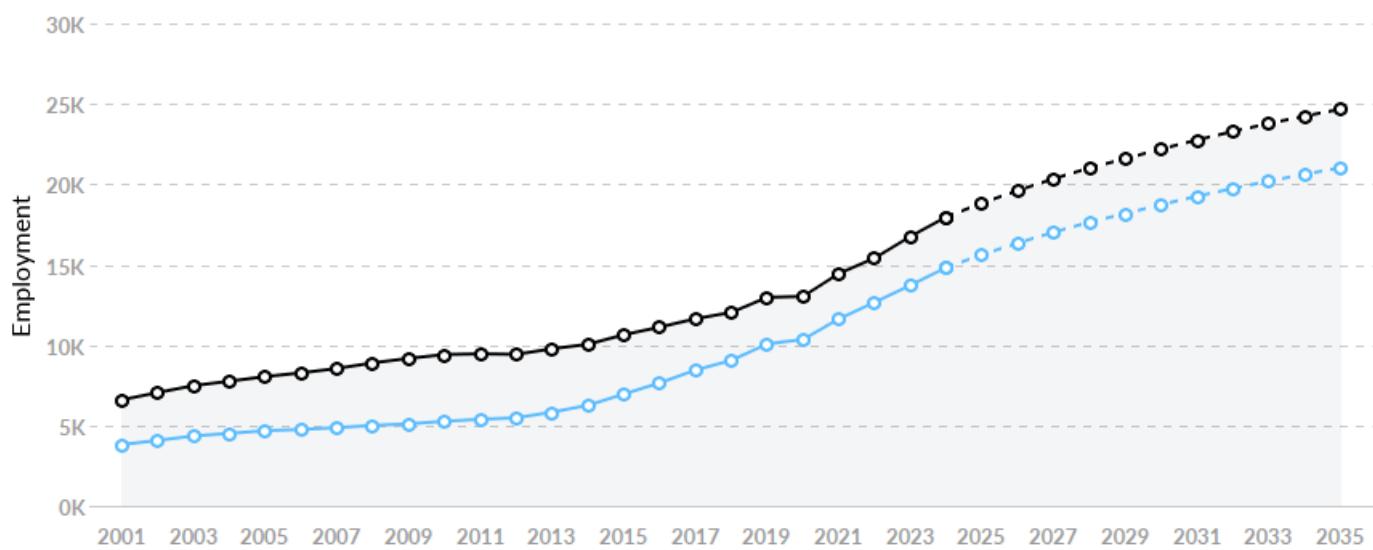


| | Region | 2024 Jobs | 2034 Jobs | Change | % Change |
|---|---|---|---|---|---|
| ● | New England Division | 17,972 | 24,238 | 6,266 | 34.9% |
| ● | National Average | 14,829 | 20,625 | 5,796 | 39.1% |

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

# Regional Breakdown
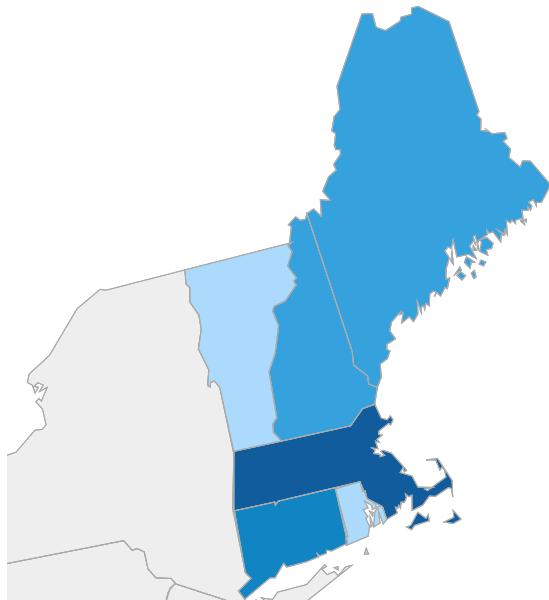


| State | 2024 Jobs |
|---|---|
| Massachusetts | 8,973 |
| Connecticut | 3,703 |
| New Hampshire | 1,791 |
| Maine | 1,627 |
| Rhode Island | 1,196 |

**Lightcast**

## Most Jobs are Found in the Offices of Physicians Industry Sector
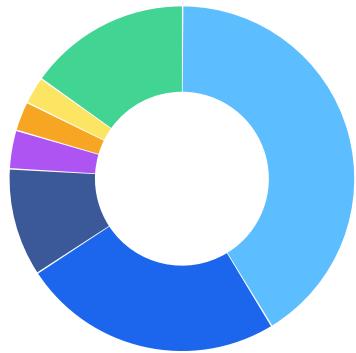
| Industry | % of Occupation in Industry (2024) |
|---|---|
| ● Offices of Physicians | 41.2% |
| ● General Medical and Surgical Hospitals | 24.5% |
| ● Outpatient Care Centers | 10.1% |
| ● Offices of Other Health Practitioners | 3.6% |
| ● Colleges, Universities, and Professional Schools | 2.8% |
| ● Home Health Care Services | 2.6% |
| ● Other | 15.2% |

# Compensation

## Regional Compensation Is 5% Higher Than National Compensation

For Nurse Practitioners, the 2024 median wage in your area is $135,682, while the national median wage is $129,210.
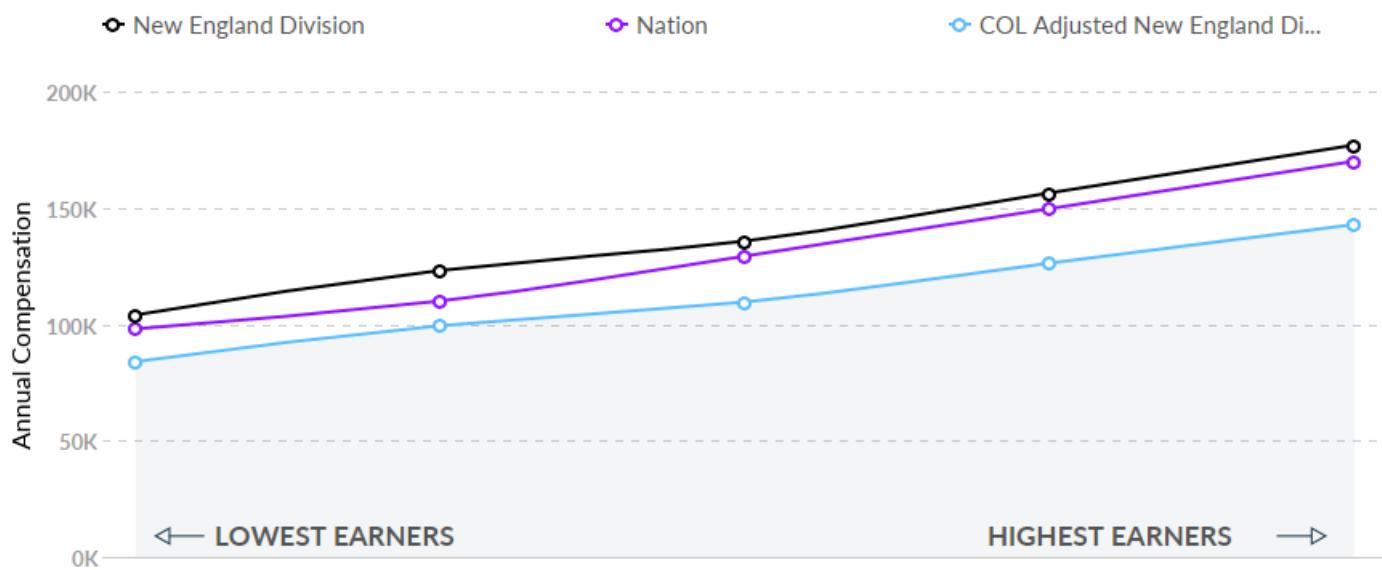
# Job Posting Activity

### 24,580 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Jun 2025.

### 1,483 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Jun 2025.

### 23 Day Median Duration

Posting duration is 2 days shorter than what's typical in the region.
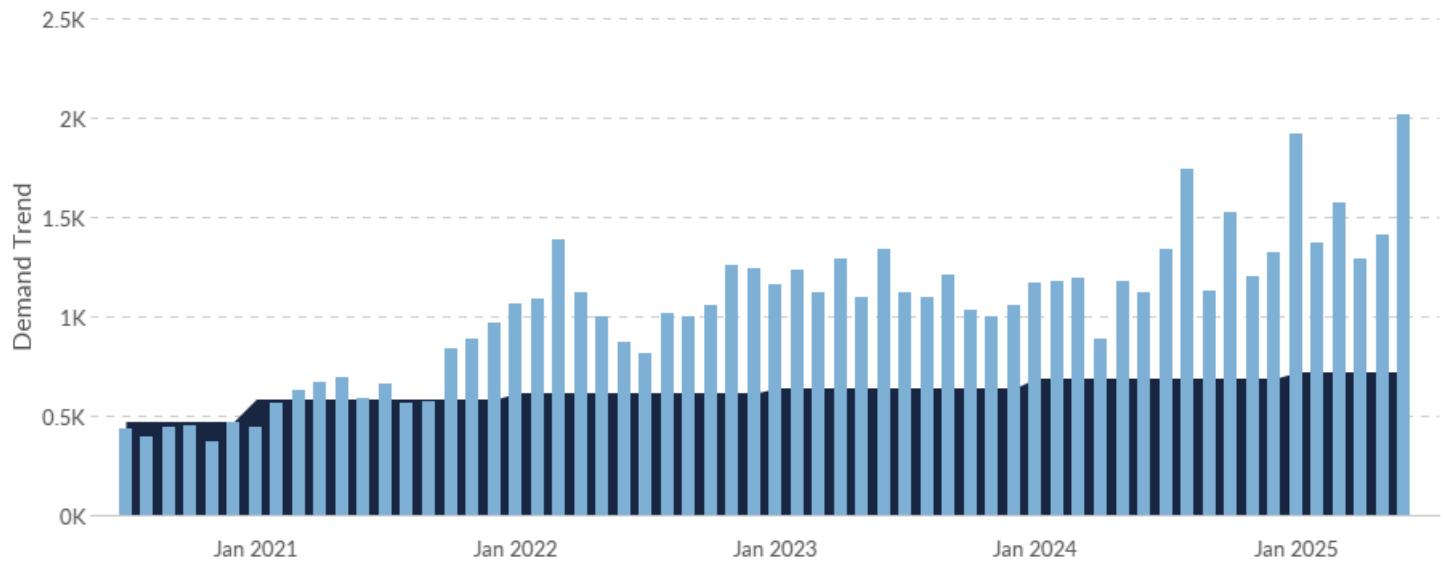


| Occupation | Avg Monthly Postings (Jan 2024 - Jun 2025) | Avg Monthly Hires (Jan 2024 - Jun 2025) |
|---|---|---|
| Nurse Practitioners | 1,366 | 693 |

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

| Top Companies | Unique Postings | | Top Job Titles | Unique Postings | |
|---|---|---|---|---|---|
| Hartford HealthCare | 2,786 | | Nurse Practitioners | 3,871 | |
| Optum | 1,025 | | Nurse Practitioners/Physician A... | 3,369 | |
| Matrix Medical Network | 594 | | Psychiatric Nurse Practitioners | 1,929 | |
| Maine Medical Center | 589 | | Nurse Practitioners/Advanced P... | 1,373 | |
| LifeStance Health | 566 | | Psychiatric Mental Health Nurse... | 987 | |
| UnitedHealth Group | 562 | | Family Nurse Practitioners | 661 | |
| CompHealth | 559 | | Primary Care Nurse Practitioner... | 592 | |
| Northeast Healthcare Recruitme... | 372 | | Urgent Care Nurse Practitioners... | 543 | |
| Yale New Haven Health | 371 | | Primary Care Nurse Practitioners | 459 | |
| Beth Israel Lahey Health | 363 | | Urgent Care Nurse Practitioners | 443 | |

## Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Distinguishing Skills

Defining Skills

Necessary Skills
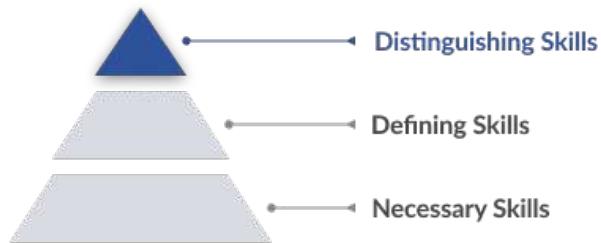
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Psychiatric And Mental Health Nursing | ❌ | 2,294 | +7.3% | Stable |
| Gerontology | ❌ | 1,699 | +8.9% | Growing |
| Follow-Up Care | ❌ | 1,396 | +21.8% | Rapidly Growing |
| Diagnostic Tests | ❌ | 1,281 | +9.6% | Growing |
| Preventive Care | ❌ | 1,201 | +2.1% | Lagging |
| Surgical Suturing | ❌ | 1,153 | +17.5% | Growing |
| Endocrinology | ❌ | 1,075 | +1.9% | Lagging |
| Telehealth | ❌ | 1,061 | +12.1% | Growing |
| Hospital Medicine | ❌ | 802 | +18.3% | Growing |
| Medical Management | ❌ | 764 | +13.2% | Growing |

# Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.

Distinguishing Skills

Defining Skills

Necessary Skills
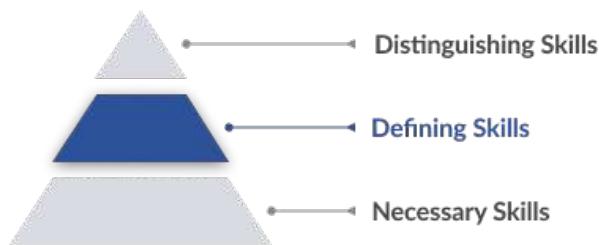
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Nurse Practitioner (APRN-CNP) | ❌ | 20,535 | +10.4% | Growing |
| Nursing | ❌ | 7,579 | +20.1% | Rapidly Growing |
| Primary Care | ❌ | 7,209 | +11.3% | Growing |
| Advanced Practice Registered Nurse | ❌ | 6,253 | +6.2% | Stable |
| Board Certified/Board Eligible | ❌ | 5,464 | +18.7% | Growing |
| Family Nurse Practitioner (FNP) | ❌ | 4,316 | +16.5% | Growing |
| Basic Life Support (BLS) Certification | ❌ | 3,938 | +13.9% | Growing |
| Drug Enforcement Agency (DEA) License | ❌ | 3,563 | +11.7% | Growing |
| Urgent Care | ❌ | 3,299 | +15.1% | Growing |
| Medical History Documentation | ❌ | 3,137 | +9.9% | Growing |

## Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

Distinguishing Skills

Defining Skills

Necessary Skills
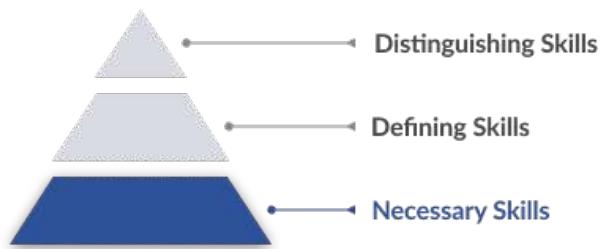
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Medical Records | ✖ | 3,407 | +12.5% | Growing |
| Treatment Planning | ✖ | 3,400 | +6.7% | Stable |
| Electronic Medical Record | ✖ | 3,384 | +12.1% | Growing |
| Geriatrics | ✖ | 3,306 | +10.5% | Growing |
| Patient Education And Counseling | ✖ | 3,214 | +11.6% | Growing |
| Psychiatry | ✖ | 2,987 | +18.8% | Growing |
| Registered Nurse (RN) | ✖ | 2,841 | +18.1% | Growing |
| Patient Treatment | ✖ | 2,351 | +9.1% | Growing |
| Mental Health | ✖ | 2,305 | +13.2% | Growing |
| Medication Administration | ✖ | 2,151 | +14.3% | Growing |

# Demographics

## Retirement Risk Is High, While Overall Diversity Is Low
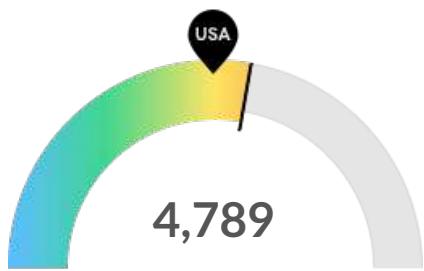
**4,789**

**Retiring Soon**

Retirement risk is high in your area. The national average for an area this size is 4,091* employees 55 or older, while there are 4,789 here.
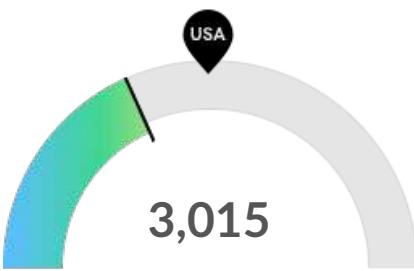
**3,015**

**Racial Diversity**

Racial diversity is low in your area. The national average for an area this size is 4,583* racially diverse employees, while there are 3,015 here.
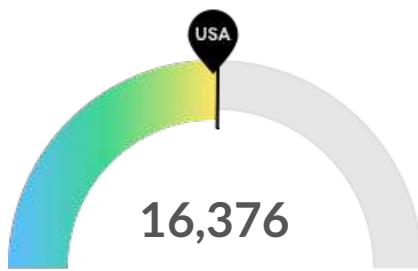
**16,376**

**Gender Diversity**

Gender diversity is about average in your area. The national average for an area this size is 16,167* female employees, while there are 16,376 here.

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown
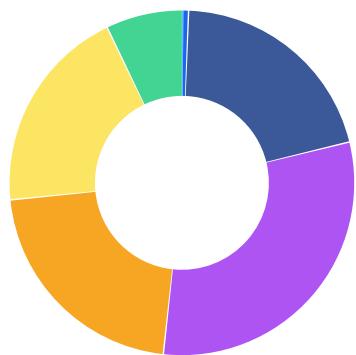
| | % of Jobs | Jobs |
|---|---|---|
| 14-18 | 0.0% | 0 |
| 19-24 | 0.5% | 99 |
| 25-34 | 20.6% | 3,696 |
| 35-44 | 30.5% | 5,487 |
| 45-54 | 21.7% | 3,900 |
| 55-64 | 19.4% | 3,495 |
| 65+ | 7.2% | 1,295 |

## Occupation Race/Ethnicity Breakdown
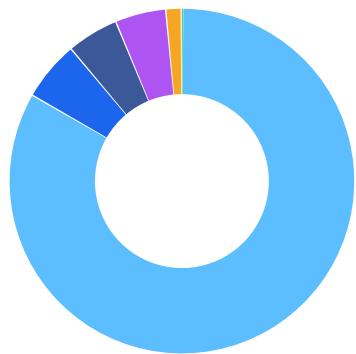
| | % of Jobs | Jobs |
|---|---|---|
| ● White | 83.2% | 14,957 |
| ● Black or African American | 5.6% | 1,006 |
| ● Asian | 4.8% | 871 |
| ● Hispanic or Latino | 4.8% | 856 |
| ● Two or More Races | 1.4% | 259 |
| ● American Indian or Alaska Native | 0.1% | 18 |
| ● Native Hawaiian or Other Pacific Islander | 0.0% | 5 |

## Occupation Gender Breakdown
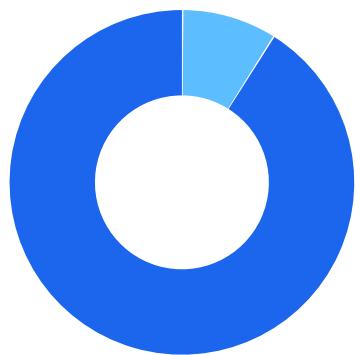
| | % of Jobs | Jobs |
|---|---|---|
| ● Males | 8.9% | 1,596 |
| ● Females | 91.1% | 16,376 |

## National Educational Attainment

| | | % of Jobs |
|---|---|---|
| 🔵 | Less than high school diploma | 0.2% |
| 🔵 | High school diploma or equivalent | 0.8% |
| 🔵 | Some college, no degree | 0.6% |
| 🟣 | Associate's degree | 0.4% |
| 🟠 | Bachelor's degree | 7.7% |
| 🟡 | Master's degree | 72.9% |
| 🟢 | Doctoral or professional degree | 17.4% |
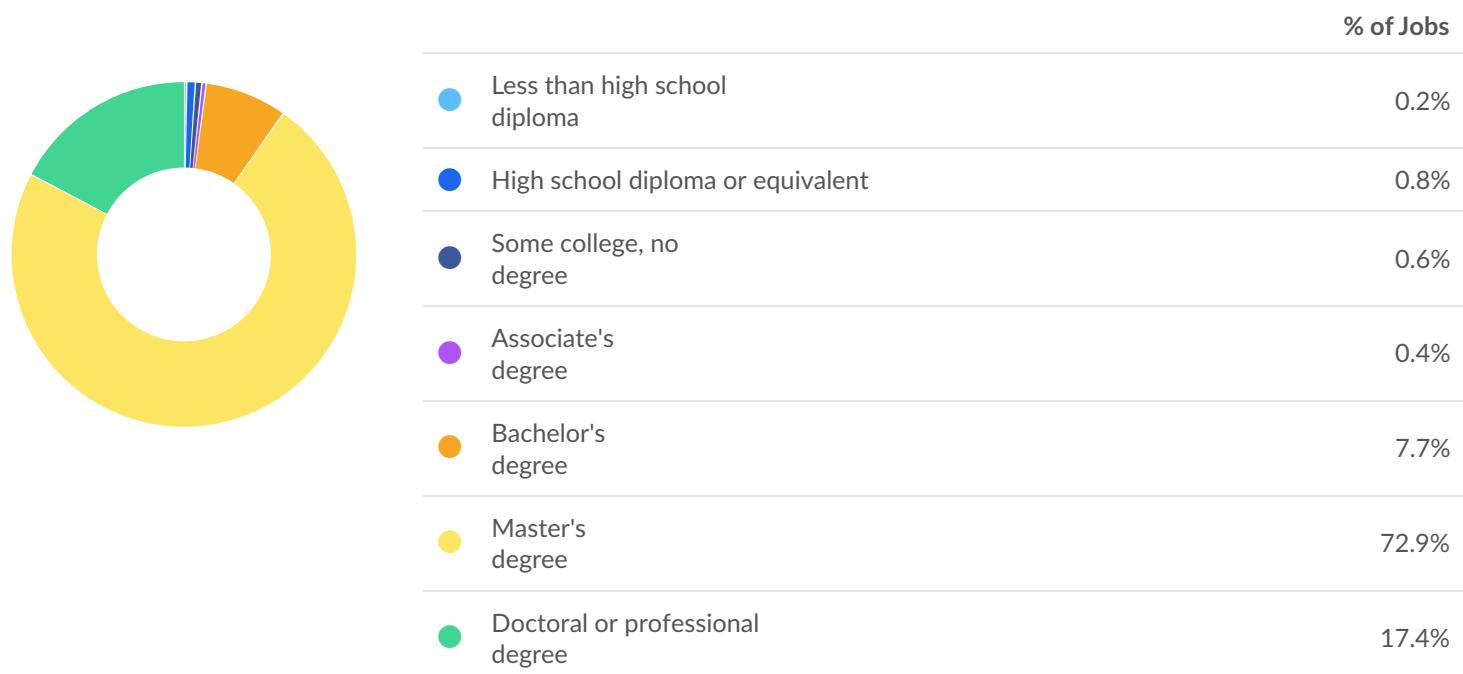
# Occupational Programs

**13 Programs**

Of the programs that can train for this job, 13 have produced completions in the last 5 years.

**14,076 Completions (2023)**

The completions from all regional institutions for all degree types.

**1,959 Openings (2023)**

The average number of openings for an occupation in the region is 1,303.

| CIP Code | Top Programs | Completions (2023) | |
|---|---|---|---|
| 51.3801 | Registered Nursing/Registered Nurse | 11,193 | |
| 51.3808 | Nursing Science | 943 | |
| 51.3805 | Family Practice Nurse/Nursing | 846 | |
| 51.3818 | Nursing Practice | 547 | |
| 51.3810 | Psychiatric/Mental Health Nurse/Nursing | 193 | |
| 51.3899 | Registered Nursing, Nursing Administration, Nursing Resear… | 170 | |
| 51.3803 | Adult Health Nurse/Nursing | 96 | |
| 51.3821 | Geriatric Nurse/Nursing | 38 | |
| 51.1105 | Pre-Nursing Studies | 19 | |
| 51.3809 | Pediatric Nurse/Nursing | 15 | |

| Top Schools | Completions (2023) | |
| --- | --- | --- |
| Regis College | 879 | |
| Southern New Hampshire University | 632 | |
| Simmons University | 552 | |
| Connecticut State Community College | 476 | |
| University of Massachusetts-Boston | 467 | |
| Laboure College of Healthcare | 435 | |
| MCPHS University | 408 | |
| Sacred Heart University | 389 | |
| Quinnipiac University | 358 | |
| Rivier University | 354 | |

# Appendix A

**Nurse Practitioners (SOC 29-1171):**
Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team. May focus on health promotion and disease prevention. May order, perform, or interpret diagnostic tests such as lab work and x rays. May prescribe medication. Must be registered nurses who have specialized graduate education.

**Sample of Reported Job Titles:**
Pediatric Nurse Practitioner (PNP)
Nurse Practitioner (NP)
Gastroenterology Nurse Practitioner
Cardiology Nurse Practitioner
Adult Nurse Practitioner
Family Nurse Practitioner (FNP)
CPNP (Certified Pediatric Nurse Practitioner)
Advanced Practice Registered Nurse (APRN)
Advanced Practice Nurse (APN)
ACNP (Acute Care Nurse Practitioner)

**Related O*NET Occupation:**
Nurse Practitioners (29-1171.00)

# Appendix B - Data Sources and Calculations

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry.

## Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

## Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

# Nurse Practitioners
## in the United States

# Lightcast

# Contents

# What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

# Report Parameters

## 1 Occupation

29-1171     Nurse Practitioners

## 1 Nation

0         United States

## Class of Worker

QCEW Employees

The information in this report pertains to the chosen occupation and geographical area.

# Executive Summary

## Average Job Posting Demand Over an Average Supply of Regional Jobs
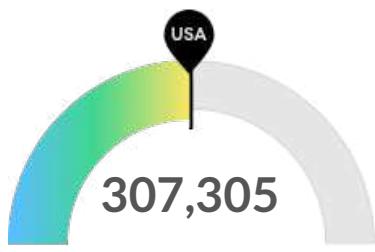
### 307,305

**Jobs (2024)**

United States is about average for this kind of job. The national average for an area this size is 307,305* employees, while there are 307,305 here.

### $129,210

**Compensation**

Earnings are about average in United States. The national median salary for Nurse Practitioners is $129,210, compared to $129,210 here.
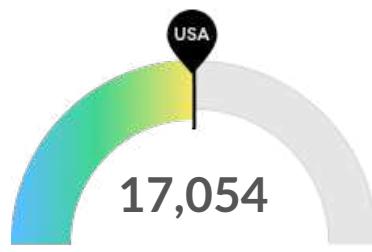
### 17,054

**Job Posting Demand**

Job posting activity is about average in United States. The national average for an area this size is 17,054* job postings/mo, while there are 17,054 here.

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and United States. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is About Equal to the National Average

An average area of this size typically has 307,305* jobs, while there are 307,305 here.
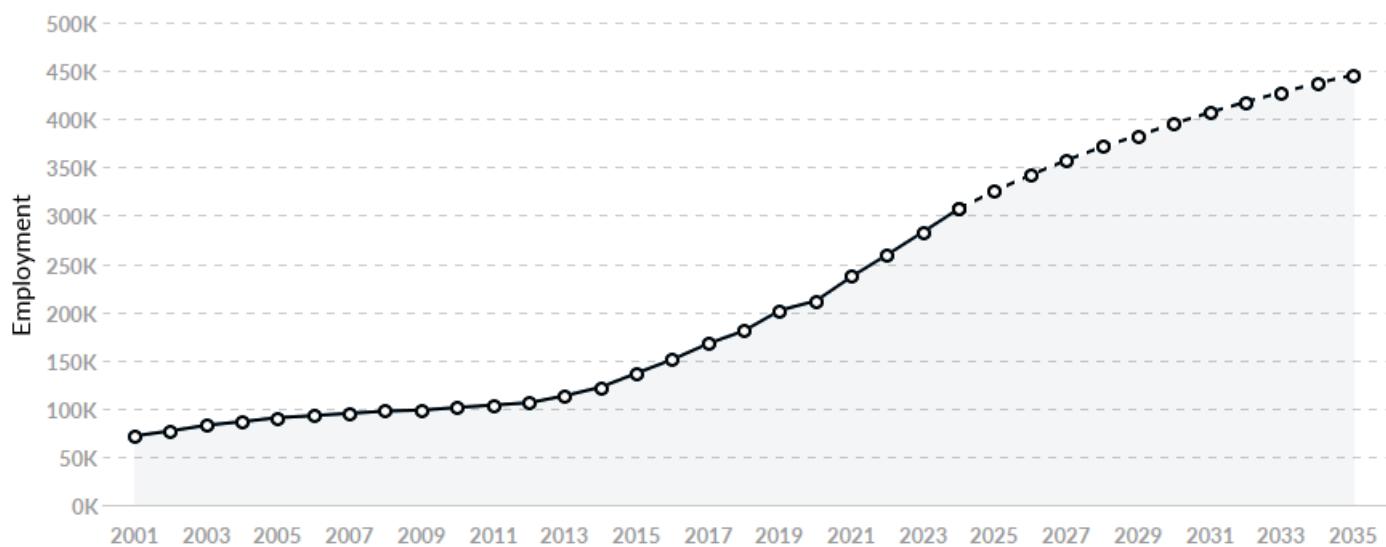


| | Region | 2024 Jobs | 2034 Jobs | Change | % Change |
|---|---|---|---|---|---|
| ● | United States | 307,305 | 437,057 | 129,752 | 42.2% |
| ● | National Average | 307,305 | 437,057 | 129,752 | 42.2% |

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and United States. In other words, the values represent the national average adjusted for region size.

# Regional Breakdown
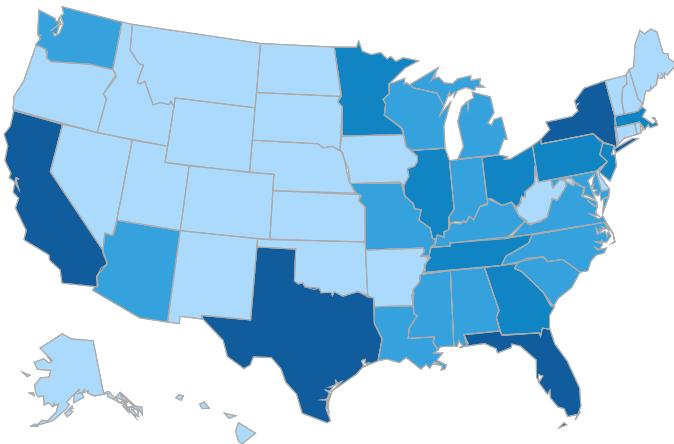


| State | 2024 Jobs |
|---|---|
| Florida | 24,713 |
| Texas | 21,752 |
| California | 21,112 |
| New York | 20,622 |
| Ohio | 14,555 |

**Most Jobs are Found in the Offices of Physicians Industry Sector**
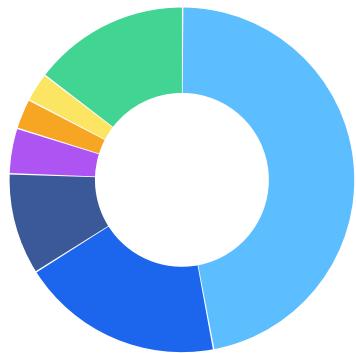
| Industry | % of Occupation in Industry (2024) |
|---|---|
| ● Offices of Physicians | 47.0% |
| ● General Medical and Surgical Hospitals | 19.0% |
| ● Outpatient Care Centers | 9.5% |
| ● Offices of Other Health Practitioners | 4.3% |
| ● Education and Hospitals (Local Government) | 2.8% |
| ● Education and Hospitals (State Government) | 2.7% |
| ● Other | 14.7% |

# Compensation

## Regional Compensation Is the Same Cost as the Nation

In 2024, the median compensation for Nurse Practitioners in the United States is $129,210.
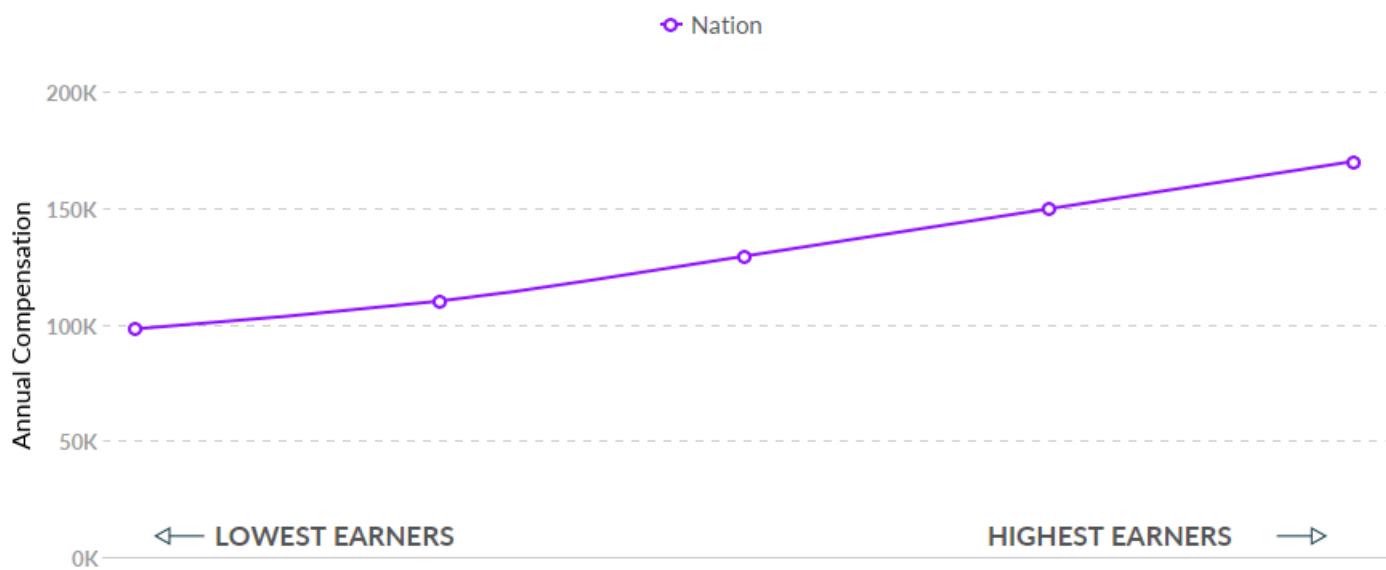
# Job Posting Activity

**306,977 Unique Job Postings**

The number of unique postings for this job from Jan 2024 to Jun 2025.

**16,194 Employers Competing**

All employers in the region who posted for this job from Jan 2024 to Jun 2025.

**24 Day Median Duration**

Posting duration is 1 day shorter than what's typical in the region.
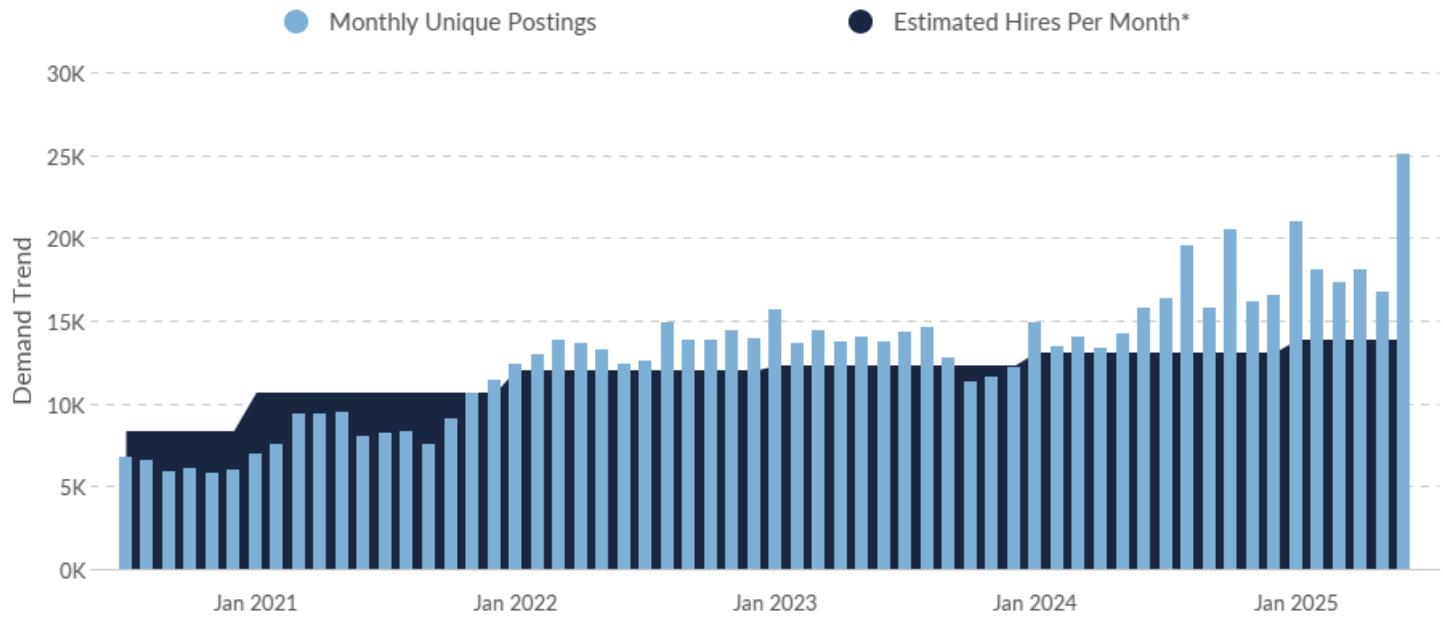


Legend: ● Monthly Unique Postings  ● Estimated Hires Per Month*

| Occupation | Avg Monthly Postings (Jan 2024 - Jun 2025) | Avg Monthly Hires (Jan 2024 - Jun 2025) |
|---|---|---|
| Nurse Practitioners | 17,054 | 13,303 |

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

| Top Companies | Unique Postings | | Top Job Titles | Unique Postings | |
|---|---|---|---|---|---|
| Optum | 8,683 | | Nurse Practitioners | 69,487 | |
| UnitedHealth Group | 6,463 | | Nurse Practitioners/Physician A... | 29,752 | |
| Matrix Medical Network | 5,869 | | Psychiatric Nurse Practitioners | 15,931 | |
| CompHealth | 5,260 | | Family Nurse Practitioners | 14,170 | |
| Geisinger Health System | 4,556 | | Nurse Practitioners/Advanced P... | 13,514 | |
| Headway | 3,809 | | Advanced Practice Providers | 9,642 | |
| Hartford HealthCare | 3,555 | | Psychiatric Mental Health Nurse... | 8,673 | |
| BrightSpring Health Services | 3,534 | | Primary Care Nurse Practitioners | 5,493 | |
| Fast Pace Health | 3,418 | | Urgent Care Nurse Practitioners... | 4,600 | |
| LifeStance Health | 2,863 | | Urgent Care Nurse Practitioners | 4,431 | |

## Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.

Distinguishing Skills

Defining Skills

Necessary Skills
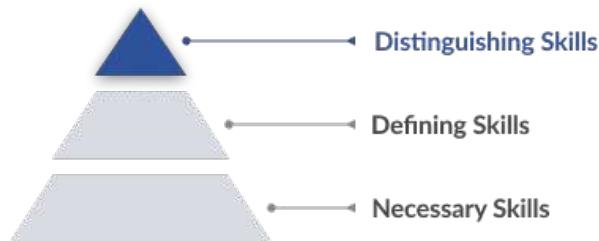
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Psychiatric And Mental Health Nursing | ✖ | 19,756 | +7.3% | Stable |
| Preventive Care | ✖ | 19,525 | +2.1% | Lagging |
| Telehealth | ✖ | 19,440 | +12.1% | Growing |
| Follow-Up Care | ✖ | 18,193 | +21.8% | Rapidly Growing |
| Gerontology | ✖ | 17,033 | +8.9% | Growing |
| Diagnostic Tests | ✖ | 16,722 | +9.6% | Growing |
| Surgical Suturing | ✖ | 16,407 | +17.5% | Growing |
| Medical Management | ✖ | 13,588 | +13.2% | Growing |
| Clinical Assessments | ✖ | 12,963 | +11.3% | Growing |
| Health Promotion | ✖ | 12,552 | +12.2% | Growing |

# Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Distinguishing Skills

Defining Skills

Necessary Skills
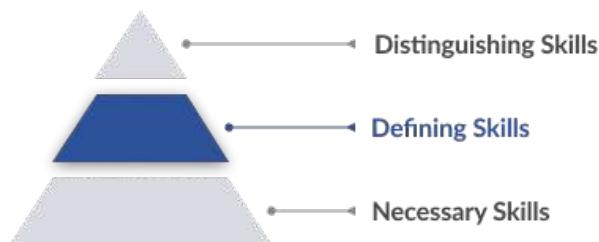
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Nurse Practitioner (APRN-CNP) | ✖ | 257,708 | +10.4% | Growing |
| Nursing | ✖ | 103,686 | +20.1% | Rapidly Growing |
| Primary Care | ✖ | 87,392 | +11.3% | Growing |
| Basic Life Support (BLS) Certification | ✖ | 66,556 | +13.9% | Growing |
| Board Certified/Board Eligible | ✖ | 60,105 | +18.7% | Growing |
| Family Nurse Practitioner (FNP) | ✖ | 49,427 | +16.5% | Growing |
| Advanced Practice Registered Nurse | ✖ | 47,917 | +6.2% | Stable |
| Drug Enforcement Agency (DEA) License | ✖ | 46,805 | +11.7% | Growing |
| ANCC Certified | ✖ | 40,344 | +11.3% | Growing |
| Medical History Documentation | ✖ | 37,308 | +9.9% | Growing |

## Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Distinguishing Skills

Defining Skills

Necessary Skills
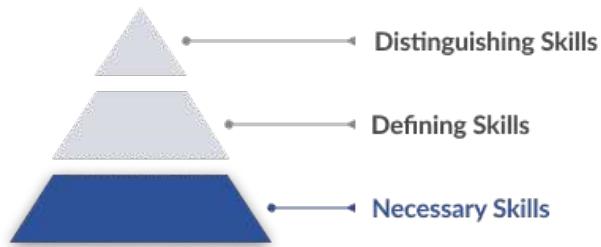
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Medical Records | ✖ | 60,846 | +12.5% | Growing |
| Treatment Planning | ✖ | 52,136 | +6.7% | Stable |
| Patient Education And Counseling | ✖ | 51,218 | +11.6% | Growing |
| Electronic Medical Record | ✖ | 46,541 | +12.1% | Growing |
| Registered Nurse (RN) | ✖ | 40,683 | +18.1% | Growing |
| Geriatrics | ✖ | 38,276 | +10.5% | Growing |
| Advanced Cardiovascular Life Support (ACLS) Certification | ✖ | 32,820 | +12.3% | Growing |
| Clinical Experience | ✖ | 27,832 | +9.4% | Growing |
| Psychiatry | ✖ | 26,511 | +18.8% | Growing |
| Mental Health | ✖ | 25,143 | +13.2% | Growing |

# Demographics

## Retirement Risk Is About Average, While Overall Diversity Is About Average

### 69,949
**Retiring Soon**
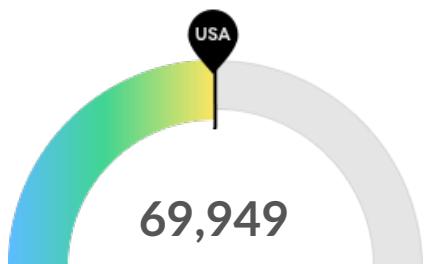
Retirement risk is about average in the United States. The national average for an area this size is 69,949* employees 55 or older, while there are 69,949 here.

### 78,367
**Racial Diversity**
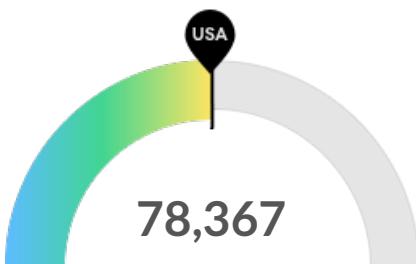
Racial diversity is about average in the United States. The national average for an area this size is 78,367* racially diverse employees, while there are 78,367 here.
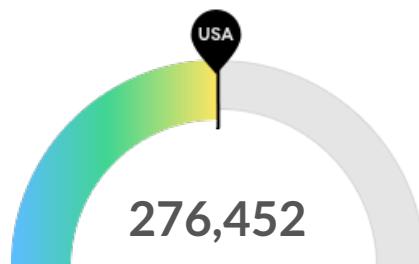
### 276,452
**Gender Diversity**

Gender diversity is about average in the United States. The national average for an area this size is 276,452* female employees, while there are 276,452 here.

*National average values are derived by taking the national value for Nurse Practitioners and scaling it down to account for the difference in overall workforce size between the nation and the United States. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown
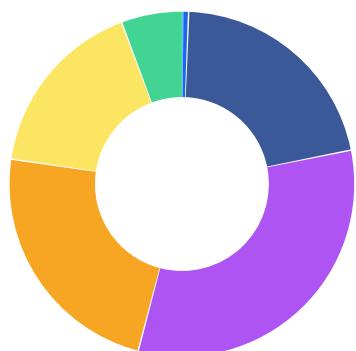
| | % of Jobs | Jobs |
|---|---|---|
| 14-18 | 0.0% | 8 |
| 19-24 | 0.6% | 1,699 |
| 25-34 | 21.2% | 65,218 |
| 35-44 | 32.2% | 99,060 |
| 45-54 | 23.2% | 71,371 |
| 55-64 | 17.0% | 52,284 |
| 65+ | 5.7% | 17,665 |

## Occupation Race/Ethnicity Breakdown
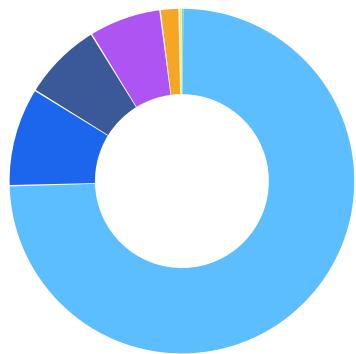


| | % of Jobs | Jobs |
|---|---|---|
| White | 74.5% | 228,938 |
| Black or African American | 9.2% | 28,403 |
| Hispanic or Latino | 7.4% | 22,743 |
| Asian | 6.8% | 20,779 |
| Two or More Races | 1.8% | 5,442 |
| American Indian or Alaska Native | 0.3% | 827 |
| Native Hawaiian or Other Pacific Islander | 0.1% | 174 |

## Occupation Gender Breakdown
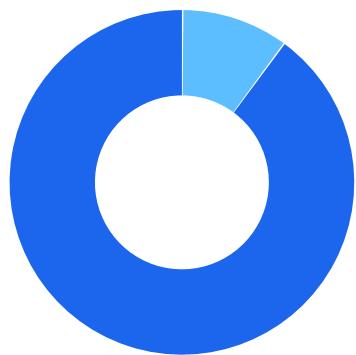


| | % of Jobs | Jobs |
|---|---|---|
| Males | 10.0% | 30,854 |
| Females | 90.0% | 276,452 |

# National Educational Attainment

| | | % of Jobs |
|---|---|---|
| 🔵 | Less than high school diploma | 0.2% |
| 🔵 | High school diploma or equivalent | 0.8% |
| 🔵 | Some college, no degree | 0.6% |
| 🟣 | Associate's degree | 0.4% |
| 🟠 | Bachelor's degree | 7.7% |
| 🟡 | Master's degree | 72.9% |
| 🟢 | Doctoral or professional degree | 17.4% |
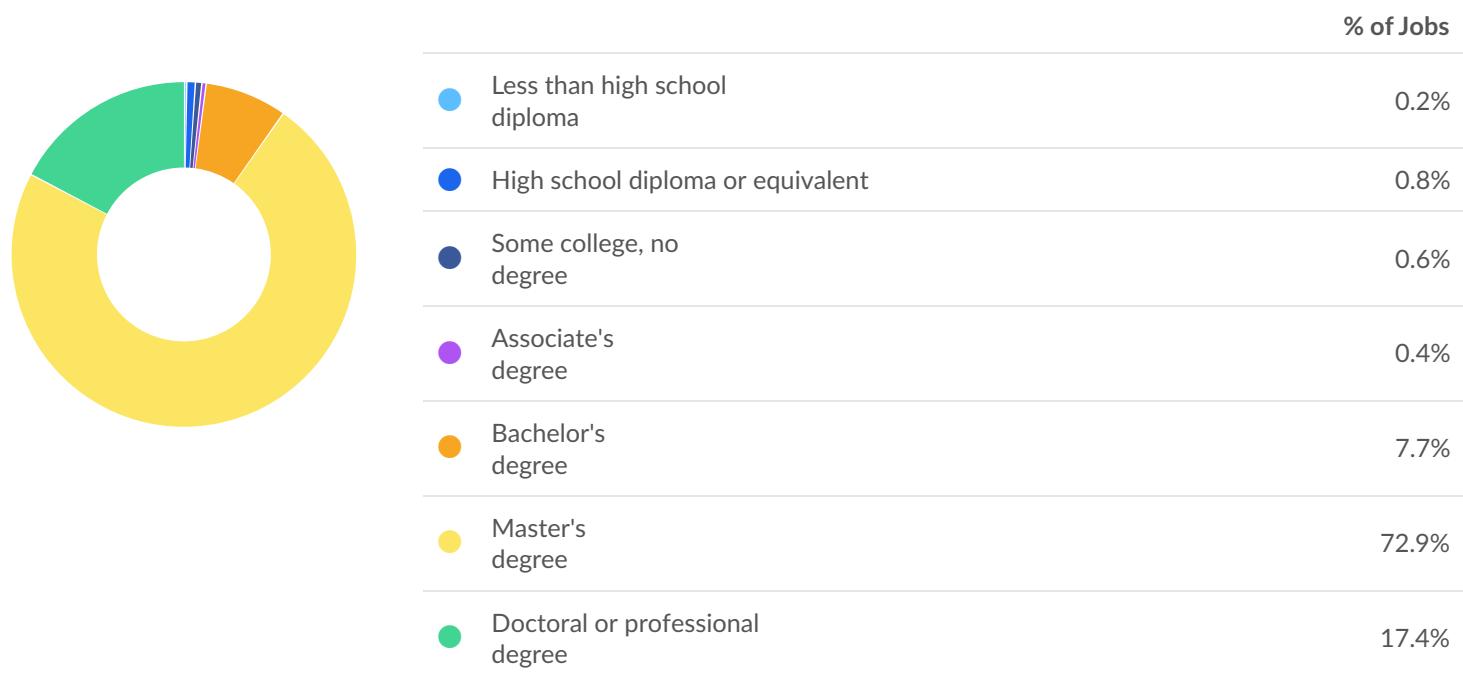
# Occupational Programs

**15 Programs**

Of the programs that can train for this job, 15 have produced completions in the last 5 years.

**293,125 Completions (2023)**

The completions from all regional institutions for all degree types.

**39,155 Openings (2023)**

The average number of openings for an occupation in the region is 29,085.

| CIP Code | Top Programs | Completions (2023) | |
|----------|--------------|-------------------:|---|
| 51.3801 | Registered Nursing/Registered Nurse | 250,462 | |
| 51.3805 | Family Practice Nurse/Nursing | 14,970 | |
| 51.3818 | Nursing Practice | 9,195 | |
| 51.3899 | Registered Nursing, Nursing Administration, Nursing Resear… | 4,347 | |
| 51.3808 | Nursing Science | 3,542 | |
| 51.3810 | Psychiatric/Mental Health Nurse/Nursing | 3,245 | |
| 51.1105 | Pre-Nursing Studies | 3,044 | |
| 51.3803 | Adult Health Nurse/Nursing | 2,159 | |
| 51.3814 | Critical Care Nursing | 591 | |
| 51.3821 | Geriatric Nurse/Nursing | 558 | |

| Top Schools | Completions (2023) | |
| --- | --- | --- |
| Chamberlain University-Illinois | 9,250 | |
| Western Governors University | 8,244 | |
| Capella University | 5,739 | |
| Walden University | 4,972 | |
| Grand Canyon University | 4,744 | |
| The University of Texas at Arlington | 3,789 | |
| Ohio University-Main Campus | 1,599 | |
| Rasmussen University-Florida | 1,496 | |
| University of South Alabama | 1,419 | |
| Galen College of Nursing-Louisville | 1,395 | |

# Appendix A

**Nurse Practitioners (SOC 29-1171):**
Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team. May focus on health promotion and disease prevention. May order, perform, or interpret diagnostic tests such as lab work and x rays. May prescribe medication. Must be registered nurses who have specialized graduate education.

**Sample of Reported Job Titles:**
Pediatric Nurse Practitioner (PNP)
Nurse Practitioner (NP)
Gastroenterology Nurse Practitioner
Cardiology Nurse Practitioner
Adult Nurse Practitioner
Family Nurse Practitioner (FNP)
CPNP (Certified Pediatric Nurse Practitioner)
Advanced Practice Registered Nurse (APRN)
Advanced Practice Nurse (APN)
ACNP (Acute Care Nurse Practitioner)

**Related O*NET Occupation:**
Nurse Practitioners (29-1171.00)

# Appendix B - Data Sources and Calculations

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry.

## Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

## Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

# Sean R. Sibley, PhD, MSN, APRN, FNP-BC, NP-C, CNE

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## EDUCATION –DEGREE

| Year | Degree | Institution | Major/Minor | Role Preparation |
|------|--------|-------------|-------------|------------------|
| 2024 | PhD | University of Maine | Nursing Education | Researcher |
| 2018 | MSN | University of Maine | Nursing | Family Nurse Practitioner |
| 2014 | BSN | University of Maine | Nursing/theatre | Professional Nurse |

## EDUCATION – CERTIFICATE

| 2019 | Grad. Cert. | University of Maine | Nursing Education | Nurse Educator |
|------|-------------|---------------------|-------------------|----------------|
| 2015 | Grad. Cert. | University of Maine | Gerontology | Interdisciplinary Aging Care |

## LICENSURE & CERTIFICATION

| Initial Date | License/Certification | Organization | Expiration |
|--------------|----------------------|--------------|------------|
| 07/2021 | Certified Nurse Educator | National League of Nursing | 12/31/2026 |
| 07/2018 | Advanced Practice Registered Nurse | State of Maine Board of Nursing | 01/19/2026 |
| 06/2018 | Family Nurse Practitioner | American Association of Nurse Practitioners | 06/28/2028 |
| 06/2018 | Family Nurse Practitioner | American Nurses Credentialing Center | 06/17/2028 |
| 06/2014 | Registered Professional Nurse | State of Maine Board of Nursing | 01/19/2026 |
| 06/2014 | Advanced Cardiac Life Support Provider | American Heart Association | 12/01/2026 |

## EMPLOYMENT

### ACADEMIC APPOINTMENTS

| 07/2023 – Present | **Program Director,** Advanced Nursing Education Workforce Program, University of Maine School of Nursing, Orono, ME |
|-------------------|----|
| 07/2023 – Present | **Associate,** University of Maine Center on Aging, Orono, ME |

09/2021 – Present    **FNP Track Coordinator,** University of Maine School of Nursing, Orono, ME
09/2021 – Present    **Clinical Assistant Faculty,** University of Maine School of Nursing, Orono, ME
08/2019 – 08/2021    **Part Time Lecturer**, University of Maine School of Nursing, Orono, ME
08/2018 – 08/2019    **Adjunct Lecturer**, University of Maine School of Nursing, Orono, ME
08/2018 – Present    **Graduate Faculty**, University of Maine Graduate School, Orono, ME

### *NON-ACADEMIC AND CLINICAL APPOINTMENTS*
09/2025 – Present    **Nurse Practitioner** (Per diem), Medicine Professional Services,
                     Northern Light Acadia Hospital, Bangor, ME
07/2018 – Present    **Nurse Practitioner** (0.75 FTE), Family Medicine,
                     Northern Light Primary Care University of Maine, Orono, ME
06/2014 – 07/2018    **Registered Nurse**, Per diem, Intensive Care Unit,
                     Northern Light Eastern Maine Medical Center, Bangor, ME
05/2014 – 05/2017    **Graduate Assistant**, NCDA Certified Career Consultant, Career Center,
                     University of Maine Division of Student Life, Orono, ME

# PUBLICATIONS

### *PEER REVIEWED*

**Sibley, S.** Sajedi Sabegh, N. & Herbert, V. (2025). Evaluation of learner outcomes in unfolding OSCES across a graduate nursing curriculum to implement competency-based education assessment. *Clinical Simulation in Nursing, 105*, 101771. https://doi.org/10.1016/j.ecns.2025.101771

**Sibley, S.,** Robinson, K., Fairman, J., Nye, C., Poirier, P., & Strout, K. Preparing for clinical placements and transition to practice with objective structured clinical examinations: A qualitative study of family nurse practitioner students. Clinical Simulation in Nursing, 97, 101636. https://doi.org/10.1016/j.ecns.2024.101636

**Sibley, S.,** Strout, K., & Bonnet, J. (2024). Effectiveness of objective structured clinical examinations and standardized patient simulations for increasing learner knowledge in family nurse practitioner education: A systematic review of the literature. *Nursing Education Perspectives*. https://doi.org/10.1097/01.NEP.0000000000001280

**Sibley, S.**, & Robinson, K. (2024). Family nurse practitioner education: Recommending theories and frameworks for simulation-based practice and research experiences. *Journal of Professional Nursing*, 54, 50-53. https://doi.org/10.1016/j.profnurs.2024.06.010

**Sibley, S.,** & Herbert, V. (2023). Contributor, Implementation Tool Kit: The Essentials: Core Competencies for Professional Nursing Education. Age-Friendly Primary Care Nurse Practitioner Unfolding Cases - Domains 1, 2, 9, & 10 - Knowledge for Nursing Practice, Person Centered Care, Professionalism, Personal, Professional, and Leadership. American Association of Colleges of Nursing, Washington D.C. Available at: https://www.aacnnursing.org/essentials/database/kit/i/np-osce-sim

Strout, K., Schwartz-Mette, R., McNamara, J., Parsons, K., Walsh, D., Bonnet, J., O'Brien, L., Robinson, R.,

**Sibley, S.**, Smith, A., Sapp, M., Sprague, L., Robinson, K., Henderson, A. (2023). WellNurse: Wellness in nursing education to promote resilience and reduce burnout, protocol for a holistic multidimensional wellness intervention and longitudinal research study design in nurse education in practice. *JMIR Research Protocols*. https://doi.org/10.2196/49020

Herbert, V., & **Sibley, S.** (2022). Addressing 4Ms of Age-Friendly Health Systems for older adults in Family Nurse Practitioner education through simulation-based learning. *Clinical Simulation in Nursing, 64,* 10-15. https://doi.org/10.1016/j.ecns.2021.11.006

**Sibley, S**, Strout, K, & Poirier, P. (2019). Screening for cognitive decline in primary care: Evidence based resources at a glance. *The Clinical Advisor.* https://www.clinicaladvisor.com/home/topics/neurology-information-center/screening-for-cognitive-decline-in-primary-care/

*Manuscripts under review*

## COURSES TAUGHT

*University of Maine*

| Semester | Course | Course Name | Enrollment | Role |
|---|---|---|---|---|
| Fall 2025 | NUR 200-0001 | Care of Adults 1 | 26 | Instructor |
| Summer 2025 | NUR 503-0008 | Advanced Health Appraisal and Physical Assessment Lecture | 15 | Instructor |
| Summer 2025 | NUR 531-0001 | Advanced Health Appraisal and Physical Assessment Lab | 15 | Instructor |
| Summer 2025 | NUR 532-0001 | Advanced Health Appraisal and Physical Assessment Clinical | 10 | Instructor |
| Spring 2025 | NUR 200-0001 | Care of Adults 1 | 56 | Instructor |
| Fall 2024 | NUR 200-0001 | Care of Adults 1 | 25 | Instructor |
| Summer 2024 | NUR 503-0008 | Advanced Health Appraisal and Physical Assessment Lecture | 6 | Instructor |
| Summer 2024 | NUR 531-0001 | Advanced Health Appraisal and Physical Assessment Lab | 6 | Instructor |
| Summer 2024 | NUR 532-0001 | Advanced Health Appraisal and Physical Assessment Clinical | 6 | Instructor |
| Spring 2024 | NUR 524-001 | NP Mgmt. of Neonate to Adolescent Clinical | 6 | Coordinator |
| Fall 2023 | NUR 200-0001 | Care of Adults 1 | 34 | Instructor |
| Summer 2023 | NUR 503-0008 | Advanced Health Appraisal and Physical Assessment Lecture | 7 | Instructor |

| Summer 2023 | NUR 531-0001 | Advanced Health Appraisal and Physical Assessment Lab | 7 | Instructor |
|---|---|---|---|---|
| Summer 2023 | NUR 532-0001 | Advanced Health Appraisal and Physical Assessment Clinical | 6 | Instructor |
| Spring 2023 | NUR 200-0001 | Care of Adults 1 | 69 | Instructor |
| Fall 2022 | NUR 200-0001 | Care of Adults 1 | 42 | Instructor |
| Summer 2022 | NUR 503-0008 | Advanced Health Appraisal and Physical Assessment Lecture | 7 | Instructor |
| Summer 2022 | NUR 531-0001 | Advanced Health Appraisal and Physical Assessment Lab | 7 | Instructor |
| Summer 2022 | NUR 532-0001 | Advanced Health Appraisal and Physical Assessment Clinical | 7 | Instructor |
| Summer 2022 | NUR 521 | Women's Health Clinical Supervision | 1 | Coordinator |
| Spring 2022 | NUR 200-0001 | Care of Adults 1 | 64 | Instructor |
| Fall 2021 | NUR 200-0001 | Care of Adults 1 | 32 | Instructor |
| Summer 2021 | NUR 503-0001 | Advanced Health Appraisal and Physical Assessment Lecture | 10 | Instructor |
| Summer 2021 | NUR 531-0001 | Advanced Health Appraisal and Physical Assessment Lab | 10 | Instructor |
| Summer 2021 | NUR 532-0001 | Advanced Health Appraisal and Physical Assessment Clinical | 4 | Instructor |
| Spring 2021 | NUR 200-0001 | Care of Adults I Lecture | 63 | Instructor |
| Spring 2021 | NUR 202-0001 | Application of Theory to Nursing Practice I Lab | 29 | Course Coordinator |
| Spring 2021 | NUR 202-0002 | Application of Theory to Nursing Practice I Lab | 32 | Course Coordinator |
| Fall 2020 | NUR 503-0001 | Advanced Health Appraisal and Physical Assessment Lecture | 10 | Instructor |
| Fall 2020 | NUR 531-0001 | Advanced Health Appraisal and Physical Assessment Lab | 11 | Instructor |
| Fall 2020 | NUR 532-0001 | Advanced Health Appraisal and Physical Assessment Clinical | 10 | Instructor |
| Fall 2020 | NUR 200-0001 | Care of Adults I Lecture | 39 | Instructor |
| Fall 2020 | NUR 202-0001 | Application of Theory to Nursing Practice I Lab | 19 | Course Coordinator |
| Fall 2020 | NUR 202-0002 | Application of Theory to Nursing Practice I Lab | 20 | Course Coordinator |
| Spring 2020 | NUR 200-0001 | Care of Adults I Lecture | 74 | Instructor |

| Fall 2019 | NUR 503-0001 | Advanced Health Appraisal and Physical Assessment Lecture | 13 | Instructor |
|-----------|--------------|-----------------------------------------------------------|----|------------|
| Fall 2019 | NUR 503-1001 | Advanced Health Appraisal and Physical Assessment Lab | 13 | Instructor |
| Fall 2019 | NUR 503-0002 | Advanced Health Appraisal and Physical Assessment Clinical | 11 | Instructor |
| Fall 2019 | NUR 200-0001 | Care of Adults I Lecture | 33 | Instructor |
| Spring 2019 | NUR 102-0001 | Foundations of Nursing Practice I Lab | 17 | Instructor |
| Spring 2019 | NUR 102-0003 | Foundations of Nursing Practice I Lab | 15 | Instructor |
| Spring 2019 | NUR 102-0006 | Foundations of Nursing Practice I Lab | 11 | Instructor |
| Fall 2018 | NUR 503-0001 | Advanced Health Appraisal and Physical Assessment Lecture | 16 | Instructor |
| Fall 2018 | NUR 503-1001 | Advanced Health Appraisal and Physical Assessment Lab | 16 | Instructor |
| Fall 2018 | NUR 503-0002 | Advanced Health Appraisal and Physical Assessment Clinical | 13 | Instructor |

## ADVISING

| Date | Student | Title | Level | Role |
|------|---------|-------|-------|------|
| 2025 | Lindsay Beaulieu Nursing | Home Medication Safety: Opportunity For Provider Education Regarding Storage and Disposal | FNP Capstone | Advisor |
| 2024 | Sheri Tarr Nursing | Enhancing Cardiac Rehabilitation: Promoting Psychological Well-Being Across Diverse Cardiac Conditions Through Mindfulness-Based Interventions | FNP Capstone | Advisor |
| 2024 | Ottilia Boros Nursing | Clinical Applications of Ketogenic Diet and Medium Chain Triglyceride Supplementation in Patients with Mild to Moderate Alzheimer's Disease | FNP Capstone | Advisor |
| 2022 | Sarah Hanscome Nursing | Simulation-Based Learning in Nursing Education | MSN Educator Capstone | Committee |
| 2022 | Christopher Gooley Nursing | Electronic Cigarette Use in Adolescents/ Young Adults, Health Effects, and Solutions for Cessation | FNP Capstone | Advisor |
| 2022 | Amanda Theriault Nursing | Treating Depression in Patients with End Stage Renal Disease Using Mindfulness Practices | FNP Capstone | Advisor |
| 2020 | Devon Malay Nursing | Obstructive Sleep Apnea in Primary Care: Effective Screening and Treatment | FNP Capstone | Advisor |

| | | of Adult Patients | | |
|---|---|---|---|---|
| 2019 | Jessica Barry Nursing | The Mediterranean Type Diet and Moderate Intensity Exercise to Reduce Risk of Alzheimer's Disease | FNP Capstone | Committee |

## GRANTS/SUB-AWARDS

| Date | Role | Title | Agency | Type | Amount |
|---|---|---|---|---|---|
| 2023 | Principle Investigator/ Program Director | Increasing Rural Maine's Primary Care Nurse Practitioner Workforce (ANEW Program) | US Dept of Health & Human Services Health Resources and Services Administration | Extramural | $1.9 million (Awarded) |
| 2022 | Subrecipient/ Mini Grant | Micro-Credential Development mini-grant team member: Mental Health for All--Clinician Resources [ON HOLD] | University of Maine System | Intramural | $10,000 (Awarded) |
| 2021 | Subrecipient/ Mini Grant | Increasing Diversity in Nursing Education: DEI Course Modification | University of Maine | Intramural | $5,000 (Awarded) |
| 2020 | Subrecipient /Academic Partner | AgingME Geriatrics Workforce Enhancement Program (GWEP): Simulation development for FNP program | University of Maine | Intramural | |

## PRESENTATIONS AND MEDIA CONTRIBUTIONS

| Date | Type | Title | Conference/Meeting/ Agency | Refereed/ Invited |
|---|---|---|---|---|
| 09/2025 | Newspaper Article; Expert Commentary | Caruso, K. **More older Mainers are falling and dying. Here's what you need to know.** [Link] | Sun Journal, Lewiston, ME | Invited |
| 08/2025 | Presentation | Sibley, S. & Hudson, K. **Building a Wellness Toolbox for College.** | Mitchell Institute Leadership Experience III, Orono, ME | Invited |

| 06/2025 | Poster | Sibley, S., Robinson, K., Fairman, J., Nye, C., Poirier, P., & Strout, K. **Preparing for clinical placements and transition to practice with objective structured clinical examinations: A qualitative study of family nurse practitioner students.** | International Nursing Association for Clinical Simulation and Learning | Refereed |
|---|---|---|---|---|
| 05/2025 | News Segment | Sibley, S. **UMaine working to bolster state's nursing workforce - Live.** [Link] | FOX ABC Maine | Invited |
| 04/2025 | Poster | Sibley, S., Robinson, K., Fairman, J., Nye, C., Poirier, P., & Strout, K. **Preparing for clinical placements and transition to practice with objective structured clinical examinations: A qualitative study of family nurse practitioner students.** | NONPF Annual Conference | Refereed |
| 03/2025 | News Segment | Sibley, S. **Healthy Living: Dangers of Binge Drinking** [Link] | WABI TV 5 Bangor | Invited |
| 03/2025 | Presentation | Sibley, S., McAuliff, A., & Ortiz-Burnham, A. **Embracing Non-linear Paths** | Mitchell Institute Leadership Experience II | Invited |
| 01/2025 | News Segment | Sibley, S. **Nurse practitioners needed across Maine to help support patients** [Link] | News Center Maine | Invited |
| 12/2024 | News Segment | Sibley, S. **Dry January** [Link] | WABI TV 5 Bangor | Invited |
| 11/2024 | Poster | Sibley, S., Robinson, K., Fairman, J., Nye, C., Poirier, P., & Strout, K. **Preparing for Clinical Placements and Transition to Practice with Objective Structured Clinical Examinations: A Qualitative Study of Family Nurse Practitioner Students.** | UMS Nursing Research Symposium, Orono, ME | Refereed |

| 11/2024 | Poster | Sibley, S, Strout, K., Bonnet, J. **Effectiveness of Objective Structured Clinical Examinations and Standardized Patient Simulations for Increasing Learner Knowledge in Family Nurse Practitioner Education An Empty Systematic Review of the Literature** | UMS Nursing Research Symposium, Orono, ME | Refereed |
|---|---|---|---|---|
| 11/2024 | Poster | Sibley, S. **Increasing Rural Maine's Primary Care Nurse Practitioner Workforce.** | UMS Nursing Research Symposium, Orono, ME | Refereed |
| 11/2024 | Poster | Sibley, S. **Increasing Rural Maine's Primary Care Nurse Practitioner Workforce.** | University of Maine System Rural Issues Symposium, Orono, ME/Online | Refereed |
| 08/2024 | Presentation | Sibley, S. **Building a Wellness Toolbox for College.** | Mitchell Institute Leadership Experience III, Orono, ME | Invited |
| 06/2024 | Presentation | Sibley, S. **Red Hot Scrotum: Case Study**. | Eastern Maine Medical Center Family Medicine Section Meeting, Online | Invited |
| 06/2024 | Presentation | Herbert, V., & Sibley, S. **Addressing 4Ms of Age-Friendly Health Systems for Older Adults in FNP Education through Simulation and Future Growth through Grant Funding** | University of Maine System Research and Innovation Speaker Series, Online | Invited |
| 04/2024 | Poster | Sibley, S., Strout, K., and Bonnet, J. **Effectiveness of Objective Structured Clinical Examinations and Standardized Patient Simulations for Increasing Learner Knowledge in Family Nurse Practitioner Education: An Empty Systematic Review of the Literature** | UMaine Student Symposium, Orono, ME | Invited |

| 04/2024 | Presentation | Sibley, S. **Increasing Rural Maine's Primary Care Nurse Practitioner Workforce with Advanced Nursing Education Workforce (ANEW) Grant** | UMaine Health Resources & Services Administration (HRSA) Mini-Conference, Orono, ME | Invited |
|---|---|---|---|---|
| 03/2024 | Presentation | Sibley, S. **Objective Structured Critical Examinations in Family Nurse Practitioner Education** ([LINK](#)) | 3-Minute Thesis Competition, University of Maine, Orono, ME | Refereed |
| 01/2024 | Panel | Bangor High School: Strength through Inclusion: A panel and discussion for parents and guardians of Bangor School's LGBTQ+ students | K-12 Education Event, Bangor, ME | Invited |
| 10/2023 | Poster | Sibley, S., Strout, K., and Bonnet, J. **Effectiveness of Objective Structured Clinical Examinations and Standardized Patient Simulations for Increasing Learner Knowledge in Family Nurse Practitioner Education: An Empty Systematic Review of the Literature** | Second Maine Research Symposium on Biomedical Science and Engineering, Orono, ME | Refereed |
| 07/2023 | Workshop | Sibley, S. **Stepping Up to Healthcare in Adulthood** | UMaine/DOL Step Up Program, Orono, ME | Invited |
| 05/2023 | Panel | Bangor High School: Strength through Inclusion: A panel and discussion for parents and guardians of Bangor High School's LGBTQ+ students | K-12 Education Event, Bangor, ME | Invited |
| 03/2023 | Poster | Sibley, S. **Fostering an Equitable and Inclusive Learning Community** | Sigma Theta Tau Omicron Xi at Large Annual Spring Meeting, Bangor, ME | Refereed |
| 03/2023 | News Segment | Sharpe, K., Sibley, S., Hudson, K. **College officials and health experts concerned about popular drinking trend** [[Link](#)] | WABI TV 5 Bangor | Invited |
| 11/2022 | Poster | Sibley, S. **Fostering an Equitable and Inclusive Learning Community** | AACN Diversity Symposium, Online | Refereed |

| 04/2022 | Recorded Presentation | Sibley, S. **Family Nurse Practitioner Student Perceptions of Simulation Based Education** | UMaine Student Symposium, Online | Invited |
|---|---|---|---|---|
| 01/2022 | News Segment | Sibley, S. **Dangers of hypothermia as more cold Maine weather approaching** [[Link](#)] | WABI TV 5 Bangor | Invited |
| 10/2021 | Podium/Poster | Herbert, V., & Sibley, S. **Developing Age Friendly Health System Experiences with the 4Ms Framework in FNP Education with Simulation-Based Learning** | UMS Nursing Research Symposium, Portland, ME | Refereed |
| 09/2021 | Webinar | Camire, M.E., Maxwell, L. A., Pimpton, R., Sibley, S., Solomon, A., Therrin, M. **Enhancing Healthcare Access: Adding Telehealth to your Toolkit** | Northeast Telehealth Resource Center Series, Online | Invited |
| 10/2018 | Workshop | Sibley, S. **Social Wellness** | Mitchell Institute Leadership Experience I, Millinocket, ME | Invited |
| 10/2016 | Podium | Sibley, S. **Resumes for Entry Level Nurses** | Maine Student Nurses Association Annual Conference, Orono, ME | Invited |

## HONORS/AWARDS

| Date | Award | Organization/Group |
|---|---|---|
| 2025 | Sprit of Maine Achievement Award | University of Maine Alumni Association |
| 2024 | Most Outstanding Doctoral Student | University of Maine, Graduate School/School of Nursing |
| 2023 | Caring Spirit Award (Nominee) | Northern Light Health Eastern Maine Medical Center |
| 2023 | University of Maine Institute of Medicine Summer Fellow ($9,000) | University of Maine Institute of Medicine |
| 2023 | 2023 College of Natural Sciences, Forestry, and Agriculture Outstanding Faculty Clinical Sciences Award ($2,000) | University of Maine, College of Natural Sciences, Forestry, and Agriculture |

| 2022 | Susan J. Hunter Graduate Award for the project "Family Nurse Practitioner Student Perceptions of Simulation Based Education" ($1,000) | University of Maine Student Symposium |
|---|---|---|

## PROFESSIONAL ACTIVITIES

### *PROFESSIONAL ORGANIZATIONS*

| Date | Organization | Role |
|---|---|---|
| 04/2024 – Present | Phi Kappa Phi, Chapter 1 (University of Maine) | Member |
| 05/2024 – Present | MNPA: Professional Development Committee | Co-Chair |
| 11/2023 – 05/2024 | MNPA: Public Relations and Membership Committee | Member |
| 09/2023 – Present | International Nursing Association for Clinical Simulation and Learning | Member |
| 09/2018 – Present | National Organization of Nurse Practitioner Faculties | Member |
| 06/2018 – Present | Maine Nurse Practitioner Association (MNPA) | Member |
| 06/2018 – Present | American Association of Nurse Practitioners | Member |
| 06/2014 – Present | American Nurses Association – Maine | Member |
| 04/2014 – Present | Sigma Theta Tau, Omicron Xi Chapter | Member |

### *UNIVERSITY OF MAINE SERVICE*

| Date | Level | Committee | Role |
|---|---|---|---|
| 2024 - Present | University | Black Bears Care Council | Member |
| 2024 | University | Every Campus a Refuge (ECAR) UMaine Chapter | Co-Curricular Partner |
| 2024 | University | Strategic re-envisioning initiative work group: *Broaden our audience by optimizing UMaine Online structure and offerings to enhance market position, drive enrollment growth, and improve overall program effectiveness and reach* | Appointed Member |
| 2024 | University | UMaine Integrated Behavioral Health Summit Planning Committee | Member |
| 2024 | University | Faculty, Staff and Student Mental Health and Well-being Task Force (Office of the Executive Vice President for Academic Affairs & Provost) | Appointed Member |
| 2024 | College | ELH Dean Review Committee | Appointed Member |
| 2024 – Present | SON | Peer Review Committee | Member |
| 2023 – Present | SON | Policy Advisory Committee (elected Dec. 2023) | Elected Member |
| 2023 – 2024 | SON | Pinning Ceremony Planning and Production Team | Member |
| 2023 | SON | ANEW Program Coordinator Search Committee | Chair |
| 2023 | SON | Lecturer of Nursing Search Committee | Co-Chair |
| 2022 | SON | Strategic Planning Committee | Member |

| 2021 | SON | Assistant Clinical Professor of Nursing Search Committee | Member |
|---|---|---|---|
| 2021 – Present | SON | Full Faculty Committee | Member |
| 2020 | SON | Lab Manager Search Committee | Member |
| 2018 – Present | SON | Graduate Faculty, FNP Faculty, and Graduate Curriculum Committees | Member |
| 2014-2015 | System | Academic Portfolio Review and Integration Process | Graduate Student Representative |
| 2012-2013 | University | Health Services Board | Student Representative |
| 2011-2013 | University | LGBT and Allies Council | Co-Chair (2013) |

*EASTERN MAINE MEDICAL CENTER SERVICE*

| Date | Level | Committee | Role |
|---|---|---|---|
| 2025 – Present | Medical Group | Practitioner Health Committee | Member/APP Representative |
| 2018 – Present | Practice | Practice Steering Committee | Member |
| 2022 - 2024 | Practice | Patient Experience Committee | Champion/Member |

*PUBLICATION EDITORIAL BOARDS AND REVIEW*

| Date | Journal or Publisher | Role |
|---|---|---|
| 2024 | Nursing Open | Reviewer |
| 2022 | Journal of Aging and Social Policy | Reviewer |

## COMMUNITY SERVICE

| Date | Organization | Role |
|---|---|---|
| 2/22/2024 | Maine State Legislature | Provider of the Day |
| 2023 – Present | Sophomore Owls Traditions Society | Advisor |
| 2021 – Present | Maine Beta Upsilon Building Association | President |
| 2019 – 2022 | Eastern Maine Medical Center Volunteer Services | Pet Therapy |
| 2016 – 2022 | Mitchell Institute Alumni Council | Committee Chair 2018 |
| 2015 – Present | Senior Skull Honor Society | Advisor |
| 2014 – 2021 | Alpha Tau Omega Beta Upsilon National Fraternity | Chapter Advisor |

## CONTINUING EDUCATION (NURSING EDUCATION FOCUS)

| Date | Program | Organization | Hours |
|---|---|---|---|

| 2025 | INASCL Annual Conference | International Nursing Association for Clinical Simulation and Learning | 12.5 |
|---|---|---|---|
| 2025 | NONPF Annual Conference | National Organization of Nurse Practitioner Faculty | 17 |
| 2025 | Optimizing Simulation Workload: Beset Practices and Practical Tips Webinar | International Nursing Association for Clinical Simulation and Learning | 1 |
| 2024 | NONPF Fall Conference | National Organization of Nurse Practitioner Faculty | 10.25 |
| 2024 | Developing Clinical Decision-Making Questions for Next Gen NCLEX | Mountain Measurement, Inc. | 3 |
| 2023 | NONPF Fall Conference | National Organization of Nurse Practitioner Faculty | 13.75 |
| 2023 | AACN Inclusive Teaching Practices Workshop | American Association of Colleges of Nursing | 4.5 |
| 2022 | AACN Diversity Symposium | American Association of Colleges of Nursing | 13.25 |
| 2022 | NONPF Developing a Seamless BSN to DNP Entry to Practice Program | National Organization of Nurse Practitioner Faculty | 14.9 |
| 2022 | AACN HRSA Grantee Summit: Diversity and Inclusion | American Association of Colleges of Nursing | 5.75 |
| 2021 | NONPF Fall Conference | National Organization of Nurse Practitioner Faculty | 11 |
| 2021 | AACN Diversity Symposium | American Association of Colleges of Nursing | 10 |
| 2020 | Simulation Innovation Resource Center Courses | National League of Nursing | 28 |
| 2019 | Summer Academy of Adult Learning and Teaching (SAALT) | University of Maine System | 18 |

The School of Performing Arts is requesting a change to its current Master of Music degree program. Currently, the Music Division of the School of Performing Arts offers graduate studies leading to the Master of Music degree with majors in music education (including an optional emphasis in advanced conducting) and performance. This is currently transcripted with the degree listed as Master of Music and the plan as Music Performance major or Music Education major. The proposed change is a relatively minor reorganization, wherein the degree will remain Master of Music, the plan will become Music, and Music Performance and Music Education will become two subplans.

This proposed change is acceptable to the program's accrediting body, and it has the support of Dean Emily Haddad. It has received approval from the college curriculum committee in CLAS. The proposed reorganization is a substantive change of an existing program under APL X-P.2, thus not requiring it to go to the Chancellor or the Board of Trustees for approval, and Faculty Senate review of a change of this nature is not required.

This change will not affect student options in any way, and there is curricular coherence for the proposed change. Indeed, the curriculum requirements of each existing major are very similar. Along the same lines, the two proposed subplans share a common core, and a substantial portion of the remaining coursework is common to both programs (though, to be sure, there is some variation in terms of precisely how particular courses meet subplan requirements). The proposed change will continue to serve the students in the Master of Music degree program and better reflects the curricular realities.

Under this proposal, the status of the optional emphasis in conducting in music education remains unchanged. Because the program is primarily designed for in-service teachers, the Division of Music developed the optional conducting emphasis specifically for the graduate assistants who work with their ensembles in person. This emphasis will remain in place as long as graduate student support is necessary to sustain the operation of ensembles in the Division of Music.

The table below indicates enrollments in the two programs. Data were obtained from the Office of Institutional Research and Assessment.

|  | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|---|---|---|---|---|---|
| Music Performance | 5 | 2 | 1 | 1 | 1 |
| Music Education | 3 | 5 | 5 | 7 | 7 |
|  |  |  |  |  |  |

Admittedly, this proposal is, in part, a measure of protection for both subplans (especially Music Performance). But it is also a fairer representation of what the Music Performance and Music Education programs bring to the School of Performing Arts, to the university, and to the state. These contributions go beyond mere numbers, and this reorganization will secure the valuable contributions of each subplan.

**ENDORSEMENTS:** *Please print and sign name*                    **DATE**

**Leader, Initiating Department/Unit**

Carlos Villacorta                    9/2/25

**CLAS, College Curriculum Committee**

Alice E. Bruce                    9-9-2025

**Dean, College of Liberal Arts and Sciences**

Emily C. Haddad                    9-23-25

**Associate Vice President for Graduate Studies and Senior Associate Dean**
**Scott Delcourt**

**Program Elimination Proposal for the Master of Arts in Teaching (M.A.T.) Spanish**

In January 2024 the Department of Modern Languages and Classics requested that the Graduate School suspend admissions for the Master of Arts in Teaching (M.A.T.) Spanish. After discussion in the department and then with the Chair of Modern Languages and Classics, Carlos Villacorta, Dean Emily Haddad, and Associate Dean for Academics Timothy Cole, the conclusion was reached that the M.A.T Spanish degree be eliminated. In accordance with the protocol for Academic Program Elimination established by the University of Maine Faculty Senate's Program Creation and Reorganization Review Committee (PCRRC), this is a proposal for program elimination of this program.

**Five-Year Summary Data**.
A summary of the number of students enrolled in the program, and the number of degrees conferred, is included in the following table. The number of students is based upon fall head counts.

Five-Year Summary: M.A.T. Spanish
(data provided by Office of Institutional Research and Assessment)

| Year | Enrolled Students | Degrees Conferred | | |
|------|-------------------|-------------------|--|--|
| | | | | |
| 2020 | 3 | 3 | | |
| | | | | |
| 2021 | 1 | 1 | | |
| | | | | |
| 2022 | 3 | 0 | | |
| | | | | |
| 2023 | 0 | 2 | | |
| | | | | |
| 2024 | 1 | 1 | | |

**Rationale**.

The program focused more on teachers already with some certification who wanted to improve their abilities and skills in the language, and on some students who wanted to be Spanish teachers. In the last few years, scheduling has been a major difficulty. The department could not recruit more students due to the class schedule, the classes offered, and the teachers' availability.

After the MLC self-study of 2020, it was recommended by the external reviewers to focus on the Spanish major and minors instead of the graduate program.

**Relationship of Program Elimination to campus mission and other programs on campus.**

CLAS seeks to grow enrollment, support research/scholarship, engage students and build relationships with community partners. These goals will be pursued in the context of a fiscally constrained environment. The difficult decision to eliminate the M.A.T. Spanish is consistent with the college's goals in that it will allow the Department of Modern Languages and Classics to focus its energies and resources on its other programs. Elimination of the M.A.T. Spanish program will have little impact on other UMaine programs. Students in the College of Education and Human Development who are pursuing a degree teaching Spanish can still take 400 level classes to complete their Master's program.

**Faculty Retrenchment/Reassignment**.
There will be no faculty retrenchment with the elimination of this program.

All Spanish Faculty has been reassigned to continue teaching 300 and 400 level classes instead of combined graduate classes.

**Impact of Program Elimination on Current Students**.
Because there will be no elimination of courses, in that sense there will be no change in their opportunities. One graduate student finished in Spring 2025. She was accommodated in the 400 level classes.

**Timetable for program elimination**.
Program elimination becomes effective August 31, 2025.

**Input obtained from discussion with the Associated Faculties of the University of Maine System**.
AFUM officials were contacted about the elimination of M.A.T Spanish and a draft of this document was shared with them. There were no formal contractual concerns expressed. AFUM President (UMaine) Lisa Neuman did raise questions primarily about "teach out" and any needed accommodations for student currently in the program. Carlos Villacorta, Chair of the Department of Modern Languages and Classics (MLC), noted that a single graduate student in MLC graduated successfully in Spring 2025. From the College of Education and Human Development, there is currently one student who is taking classes in Fall 2025 to complete the necessary requirements to graduate. MLC reports that no other student from any other program will need accommodations. The Graduate School was consulted, and Scott Delcourt, Associate Vice President for Graduate Studies and Senior Associate Dean, was supportive of this proposal.

Submitted by: Emily Haddad, Dean, College of Liberal Arts & Sciences
September 10, 2025

Date: 02 October 2025
RE: Proposed updates to Responsible Conduct of Research Training

<u>Background</u>

NSF's Important Notice 149: Updates to NSF's Research Security Policies includes a requirement for Responsible Conduct of Research (RCR) training (referred to by NSF as 'Responsible & Ethical Conduct of Research) to address research security, export compliance and federal disclosure and reporting requirements. The University's Authorized Organizational Representative (AOR) will be required to certify that the institution has a plan to provide appropriate training and oversight in RCR to undergraduate students, graduate students, postdoctoral scholars, faculty, and other senior/key personnel who will be supported by NSF to conduct research and that such training addresses all NSF-required content areas. As detailed on Office of Research Compliance's RCR Training Requirement page, UMaine's approach for RCR training varies depending on the subject population.

ORC recently subscribed to the Research Security Series in CITI, and the intro course, 'Research Security: A basic course' covers the basics of research security, export compliance and federal disclosure requirements and takes between 20-40 minutes to complete depending on the presentation style selected (text only vs. narrated). This would be an easy way to meet the new NSF requirement without a full overhaul of all existing RCR courses. As detailed on Office of Research Compliance's RCR Training Requirement page, UMaine's approach for RCR training varies depending on the subject population but in all cases training is valid for 4 years.

<u>Recommendations</u>

- **Undergraduate Students** – ORC will incorporate these topics into our next Undergraduate RCR Course later this fall either as new content developed by ORC, or by the inclusion of the basic Research Security course in CITI as a required assignment.

- **Graduate Students** – Given that graduate students can either take INT 601 or an approved alternate course, and it is too late to revise these credit bearing courses which are already underway, ORC recommends the following:
    o **Interim Plan**: Have graduate students who will be supported by NSF to conduct research complete supplemental training in CITI in addition to existing RCR coursework to satisfy NSF's requirements. This would necessitate highlighting this requirement on both UMaine's RCR training page and the Grad School RCR training page.
    o **Long term plan**: Incorporate completion of 'Research Security: A basic course' in CITI as a required class assignment for all approved graduate level RCR courses (unless the instructor wanted to develop their own training material covering research security, export compliance and federal disclosure requirements). This will need to be discussed with the Grad Board and instructors. *If approved, ORC and the Grad School would need to update the RCR Approval Process to reflect the new requirements.*

- **Post Doctoral Researchers, Faculty & Staff** – ORC can work with CITI to include the 'Research Security: A basic course' as a required module in our General RCR course. *We will need to coordinate with Ross Hickey at USM to confirm they're in agreement since this is a shared course.*

    o Alternatively, we could work with CITI to determine whether or not they could include logic in the RCR course to require completion of either 'Research Security: A basic course' OR the 1 hour course "Research Security Training (Combined)" since many Senior Personnel on proposals to federal agencies will be required to complete this Research Security training annually.

**Commented [AA1]:** I reached out to Ross yesterday (10/2/2025) to get his thoughts about modifying this CITI course; will update once I hear back from him.