



FRONTIER NURSING
UNIVERSITY®

PRESIDENTIAL LEADERSHIP PROSPECTUS

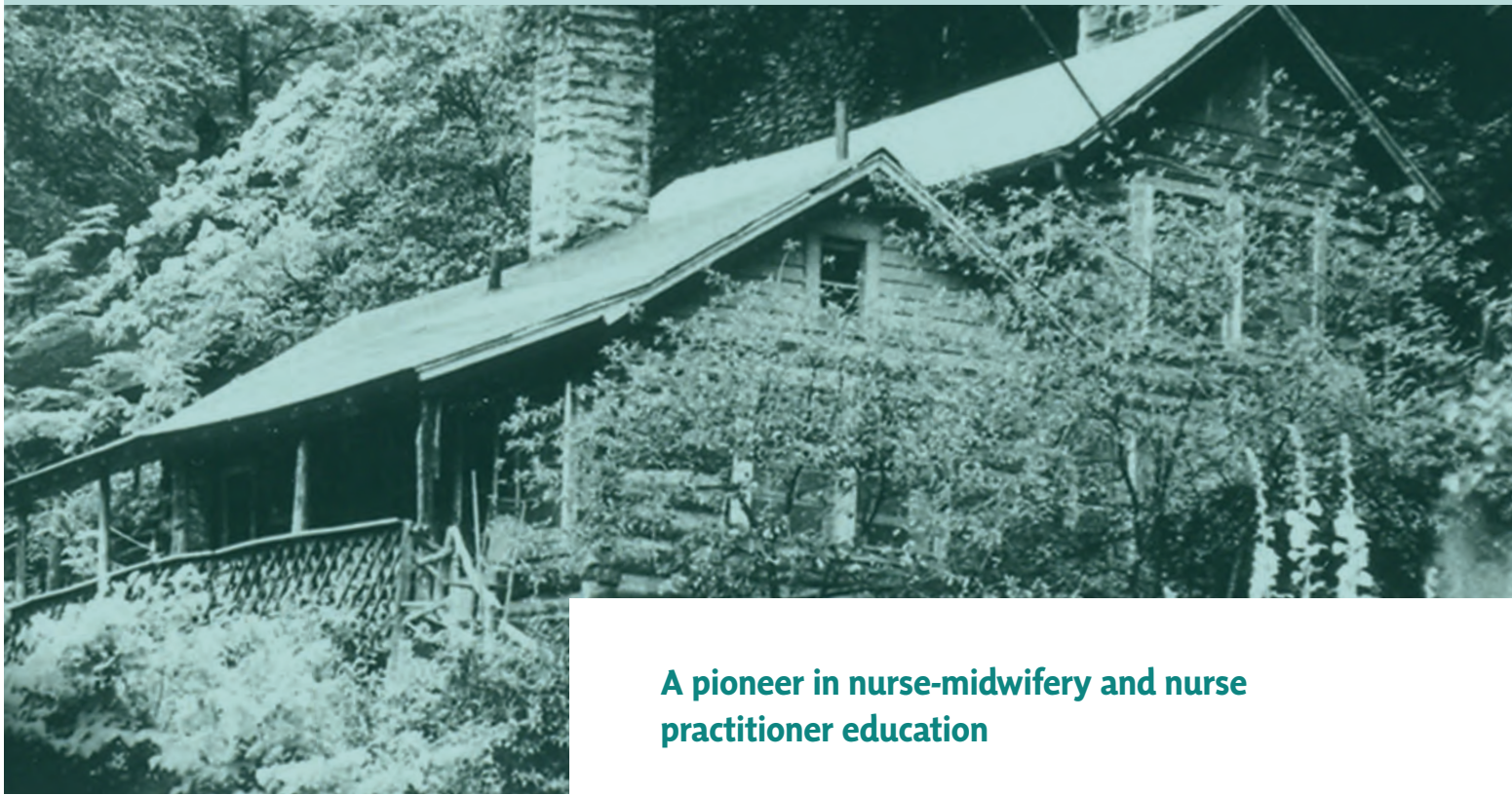


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Frontier Nursing University and its Board of Directors looks for the next president to succeed President Susan Stone and will have the opportunity to build on the momentum established during her 22-year tenure. Frontier Nursing University desires a dynamic, forward thinking leader prepared to assume the presidency upon Dr. Stone's retirement in December 2023 and transition to the Distinguished Chair of Midwifery and Nursing. Our next president must be visionary, collaborative, bring a track record of established leadership and be prepared to enthusiastically represent FNU and its mission.



A pioneer in nurse-midwifery and nurse practitioner education

FNU, originally the Frontier Graduate School of Midwifery, was established in Hyden, Kentucky, by Mary Breckinridge and the Frontier Nursing Service (FNS). The school was part of a demonstration project to reduce rural Kentucky's exponential maternal and infant mortality rates through mother and child care. When FNS began using nurse-midwives in 1925, it could secure a qualified staff in only two ways: sending American nurses to Great Britain for graduate training or enlisting British nurses already qualified as midwives. When World War II started in 1939, a number of the British members of the FNS staff wished to return to their homes. Under war conditions, it was impossible to continue sending American nurses to Great Britain. The FNS immediately implemented its plan for a graduate school of nurse-midwifery. The Frontier Graduate School of Midwifery was born and enrolled its first class on November 1, 1939.

OUR HISTORY



While riding horses up mountains, through fog, flood, or snow, the FNS nurses brought modern healthcare to one of the United State's poorest and most inaccessible areas. By 1940, the FNS nurse-midwives began traveling by Jeep instead of horseback, and in 1954 the 10,000th FNS baby was born. Data revealed that all maternal and infant outcomes for FNS's first 30 years of operation were better than outcomes for the entire US.

Recognizing that more complex health care options required a broader-based education, the Frontier Graduate School of Midwifery introduced the first Family Nurse Practitioner (FNP) program in the country in 1970. At that time, the school changed its name to the Frontier School of Midwifery and Family Nursing (FSMFN) to reflect the focus on educating nurses to provide care to all family members.

Looking for new ways to increase the number of midwives while remaining focused on the mission of educating nurses in rural and underserved areas, FSMFN adopted the **first distance learning nurse-midwifery program as the Community-Based Nurse-Midwifery Education Program (CNEP) in 1990**. The CNEP program began as a pilot project funded by the PEW Foundation. The development of the CNEP was initially a cooperative effort of the Maternity Center Association (MCA), the National Association of Childbearing Centers (NACC), Frances Payne Bolton School of Nursing, Case Western Reserve University (FPBSON/CWRU), and the Frontier Nursing Service (FNS). With this program, FSMFN became **a pioneer in the field of distance learning**.

Frontier Graduate School of Midwifery introduced the first Family Nurse Practitioner (FNP) program in the country in 1970.



OUR MISSION

Our mission is to provide accessible nurse-midwifery and nurse practitioner education that Integrates the principles of diversity, equity, and inclusion. We transform healthcare by preparing innovative, ethical, compassionate, and entrepreneurial leaders to work with all people with an emphasis on rural and underserved communities.



The Family Nurse Practitioner program was redesigned as the Community-based Family Nurse Practitioner Program in 1999, using the CNEP distance education model. FSMFN came full circle in its mission to educate nurses to provide primary care that is comprehensive, safe, and culturally sensitive. In 2003 FSMFN began offering an MSN in nurse-midwifery and family nurse practitioner specialties and a certificate in the women’s health care nurse practitioner specialty. In 2005, FSMFN added the Women’s Health Care Nurse Practitioner track to the MSN options and a post-graduate certificate for all three specialties.

In 2004, member schools associated with the American Association of Colleges of Nursing (AACN) voted to endorse the Position Statement on the Practice Doctorate in Nursing. This statement called for raising the level of preparation necessary for advanced nursing practice roles from the master’s to the doctorate level. FSMFN made plans to add the DNP degree to the program offerings in 2007.

In July 2011, FSMFN officially changed its name to Frontier Nursing University to be more reflective of the current purpose to grant master’s and doctoral degrees to nurses seeking advanced practice and midwifery skills.

In 2017, FNU announced a new online program for nurse-midwives and nurse practitioners seeking a post-graduate certificate in psychiatric-mental health nursing. In 2018, FNU expanded the program to a Psychiatric-Mental Health Nurse Practitioner (PMHNP) MSN specialty track.

CULTURE OF CARING



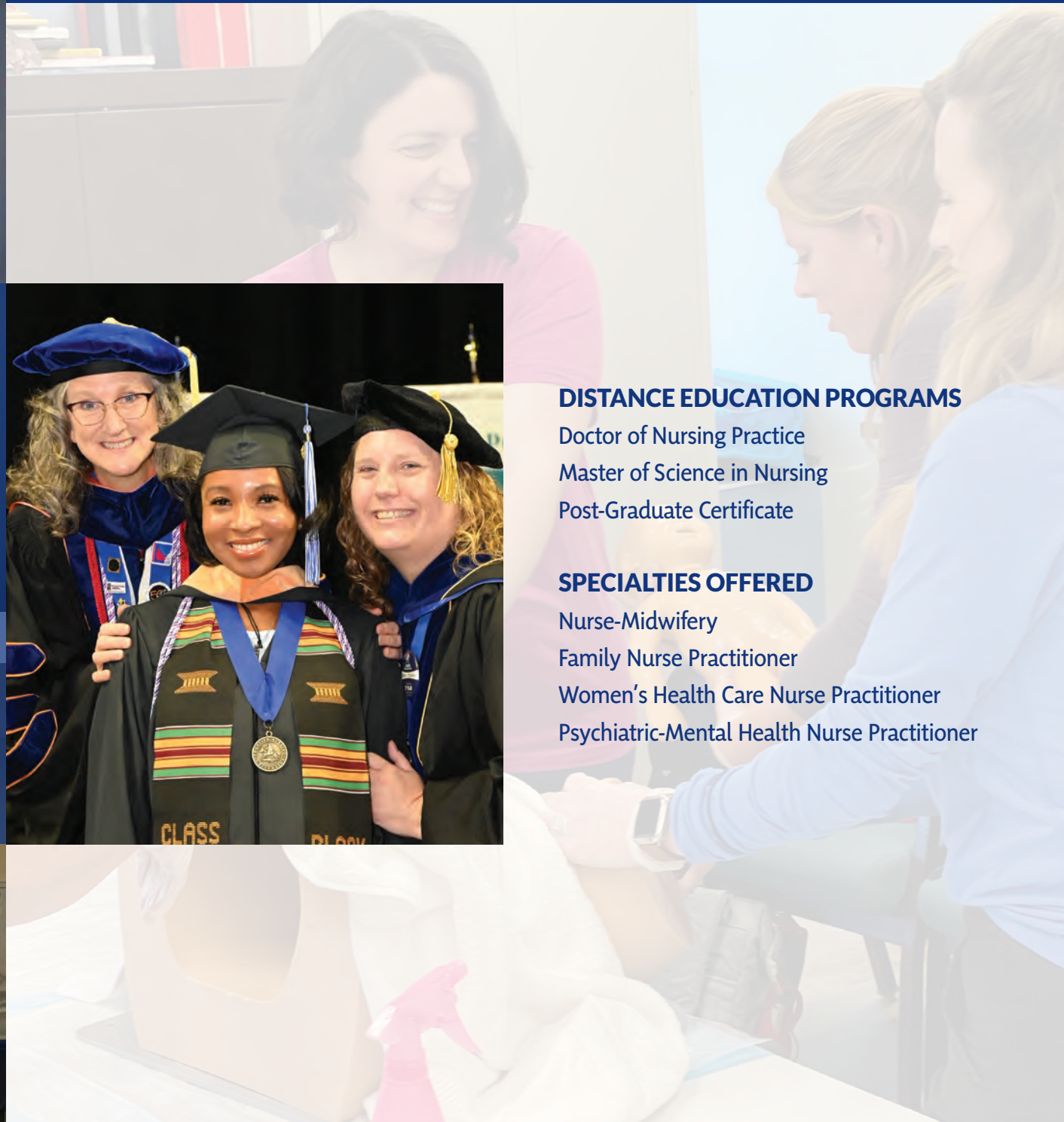
Frontier Nursing University fosters a Culture of Caring built on five main elements: Professionalism, Inclusivity, Respect, Positive Communication and Mutual Support. When we create a Culture of Caring — as students, alumni, faculty, staff, donors and friends — we enjoy a committed and loyal community where all of us feel valued, confident, empowered and accepted.

Frontier Nursing University recognized the need to increase diversity within the nursing and midwifery professions, and in 2010, set out to increase enrollment of underrepresented students. In 10 years, FNU’s student of color population has increased from 9% to 27.8%.



PROGRAMS OF STUDY

FNU seeks to meet the needs of prospective nurse-midwives and nurse practitioners who do not want to leave their home communities to obtain the graduate education they desire to fulfill their professional aspirations.



DISTANCE EDUCATION PROGRAMS

- Doctor of Nursing Practice
- Master of Science in Nursing
- Post-Graduate Certificate

SPECIALTIES OFFERED

- Nurse-Midwifery
- Family Nurse Practitioner
- Women's Health Care Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner

STRATEGIC PLAN

While our overall plan carries many of the same themes from year to year, we make adjustments as needed to ensure that our curriculum effectively prepares our students for the changing healthcare needs of our country, to ensure that we are up-to-date with technology and resources, and to ensure that we are fiscally responsible for both the present and future of the university.

GOAL 01 Continue to develop, evaluate, and improve programs and services that further our mission.

- OBJECTIVE 1: Begin recruiting eligible alumni into the cDNP program.
- OBJECTIVE 2: Prepare for successful reaccreditation of the nurse-midwifery program with ACME.
- OBJECTIVE 3: Evaluate the feasibility of expanding current programs.
- OBJECTIVE 4: Develop a Continuing Education model
- Objective 5: Explore the development of a primary care clinic/faculty practice.

GOAL 02 Create an environment that promotes diversity, equity and inclusion, and promotes the success of all community members.

- OBJECTIVE 1: Increase the percentage of students, faculty, staff, (preceptors), Board of Directors, and administrators from racially and other underrepresented groups and rural communities.
- OBJECTIVE 2: Advance a culture of inclusivity that is respectful and engaging for all.
- OBJECTIVE 3: Ensure a curriculum that includes concepts related to diversity, equity and inclusion.
- OBJECTIVE 4: Implement a university-wide retention strategy focusing on student achievement and timely completion.
- Objective 5: Increase retention of all employees, including faculty and staff.

GOAL 03 Build strategic relationships and partnerships with clinical sites and preceptors, focusing on rural areas.

- OBJECTIVE 1: Implement data-driven incentives to increase the number of Alumni who become preceptors.
- OBJECTIVE 2: Investigate opportunities to partner with health systems to expand FNU's clinical site network.
- OBJECTIVE 3: Use resources more effectively to connect students with preceptors and clinical sites.

GOAL 04 Continuously improve and maintain facilities to meet the needs of students, faculty, and staff.

- OBJECTIVE 1: Expand campus resources and enhance operational excellence by providing resources to maximize and facilitate efficient use of Campus space.
- OBJECTIVE 2: Develop an environmental sustainability plan for the Versailles Campus.
- OBJECTIVE 3: Create a physical environment on campus that supports a diverse and inclusive climate.

GOAL 05 Use technology to ensure improvement and attainment of service excellence to the community.

- OBJECTIVE 1: Implement Student Information System.
- OBJECTIVE 2: Assess, evaluate, and align current software portfolio across FNU Community.
- OBJECTIVE 3: Assess IT Organization to meet current and future demands.
- OBJECTIVE 4: Conduct Comprehensive Cybersecurity review

GOAL 06 Ensure the financial strength and growth is sufficient to meet the needs of the university.

- ADVANCEMENT.**
 - OBJECTIVE 1: Grow financial support to supplement tuition revenue.
 - OBJECTIVE 2: Relaunch the Courier Program to serve the Versailles and local community.
 - OBJECTIVE 3: Brand FNU as a leader in nurse-midwifery and advanced practice nursing education nationally.
- FINANCE.**
 - OBJECTIVE 1: Pursue alternative revenue streams that align with the FNU mission.
 - OBJECTIVE 2: Refine formal policies and procedures for accounts payable.
 - OBJECTIVE 3: Establish Key Performance Indicators (KPIs) and reporting to assess the financial health of the university.



2500 Approximate Total Enrollment

Gender Identity

94% Female

5.8% Male

0.2% Non-disclosed

70% White

14% African American / Black

5% Hispanic / Latinx

0.8% Native American / Native Alaska

2.3% Asian American

0.2% Native Hawaiian / Pacific Islander

4% Multiracial

3.7% Unknown / Other

**STUDENT
ENROLLMENT**



All FNU students begin their educational journey on campus at Frontier Bound, an enriching three-day orientation to their educational program at Frontier Nursing University. Time is spent learning skills needed for distance education, making lifelong friends, reviewing courses, asking questions, and planning to be a successful student after returning home.

Clinical Bound is a week long on-campus skills intensive event that prepares students to begin clinical experiences with preceptors in their home communities. Students learn foundational skills, such as hand maneuvers for attending births, suturing techniques, and performing patient histories and physical exams that will prepare them to enter clinical sites. Students also practice conducting patient visits using clinical simulations that students perform under the observation of their instructors.

Currently, there are 24 Frontier Bounds and 25 Clinical Bounds held on campus each year.

150
FACULTY TO
2500
STUDENTS

OVER
16,000
CLINICAL SITES



SHARED GOVERNANCE

FNU follows a model of shared governance, the purpose of which is to facilitate the involvement of its members in supporting FNU's mission. FNU's structure is focused on communication, joint planning, shared authority, and collaborative responsibility for decision making. The organizational structure of the shared governance model is composed of the faculty/staff at large, student body, academic and institutional standing committees, student council, faculty/staff council, president of the university, and the board of directors. In the shared governance model, the university president is the direct liaison between FNU's faculty/staff council, faculty and staff at large, and the board of directors. It is the president's responsibility to bring any shared governance matters that may affect FNU policy to the board.

The responsibilities of shared governance take into account many different aspects including matters pertaining to faculty/staff policy as well as matters pertaining to fiscal accountability. Another function of shared governance is the making of decisions related to the admission, progress, retention, promotion, and graduation of students as well as the decisions related to educational policies, curricula, programs, program evaluation, and learning resources of FNU. Shared governance also functions to provide support for the professional and personal development of faculty, staff, and students and their scholarship and clinical practice activities.

While we acknowledge our historical roots in Hyden, Ky. where our campus used to be, in 2017 we reached a pivotal time in our more than 80-year history, recognizing change is needed in order to expand enrollment and program offerings and meet the needs of our students. We are excited to educate more nurses to become competent, entrepreneurial, ethical and compassionate nurse-midwives and nurse practitioners on our Versailles, Ky. campus in order to improve health outcomes for mothers, babies, and families in diverse, rural, and underserved areas.

ABOUT CENTRAL KENTUCKY

VERSAILLES

Versailles is a city in Woodford County, Kentucky, United States. It lies 13 miles by road west of Lexington. Versailles has a population of 10,421 according to 2021 census estimates. It is the county seat of Woodford County.

WOODFORD COUNTY

As of the 2020 census, the population of Woodford County was 26,871. Its cities include Midway and Versailles, Woodford County is well known for its beautiful horse farms.

LEXINGTON

Lexington is the second-largest city in Kentucky. As of the 2020 census the population was 322,570, anchoring a metropolitan area of 516,811 people and a combined statistical area of 747,919 people. Lexington is also known as "Horse Capital of the World." It is the home of the University of Kentucky, Transylvania University, Bluegrass Community and Technical College, the Kentucky Horse Park, and Keeneland thoroughbred race course.

FNU CAMPUS

217
ACRES
16
BUILDINGS



PRESIDENT'S HOUSE ▲

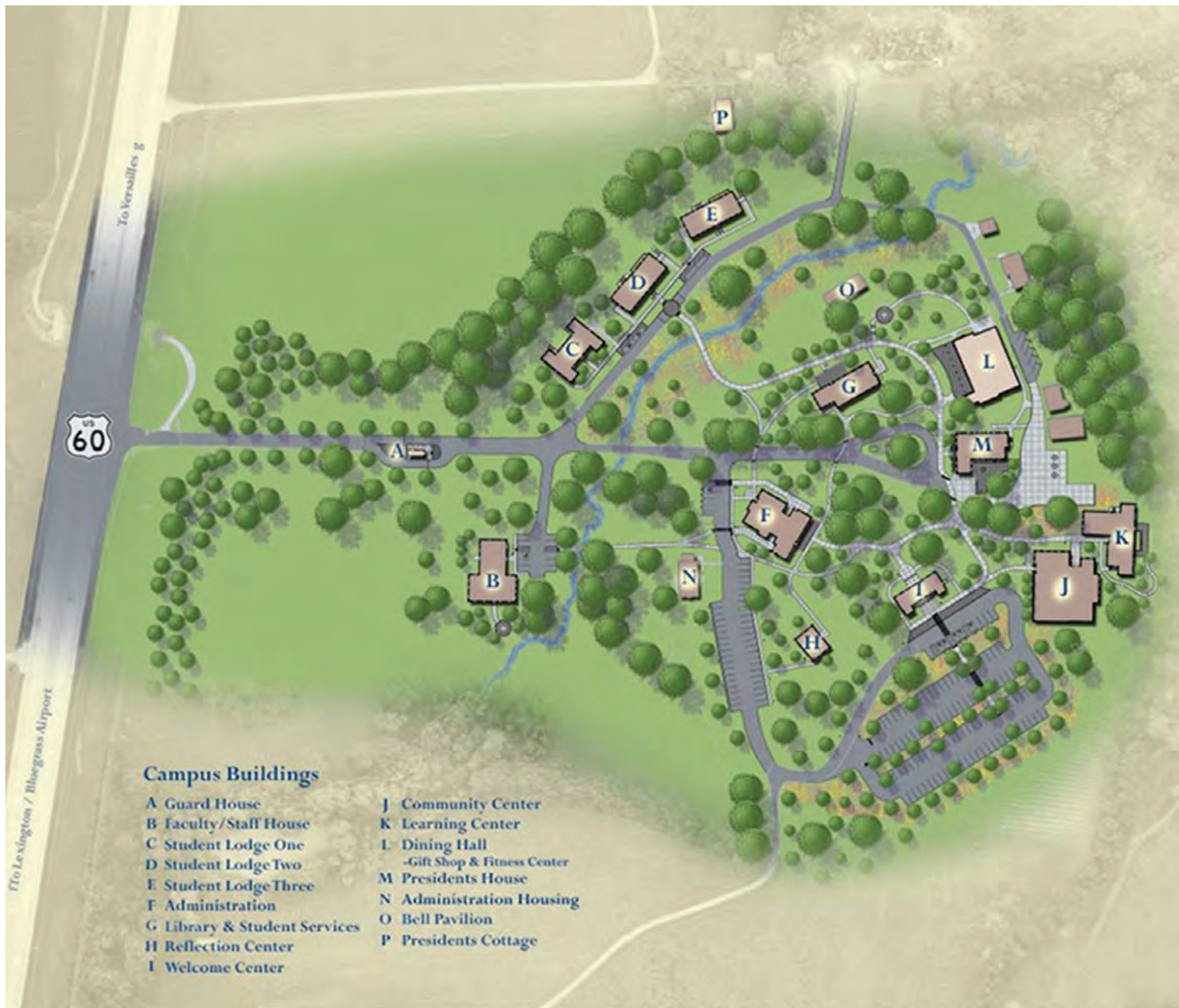
- Built in 1854
- The current President lives off campus, frequently staying in an on-campus cottage when convenient. The President's House is used for special events for students, alumni, staff and guests.
- There is ample space both inside and out to host various events.
- Student receptions are hosted here on the last evening of every on-campus student event.

DINING HALL AND GIFT SHOP ◀

- The only new building on our campus as all the others were renovated for our purposes.
- Our chef and dining services staff prepare three meals a day.
- Seating for 120 people
- FNU's on-campus gift shop is located downstairs from the Dining Hall.

STUDENT SERVICES

- Houses the FNU Library, Academic Advising, Student Services Staff and IT services



STUDENT LODGES ▶

- Three student lodges with a total capacity of 100 in double occupancy, but there is currently only one student per room, housing 50 students total.
- There are community bathrooms on each floor.
- Each lodge has a kitchenette with a microwave, full-size refrigerator, dishes, etc.
- The exterior design of the lodges is made to look very much like the buildings on the Hyden campus. This design idea is fondly referred to as "Frontierizing" the buildings.

FACULTY / STAFF HOUSE / DEAN'S HOUSE

- Housing for visiting faculty and staff members. We have over 150 faculty and over 80 staff members both locally and all over the country.
- Like the students, faculty travel to campus for the Frontier and Clinical Bounds.

ADMINISTRATION BUILDING ▼

- Three conference rooms
- Multiple staff offices, including the President's Office

REFLECTION CENTER

- This space is available to anyone on campus to have quiet space to reflect, pray, meditate, or whatever form of solace they seek.



WELCOME CENTER & 5K TRAIL

- The Welcome Center is where students check in when they arrive on campus.
- There is a 5K walking trail around campus
- At the trailhead is the Land Acknowledgment sign acknowledging this as the traditional territory of the Cherokee and Shawnee people.

COMMUNITY CENTER

- Contains a large auditorium for campus-wide events, accommodating up to 120 people
- Smaller breakout rooms accommodate about 25 people per room

LEARNING CENTER/SIMULATION LABS

- Near the end of their degree program, students attend Clinical Bound, a week-long event in which they practice their clinical skills.
- Standardized patients follow a script written by faculty to create a realistic patient interaction for the student.
- Students also utilize mannequin-style models to practice hands-on skills, such as hand maneuvers for attending births and suturing techniques.
- These simulations allow students to experience patient interactions in a simulated environment and prepare them to see actual patients in real clinical settings.
- Simulations are conducted for students in nurse-midwifery, family nurse practitioner, women's health nurse practitioner, and psychiatric mental health nurse practitioner students.



BELL PAVILION ◀

- A long-standing tradition at Frontier is the bell ringing ceremony held at the end of each Bound week.
- The bell ringing was a favorite event on our Hyden campus, and we are happy to continue the tradition here in Versailles.
- Before returning home from both of their visits to campus – both Frontier Bound and Clinical Bound – students convene at the Bell Pavilion and take turns one-by-one ringing the bell to signify the beginning of a new chapter.





THE LEADERSHIP AGENDA — CHALLENGES AND OPPORTUNITIES

LISTENING TOUR. The new president will be following a long-serving and successful president. Such listening tours are best practices and are particularly helpful in a context like Frontier's upcoming presidential transition. A tour will be an attractive option for the new president.

VISION AND STRATEGIC PLANNING. The new president will have the opportunity to engage the Board of Directors, faculty, and staff in developing the next strategic plan for the University. This endeavor will be an exciting time as Frontier builds on its considerable academic and financial strengths at a time of tremendous change in the health care industry, including the evolution toward preventive medicine. Likely priorities are (i) positioning Frontier Nursing University as a leader in nurse-midwifery and advanced practice nursing education; (ii) advancing academic excellence and student success; and (iii) increasing student enrollments that results in rates of program completion while providing support each student needs.

ENROLLMENT. During the listening sessions that formed the basis for this Search Profile, several participants offered ideas for new market-demand programs that Frontier could introduce as well as expansion of existing programs. The next president will have the opportunity to work with their new colleagues to investigate these potential offerings and initiatives.

PUBLIC POLICY ADVOCACY. The next president will have the chance to be a public policy advocate for Frontier's programs and women's healthcare. A particular area of emphasis will be the nurse-midwifery program. The new president will have the opportunity to continue the good work to tout the positive outcomes from the nurse-midwifery program, especially for underserved patients.

FACULTY AND STAFF GOVERNANCE. The new chief executive will be able to collaborate with faculty, staff and the Board of Directors to strengthen the principles of shared governance.

FUND RAISING. FNU is poised for growth and the new president will have the opportunity to identify potential future campaigns to build upon past successes.

DIVERSITY, EQUITY, AND INCLUSION. DEI and belongingness is a goal of the current strategic plan. Frontier has been recognized for five consecutive years with the Health Professions Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine. The new president will have the chance to lead Frontier to even greater heights for its DEI efforts and its excellent service to disadvantaged patients.

CLINICALS. Due to its online programs Frontier students perform their clinical education at locations across the country. Frontier students extol the virtues of their experiences. That said, the next president will have the opportunity to explore additional assistance for students as they seek clinical experiences as well as possible additional onsite evaluation by Frontier preceptors. Additional financial resources will be required to pursue such oversight.

CLINIC. Frontier Nursing University's goal is to establish an on-campus clinical laboratory (clinic) where nurse-midwives, family, women's health, and psychiatric-mental health nurse practitioners provide care in collaboration with a clinical partner. The new president will be able to engage the Board of Directors and colleagues on ways to make this goal a reality.

TECHNOLOGY. Technological advances are changing healthcare in fundamental ways. Improvements in simulation and the rapid change in artificial intelligence and virtual reality are opportunities the new president will be able to explore. In addition, administrative technology is an area worthy of exploration and offers the chance to implement state-of-the-art solutions that will provide University-wide access and compatibility.

PARTNERSHIPS. There is keen interest in forming mutually beneficial partnerships with other higher education institutions. The next chief executive will have the chance to work with colleagues to investigate such potential partnerships.

PROFESSIONAL DEVELOPMENT. During the listening sessions, the staff expressed interest in additional professional development. The new president will have the chance to assess this area for possible enhancements.

DEDICATED FAMILY OF EDUCATORS. Finally the new president will join a motivated family of educators, including the Board of Directors, faculty and staff who relentlessly pursue a mission-driven dedication to improving the quality of healthcare. This will be an enormous opportunity for the new leader.

It is the policy of the University to provide equal employment opportunity to all qualified persons without regard to race, color, ethnicity, sex, religion, age, national origin, sexual orientation, gender identity, citizenship status, pregnancy, genetic information, physical or mental disability, service in the Uniformed Services of the United States, whether the individual is a smoker or nonsmoker, or any other basis prohibited by local, state, or federal law.



QUALITIES AND EXPERIENCE

Applicant requirements include an earned doctorate degree (DNP, JD, EdD or PhD in nursing, or a related health discipline) from an accredited institution in higher education, be a Certified Nurse-Midwife (CNM) and an earned Master of Science In Nursing (MSN) from a program accredited by the Accreditation Commission for Midwifery Education (ACME).

The successful candidate should be a transformative leader with executive leadership experience in nursing and academic or healthcare leadership in a university, hospital setting or birth center.

The next President must be a proven strategic thinker who will provide vision and collaborate with all campus constituents including the Board of Directors through shared governance.

A working knowledge base of all nursing programs offered at Frontier University including nurse-midwifery, family practice, psychiatric-mental health and women's health care.

Applicants should have experience implementing collaborative Diversity, Equity & Inclusion programs as they will shepherd FNU as a leader in diversity initiatives.

The new President must commit to living in Versailles, KY and being an active community participant.

DESIRED SKILLS AND ATTRIBUTES

- Champion diversity and ensure an equitable and inclusive culture through increased hiring of underrepresented faculty and staff and increasing enrollment of underrepresented students.
- Ability to embrace Frontier's hallmark culture of a caring environment for students, faculty and staff and continue to prepare competent, ethical and compassionate leaders in primary care to serve individuals with an emphasis on women and families in rural and underrepresented populations.
- A track record of transparency as a leader evidenced by good listening skills, being approachable, open and proactive, sharing information and working collegially with faculty, staff, students and the entire university community.
- Experience in working with community advocates and the ability to create a network of community partners.
- Proven experience with a Board of Directors to develop relationships and accomplish university goals.
- Demonstrated ability to manage a team and empower academic stakeholders and staff.
- Evidence of financial acumen through creative and resourceful solutions in fiscal matters and resource allocation.
- Demonstrated experience engaging alumni, donors and the local community to expand philanthropic support while becoming a visible and respected leader with alumni.
- Demonstrated experience advocating for healthcare changes at the local, state or national levels to drive training and education for nurse-midwives and/or nurse practitioners.
- Ability, interest and acumen to identify new and cutting-edge technology to maximize student learning and keep pace with cutting-edge healthcare education including virtual reality, digital health, telehealth and artificial intelligence technologies.
- Excellent internal advocacy skills to garner resources needed and work collaboratively with administration and the Board to ensure needs are understood and addressed.
- Ability to work with diverse constituents with differing opinions and build consensus toward a shared academic goal.
- Ability to build trust, and enable faculty, chairs and clinical coordinators to embrace trending practices and excel in their respective disciplines.
- Results-oriented with a proven ability to generate new public and private resources.
- A record of building relationships with external constituents including corporations, foundations, healthcare systems and nearby universities to develop partnerships to serve the community and support additional clinical opportunities for students.
- Appreciation and understanding of the changes and trends taking place in both the rapidly changing healthcare landscape and higher education.
- Exemplary interpersonal and communication skills, both verbal and written.
- Impeccable personal integrity and a strong work ethic.





For best consideration, applications should be submitted by June 27, 2023. To apply for the President position, candidates are requested to submit the following:

- A curriculum vitae;
- A letter of interest addressing the strategic objectives and desired attributes listed in the position profile; and
- Five professional references with email addresses and telephone numbers, including their relationship to the candidate. References will not be contacted without prior authorization from the candidate.

Application materials (Word or PDF) should be sent to:

FNUPresident@agbsearch.com

Nominations and expressions of interest are encouraged. Please direct them to:

FNUPresident@agbsearch.com

Or to:

Frederick V. Moore, J.D., M.B.A.
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NOMINATIONS AND APPLICATIONS



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