



Office of Human Resources Management
Recruitment and Diversity
395 Hudson Street, 5th Floor
New York, NY 10014
Tel: 646-664-3307

Faculty Fellowship Publication Program (FFPP)



FFPP Proposal Cover Sheet

Application Deadline – Friday October 30, 2020

Name Linda Ann Paradiso DNP, RN, NPP, NEA-BC

Rank Assistant Professor

Campus CUNY School of Professional Studies

Department Nursing

Campus Address 101 W 31 Street, 7th Floor New York, NY 10001

Campus Phone 212-652-2043

Campus Email linda.paradiso@cuny.edu

Date of Initial Full-time Appointment August 27, 2015

Title of FFPP Proposal The Leader Within: Integration of American Organization of Nursing Leadership Competencies into BS in Nursing Education

Other Pending Proposals? yes no

Check List of FFPP Proposal Requirements

- FFPP Proposal Cover Sheet
- Proposal Title
- Abstract, 100 words
- Diversity Statement, 250 words
- Proposal Narrative, 750-1000 words
- Current Curriculum Vitae
- Two Letters of Support – Provost & Department Chair

Please note that all the requirements listed above must be submitted as one PDF file or Word document. Your two supporting letters, one from the Provost and one from the Department Chair, should have in the subject line your name as the applicant. A complete application, containing all the requirements, should be emailed to FFPP.ord@mail.cuny.edu.

Linda Ann Paradiso DNP, RN, NPP, NEA-BC

Assistant Professor

CUNY School of Professional Studies

Nursing Department

101 W 31 Street, 7th Floor

New York, NY 10001

212-652-2043

linda.paradiso@cuny.edu

Appointment: August 27, 2015

Title

The Leader Within: Integration of American Organization of Nursing Leadership (AONL) Competencies into BS in Nursing Education

The author has no other pending proposals.

Abstract

The article proposed will outline how to use self-reflection, through analysis of leadership competencies, to help the student identify personal leadership behaviors. Utilizing the nine tenets developed by the Center for Nursing Leadership, students are led through a semester-long journey to discover and refine their individual leadership behaviors. Self-aware and confident nurses can lead teams of caregivers regardless of the position they hold in the organization.

Diversity Statement

Nurses are expected to value all forms of diversity when caring for people and this appreciation starts in the classroom. In order for students to be sensitive to differences in the people they care for we must prepare them through a culturally sensitive curriculum. When we foster inclusivity and reflection we can help students develop strategies to identify their own unconscious biases and practice culturally sensitive care. The use of reflective practice in nursing education is a well-researched stratagem for advancing clinical knowledge and can be useful in the classroom. By moving from teacher to facilitator an environment of inclusivity can be created. By equalizing the learning authority gradient, through sharing stories, thoughts, and ideas, students can become more connected with the material and skills expected to be internalized. The collective interest in various ethnicities, traditions, and beliefs validate the

unique differences in all people and helps to develop a respectful understanding of people's individual and shared identities.

A second, and equally important aspect of education, is to utilize open education resources which enables students to have equal access to learning. This curriculum instructs students how to recognize, evaluate, and critically analyze free sources to use in life-long learning and maintaining professional competence. By publishing this proposed article as open access and sharing the curriculum of this zero textbook course, other educators can be inspired to eliminate the added costs of learning.

Proposal Narrative

The Institute of Medicine, *Future of Nursing: Leading Change Advancing Health* landmark report (Institute of Medicine, 2010), details the need to produce nurses who are leaders in all healthcare settings, in all stages of their careers, and who can serve as partners with other health professionals (Polansky, Gorski, Green, Perez, & Wise, 2017). Timothy Porter-O'Grady (2011), suggests that the development of leadership capacities is fundamental to advancing the profession and therefore must be incorporated into every level of nursing education and practice in schools and healthcare settings (Porter-O'Grady, 2011).

Embracing leadership as a process used by and taught to all nursing students, regardless of position they will hold in an organization, is essential for meeting the transformation of healthcare and the future of nursing (Miles & Scott, 2019). Novice nurses consistently report "reality shock" to describe the difference between theoretical and the actual culture of care experienced in all healthcare settings. The impact of the workplace environment to the mental and physical well-being of new nurses has been extensively studied (Hawkins, Jeong, & Smith,

2019), while development of competencies and skills required for the novice nurse to navigate the workplace has not.

In 2005, the Healthcare Leadership Alliance and the American Organization of Nurse Executives (AONE), now the American Organization of Nursing Leadership - AONL, developed the *Dimensions of Leadership* which applies to the fundamental behaviors and attitudes required of nurse leaders in administrative roles (AONE, AONL, 2015, p. 8). Considering that the vast majority of nurses will be direct care practitioners and will not become administrators, leadership skills must be incorporated into the basic preparation of pre-licensure students and newly licensed nurses. In 2008, this was recommended by the American Association of Colleges of Nursing (AACN) (American Association of Colleges of Nursing, 2008). The nine dimensions or tenets of leadership, developed by the Healthcare Leadership Alliance and AONL for nurse managers, can be utilized as a structured reflective guide to promote learning, changes in behavior and attitude, and to influence self-awareness for any student or nurse.

The aim of the proposed article is to describe pedagogy developed to engage students in active learning and to understand the work environment necessary to deliver person-centered care. As identified by AACN, the role of a baccalaureate generalist nurse includes provider of care, designer/manager/coordinator of care, and member of a profession (American Association of Colleges of Nursing, 2008, p. 7). In order for a generalist nurse to develop these roles, an awareness of personal leadership knowledge and practices must be understood.

Nurses are required, by the American Nurses Association Code of Ethics (*Code of Ethics for Nurses with Interpretive Statements*, 2015), to make critical decisions based upon a sound foundation of morals and values at all times. The dimensions of leadership are tenets that a student can reflect and interpret through their personal life experiences, behaviors, values, and

professional performance. Using Gibb's Reflective Cycle (Gibbs, Great Britain, & Further Education Unit, 1988), students are encouraged to use the nine dimensions of leadership as triggers to describe, reflect, and plan new behaviors from personal experiences. The reflective cycle assists students to describe an experience, identify their feelings, evaluate and make sense of the experience, identify an outcome, and an action plan of behaviors/attitudes for future similar experiences. The faculty acts as facilitator, not instructor, creating a psychologically safe environment to share stories, thoughts and ideas. Through the faculty's genuine interest in the cultural, emotional, and intellectual stories shared by students a sensitivity to self-awareness can flourish, and thus be assimilated into active learning. Reflective assignments can provide an opportunity for students to develop and refine behaviors that improve healthcare quality and equity. These assignments can also serve to provide the student with an opportunity to develop compassion through the shift from "self" to "others" view of situations. The nurse-patient relationship is the critical component that differentiates nurses from other healthcare workers. By becoming more aware of unconscious personal biases and beliefs and developing an objective and open mindset, students can improve the emotional connection with patients.

An additional critical component threaded throughout the curriculum is self-care. Compassion fatigue, or Secondary Traumatic Stress (STS) is now recognized as an occupational hazard specific to caregivers. The identification, prevention, and treatment of this condition is essential for nurses to work productively (Peters, 2018). Specific reflective assignments can support the student's understanding and development of professional boundaries and self-care activities.

Finally, open education resources, identified and vetted by the faculty, are used to provide the theoretical foundation for each dimension of leadership. These free sources are

scaffolded and weaved into each dimension of leadership to stimulate reflection about the concept and how it is applied to the student, patient, and population of healthcare recipients. The culminating experience is a reflective writing assignment incorporating the student's personal understanding of concepts and reflection of each dimension's impact in their personal and professional life. A rubric is used to help guide the student to ensure accurate understanding of the concept and deep reflection.

For students, the goals of reflective assignments aim to improve awareness and behaviors in difficult and emotional decisions and experiences during clinical encounters. Through understanding the work environment required for communication and teamwork, students and future nurses can develop the skills required to speak up openly and advocate for the people in their care. A secondary outcome desired is the incorporation of self-care activities to prevent or decrease the likelihood of STS.

References

- American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice* (pp. 13–15). Retrieved from <https://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>
- AONE, AONL. (2015). *AONL Nurse Manager Competencies*. Retrieved from <https://www.aonl.org/system/files/media/file/2019/06/nurse-manager-competencies.pdf>
- Code of Ethics for Nurses with Interpretive Statements*. (2015). Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>
- Gibbs, G., Great Britain, & Further Education Unit. (1988). *Learning by doing: A guide to teaching and learning methods*. Retrieved from <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>
- Hawkins, N., Jeong, S., & Smith, T. (2019). New graduate registered nurses' exposure to negative workplace behaviour in the acute care setting: An integrative review. *International Journal of Nursing Studies*, *93*, 41–54.
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- Institute of Medicine. (2010). *The future of nursing: Leading change advancing health*. Retrieved from http://books.nap.edu/openbook.php?record_id=12956&page=R1
- Miles, J. M., & Scott, E. S. (2019). A New Leadership Development Model for Nursing Education. *Journal of Professional Nursing*, *35*(1), 5–11.
<https://doi.org/10.1016/j.profnurs.2018.09.009>

Peters, E. (2018). Compassion fatigue in nursing: A concept analysis. *Nursing Forum*, 53(4), 466–480. <https://doi.org/10.1111/nuf.12274>

Polansky, P., Gorski, M. S., Green, A., Perez, G. A., & Wise, R. P. (2017). Nurses leading change to advance health. *Nursing Outlook*, 65(6), 746–752. <https://doi.org/10.1016/j.outlook.2017.04.004>

Porter-O'Grady, T. (2011). Leadership at all levels: *Nursing Management (Springhouse)*, 42(5), 32–37. <https://doi.org/10.1097/01.NUMA.0000396347.49552.86>

Linda Paradiso
386 Oakland Avenue
Staten Island, N.Y. 10310
917-710-7730
lindapsychn@gmail.com

EDUCATION:

2017 DNP, Nurse Executive

Old Dominion University, Norfolk, VA

1989 MS, Adult Psychiatric Nursing

Hunter-Bellevue School of Nursing, New York, NY

1985 BS, Nursing

College of Staten Island, Staten Island, NY

1982 AAS, Nursing

College of Staten Island, Staten Island, NY

EXPERIENCE

CUNY School of Professional Studies

August 2020- Present

Assistant Professor

- Perform teaching, research, and advisement duties in fully online nursing programs for post-licensure BS students and graduate nursing students. Graduate programs include organizational leadership, informatics, and education. Member of Appeals Committee. Proficient in Blackboard and Open Lab online teaching platforms. Research focus: Just Culture, Patient Safety.

New York City College of Technology - CUNY

August 2015- June2020

Assistant Professor

- Perform teaching, research, and advisement duties in psychiatric nursing course for pre-licensure AAS students and nursing leadership and management course for RN-BS students. Chairperson of Departmental Outcomes and 2+2 Committees; member of departmental Associate Curriculum Committee, Baccalaureate Curriculum Committee, Clinical Liason Committee, and Faculty Mentoring Committee. Member of college Faculty and Student Disciplinary Committee and Interdisciplinary Education Task Force. Course Coordinator for Nursing Leadership and Management (NUR 3110) and Psychiatric and Mental Health Nursing (NUR 2130). Proficient in Blackboard and Open Lab online teaching platforms. Developed Open Education Resource for NUR 3110. Research focus: Just Culture, Patient Safety.

Consultant

May 2017-Present

- Regulatory consultant to several local hospitals in the development of policies and procedures to ensure compliance with Joint Commission Hospital Accreditation Standards, Centers for Medicare and Medicaid (CMS), Department of Health (DOH), New York State Office of Mental Health (NYS OMH), New York State Office of Addictions and Supports (NYS OASAS), and New York State Office of People With Developmental Disabilities (NYS OPWDD) licensing agencies. Provides training to licensed and unlicensed staff.

Maimonides Medical Center

June 2015-October 2020

Staff Nurse

- Per Diem employment on adult psychiatric units. Administrative charge responsibilities include coordinating all care rendered during assigned shift. Clinical responsibilities include collaboration with interdisciplinary team, nursing management of clients diagnosed with acute psychiatric illness, administering medications, leading psycho-educational groups and individual counseling/teaching.

Kings County Hospital Center

February 2011 – March 2015

Associate Executive Director, Behavioral Health

- Overall clinical and administrative responsibility of Nursing Department for 240 bed child, adolescent and adult psychiatry programs, medically managed inpatient detoxification program, Comprehensive Psychiatric Emergency Program (CPEP), Partial Hospitalization Program, Adult Outpatient Program, Methadone Maintenance Program and Nursing Training and Development Program. Employed during federally mandated Department of Justice (DOJ) corrective action. Responsibility included compliance to DOJ Consent Judgement, The Joint Commission, CMS, New York State DOH, DOHMH, OMH, OASAS, and other regulatory standards. Supervision of 40 nursing

Linda Paradiso

leadership direct reports, and over 500 licensed and unlicensed indirect reports. NYSNA, 1199, and NYC union employer

- Achievements included:
 - Clinical: significant and sustained reduction in one-to-one observation and restraint episode rate through individualized nursing interventions
 - Performance Improvement: Violence reduction program through improved nursing assessment, development of nursing metrics and analysis of data to ensure evidence based nursing practice, and clinical review of all nursing related Risk Management plans of correction related to special incidents
 - Education: development of evidence based, trauma informed, and recovery oriented orientation and continuing education programs for both licensed and unlicensed staff; integration of nursing education department with interdisciplinary behavioral health education department
 - Administrative: decentralized staffing office, recruitment and retention of nursing leaders, successful integration of nursing with other Behavioral Health and medical departments, development and oversight of Behavioral Health Interdisciplinary Staff Development and Training department
 - Other: Utilized Lean methodology for all initiatives

Richmond University Medical Center

January 2007 – February 2011

Assistant Vice President, Behavioral Health

- Overall responsibility of 60 bed child, adolescent and adult psychiatry inpatient programs, 47 bed medically managed inpatient detoxification program, Comprehensive Psychiatric Emergency Program (CPEP) and Mobile Outreach Service. NYSNA and 1199 union employer. Responsible for all inpatient accrediting surveys – Joint Commission, OMH, OASAS, DOH, SAMHSA and CMS and Interdisciplinary Behavioral Health Clinical Education Program. On-site Bayley Seton Hospital Administrator-on-call with responsibility for facilities and incident management.
- Membership on various hospital committees plus community committees: Staten Island Mental Health Child/Adolescent Committee - President, SI Borough-Based Council - member, Staten Island Behavioral Network - Board of Directors
- Achievements included:
 - Development and supervision of Interdisciplinary Behavioral Health Quality Management program
 - Implemented Press Ganey Patient Satisfaction survey and achieved ranking of 90th percentile

Long Island University

Spring, Fall 2009

Adjunct Clinical Instructor

- Responsible for providing clinical education to second semester nursing students in the hospital setting. Ensured clinical inpatient and outpatient experiences complimented classroom lecture course outline.

St. Vincent Catholic Medical Centers, Staten Island

June 2002 – December 2006

Behavioral Health Director of Nursing/Inpatient Services

- Overall responsibility of 60 bed child, adolescent and adult psychiatry inpatient programs, 47 bed medically managed inpatient detoxification program, and Comprehensive Psychiatric Emergency Program (CPEP). NYSNA and 1199 union employer. Managed all budgets for each program.
- Responsible for all accrediting surveys – Joint Commission, OMH, OASAS, DOH, and CMS.
- Supervision of clinical education of inpatient employees and supervision of Quality Management of inpatient units.
- Membership on various hospital community committees.

Lutheran Medical Center

1997 – 2002

Behavioral Health Director of Nursing – January 1999 – June 2002

- Overall responsibilities for 25 bed adult psychiatry program, 16 bed medically managed detoxification program and psychiatric emergency service. Managed salary budgets for each.
- Clinical responsibility for all accrediting surveys – Joint Commission, OMH, OASAS, DOH, and CMS.

Behavioral Health Nursing Educator – September 1997 – January 1999

- Developed, coordinated and implemented Psychiatric Nursing and Behavioral Health education program for multidisciplinary staff hired for a newly developed inpatient service.
- Developed nursing orientation program and seminar for all staff on Team Building.

Brooklyn VA Medical Center	1986-1997
Staff Nurse – Substance Abuse Rehabilitation	1994-1997
<ul style="list-style-type: none">Part-time evening charge nurse for 28-bed rehabilitation unit. Administrative charge responsibilities, administered medications, and provided group therapy, psycho-educational, and 12 Step groups.	
Nurse Manager – Adult Psychiatric Unit	1986-1994
<ul style="list-style-type: none">Overall administrative and clinical responsibility for 33 bed adult psychiatric unit. Duties included staffing, scheduling, program development, education of all staff, and reviews of clinical care.Service Excellence leader and educator.Provided individual counseling to veterans in PTSD outpatient clinic 6 hours per week.	
Kingsborough Community College - CUNY	1990-2001
Adjunct Clinical Instructor	
<ul style="list-style-type: none">Responsible for providing clinical education to psychiatric and mental health nursing students in the hospital setting. Ensured clinical inpatient and outpatient experiences complimented classroom lecture course outline.Developed nursing elective course <i>Parenting</i> and conducted lectures for four semesters.	
Maimonides Medical Center	1982-1986
Staff Nurse	
<ul style="list-style-type: none">Clinical and charge responsibilities on both acute medical and adult psychiatric units. Administrative charge responsibilities included coordinating all care rendered during eight-hour shift. Clinical responsibilities included administering medications, psycho-educational groups and individual counseling/teaching.	

LICENSES

- NY State Registered Professional Nurse # 345702-1
- NY State Nurse Practitioner in Psychiatry # F400157-1
- NJ State Registered Professional Nurse # 26NR17868300

CERTIFICATIONS/AWARDS/PUBLICATIONS/PRESENTATIONS

- Villanova University College of Nursing Role Excellence – Post Master’s Certificate in Nursing Administration, 2002
- Nurse Executive, Advanced – Board Certified. American Nurses Credentialing Center (ANCC) # 0384669-11.
- The Just Culture Certification. (January, 2015). Outcome Engenuity, Plano, TX.
- Recipient: 2008 Outstanding Contribution to Professional Nursing Award – Sigma Theta Tau International, Mu Upsilon Chapter
- Recipient: 2017 Rising Stars of Scholarship – Sigma Theta Tau International, Epsilon Chi Chapter, Old Dominion University
- Recipient: 2017 DNP Advocacy Award, Old Dominion University
- Recipient: 2017 Excellence in Research Award, Maimonides Medical Center
- Recipient: 2018 Open Education Resource Designated Course, New York City College of Technology
- Lavin, J. & Paradiso, L. “Impact of Nursing Students in the Recovery of Psychiatric Patients”. *The Nursing Spectrum*, Vol. 6A, Issue 26 (December 27, 1994) p. 11.
- Paradiso, L. “Frequent Flyers”. *Nurse.com*, Vol. 25, Issue 10 (May 20, 2013) p. 30.
- Paradiso, L. (2014) *Lean and Inpatient Psychiatry*. J.P. Merlino, J. Omi, J. Bowen (Eds.) *Lean Behavioral Health-The Kings County Story* (pp. 161-188) New York, Oxford University Press.
- Paradiso, L. “Everyone is responsible for a culture of safety”. *American Nurse today*, Vol. 13, Number 3 (March 2018) p. 33-34.
- Paradiso, L. & Sweeney, N. “Just culture: It’s more than policy”. *Nursing Management*, Vol 50, Number 6 (June 2019) p. 38-45.
- Paradiso, L. (2014, May). *Lean: What Nurses Can Learn From a Car Company*. Podium presentation at American Nurses Credentialing Center Pathway to Excellence Conference, San Antonio, TX.
- Paradiso, L. (2014, October). *Lean Behavioral Health Nursing: Learning From a Car Company*. Podium presentation at American Psychiatric Nurses Association 28th Annual Conference, Indianapolis, IN.

Linda Paradiso

- Paradiso, L. (2014, October) *Primary Nursing: The Development of a Psychiatric Primary Nursing Model for the Novice Nurse*. Poster Presentation at American Psychiatric Nurses Association 28th Annual Conference, Indianapolis, IN.
- Paradiso, L. (2015, October). *Safety Observation: One Size Does Not Fit All*. Podium presentation at American Psychiatric Nurses Association 29th Annual Conference, Orlando, FL.
- Paradiso, L. & Sweeney, N. (2016, November). *The Relationship Between Just Culture, Trust and Patient Safety*. Poster presentation at Maimonides Medical Center 4th Annual Research Day, Brooklyn, NY.
- Paradiso, L. & Sweeney, N. (2017, October). *Speaking Up: It Takes Trust and Just Culture*. Poster presentation at American Psychiatric Nurses Association 31st Annual Conference, Phoenix, AZ. First Place Award in Leadership category.
- Paradiso, L. & Sweeney, N. (2017, October). *Speaking Up: It Takes Trust and Just Culture*. Poster presentation at Sigma Theta Tau International 44th Biennial Convention, Indianapolis, IA. Rising Star Award Recipient.
- Paradiso, L. & Sweeney, N. (2017, November). *The Relationship Between Just Culture, Trust, and Patient Safety*. Podium presentation at 2nd International Conference on Healthcare and Hospital Management, Vienna, Austria.
- Paradiso, L. & Sweeney, N. (2017, November). *Speaking Up: It Takes Trust and Just Culture*. Poster presentation at Maimonides Medical Center 5th Annual Research Day, Brooklyn, NY. First Place Award in Research category.
- Paradiso, L. (2018, May). *Perceptions of Trust in a Just Culture*. Podium presentation at Maimonides Evening of Research, Brooklyn, NY.
- Paradiso, L. (2018, August). *Disaster Preparedness and Response: Increasing Capacity through Shared Knowledge, a Case for Care Integration*. Podium presentations at Disaster Psychiatry Outreach & Vibrant Emotional Health Symposium, San Juan, Puerto Rico.
- Paradiso, L. (2018, November). *Just Culture: Time to Move the Needle*. Poster presentation at Maimonides Medical Center 6th Annual Research Day, Brooklyn, NY. Second Place Award in Research category.
- Paradiso, L. (2019, March). *Just Culture: Time to Move the Needle*. Poster presentation at CUNY Nursing Discipline Council Professional Development Day, New York, NY. First Place Award in Practice category.
- Paradiso, L. (2019, October) *Just Culture: Time to Move the Needle*. Podium presentation at American Psychiatric Nurses Association 33rd Annual Conference, New Orleans, LA.

PROFESSIONAL AFFILIATIONS

- American Nurses Association #30046011
- American Organization for Nursing Leadership #802263411
- American Psychiatric Nurses Association #115700
- National League for Nursing #556076
- New York Organization of Nurse Executives and Leaders #1286861
- New York State Nurses Association
- Professional Staff Congress/CUNY
- Sigma Theta Tau International, Epsilon Chi and Alpha Phi Chapters #1754992

VOLUNTEER EXPERIENCE

- Vibrant Emotional Health – Disaster and Crisis Response Advisory Board, 2020 – present. www.Vibrant.org
- Disaster Psychiatry Outreach – Member of the Board of Directors, 2014 – 2018. www.disasterpsych.org
- Accreditation Commission for Education in Nursing (ACEN) – Peer Evaluator, June 2018 – Present

REFERENCES

Opal Sinclair-Chung MSN, RN
Chief Nursing Officer
Kings County Hospital
451 Clarkson Ave
Brooklyn, NY 11203
Opal.sinclair-chung@nychhc.org

Nancy Sweeney PhD, APRN
Professor of Practice
Old Dominion University
161 Virginia Beach Higher Education Center
Virginia Beach, VA 23453
nsweeney@odu.edu

Margaret Rafferty DNP, RN, MPH
Professor
New York City College of Technology
300 Jay Street A613
Brooklyn, NY 11201
mr Rafferty@citytech.cuny.edu

October 29, 2020

Faculty Fellowship Publication Program (FFPP)
Office of Human Resources Management
Recruitment and Diversity
395 Hudson Street, Fifth Floor
New York, NY 10014

To Whom It May Concern:

I am writing in support of Dr. Linda Paradiso, who is applying for participation in the next round of the Faculty Fellowship Publication Program. Her application requires a letter from her department director, and I am happy to provide that.

Dr. Paradiso joined the Nursing faculty of the CUNY School of Professional Studies this academic year as an assistant professor. She was previously on the faculty at the New York City College of Technology. Dr. Paradiso brings her expertise in Leadership and Mental Healthcare to our undergraduate and graduate nursing programs. We are delighted to have her knowledge and skill contribute to and inform our nursing curricula. Her proposal to advance a culturally aware curriculum to foster inclusivity and reflection can help nursing students develop strategies to enhance delivery of culturally sensitive care.

As a valued member of the CUNY SPS Nursing Program, she receives reassigned time to provide curricular and administrative support to ensure the quality of our programs. As an untenured Assistant Professor, she receives reassigned time to support her scholarly pursuits and we will add the reassignment of three of her contractual teaching hours in Spring 2021 to ensure that she can fully participate in the Spring 2021 FFPP if accepted.

I support her application and proposal for a culturally aware curriculum that fosters inclusivity as it aligns well with the FFPP's mission to promote diversity, equity and inclusion in higher education.

Dr. Linda Paradiso has my strong recommendation and full support.

Sincerely,



Dr. Margaret Reilly
Academic Director for Nursing
CUNY School of Professional Studies

October 29, 2020

Faculty Fellowship Publication Program (FFPP)
Office of Human Resources Management
Recruitment and Diversity
395 Hudson Street, Fifth Floor
New York, NY 10014

To Whom It May Concern:

I am writing in support of Dr. Linda Paradiso, who is applying for participation in the next round of support in the Faculty Fellowship Publication Program. Her application requires a letter from her school's chief academic officer, and I am glad to contribute that.

Coming to us after a few years and New York City College of Technology, Dr. Paradiso has joined us as an assistant professor in Nursing at CUNY SPS, where we have both undergraduate and graduate programs. Assisting Dr. Margaret Reilly, the Academic Director of these programs, she receives reassigned time to help with curricular and administrative oversight. She is understandably eager to add to her scholarly production as an untenured Assistant Professor. Her reassigned time — to which we will add the reassignment of three of her contractual teaching hours in Spring 2021— and her general availability (since all her courses are online) will ensure that she can fully participate in the Spring 2021 FFPP if accepted.

It is of course not my decision, but I would also like to say that she should be accepted. She has shared her proposal with me, and her advocacy of a culturally aware curriculum that fosters inclusivity resonates with the FFPP's commitment to diversity.

Linda Paradiso has my strong recommendation and full support.

Sincerely,



George Otte

Senior Associate Dean of Academic Affairs, CUNY SPS