Cheryl Nutter Ed.D., MA, MT(ASCP), CPP

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PROVEN PROFESSIONAL ABILITIES

Management/Leadership

- Over 20 years of experience
- Execute projects with respect to future planning and strategic goals
- Encourage staff development and team building
- Coordinate staff with multiple specialties
- Manage all aspects of employee hiring, training and supervision
- Possess strong communication skills with multiple levels of professionals
- Focus on customer service
- Proficient with Microsoft Office Suite
- Foster professional relationships
- Seek creative solutions to challenges
- Perform multiple tasks simultaneously
- Relay enthusiasm to others
- Organize and prioritize workload

Healthcare

- Function effectively in direct care and management roles within multiple specialties
- Foster relationships between multiple departments and staff
- Write policies and procedures
- Liaison with other healthcare disciplines
- Support intra-discipline interactions
- Strengthen and coordinate physician integration
- Monitor and maintain accreditation and compliance requirements
- Responsible for education and training
- Offer business consulting/process improvement strategies
- Focus on research/technology inclusion

Education

- Plan multiple disciplinary conferences and presentations
- Follow program accreditation guidelines
- Instruct, evaluate, and assess student learning
- Generate programming that serves a need and offers solutions
- Instruct and create in-seat and online content
- Create discipline specific content
- Generate accreditation applications
- Use strategies that support student success
- Coordinate externships with multiple facilities/departments
- Generate lecture, lab, and clinical course objectives and assessment plans
- Hire instructors/faculty and write contracts
- Create business specific training
- Maintain Higher Learning Commission, Ohio Board of Regents, and programmatic accreditation status

Finance

- Develop/maintain budgets
- Correlate data using spreadsheets or other computer programs
- Monitor income and expenses
- Forecast financials
- Research grants and write applications
- Support institutional financial stability
- Use strategic plan to guide financial use

Marketing

- Write effective text and design copy
- Identify proper target audience
- Generate brochures, booklets, flyers, postcards, and other training aids
- Purchase and create advertisements
- Correlate projects with graphic designers
- Target mailings using outside mail services

EDUCATION

Doctor of Education in Transformational Leadership — April 2020
Concordia University, Portland, OR 97211

Master of Arts in Organizational Management — October 2002
Spring Arbor University, Spring Arbor, MI 49283

Bachelor of Science in Medical Technology — August 1985
Bowling Green State University, Bowling Green, OH 43402
Clinical Internship: Completed at St. Vincent Mercy Medical Center, Toledo, OH

CERTIFICATIONS

Certified Program Planner — June 2008

Medical Technology #166600, American Society of Clinical Pathologists (ASCP) — August 1985

EMPLOYMENT HISTORY

Adrian College — 2016-Present
110 S. Madison St., Adrian, MI 49221

Director of Health Care Programs; Assistant Professor
Chair of Department of Accountancy, Business and Economics — 2021-Present
Liaison for all MBA Graduate Programs — 2020-Present

Serve as the Director of Health Care Programs generating new health care undergraduate and graduate courses and degrees. Focus on quality didactic, laboratory, and practicum experiences that enhance student outcomes. Responsibilities include continuing education offerings, research and proposal for a master level MBA and health care programs, and course creations for the departments of Athletic Training/Exercise Science, pre-professional studies, and honors and independent study courses.

Also serve as a faculty for health care and business courses, both in seat and online, in topics such as finance and economics, law and ethics, public health, health care outcomes and quality, health services, human resource management, health clinic operations, phlebotomy, and topics related to health change and transformation. The faculty role also includes student advising, clinical placement and oversight, assessment of student learning and program outcome assessment, and general support of enrollment growth by working with admissions and marketing.

Graduate Liaison and Chair duties require leadership for program and course development as well as general responsibility for the success of these entities through program oversight.

Business and Laboratory Consultant — 2016-present

Provide consulting services for a division of an international reference laboratory. Projects include staff evaluation, through-put and efficiency monitoring, education and training assessment, financial review and auditing, and executive-level discussions regarding change process strategies.

Mercy College of Ohio
2221 Madison Ave., Toledo, OH 43604

Dean, Innovative and Transitional Education January 2003-2015

Responsible for the vision, creation, administration, accreditation, compliance, curriculum development and assessment for multiple programs including Polysomnographic Technology, Ophthalmic Technology, Emergency Medical Technician, Paramedic, Community Health Worker, Phlebotomy Technician, and Pharmacy Technician, Health Science, American Heart Association courses, and hundreds of non-credit programming and events totaling over 1000 registrations per year. Responsible for new program research and need assessments, as well as workforce, contract training, and business initiatives. Effectively managed 25-35 faculty, 3 program developers, 5 program directors, and 2 secretaries. Fostered relationships with multiple stakeholders including physicians as well as internal and external business and community partners.

Faculty/Clinical Coordinator, Medical Laboratory Technology Program
December 1997-January 2003

Participated in program development and accreditation from inception. Established policies for lab and clinical practice. Responsible for the planning, execution, and evaluation of lecture, lab and clinical coursework. Maintained NAACLS program accreditation, served as academic advisor, reviewed employer/ graduate surveys and implemented changes. Served on various college committees. Developed and taught lecture and laboratory courses in the specialties of hematology, coagulation, immunohematology, serology, immunology, parasitology, microbiology, virology, chemistry, urinalysis, and phlebotomy. Established clinical externships for students, generated clinical contracts with field site agencies, developed proper student assessment tools, maintained solid relationships with external healthcare employees.

St. Vincent Mercy Medical Center / Northwest Ohio Integrated Laboratories
2222 Cherry St. Toledo, OH 43608

Laboratory Supervisor February 1991-August 1997

Responsible for lab management including hiring, training, scheduling, evaluating 23.5 FTE's, budgetary responsibilities, quality control, safety, data collection and customer relations. Served as a liaison between the laboratory and other hospital departments to foster quality patient care. Instrumental in design and implementation of outreach program to serve doctor's offices. Focused on cross-training and creating efficiencies for employees and servicing the needs of surgeries centers, courier outreach, and a level 1 trauma center.

Senior Medical Technologist November 1989-January 1991

Assisted lab supervisor with daily personnel and department management while maintaining competencies in all major laboratory departments.

Medical Technologist January 1986-November 1989

Proficient in the areas of hematology, coagulation, microbiology, chemistry, urinalysis, immunohematology, and phlebotomy.

PRESENTATIONS

Reality Camp: Supporting College Transitions and Student Success, Adrian College
August 2017, 2018

Online Learning Consortium Webinar: Best Practices Panel: Distance Learning Advising in a Technology-Driven Environment. November, 2015

Supporting the Changing Needs of Quality Healthcare Education, Mercy Best Practices Seminar, May 2015

Creating a Quality Phlebotomy Program, Ohio Continuing Higher Education Association (OCHEA), March 2015

Prior Learning Assessment (PLA) with a Purpose/Ohio Board of Regents. Columbus, Ohio. April, 2014

Objectives, Assessments, and Site Visit: *Developing Credit Certificate Programs*, Ohio Continuing Higher Education Association (OCHEA), February 2013

Camping and Collaborating: The Resources You Need May be Closer Than You Think, Ohio Continuing Higher Education Association (OCHEA), February 2013

Women in Science, Technology, Engineering, and Math. Bowling Green State University, multiple years

A complete list of all attended conferences and continuing education events is available. Most recently:

RESEARCH

Dissertation research includes a qualitative case study analysis into the connection between emotional intelligence and health care student preparedness as a professional in a complex health industry. Title: ***A Qualitative Comparison Case Study Evaluation of the Emotional Intelligence of College Health Care Business Students***, successfully defended Nov 2018.

AWARDS/GRANTS

Adrian College Faculty Spotlight: 2022

Outstanding Service to Student Award, National Society for Leadership: 2020

Outstanding Program, Ohio Continuing Higher Education Association (OCHEA): 2015

Anderson Grant: 2013, 2015, 2016

Toledo Chamber of Commerce Grant: 2012, 2015, 2016

Shining Star, Mercy Health Outstanding Employee: 2007

Komen Northwest Ohio Small Grant Recipient: 2006, 2007

National Who's Who Among American Teachers Award: 2002

RECENT PROFESSIONAL DEVELOPMENT

Cybersecurity Training, 13 modules, 2024-present

Writing Across the Curriculum, Adrian College Dec 2022

REMOTE- Maximizing Success for Learners (Online student focus) June 2022

Collaborating Across Boundaries VII – Interprofessional Education (IPE) Oct 2019

Michigan College Alliance 2019

Human Trafficking 2017

COMITTEES/ADVISORY APPOINTMENTS

Adrian College
PRC Committee Fall 2026-present
Adrian College Association of Professors (ACAP) Monthly Meetings Fall 2016-present
Ad Hoc Governance Document Review Committee 2019
Board of Trustee Committee on Degrees, 2nd term Fall-2019-2024
Chair Department of Accountancy, Business and Economics Meetings Fall 2016-present
Curriculum Committee 2017-2025
Department Chairs Monthly Meetings Fall 2021-present
Faculty Monthly Meetings Fall 2016-present
Graduate Liaisons Monthly Meetings Fall 2018-present
Health Care Professions Advisory Council: 2016-present
MBA Program Planning Monthly Meetings Fall 2018-present
Online Teaching & Learning Group Meetings Fall 2019-present
Student Welcoming Activities such as Majors on the Mall, Matriculation Ceremonies, Convocation, and Scholarship Days Fall 2016-present

Mercy Health
Academic Council: 2005-2015
Application, Progression, and Graduation (APG) Committee: 2000-2005; 2009-2015
Community Health Worker Advisory Committee: 2012-2016
Curriculum Committee: 2008-2016
Emergency and Disaster Preparedness Team for Mercy Health: 1989-1997
Emergency Medical Sciences Advisory Committee: 2010-2016

Grants/Research: 2009-2015
Human Subjects: 2003, 2004, 2020-present
Humanities and Social Sciences Advisory Committee: 2011-2015
Leadership Council: 2008-2015
Leadership Development Institute (LDI) for Mercy Health: 2009-2016
Medical Technology Advisory Committee: 1998-2003
Ophthalmic Technology Advisory Committee: 2008-2015
Polysomnographic Technology Advisory Committee: 2008-2015
Retention: 2006, 2008
Strategic Planning: 2010-2015

External
Lenawee County Health Network, 2017-present
Ohio Board of Nursing Provider, 2004-2016
Ohio Continuing Higher Education Association (OCHEA), 2007-2015
PENTA County Vocational Institutional Advisory Committee, 2014-present

PROGRAM DEVELOPMENT

Development includes all phases of program and course planning, including design, implementation, and assessment as well as program and/or regional accreditation applications and site visit coordination. All approved without citations. Individual courses too numerous to list.

BBA in Health Care Management
Community Health Worker
Emergency Management and Disaster Planning
Emergency Management and Disaster Planning Minor
Emergency Medical Technician (EMT)
Health Industry Minor
Health Informatics-in development
Health Information Technology
Health Sciences
Master in Business in Accounting
Master in Business
Master in Business in Health Care Administration
Master in Business in Finance
Medical Coding
Ophthalmic Technology
Paramedic
Phlebotomy
Pharmacy Technician
Polysomnographic Technology
Public Health
Public Health Minor

COURSE DEVELOPMENT/OVERSIGHT

ALH105: Basic Life Support and First Aid
ALH110: Introduction to the Healthcare System
BAD241: Management Principles
BAD281: Health Care in the U.S.
BAD381: Financing Health Care
BAD383: Health Care Outcomes and Quality
BAD384: Health Care Law, Regulation & Policy
BAD385: Health & Society: Introduction to Public Health
BAD386: Health Care Management Practicum I
BAD480: Health Care Transformation
BAD486: Health Care Management Practicum II
CHW101: Introduction to Community Health Worker
CHW102: Advanced Topics for the Community Health Worker
CHW103: Directed Clinical Practice in Community Health
CHW104: Community Health Worker Capstone
EMS101: Introduction to Basic Pre-Hospital Emergency Medicine
EMS102: Basic Pre-Hospital Emergency Medicine
EMS110: Introduction to Paramedic Pre-Hospital Emergency Medicine
EMS111: Pre-Hospital Directed Clinical Practice
EMS120: Emergency Cardiovascular Disease
EMS121: Pre-Hospital Emergency Directed Clinical Practice II
EMS133: Medical Emergencies I
EMS134: Medical Emergencies II
EMS136: Paramedic Capstone
EYE111: Essentials of Ophthalmic Technology
EYE112: Ocular Terminology, Anatomy, Physiology, and Diseases
EYE113: Ophthalmic Technology Application and Practice
EYE114: Ophthalmic Capstone
EYE116: Ophthalmic Directed Clinical Practice
GEN100: College Academic Skills Seminar
HCA282: Health Clinic Operations and Observations
HCA542/MBA542: Marketing and Consumer Relations
HCA543/MBA543: Finance and Accounting Principles
HCA544/MBA544: Informatics and Analysis
HCA5454/MBA545: Managerial Economics
HCA546/MBA546: Disruptive Strategies
HCA581: Health Systems and Policy Execution
HCA582: Political Climate and Regulation
HCA583: Insurance and Payor Sources
HCA584: Human Resources and Operational Strategies
HCA585: Applied Health Law and Ethical Practice
HCA586: Research Methods and Thesis
HUM150: Spanish for the Healthcare Worker
MLT110: Introduction to Clinical Laboratory Science
MLT111: Phlebotomy Practicum
MLT118: Hematology and Hemostasis

MLT120: Immunohematology, Immunology, and Serology
MLT121: Hematology and Coagulation Practicum
MLT230: Microbiology, Parasitology, Mycology, Virology
MLT231: Microbiology, Parasitology, Mycology Practicum
MLT240: Clinical Chemistry
MLT241: Clinical Chemistry Practicum
PDC221: Total Body Conditioning
PDC231: Cardio Kickboxing
PDC251: Running for Beginners
PDC261: Healthy Foods Lifestyle
PDC271: Circuit Training
PSG101: Fundamentals of Sleep
PSG102: Essentials of Polysomnographic Technology
PSG110: Polysomnographic Analysis
PSG111: Respiratory Monitoring
PSG112: Polysomnographic Practicum I
PSG122: Polysomnographic Practicum II
PSG123: Advanced Topics in Polysomnographic Technology
PSG124: Polysomnographic Technology Capstone Seminar
SOC150: Gerontology Overview
SPN216: Spanish for the Healthcare Worker

TEACHING EXPERIENCE

ALH110: Introduction to the Healthcare System
ALH120: Medical Technology
BAD241: Management Principles
BAD281: Health Care in the U.S.
BAD338: Brand Management
BAD381: Financing Health Care
BAD383: Health Care Outcomes and Quality
BAD384: Health Care Law, Regulation & Policy
BAD385: Health & Society: Introduction to Public Health
BAD386: Health Care Management Practicum I
BAD480: Health Care Transformation
BAD486: Health Care Management Practicum II
ESAT310: Basic Phlebotomy
GEN100: College Academic Skills Seminar
HCA282: Health Clinic Operations and Observations
HCA541/MBA541: Quality Management
HCA544/MBA544: Informatics and Analysis
HCA5454/MBA545: Managerial Economics
HCA546/MBA546: Disruptive Strategies
HCA581: Health Systems and Policy Execution
HCA584: Human Resources and Operational Strategies
HCA586: Research Methods and Thesis
MLT110: Introduction to Clinical Laboratory Science

MLT111: Phlebotomy Practicum
MLT118: Hematology and Hemostasis
MLT120: Immunohematology, Immunology, and Serology
MLT121: Hematology and Coagulation Practicum
MLT230: Microbiology, Parasitology, Mycology, Virology
MLT231: Microbiology, Parasitology, Mycology Practicum
MLT240: Clinical Chemistry
MLT241: Clinical Chemistry Practicum
RAD215: Radiation Biology

COMMUNITY INTERESTS/SERVICE

Daily Bread- volunteer
Genoa Area Schools- volunteer, Academic Career Exploration participant, Athletic Booster
Genoa Food Pantry- volunteer
Lenawee County Health Network- consulting member
Mobile Meals- volunteer
PENTA Career Center Adult Education-Institutional Advisory Committee member, consultant
Red Cross Blood Drive -volunteer/hematology and blood products advisor
St. John Lutheran Church-Church member, committee member, Board member, educational liaison

PHILOSOPHY OF TEACHING

My philosophy of teaching has evolved over the years due to experience, education, and reflection of a variety of situations and interactions. My professional experience includes 37 years of business and leadership roles, mostly within healthcare, overlapping with 29 years of teaching in higher education. I am currently in my seventh year at Adrian College. I am grateful for this fusion of perspectives, as the connection between knowledge and application remains paramount in my philosophy. I will elaborate on components of my beliefs about teaching and learning through explanation of four R's: respect, risk, redirect, and refine.

Respect: It is important that respect offers a solid foundation as I truly believe we are people first before we gain titles such as faculty, colleague, student, etc. This perspective reminds me to listen, be kind, respect diversity, and be inclusive. I sometimes wonder why diversity statements become lengthy striving to refer to every situation, component, or group, when soon it must be re-written due to changes in language or additional thoughts. The concept of treating everyone with respect uses simple words to convey the desire and obligation to remain sensitive and maintain relationships in every needed arena. I hope my actions make every student comfortable, welcomed, and valued in their educational environment and feel allowed to express views and discuss sensitive topics.

Risk: Risk can be a scary word to some due to the uncertainty and the vulnerability that often comes with such action. However, I have come to realize it is a pivotal component of learning and growth within ourselves as well as within an organization. Throughout my career, I have been challenged to participate in and lead significant change. Understanding the inherent risks resources, goals and rewards are just a few of the critical skills our students will need in order to handle complexity and support innovation. I push myself to try new strategies, teach new courses, explore connections, and to not be afraid to begin a project that may require pivoting to achieve its goal. I believe my

students need this encouragement as well, and thus need assignments, case studies, and practical situations that demonstrate how risk can be managed and used for benefit. I want to encourage them to try. To be comfortable with the learning journey and not only seeing the value in a "right" answer. The value can also be in the expansion of thought, finding a new "lens" to view content, and enjoying the learning journey.

Redirect: Over the years I have witnessed many people who lacked the skills to redirect. As soon as a project was presented with an unexpected challenge and the initial plan could not be followed, they lacked the ability to be flexible and adjust. Personal agility is central to coping through life and critical to a business's ability to navigate situations. It also includes aspects of communication, situational awareness, and the understanding of the tool, training, and knowledge required. I hope to give students the equipment they need to investigate and master content, however I also strive to serve as a mentor for navigating the unknown and pulling from the skills and abilities that can support coping and moving forward.

Refine: Refine in this context means to practice. It is important to gain knowledge, however I want to provide opportunities for students to use this knowledge through practice and experience learning. I encourage all students to consider an internship and require BBA in Healthcare Management students to complete a practicum course to meet degree requirements. This topic was also the focus of my dissertation as some healthcare business leaders do not have direct care experience. Making decisions without this perspective lowers emotional intelligence as demonstrated by policies and procedures showing reduced patient outcomes and reduced patient satisfaction. I want my students to understand how to apply knowledge and spend the time internalizing it into their actions. I also hope the desire to use and seek information leads to an awareness of the meaning behind lifelong learning as students grow throughout their professional careers.

Teaching Methods and Strategies:

Content delivery should be determined by the subject matter and the nature/level of the learner. Multiple techniques such as classroom lecture, group discussion, project work, textbook assignments, research, case study analysis, and hands-on/laboratory experiments should be used.

Student Assessment:

Assessment of student learning should be tailored to the method used, and certainly can include a variety of formal and informal examples. These include tests, quizzes, group assignments, papers, case study evaluations, repeat demonstration, oral demonstrations, etc.

Teaching Assessment:

Assessment of effective teaching should be monitored per course, through student course evaluations, as well as by classroom observation, and student achievement of predetermined benchmarks. A quality teacher is one who maintains the ability to be a quality student; always being open to new ideas and supportive comments that may stretch the boundaries of typical practice.