2013 Academy Fellows
Dr. Diane Billings is a pioneer in educational innovation, particularly in relation to effective online education, whose research, publications, and mentoring of countless nurse educators have re-shaped the landscape of nursing education. Through a long and distinguished career, Dr. Billings has been a role model educator, innovator, prolific scholar and visionary leader who has challenged nurse educators to be scholarly, creative risks-takers.

When nurse educators think of leaders in educational innovation, one name always rises to the top of the list, that of Dr. Diane Billings. Long before online education became a significant part of higher education, Dr. Billings was collaborating with colleagues to study best practices in online education and share the findings from those studies with the nursing education community through publications and presentations. She is a life-long advocate for nursing education, a contributor to the science of nursing education, an innovator, and a visionary leader whose impact on nursing education is enduring and substantial.
PAMELA R. CANGELOSI PHD, RN, CNE, ANEF

Dr. Cangelosi has made significant contributions to nursing education through her program of research focusing on students and faculty in non-traditional nursing programs. Findings from this research have helped faculty design quality programs for this unique student population. Dr. Cangelosi mentors others in qualitative research and has disseminated her work through presentations at national/international conferences and in respected, peer reviewed journals.

Dr. Cangelosi has a sincere commitment to enhancing the quality of nursing education that is clearly evident to both students and faculty colleagues. Through her program of research in nursing education and mentoring of faculty and students in qualitative research, Dr. Cangelosi is making important contributions to the development of the science of nursing education. She has an innate sense for what students need to be excellent teachers and has inspired many to become nurse educators. With her passion for guiding students toward their career goals, she has inspired many to become nurse educators.
Dr. Copel's contributions to nursing education are establishing community partnerships and providing nursing leadership. She teaches in graduate, undergraduate and continuing education programs; and in hospital and community settings, focusing on nursing education, health promotion and mental health. Her career epitomizes the significance of living the educator role and being a catalyst for the education of interdisciplinary health care providers.

Beyond Dr. Copel’s teaching in the doctoral, graduate, undergraduate, and continuing education programs at Villanova University, she has assisted former students in national and international agencies in meeting their current clinical challenges, attaining goals and achieving Magnet status. She consults with nurses to assist them in building their educational and research programs to educate the next generation of professional nurses. Dr. Copel’s professional involvement in the development of community partnerships began 26 years ago at a community mental health center, when she established monthly professional staff education programs about providing comprehensive health care for the mentally ill. She has personally taught more than 220 programs to over 4,200 health care professionals and created an interdisciplinary peer group who now develop, provide and evaluate their own programs.
Dr. Daley believes that as leaders in nursing education, we need to support, mentor, coach, and facilitate faculty development through creative, inclusive and futuristic approaches. Her efforts include the development of interdisciplinary courses wherein faculty and students from across campus work as teams to solve system-wide hospital problems for the purpose of creating healthy work environments.

Dr. Daley has been a nurse educator for over 30 years and an assistant dean for prelicensure programs for the past 10 years. Her contributions include supporting clinical faculty in promoting new models of clinical teaching and developing novel pedagogical strategies that benefit both faculty and students. In addition, she has helped to develop interdisciplinary courses wherein teams of faculty and students work together to improve patient outcomes.
NANCY DIEKELMANN, ANEF

Nancy Diekelmann, founder of Narrative Pedagogy, the first research-based nursing pedagogy, is an icon and inspirational leader in nursing education. A staunch advocate for advancing the science of nursing education she helped found national organizations, conferences and institutes to promote the pedagogical literacy of faculty toward co-creating meaningful learning experiences with students and rigorous, multiparadigmatic research in nursing education.
MICHELLE L. FOLEY MA, RN, CNE, ANEF

Michelle retired in July 2012 after forty-five years of nursing. Michelle was the Director of Nursing Education, Middlesex County College/Raritan Bay Medical Center; she is passionate about the advancement of nursing education, continuing education and lifelong learning. As President of the New Jersey League for Nursing (2006-2010), Michelle was involved in making positive changes in the Board’s direction. She instituted the Annual Board Member Retreat to focus on developing the strategic plan based on NLN Recommendations.

Michelle believes in speaking up for what is right and fair, as well as what is needed to improve nursing, nursing education and quality care for patients. She was a member of several New Jersey State Committees concerned with “BSN in 10”; entry level and articulation models; healthcare reform changes; faculty shortages; and funding to support nursing education. She believes in the community of nursing and supports the NLN vision of diversity. Michelle participated in two Medical Mission trips to Ghana, West Africa in 2010 and 2011 that became “life changing experiences” for her life as well as for her career.
Dr. Hoffman began her nursing education career as a United States Navy Nurse Corps Officer, where her passion for teaching and learning led to development of various operational and interdisciplinary learning activities over her 25 year career. She has used her expertise with curriculum development, teaching strategies, and evaluation methods in both academic and practice settings. Dr. Hoffman has provided consultation regionally, nationally, and internationally on teaching and evaluation in the clinical setting and with regard to issues related to addressing the academic practice gap for new registered nurses.

Dr. Hoffman is recognized for her leadership in nursing education innovations, beginning with her career as a United States Navy Nurse Corps Officer when she designed and implemented operational learning exercises for medical personnel. Building on her expertise in curriculum development, teaching strategies and evaluation methods, she has provided leadership and consultation in the development and implementation of educational programs, both in academic and practice settings.
Dr. Cheryl Holly is Professor and Chair, Capacity Building Systems, Rutgers School of Nursing*(formerly the University of Medicine and Dentistry School of Nursing) in Newark, NJ. She has assured integration of evidence-based practice across the nursing curriculum with a strong emphasis in both the Master’s and Doctor of Nursing Practice (D.N.P.) Programs. She designed in-depth courses preparing nurse scholars and doctoral students in meta-analysis, meta-synthesis, and knowledge synthesis. She mentors faculty colleagues using flexible teaching strategies, rather than a strict adherence to any one particular teaching style.

Dr. Holly has designed in-depth courses preparing nurse scholars and doctoral students in meta-analysis, meta-synthesis, and knowledge synthesis. She mentors faculty colleagues in these methods using flexible teaching strategies, rather than a strict adherence to any one particular teaching style. She has always seen her role in educating and mentoring students as teaching them to out-perform her.
Dr. Horton-Deutsch's contributions to teaching/learning innovations are focused in the area of reflective practice. She is a national and international expert on the uses of reflective strategies in nursing education and clinical practice. Her scholarship supports nurse faculty integration of mindfulness approaches to their teaching, including authenticity, presencing, non-judgmental practices, self-awareness and self-care explicated in her recent co-edited textbook, Reflective Practice: Transforming Education and Improving Outcomes. Her work is also meritorious within the changing culture of leadership, as recognition increases for collaborative, inclusive, team-oriented interprofessional leaders.
From the somewhat unique perspective as CEO of a statewide nursing workforce organization as well as serving as active teaching faculty in multiple settings, Dr. Kowalski has focused on developing innovative programs to improve the leadership, communication and presentation skills of nurses and nursing faculty. Grounded in the belief that nurses as a whole are significantly underutilized as leaders, Karren has worked to develop both academic and non-academic educational interventions designed to significantly increase the ability of nurses to be effective and influential education, service and community leaders. Notable among her nursing education contributions are the development and implementation of multiple innovative programs: Nurse Clinical Scholar, Powerful Presentations for Novice Nursing Faculty and Leaving a Legacy for Senior Nursing Faculty.

A focus of much of Dr. Kowalski’s research and teaching is on the content and effective delivery of leadership development courses for mid-career nursing professionals. From her early work on Nursing Clinical Scholars to more recent work with novice nursing faculty, she has worked to improve the leadership, communication and presentation skills of nurses and nursing faculty.
Dr. Debbie Lindell’s area of excellence is Leadership in Nursing Education. She played key roles in launching the NLN’s CNE Program and served as President of the Ohio League for Nursing. Currently, Dr. Lindell serves on the CNE Commission and Constituent League Leadership Committee. Since 2005, she has been guest faculty for graduate nursing programs in Vietnam and China.

Dr. Debbie Lindell’s significant contributions to nursing education are in the area of Leadership in Nursing Education. She was instrumental in development and initial implementation of the NLN’s Academic Nurse Educator Certification Program and has served the Ohio League for Nursing in leadership roles at the state and local levels. Dr. Lindell currently serves on the NLN’s Certified Nurse Educator Commission and is Chair of the Constituent League Leadership Committee. Internationally, Dr. Lindell has, from 2005 to the present, been a course leader and major thesis advisor for graduate nursing programs in Vietnam and China.
Ms. Mahoney’s substantive contributions to the profession has an emphasis on faculty development, which includes the work she performed to help create the Certified Nurse Educator (CNE) credential. Ms. Mahoney was appointed to serve as the initial chair of the Test Development Committee. In addition, she served on the Practice Analysis Advisory Committee. As a member, she helped to identify the responsibilities of those who fulfill the full scope of the nurse educator role. Ms. Mahoney was the creator of the CNE Examination Self-Assessment Examination which currently remains in use.
Melanie McEwen is an accomplished nursing scholar and academic researcher. Notably, she has been an author/editor of three major textbooks: Community-based Nursing: An Introduction; Public Health Nursing: Promoting the Health of Populations and Theoretical Basis for Nursing. More than 100,000 copies of her books are in print. Consequently, her work has influenced thousands of nurses, at all educational levels.

Dr. McEwen’s most significant contribution to nursing education centers on her scholarly works as an author/editor. She has published multiple editions of three major nursing textbooks, Community-based Nursing: An Introduction; Public Health Nursing: Promoting the Health of Populations (with Mary Nies) and Theoretical Basis for Nursing (with Evelyn Wills). Each book is directed toward a different level of nursing student, and with more than 100,000 books in print, her work has influenced the education and practice of thousands of nurses. In addition to her books, she has conducted and published nursing educational research and other scholarly works intended to share information, ideas and expertise with nursing educators across the country.
Dr. McGonigle’s extraordinary expertise and contributions to nursing education are evident in teaching/learning innovations and research/scholarship. At the foundational level for distance education, she embraced technology and creatively enhanced learning experiences using innovative teaching strategies: listserve discussion forums, interactive video, gaming and problem-based methods for face-to-face and online students. Her research and scholarship spans three decades and focuses on nursing education with 33 funded research and training grants such as knowledge structuring, collaborative case studies, neonatal nurse practitioner preparation, faculty development workshops, perinatal interactive video and incorporating instructional technologies.

Dr. McGonigle’s presentations and publications disseminate her nursing education practice and research, topics include knowledge era teaching communities, interactive video: nursing student’s perspective, cognitive informatics: transforming knowledge work of nurses, nursing students/faculty using Web 2.0: implications for transforming nursing education, and instructor/student stages of virtuality.
Dr. Susan D. Moch creates partnerships with community agencies for learning and service outcomes related to increasing evidence-based practice and promoting diversity in healthcare. Though her work, teams of undergraduate students are funded by clinical agencies to obtain evidence for practice. Her research with nursing colleagues, students and interdisciplinary partners is widely disseminated through conferences and nursing journals.

Dr. Susan D. Moch works with community partners to create meaningful activities and outcomes for student learning and practice change. Through the development of successful interdisciplinary student, faculty and community collaborations, Dr. Moch encourages the use of research in practice. She promotes a culture of scholarship in her organization and her work with students encourages a commitment to future evidence-based practice.
Ann O’Sullivan is recognized for her contributions to nursing education in the area of leadership in Nursing Education. Ann’s leadership is evident in her academic positions, roles in many professional associations, and educational presentations to thousands of nurses. Ann’s primary contributions are in leadership development, application of Nursing Scope and Standards of Practice in education and practice, integration of QSEN standards, and advancing nursing education of RNs.

Ann O’Sullivan’s area of excellence is in Leadership in Nursing Education. Ann has served as President of numerous professional associations in Illinois and is the co-editor of the book “The essential guide to Nursing Practice: Applying ANA Scope and Standards to education and practice” published in 2012, which received one of the AJN Book of the Year awards for 2012. She has educated thousands of nurses through publications, presentations and as a role model in nursing leadership.
LINDA HONAN PELLICO, PHD, MSN, CNS, RN, ANEF

Dr. Pellico has made distinctive and outstanding contributions of innovation and creativity in nursing education. Her appreciation of the multiple learning opportunities provided in the arts has transformed the development of observation and assessment skills, truly epitomizing the “Art of Nursing”.

Dr. Pellico is a clinical educator with a deep interest in how adults learn and how individuals come to embrace the nursing profession with compassion and competence. She is dedicated to understanding and developing effective and innovative techniques for clinical education. Her research reveals that diagnostic observations can be significantly improved by visual examination of works of art, that the narratives of student experiences can give insight into the process of learning nursing, and that aural training with music improves auscultative abilities. She is a gifted and inspiring teacher; but also a dedicated and insightful scholar whose research and writing contributes to the pedagogy and practice of nursing with substantive and sustainable evidence-based innovations in nursing education.
Dr. Penprase’s contributions to nursing include the development and management of an NP Geriatric Center in the inner city of Detroit and programs for underserved populations such as LPN, PCT, & CNA to keep people of Detroit working in Detroit. Lastly, as an Endowed Professor at Crittenton Hospital Health System, Dr. Penprase actively works with the nursing staff through evidence-based practice to improve the care, quality and safety of our patients.

Dr. Penprase has received several awards for her outstanding contribution to nursing education. Her educational pursuit has focused on offering vulnerable populations’ opportunities to advance themselves through programs that offer strong support systems to ensure success. Very active in research, Dr. Penprase’s main focus is empathy related to compassion fatigue as well as alarm fatigue related to errors which has been enhanced in her role as an Endowed Professor.
Janet Phillips’ area of excellence is in teaching and learning innovations. Her work includes partnerships for inter-professional simulations, research regarding curriculum innovations, a model for adopting innovative curricula, and the use of technology to provide best practices in teaching and learning. The outcomes of Dr. Phillips’ work impacts the progression of nursing education at large through the adoption of innovative curricula.
Dr. Shelton’s areas of contributions are related to teaching/learning innovations and faculty development. In 2002, she and her colleagues started incorporating information literacy in all programs at Northwestern State. She has made several presentations on their work - locally, regionally, nationally and internationally to nurses and librarians on Information literacy. Her work in Faculty Development includes serving as a contributor to Mastering the Teaching Role (AJN Book of the Year 2008).
Recognized for innovative educational design in online learning and pedagogical uses of educational technology, Dr. Smith has championed organizational change in practice and academic settings to deploy new methodologies in teaching/learning to improve access for nurses to quality education programs. Outcomes of her educational research and the practical applications of teaching strategies are disseminated through varied publications and numerous presentations.

An extensive background in nursing practice, leadership, and education underlies Dr. Smith’s expertise to lead change, advocate for nursing education, evaluate educational outcomes, improve educational quality, and expand access to education. Recognized for innovative educational design in online learning and pedagogical uses of educational technology, she has championed organizational change in practice and academic settings to deploy new methodologies in teaching/learning to improve access for nurses to quality education programs. She is involved in interprofessional education, expanding nursing research at the state level through regional research alliances and maintaining practice connections through her work with Magnet hospitals as an advisor to a nursing research council and assisting with Magnet accreditation/re-accreditation activities and nursing research projects. Outcomes of her educational research and the practical applications of teaching strategies are disseminated through varied publications and numerous presentations.
Identifying a major gap in nursing curricula, Dr. Smith designed and implemented undergraduate and graduate curricula on emergency and disaster preparedness. Passionate about this skill in graduates, she advocates, consults, presents, and collaborates with colleagues on preparing the nursing workforce in disaster science. She also partners with the local American Red Cross Chapter, preparing graduating BSN nurses to volunteer as nurses in shelters for the ARC.

Passionate that nursing knowledge about disaster preparation and management execution should begin at the time of basic nursing education and be reinforced throughout a nurse’s career, Dr. Janice Smith resolved to integrate emergency and disaster preparedness into curriculum to educate nurses. She designed and implemented required curricula on this content for undergraduate and graduate students and went on to partner with the American Red Cross to provide new graduating nurses the training course qualifying them to serve with any regional ARC in shelter across the country. As a result of this effort, she has been recognized for this achievement and continues to collaborate with peer colleagues to advocate, consult, present, and disseminate the importance of educating new nurses in disaster science knowledge.
Dr. Springer is known in the nursing community for being a leader focused on creating and sustaining valuable partnerships and for being a leader focused on ensuring healthy, vibrant environments for students, faculty, and staff. As a leader, Dr. Springer focuses on creating partnerships while doing research and publishing on culture/climate in schools of nursing.

Dr. Springer is a tireless advocate for forging and sustaining professional partnerships that have benefitted faculty, students, and the community. She also has worked to ensure a positive and healthy work and learning environment by empirically measuring culture/climate in her own school for the last 8 years and has recently worked with colleagues to complete a national study on culture in schools of nursing.
Jane Sumner, a New Zealand American, and is proud of her contributions to NLN, having worked on numerous committees, including serving as bylaws chair for six years. She served two terms on the Board of Governors. Her model of caring in nursing education model has been used in several US schools and has been read by nurse educators internationally.
Dr. Tesh is a skilled educator, mentor, and leader in nursing education. She teaches all levels, from freshman to doctoral. She serves as a resource for faculty, and was among the first nurses in the nation to become a Certified Nurse Educator. She facilitates new and traditional methodologies for nursing education, including e-learning and off campus programs. She consults with other nursing programs, serves as a SACS Visiting Committee Evaluator, and was selected as an NLNAC Evaluator.
Dr. Weed’s contributions to nursing education involve collaborative partnerships in the nursing community. She facilitated the development of a research team in a community medical center, resulting in improved hospital and community healthcare. She designed an international study abroad for nursing students, combining course assignments, student projects, and cultural experiences.

Collaborative education and partnerships are her most significant contribution to nursing education. She facilitated the development of a nursing research team in an area medical center, resulting in an active nursing research team. Research ideas grew into significant research findings that made a substantial impact on hospital and community healthcare. She designed an international experience for nursing students, combining course assignments, student projects, and cultural experiences. Projects varied from conference presentations to implementing nursing curriculum improvement changes.
A 30-year veteran in nursing education, Dr. Sharon A. Wilkerson demonstrates a fervor for faculty development and leadership that inspires faculty to continually grow as nurse educators. She successfully led the development of BSN, APRN and DNP programs in Texas and Indiana, many of which have served as models to peer institutions. She maintains a strong focus on faculty development and mentorship, which has led to a significant increase in doctoral-prepared faculty among her current team. Recognizing the need for new faculty, Dr. Wilkerson is developing a master’s program in nursing education at her institution.
Dr. Sarah Williams’s area of excellence focuses on innovative teaching and learning and leadership in nursing education. Recognizing early in her career that the use of technology to enhance learning inspires and motivates more students to critically think, make choices and execute skills. As a leader, she has focused on the development of potential leaders in nursing. She has mentored many nurses encouraging their growth from entry into the profession and progression up the career ladder - many breaking the glass ceiling to tread on ground never walked before by nurses.
Dr. Ruth A. Wittmann-Price is a leader serving as professor and chair of the Department of Nursing for Francis Marion University in Florence, SC. Over the past three years she has increased the number of undergraduate pre-licensure baccalaureate students, led the development of a fully online RN to BSN program, and developed two MSN programs (Family Nurse Practitioner and Nurse Educator) to provide care to the underserved, rural Pee Dee region of SC. Ruth is assisting University administration to develop a School of Health Sciences which will include an interdisciplinary focus and expand the graduate offerings at Francis Marion University. Ruth has also developed the nursing simulation laboratory which is now fully functioning and she has initiated a chapter of the National Black Nurses Association for the Pee Dee region.
Dr. Judith Wold has significantly impacted the nursing profession for more than 30 years by establishing the Farmworker Family Health Program, an interprofessional, service-learning experience for students at five universities. She has also influenced the advancement of nursing in the Post-Soviet country of Georgia. Her work serves as an international model of excellence in nursing education and practice.