2014 Academy Fellows
SANDRA L. BAKER, DNP, RN, CNE, ANEF

Recognized for leadership in nursing education, Dr. Baker is known as a passionate advocate for community colleges. Through collaborative partnerships and organizational alliances, she has developed and implemented innovative programs that retain faculty, increase enrollment, improve program curriculum and outcomes, ease graduate job transition, facilitate ADN to BSN articulation, and effect change in vocational and associate degree nursing programs.

An ADN graduate herself, Dr. Baker has provided visionary leadership in nursing education by developing and implementing innovative programs to expand and enhance the learning experiences for students that meet regional healthcare provider needs. Believing community college nursing students deserve no less academically prepared faculty than do university nursing students, she has made professional orientation and development of faculty a priority. Through partnerships and collaborative relationships with clinical agencies and universities, she has increased nursing student enrollment, eased graduate job transition and improved BSN articulation rates.

Finally, Dr. Baker’s alliances with influential state and nationwide organizations have resulted in adoption of policies that ensure enhanced nursing student enrollment criteria and adoption of quality, contemporary nursing curriculum and standards.
DEBORAH R. BAMBINI, PHD, WHNP-BC, CNE,CHSE, ANEF

Dr. Bambini has made significant contributions to nursing education related to teaching innovations, curriculum development (concept-based), and the science of teaching with simulation. A HIcs scholar, participant in the Leadership Development Program for Simulation Educators, active member of SSH and INACSL, she continues to work on research/initiatives focused on simulation best practices, and collaborates in the development of educational simulation products.
ELIZABETH DOWNES, DNP, MPH, MSN, CNE, FNP, ANEF

Elizabeth Downes has over 25 years of international nursing experience, working with the Carter Center, the WHO and USAID to educate nurses around the world. She serves on the Policy sub-committee of the ICN Advanced Practice Nursing network. Dr. Downes is a Returned Peace Corps Volunteer and maintains her FNP certification through clinical practice with refugees and migrant farmworkers.

Downes is an Associate Professor and Clinical Scholar at Emory University. She is a Certified Nurse Educator with more than 25 years of international nursing experience working organization like the Carter Center and the World Health Organization. She serves on the Policy sub-committee of the International Council of Nurses Advanced Practice Nursing network and maintains her certification as a Family Nurse Practitioner through clinical practice with refugees and migrant farmworkers.
KRISTINA THOMAS DREIFUERST PHD,RN, CNE, ANEF

Dr. Dreifuerst’s area of excellence is Research and Scholarship in Nursing Education. Her research is at the forefront of disciplinary efforts to develop, use, and test innovative teaching methods to improve students’ clinical reasoning skills, and investigate how teachers can best be prepared to use evidence-based methods including simulation and debriefing to enhance clinical teaching.

Dr. Dreifuerst’s primary area of contribution is for Research and Scholarship in Nursing Education. Her research is at the forefront of disciplinary efforts to develop, use, and test innovative teaching methods to improve students’ clinical reasoning skills, and investigate how teachers can best be prepared to use evidence-based methods including simulation and debriefing to enhance clinical teaching. Debriefing for Meaningful Learning, which she developed, has been adopted by schools of nursing and interdisciplinary schools in health sciences across the US, Canada, Australia and the UK for use in teaching in simulation and other clinical settings. Her research continues to be adopted, replicated and expanded upon.
Across her career, Dr. Dzurec has focused her scholarship on strengthening quality of work life for nursing students and faculty. Her insights have honed the skills of individuals through role modeling and second order change and, through research and publication, strengthened the quality of nursing education science, advancing insights into interpersonal processes that shape nursing education’s context.

Bringing together scholarship and leadership to enhance the quality of work life for nursing faculty and students, Dr. Dzurec has focused her career in building ways to understand and strengthen the interpersonal context of nursing education. Her research is both qualitative and quantitative, focusing largely on interpersonal communication--and for the last 10 years, on aspects of workplace bullying. She has published and presented widely, and her contributions to clarifying nursing education’s culture have been cited internationally.
JANET S. FULTON PHD, RN, ACNS-BC, FAAN, ANEF

Dr. Fulton provided visionary leadership in creating innovative, distance accessible clinical nurse specialist education thus expanding graduate educational opportunities for nurses in rural areas. She co-edited a contemporary textbook for clinical nurse specialist education, Foundations of Clinical Nurse Specialist Practice and the Clinical Nurse Specialist Toolkit. Her work has significantly contributed to the revitalization of the clinical nurse specialist role for healthcare in a new era.

A leader in advanced practice nursing education, Janet S. Fulton designed an innovative distance accessible program for contemporizing clinical nurse specialist (CNS) education for 21st century healthcare. Her books, articles and presentations influence curricula and promote scholarly dialogue about advanced nursing practice. She has served as a consultant for advanced practice education nationally and internationally, and is currently editor of Clinical Nurse Specialist: The International Journal for Advanced Nursing Practice.
SUSAN LYNN GROENWALD, PHD, RN, ANEF

Susan Groenwald, PhD, RN, helped develop oncology nursing as a specialty, including publishing several landmark oncology textbooks. As president of Chamberlain College of Nursing since 2006, she grew the College to one of the largest in the US, graduated more than 15,000 BSNs and partnered with NLN to establish the Center for the Advancement of the Science of Nursing Education.

Dr. Susan Groenwald is a pioneer who helped establish the specialty of oncology nursing, including directing one of the first oncology graduate programs, serving on the first board of the Oncology Nursing Society, and authoring oncology nursing textbooks that are still in use today. As president of Chamberlain College of Nursing since 2006, she has grown the College to one of the largest nursing colleges in the US, graduated more than 15,000 new BSN nurses, established a master’s degree program with 5 specialty tracks including informatics, education, administration, healthcare policy, and FNP, and a DNP degree program with two tracks. Dr. Groenwald spearheaded the development of partnerships with key nursing organizations which led to the establishment of the NLN/Chamberlain Center for the Advancement of Nursing Education, and the Sigma Theta Tau/Chamberlain Center for Excellence in Nursing Education.
LOUISE S. JENKINS, PHD, RN, ANEF

Dr. Jenkins is being recognized for her contributions to faculty development in Maryland and the surrounding area. She led the development of the Institute for Educators in Nursing and Health Professions, co-directs it, and directs its graduate/post-graduate Certificate Program. Nearly 700 nurses have taken courses in this Program with the majority of these teaching either in nursing education programs or clinical settings which is impacting nursing faculty shortage. Recognizing the ongoing need for faculty development extended beyond her campus, she has been PI on projects receiving over $3 million in federal and state funding to also support a need-based annual conference, workshops, and a variety of other offerings. Collaborating with nurse educators throughout the state, these initiatives have contributed to making the Institute a statewide center for achieving excellence in nursing education by developing orientation programs for nurses new to the faculty role and addressing the ongoing learning needs of more seasoned nurse educators.
KIM LEIGHTON, PHD, RN, ANEF

Dr. Leighton’s passion is to assist faculty to become excellent facilitators of learning in the simulation environment. She facilitated the development of the first simulation curriculum for undergraduate nursing, has published five book chapters and several articles. As the leader of the world’s largest nursing simulation organization, she led the development of the first Standards of Best Practice for Simulation.

Dr. Leighton is an internationally known expert in simulation faculty development. She facilitated the development of the Program for Nursing Curriculum Integration, a product now used in several countries. As the President of the International Nursing Association for Clinical Simulation and Learning, she facilitated the development of the organization’s first Strategic Plan, ultimately resulting in the publication of the first Standards of Best Practice for Simulation, a document widely cited in the simulation literature. The landmark simulation study by the National Council of State Boards of Nursing used her tool “Clinical Learning Environment Comparison Survey” as an outcomes measure.
Susan is a catalyst for positive change in nursing education, furthering her vision that our learning environments should champion the values of caring and respect on which nursing is predicated. Through both her writings and faculty development workshops, she has positively impacted thousands of nurse educators, empowering them with powerful strategies and tangible tools to foster more civil learning environments.

Susan is recognized for her contributions to encourage and empower faculty to create more civil learning environments, and she is credited with bringing the topic of incivility in nursing education to the forefront of conversation. She has authored numerous articles and book chapters on the consequences of incivility, and her workshops have helped thousands of nurse educators improve their classroom experiences. Susan’s work is significant, not only because of its positive impact on the faculty workforce, but also because healthy learning environments positively impact learning outcomes.
MARIAN NEWTON, PHD, PMHNP-BC, PMHCNS-BC, ANEF

Dr. Marian Newton introduced the Shenandoah University Psychiatric and Mental Health Nurse Practitioner certificate program in 2004 after being inspired by service on the American Nurses Credentialing Center’s 1998 inaugural Expert Panel for ANCC’s PMHNP Certification Examinations, her 2001 licensure as Virginia’s first prescribing psychiatric nurse practitioner, and recognizing a regional shortage of psychiatric care providers.

In 2011 she initiated a novel PMHNP partnership between Shenandoah University and other schools of nursing whereby students from Shenandoah, partnering schools and some active duty U.S. Navy nurses attend 3-day immersion weekend classes twice per semester for didactic and clinical skills instruction, and acquire supervised clinical experience at sites nearer their home locales.
For more than 20 years Dr. Vince Salyers has sustained a program of nursing education research that strives to make a difference for students, faculty, and recipients of care. His experience in conducting collaborative research, reaching rural areas for critical nursing education needs, and developing educational programs across international borders is impressive. Results from his research have the potential to influence midwifery, nursing education programs, and internationalization strategies globally.

Dr. Salyers is a scholar who conducts research in nursing education and disseminates the results of that research in national and international settings. His research is focused in two main areas: 1) the development and evaluation of international education programs and, 2) the impact and effectiveness of teaching strategies in face-to-face, web-enhanced (blended), and fully online learning environments. Two examples of his research include a collaborative, multi-million dollar project evaluate the effectiveness of a midwifery training program developed to improve maternal-child health outcomes in Ethiopia; and a national, multi-institutional study to evaluate the e-learning experiences, perceptions, and needs of students and faculty. Results from his research hold implications for nursing faculty, instructional and information technologists, and administrators in university settings where e-learning and internationalization strategies are part of institutional mandates.
Dr. Patricia Sharpnack has made substantial contributions to nursing education in the area of faculty development, and developing strategies to promote positive educational outcomes. She presents at international, national, regional and local forums and as a result of her outstanding contributions to the scholarship of nursing education, received the 2012 Midwest Nursing Research Society’s Nursing Education Advancement of the Science Award. She is a TeamSTEPPS Master Trainer and was recently appointed to the Ohio Board of Nursing.
GWEN SHERWOOD, PHD, RN, FAAN, ANEF

Gwen Sherwood is a visionary leader in nursing education committed to develop a more educated work force through career mobility and, expanding leadership capacity from the Texas-Mexico border to China, Macau, Thailand, and Kenya. An expert in interprofessional teamwork and patient safety, she co-led the transformative Quality and Safety Education for Nurses (QSEN) project for integrating quality and safety standards across nursing.

Sherwood’s innovative leadership has advanced nursing education on a global level both in hospitals and schools of nursing. With a vision for advancing nursing career mobility, her work focused on expanding outreach education models, interprofessional teamwork and safety, pain outcomes research, and reflective practice pedagogy. She co-led the Quality and Safety Education for Nurses (QSEN) project to integrate quality and safety competencies into nursing and practice.
Dr. Shirey’s area of excellence is in the innovative integration of teaching/learning principles using research, evidence-based practice, and “real world” consultation to build nursing leadership capacity. A content expert in graduate level nursing leadership/management, Dr. Shirey has published 85 articles, which have been cited almost 800 times and used in education, research, practice, and workforce policy development around the globe. A master teacher and committed scholar, she has developed and disseminated broadly the SMART Approach for teaching and building doctoral student scholarly writing capacity.
BARBARA SITTNER PHD, RN, APRN-CNS, ANEF

Barbara Sittner was an early adopter to utilize patient simulation as a teaching strategy in nursing education due to lack of clinical sites for students in their obstetric rotation. This experience set the stage for her simulation trajectory. As a simulation content expert she has integrated simulation into nursing curriculum; conducted and published research studies; conducts faculty workshops; mentors nursing students and faculty; and serves on national and international simulation committees.
Dr. Diane Skiba is Professor and Coordinator of Health Care informatics at University of Colorado College of Nursing. She is the leading informaticist in nursing, and has been instrumental in establishing informatics in nursing education curricula. Her work in the field has had a major impact on the health care industry.

Dr. Diane Skiba is the leading informaticist in nursing and is the recipient of the NLN Excellence in Teaching Award, Virginia Saba Nursing Informatics Leadership Award by Sigma Theta Tau International, a Fellow of the American College of Medical Informatics and Academy of Nursing. As co-director of the HITS project and other work, she taught hundreds of nurse educators how to integrate informatics into the curricula. Her writings, including the Emerging Technologies column in Nursing Education Perspectives, have continually informed educators of the latest trends in technology in education.
Laura A. Taylor, PhD, RN, ANEF

Dr. Taylor embodies the innovative and evidence-based approach to contemporary nursing education, practice and healthcare delivery meeting the needs of patients in increasingly complex healthcare environments. She established an educational pathway, the Guiding Initiatives for Doctoral Education (GuIDE™), for advanced practice nurses pursuing doctoral education, specifically those from underrepresented minority groups, to be competitive for admission to doctoral programs that align with their career trajectory.

Dr. Laura A. Taylor’s primary contribution is the evidence based integration of instructional technology (IT). She has been pivotal in the transformation of faculty and nursing education in the use of multiple learning technologies and its impact on students, nurse educators and patient populations.
Queen Utley-Smith, EdD, RN, CNE, ANEF

Dr. Utley-Smith’s most enduring, substantial contribution in nursing education is evidence-based decision-making in curriculum improvement, particularly her nursing education research with BSN competencies and theory-based strategies for professional socialization of BSN students in accelerated programs. Her nursing education research is an influential data-based analysis with lasting and continuing implications for curriculum planning, identifying competencies of new graduates, and continued updating of nurse competencies, both nationally and internationally. Dr. Utley-Smith’s research findings indicated a demand for nurse graduates who possess expanded competencies in the area of “people skills”: interpersonal communication, teamwork, supervision, and teaching skills. International use of her competency study findings and survey instrument in places like China, and Austria suggest the widespread applicability of her research for curriculum decision-making, and its potential benefit to education and the service sector.
Roberta Waite EdD, PMHCNS-BC, FAAN, ANEF

Roberta Waite has cultivated leadership development among students both in nursing and in the health professions through mentorship, interprofessional learning, as well as didactic and experiential activities. The Macy Undergraduate Leadership Fellows Program serves to develop a pipeline of diverse undergraduate students in the health professions who will be able to work effectively and lead in our ever changing healthcare delivery system. Collaborative education early on in student’s academic careers has helped to reduce learning that occurs in silos and build cross-disciplinary relationships which enables open and proactive communication, promotes interpersonal and teamwork skills, and supports gaining knowledge of how other professionals work.
Dr Wilson’s contributions include the development of simulation programs that strengthened nurse educators’ knowledge and clinical integration of simulated activities to teach patient safety. Improved healthcare simulation education through researching, producing, and disseminating usable evidence to promote best practices. Encouragement of faculty and healthcare providers’ performance improvement and knowledge expansion through theoretically-based simulation courses.