2015 Academy Fellows
Cindy Anderson’s demonstrated excellence in teaching and learning resulted in sustained impact in nursing education, science and practice, advancing foundational understanding of physiology and genomics in health and disease in the U.S. and internationally. Her contributions to nursing education will shape the next generation of nurses, advancing the discipline into the future.

Cindy Anderson’s impact in teaching and learning has advanced undergraduate and graduate education and nursing practice in physiology and genomics. Whether teaching in the classroom or explaining complex concepts in text books and manuscripts, Cindy’s ability to translate physiology and genomic phenomena makes a significant contribution to the education of nurses across the practice continuum. Her sustained commitment to mentorship of undergraduate and graduate nursing students and junior faculty in academic/scholarly development extends her impact to a future generation of nurse scientists, practitioners and educators.
Dr. Beard is an expert on cultivating an ethos that values diversity. Her Multicultural Education and Transformational Teaching (METTs) program has strengthened the preparedness of educators to create culturally responsive learning environments and graduate a culturally rich body of nurses who have the capacity to challenge social injustices and eliminate health care disparities. Dr. Beard directed members of the New York State Action Coalition in the development of a Diversity Tool Kit for their state and she provided a national webinar to raise awareness of practices that strengthen diversity in nursing.

Dr. Beard is nationally recognized for her contributions to the nursing education community in the area of faculty development. As a 2012 Josiah Macy Faculty Scholar, she co-developed an innovative educational reform intervention called “Multicultural Education and Transformational Teaching” (METTs). Her research continues to raise awareness of pedagogical practices and educational environments that promote academic excellence and strengthen diversity in nursing. Dr. Beard’s commitment to transforming nursing education has led to an ever-widening circle of faculty who are more prepared to educate and graduate a culturally rich body of nurses who have the capacity to challenge social injustices and eliminate health care disparities.
Dr. Janice Beitz has been attuned to the gaps in nursing curricula, including the limited attention to perioperative care, the limited diversity of nurse anesthesia program students, and the nearly non-existent focus on wound/ostomy/continence care. Through innovative programs she envisioned, nursing students and nurses have been educated to meet the needs of Americans. One way in which these innovations were implemented was online education. She developed a 2-course perioperative certificate program with participation in actual surgical cases and received ACRN’s Project Alpha Award as an ideal perioperative curriculum. She authored a major HRSA grant to begin a MSN specialty program in nurse anesthesia for diverse practitioners, a program that continues to be successful in recruiting and retaining a diverse CRNA study body even after 15 years. The latest innovation is the graduate level Wound, Ostomy, Continence Nursing Education Program (WOCNEP) at Rutgers University School of Nursing-Camden.
Janis Bellack, PhD, RN, FAAN, ANEF

Dr. Bellack is recognized for academic leadership in advancing nursing education through her work as a faculty scholar, academic administrator, and editor-in-chief of the Journal of Nursing Education. She has helped shape undergraduate and graduate nursing education in the areas of educational and career mobility for nurses, nursing workforce diversity, and advancement of the science of nursing and interprofessional education.

Dr. Bellack is recognized for academic leadership in advancing nursing education through her work as a faculty scholar, academic administrator, and most notably, as former associate editor and current editor-in-chief of the Journal of Nursing Education. She has been influential in shaping undergraduate and graduate nursing education in the areas of educational and career mobility for nurses, nursing workforce diversity, and the advancement of the science of nursing and interprofessional education. Her role as editor of the Journal of Nursing Education has provided a platform for her to influence dialogue on such key issues as academic governance, faculty development, teaching-learning innovations, academic-practice partnerships, student and faculty diversity, and nursing education standards and policies.
Dr. Buckner’s primary area of contribution in nursing education has been in collaborating with both state and national organizations in developing exemplary and visionary models of care that help solve common healthcare problems. Dr. Buckner helped start a nationally recognized model for disaster preparedness, the Oklahoma Medical Reserve Corps. She collaborated in developing an evidence-based practice and research consortium with statewide hospitals and educational partners, the Statewide Nursing Evidence-Based Practice and Research Consortium. Another lasting area of contribution has been in collaborating with the Centers for Disease Control and Prevention in developing the Nursing Initiative Promoting Immunization Training (NIP-IT.org), a free, nation-wide online immunization curriculum for nurses and nursing students.

By working with state and national organizations, Dr. Buckner has been able to assist in promoting better response to health within Oklahoma and nationwide. The outcome of this work has resulted in the development of what is now the Oklahoma Medical Reserve Corps, the Statewide Evidence-Based Practice and Research Consortium and the Nursing Initiative Promoting Immunization Training (NIP-IT.org).
Dr. Burkhart integrated spirituality and spiritual care into nursing education by applying her research in defining spirituality in nursing standardized terminologies, her middle range theory of spiritual care in nursing practice, the Prism Model conceptual framework for spiritual leadership, and an on-line spiritual care pedagogy. This research provided the evidence to integrate spiritual care in undergraduate and graduate nursing education, interprofessional education, simulation, and web-based courses. This work has been disseminated in research journals, reference books, and nursing textbooks.
Dr. Cowling is recognized for his significant contributions to nursing education related to holistic nursing and healthcare. His leadership as editor of the Journal of Holistic Nursing has contributed to securing certification for holistic nursing as a specialty and to advancing the science and art of holistic nursing. The model he developed, known as unitary appreciative nursing, is a person-centered approach that has been used to guide the education and practice of holistic nurses and healthcare professionals in the U.S. and abroad.
Cynthia Foronda, RN, PhD, CNE, ANEF

Dr. Foronda is known for incorporating innovation in online instruction. She is a pioneer in using virtual simulation to teach skills of communication, triage, leadership, and the art of instruction. She has been invited to present nationally and internationally on virtual simulation and innovation online teaching.

Dr. Foronda has studied use of simulation to improve communication skills of nursing students. As part of the 2014 NLN Simulation Leader Program, she completed a multisite, international simulation study to test a rubric she developed to measure communication. Dr. Foronda’s work in virtual simulation has provided some of the first evidence that it is an effective pedagogy for nursing education.
Mary Ellen Glasgow, PhD, RN, FAAN, ANEF

Mary Ellen Glasgow, PhD, RN, ACNS-BC, FAAN has fostered high impact curricular innovation in nursing education. She is responsible for the development and growth of one of the largest online nursing course offerings in the US and is a leader in technology infused education. She developed the “first” 5-year dual BSN BME (Bachelor of Science in Nursing and Biomedical Engineering Program) in the nation. She contributed to the literature as author of 69 publications and two AJN award winning books, Role Development for Doctoral Advanced Nursing Practice and Legal Issues Confronting Today’s Nursing Faculty: A Case Study Approach.
Dr. Howe's contributions to nursing education are twofold: she has demonstrated creativity in developing innovative teaching modalities, such as development of The Village and the use of The Other End of the Stethoscope to teach nursing values. Her teaching approaches support all learning styles and encourage students to become lifelong learners. Often using a flipped approach, the learning in her classroom is student-focused. In addition, a long time active member of NLN and ANA, she develops future nurse leaders through her work with the student nurses association, which resulted in her college's chapter receiving the NSNA Stellar Chapter award and the state of Florida Diamond Circle Award. This has encouraged students to join professional nursing organizations prior to graduation.

Dr. Howe has created, implemented, and studied the effects of a unique approach using a village of people to teach pharmacology. The Village provides a contextual application of the content that captures students' interests and increases understanding of the content. Her published research shows higher level learning for students using the village. Over 70 schools around the country are now using this approach.
Nancy Kramer, EdD, CPNP, PMHS, CNE, ARNP, ANEF

As a leader in education Dr. Kramer has devoted her career to service to the public and the profession. Her service has enhanced the effectiveness of health care delivery and has provided expertise as well as partnerships. Through her role on the Board of Nursing and serving on the Board’s education committee she has a role in advocating for and assuring public health, safety and welfare through ensuring that nursing is practiced by competent licensed individuals in addition to being involved in establishing policy and standards of practice. Dr. Kramer has also been involvement with regional and national agencies in areas related to accreditation, certification, and licensure in the promotion of quality in nursing education, faculty development as well as practice. She is currently involved in interdisciplinary health discipline collaboration among health science and nursing programs to provide opportunities for both students and faculties to participate in interdisciplinary experiences in addition to expanding opportunities for nurses to purse attainment of degrees and practice expertise.
Brenda Marshall, EdD, APN, PMHNP-BC, NE-BC, ANEF

Dr. Marshall is dedicated to improving nursing education through innovation, teaching, research and service. Devoted to fostering a culture of curiosity and evidence based scholarship, her research projects, always including student assistants, span from examining the efficacy of low fidelity simulation on increasing empathy for the patient with psychosis, to evaluating fMRI scans for neural connections during facial recognition.

Dr. Marshall has committed her career to innovation and excellence in nursing education. From starting the Nurses Network on AIDS in 1984, which evolved into the Association of Nurses in AIDS care, to coordinating the first Doctoral program at William Paterson University, Dr. Marshall has never tired to bring nursing expertise to meet healthcare challenges. It is through curiosity and development of evidence based practices that Dr. Marshall’s innovations have become standard practice in many areas of nursing education.
Dr. McDowell has been an academic nurse educator for over 40 years, teaching in an ADN program originally and in BSN programs for the last 30 years. She currently is the inaugural chair of a BSN program at Newberry College in Newberry, SC, where she developed a curriculum based on the Neuman Systems Model. Many of her nursing graduates over the years have continued their nursing education to earn master’s and doctoral degrees in nursing. Her numerous presentations, publications, and volunteer activities demonstrate her commitment to lifelong learning, and role model professional behaviors for nursing students and graduates both inside and outside of the classroom.
Janet Tompkins McMahon has devoted much of her leadership focus and efforts to improving clinical education and patient safety outcomes through the area of faculty development programs. The majority of her contributions involve evidence based research presentations and publications regarding new trends in nursing education to improve student, faculty, and program outcomes in nursing education. As a national presenter since 1997, she has used this platform to engage nursing faculty nation-wide in this area. Ms. McMahon has created dozens of presentations regarding clinical evaluation of nursing students, medication administration safety, classroom teaching pedagogy, and incivility in nursing education and academia.
Donna Meyer, MSN RN, ANEF

Donna’s contributions have focused on innovation and advancement of nursing education. Her primary contribution is the work advancing academic progression at the national level. Continuing education must be attainable and accessible to associate degree prepared nurses. To this end Donna has championed innovation for new models of academic progression to community college nurse educators, college Presidents and through the Organization for Associate Degree Nursing. Her development of the only nurse managed interprofessional clinic operated by a community college serving 12,000 patients annually is a true example of innovation encompasses academic progression and providing healthcare to a diverse population.

As member of the Robert Wood Johnson Academic Progression in Nursing (APIN) National Advisory Committee Donna has spoken throughout the country about the essential need for nursing academic progression and the recommendations put forth in the IOM Future of Nursing. She is passionate and is working diligently on models of academic progression that will enhance the profession, provide partnerships, and collaboration and hopefully in the future have a nursing education system that will benefit the healthcare of Americans. Through the national presentations. She has reached over 10,000 individuals discussing the vital importance of academic progression. As a member of the IOM’s Global Forum on Innovation in Health Professional Education, Donna is assisting with developing strategies for interprofessional healthcare education and practice, another important recommendation set forth in the Future of Nursing report.
Chad O’Lynn, PhD, RN, CNE, ANEF is recognized for his research and advocacy on men in nursing which has culminated in two books, multiple articles, and international consultations. His books have garnered multiple honors and serve as essential resources for diversity in nursing. His latest work focuses on the sensitive issue of intimate touch and client-centered care.

Dr. Chad O’Lynn is an international leader in research on the challenges and experiences of male nursing students. He developed an assessment tool to identify gender-based barriers within schools of nursing that can be used to improve the educational climate for male students. He served as lead editor for the first book devoted to the topic of men in nursing and authored a guide for men contemplating a nursing career. He has collaborated with faculties in Turkey, Ireland, Canada, Australia, and the Philippines in continuing research and consultation.
Sharron Schlosser, PhD, RN, CNE, COI, ANEF

Dr. Schlosser is an innovative educator who leads by example; she models her philosophy of excellence in nursing education as she mentors generations of current and future nurse educators. Her contributions of excellence are progression of the art and science of nursing education, research in culture care and the caring climate within schools of nursing, and mentoring others in the role of nurse educator. Colleagues as well as students cite Dr. Schlosser’s work as exemplars, while proudly calling her their friend.

Dr. Schlosser is recognized for her leadership in culture care, innovative program development and evaluation, research, and an enduring impact on excellence in nursing education. Her leadership is exemplified through multiple national certifications, service to professional organizations (NLN, Alabama League for Nursing, and Transcultural Nursing Society), grants, consultations, accreditation evaluator, and individual mentoring of generations of nurse educators.
Kathleen Sitzman, RN, PhD, CNE, ANEF

The thread that weaves Dr. Sitzman’s work into a cohesive contribution is her passion for studying, teaching, conveying, fostering, and sustaining caring in nursing. Dr. Sitzman believes that the core of excellence in any nursing practice is intentional and mindfully considered caring. In order to preserve nursing’s unique identity and mission within society, it is critical that ongoing knowledge development and focused teaching/learning related to Caring Science form the foundation of all nursing education in academia and beyond.

Conveying and sustaining caring in face to face and virtual environments is critical to preserving caring as a core value in nursing. Ongoing examination of professional caring serves to support caring as the central theme that unites nurses in the one critical goal of comfort and healing through caring, regardless of area of practice.
Dr. Suzanne Smeltzer has worked diligently for over 25 years to improve the health and well-being of people with disabilities and has examined inclusion of disability concepts in undergraduate and nurse practitioner education and in nursing textbooks. She has conducted research, provided numerous educational sessions on health issues for people with disabilities and their families, published widely on disability and health care, and motivated nursing faculty nationally to become champions for the cause.

Dr. Smeltzer has motivated a group of faculty at Villanova and faculty from other schools of nursing to take on as a mission the improvement of care of this population across the life span. She has had a national impact on identifying strategies to improve care for individuals with disability across a variety of health care disciplines.
Dr. Darrell Spurlock is Associate Professor and Director of Scholarship and Institutional Effectiveness at Mount Carmel College of Nursing in Columbus, Ohio. Dr. Spurlock was elected a Fellow for his contributions to research and scholarship in nursing education. Dr. Spurlock's has conducted research, published papers, and presented extensively on high-stakes testing, quality improvement, and educational research topics. Dr. Spurlock’s current area of research is in evaluating the correspondence between self-reports and objective measures of knowledge, skill, and abilities in nursing and nursing education. Dr. Spurlock seeks to contribute to the science of nursing education through original research, instrument development, and promotion of evidence-based nursing education practices.
Dr. Ulrich is an seasoned nurse educator and administrator with over 35 years of teaching experience, focusing on creative teaching and curriculum development. She has co-authored two books, published extensively in nursing journals, and presented at over 60 national nursing education conferences. She is the co-developer of “unfolding case studies”, a popular teaching strategy, as well as a consultant for curriculum revision, faculty development, and creative teaching. Her research interests focus on the scholarship of teaching.
Dr. Van Son's passion is to improve the quality of care for older adults by addressing the limited engagement of healthcare professionals in geriatrics. She is a master teacher and has taught in both graduate and undergraduate programs, and in acute care, long-term care and community settings with a focus on faculty and staff development in gerontological education. She has created multiple innovative teaching strategies providing interactive and thought-provoking experiences intended for changing attitudes about working with older adults and helping faculty to integrate geriatric nursing content in their courses and curricula.
Honorary Fellows
Dr. Lois Ryan Allen has taught nursing science, research, and advanced statistics in the PhD program at Widener University for more than 30 years, and has served on 70 completed PhD dissertations. She contributed to the development of 40 published research instruments that advance measurement in nursing education science and research. She has mentored and facilitated numerous PhD graduates to become published authors and active nurse leaders in professional organizations.
Dr. Bernal’s excellence in nursing education encompasses community nursing with an emphasis on culturally diverse populations. This excellence is manifested through the development of CARELINK, an award winning community-university service learning program and her role in developing culturally competent nursing education curricula nationally and internationally. While Dr. Bernal has touched the lives of many faculty and students in nursing education nationally and internationally, one of her most noteworthy contributions is her steadfast commitment to promoting the development of minority nursing students.
Angela McBride, PhD, RN, FAAN, ANEF

Dr. McBride has designed creative training programs (NIMH/NIH, >$3.2 million) for the practice and research of tomorrow. An emphasis on mentoring has been a defining characteristic of all of these efforts, and is also manifest in the leadership-development programs she currently facilitates that are funded by the John A. Hartford Foundation and the Robert Wood Johnson Foundation. As dean of Indiana University School of Nursing, she created the infrastructure to support the development of the scholarship of teaching/learning which led to the school's being named twice as a center of excellence, enabled the move to web-based course work, strengthened an appreciation of diversity, and played a key role in the establishment of an interprofessional simulation laboratory.
Afaf Meleis, PhD, DrPS(hon), FAAN, ANEF

Dr. Afaf Ibrahim Meleis was the Dean of Nursing at the University of Pennsylvania and Director of the School’s WHO Collaborating Center for Nursing and Midwifery Leadership from 2002 through 2014. This followed her 34 year tenure as a Professor at the University of California.

Dr. Meleis is an internationally renowned nurse scientist and sociologist. For the past 5 decades her contributions informed nurses around the world. Her writings and research advanced nursing knowledge in global health, women’s health, culturally-competent practice, interprofessional education and the epistemological analysis of the discipline of nursing. Much of her life’s work has been dedicated to uncovering the voices of vulnerable women and to developing Transitions Theory, which is used globally and translated into policy, research and evidence-based practice.
Ms. Mershon, appointed the first Corporate VP for Nursing in the country, led nursing practice strategies in 88 hospitals. Her top priority was increasing the educational status of 22,000 nurses through arrangements with educational institutions in 24 states as well as Regents College in NY. She was a co-founder of Galen College of Nursing (Humana Health Institutes), served as its first President, and currently chairs its independent board of directors.
Dr. Dorothy Powell, EdD, RN, FAAN, ANEF

Dr. Powell’s areas of academic concentration include maternal-infant health and higher education administration with a functional focus on community/public health. As a nurse educator/administrator, her passion and emphases are primarily directed toward domestic and global needs to increase and diversify the nursing workforce and to respond to worldwide globalization by increasing international understanding and cultural competence. Among her most significant contributions, she developed and/or shaped academic programs in nursing to increase the participation of minority students entering and completing undergraduate and graduate nursing education programs at Howard and Duke universities, including programs such as Nursing Careers for Homeless People, Yale-Howard Scholars, Mississippi Delta Project for Nursing Education, Making a Difference in Nursing I and II, Health Equity Academy, and Bridges to the Doctorate. Her strong advocacy and leadership contributed to increasing diversity in schools of nursing and the integration of cultural diversity in academic curricula. At Duke, she founded the Office of Global and Community Health Initiatives (OGACHI), with a mission to decrease health disparities locally and abroad through education, research, and service and produced such initiatives as building relationships with schools, universities and organizations in the Caribbean, Africa, and China for credit-bearing student experiences, developing models of care for the poor and elderly in the Caribbean, building a foundation and a vision for family nurse practitioner education and practice in rural Tanzania, directing Duke’s involvement in strengthening nursing education and practice in Rwanda, developing and directing a summer exchange program for public health and nursing undergraduate Chinese students, and creating and directing short-term and long term visiting international scholars programs at the Duke School of Nursing.
Lillian Stokes, PhD, RN, FAAN, ANEF

Dr. Stokes’ intense interest in and her commitment to diversity and student academic success formed the foundation for initiating and providing leadership in developing model programs to meet unique needs of diverse populations of students; thereby facilitating retention, graduation and advanced study. She established a legacy of mentoring, only asking those who successfully engaged in the programs to reach back to mentor and serve as role models in order to help advance future generations of underrepresented students.