Dr. Amar has used her career to enhance diversity in nursing leadership and improve care and support for survivors of violence and trauma when they enter the health care system.

Dr. Amar's contributions to nursing education are in violence, trauma, and diversity. She has been instrumental in establishing content and national standards for forensic nursing education. She co-authored an introductory textbook on forensic nursing. She has led the designing and implementing of programs that equip students from underrepresented and disadvantaged backgrounds to become nursing leaders.
Dr. De Gagne is an expert in educational technology. Her significant contribution is to use technology to improve nursing education and health care globally, particularly in communities with scarce resources.

Dr. De Gagne’s online program to train Korean community nurses on continence care for their clientele has provided high-impact solutions. Since her program was established, more than 250 community nurses have completed it. Her work has changed the way nurses are educated in rural areas of Korea while holding promise for other countries where limited or no services are available.
Dr. Fawcett's area of excellence is leadership in nursing education. Her most significant contribution is more than 200 publication about the nature and structure of nursing knowledge.

Dr. Fawcett's enduring and substantial contributions to nursing education are her published and presented metatheoretical work about the nature and structure of nursing knowledge, which opposes continuing rejection of nursing conceptual models and theories. Nursing students, nurse educators, practicing nurses, and international colleagues indicate that Dr. Fawcett's work enhances their application of nursing models and theories to all nursing activities.
Dr. Hollinger-Smith’s career is distinguished by gerontological nursing research and scholarship that has significantly contributed to advancing faculty knowledge in gerontology and fostering nurses’ development and retention in long-term care.

Dr. Hollinger-Smith has served as principal investigator on a number of public and privately funded studies supporting gerontological nursing education, which led to integrating long-term care culture change concepts into academic curricula at state and organization levels. Recently, her study of nurse resilience is being applied to assess and enhance Chamberlain College of Nursing students’ resilience to promote their success.
Janice Hooper, PhD, RN, FRE, CNE, FAAN, ANEF

Janice Hooper has combined her past role as a nurse educator with her present role as a nursing education regulator to initiate change in the culture of nursing education regulation.

Janice Hooper has led the education team at the Texas Board of Nursing in creating an atmosphere of mutual respect and open communications with nursing programs. This approach has impacted state policies and processes affecting 217 Texas-approved nursing programs and over 3,332 nursing faculty and over 30,715 nursing students each year to promote excellence in nursing education.
Dr. Hummel was an early champion of culture as an essential foundation of nursing education. She is a Transcultural Nursing expert. She co-developed a high impact Transcultural Nursing Certificate program.

Dr. Hummel's enduring and substantial contributions in nursing education are grounded in the ethic of social justice. She is influential in the advancement of nursing in Vietnam. For two decades, she co-directed a volunteer nurse education organization. Collaboration with Vietnamese colleagues improved nursing education and practice. She was awarded Professor Honorius Causa from the University of Medicine and Pharmacy, HCMC.
Carole Kenner, PhD, RN, FAAN, ANEF

Dr. Kenner developed the first neonatal nursing textbook, which is now used globally. She formed the Institute for Oklahoma Nursing Education and founded the Council of International Neonatal Nurses.

Dr. Kenner's contributions span three decades. She formed collaborative ADN-BSN and joint NNP programs across state/country lines. She led a NNP competencies task force-a framework for orientation and performance evaluation. Her COINN association supports development or continuation of national neonatal nursing organizations. Educational programs/standards, leadership training are the cornerstones of that policy work.
Dr. McCleary-Jones is a Harvard Macy Scholar and is recognized for her contributions in health literacy and accelerated online nursing education. She is passionate regarding dissemination of information to address health literacy’s impact on patient health outcomes.

Dr. McCleary-Jones has worked diligently to incorporate health literacy content into nursing curricula, and to provide education on health literacy to colleagues via scholarly inquiry in this area. She has also been a champion for the use of technology to bring graduate education to nurses residing in rural areas of the state of Oklahoma via a grant-supported accelerated online master’s nurse education program.
Dr. Mikol's most significant contributions in nursing education include the implementation of the NLN constituent league in Illinois and a CNE commission project which resulted in global expansion of the CNE program.

The contributions Dr. Mikol has made include: CNE Chair of the Test Development committee; site visitor, team chair, evaluation review panel member, and appeal board member; manuscript reviewer for Nursing Education Perspectives; NLN Ambassador; mentor and preceptor to baccalaureate and graduate nursing students; Item writer for NCSBN RN exam and CNE exam; clinical trial consent reviewer for Western Institutional Review Board.
Dr. Oetker-Black is recognized for her contributions to nursing education in the area of scholarship. The Preoperative Self Efficacy Scale (PSES) was developed in 1988 and is used internationally. Her research has had an impact on nursing education reform, the Clinical Skills Self-Efficacy Scale (CSES) has influenced the way nursing faculty teach and evaluate clinical skills.
Dr. Palaganas is a respected nursing pioneer and leader in healthcare simulation and interprofessional education, establishing, pushing, and spanning boundaries with all health care professions and settings.

Dr. Palaganas has vastly distributed her knowledge through her simulation textbook, the Institute of Medicine report on IPE outcomes in practice, and in her global efforts and research in developing and promoting team collaboration toward patient safety. She led the creation of SSH’s prestigious simulation center accreditation and educator certification.
Dr. Rosati’s area of excellence is faculty development as she recognizes the need to assist faculty with cultivating the necessary skills for success in the educational world. Dr. Rosati has made enduring and significant contributions on the national and international stage. Schools of higher learning and nursing textbook publishers recognize her expertise and seek her insight in this area.
Dr. Sabol's most significant contributions in nursing education center around helping students and colleagues learn about caring for acutely ill, older adults and her innovations in nurse practitioner education.

Dr. Sabol is a recognized expert in gerontological nursing education. She served on a national panel that formulated a data-driven consensus document that defined advanced practice gerontological nursing expertise. She has challenged the nursing community’s thinking about how best to care for acutely ill, older adults and how best to help both students and providers learn about that care.
During a decade as director for education for the North Dakota Board of Nursing, Dr. Shanta worked passionately with state and national colleagues to develop evidence-based policies for nursing education. She conducted a number of studies and collaborated with state and national colleagues to achieve evidence-based regulation for nursing education.

The past 25 years of a diverse nursing career, Linda is best known for her passion, collaborative spirit and vision for excellent nursing education.
Mary Terhaar, DNSc, serves as the Director of the Doctor of Nursing Practice Program at the Johns Hopkins University School of Nursing, with responsibility for program integrity and quality of instruction. Dr. Terhaar has over 35 years’ experience in the practice of perinatal, neonatal and administrative nursing and has lead performance improvement and translation efforts in several large academic health care institutions and community hospitals as well. She is committed to providing a rigorous, scholarly experience throughout the education of expert practicing nurses as they engage in doctoral education. Dr. Terhaar teaches across the Baccalaureate, Graduate and Doctoral programs. She designed and teaches the Capstone sequence across the program of study and has published and presented both the curriculum and performance improvement activities designed to increase its quality.
Jone Tiffany, DNP, MA, RN, CNE, CHSE, ANEF

Dr. Tiffany has made significant contributions related to innovations in teaching/learning. She is known for her expertise in virtual simulation, teaching technologies, and simulation debriefing. She was part of the NLN Technology Think Tank, vSim product author, an NLN HITs Scholar, and is currently the Technology Scholar in Residence at the NLN. She is a skilled, innovative educator with a passion for making learning contextual and engaging.
Dr. Wehrwein has created innovative academic/practice partnerships building workforce capacity and expanding educational programs. These partnerships provided urgently needed opportunities for individuals entering nursing, returning to practice, transitioning clinical roles and progressing their careers. Holding leadership positions in practice and academic organizations, she has led teams that implemented nationally recognized, high quality and cost effective academic and continuing education programs.
HONORARY FELLOWS
Christine Tanner, PhD, RN, ANEF

Dr. Christine A. Tanner, R.N., Ph.D., F.A.A.N., and A.B. Youmans-Spaulding Distinguished Professor, joined the OHSU School of Nursing faculty in 1979, and has been actively involved in both research and teaching missions. Over the years, she has taught courses, advised students and led curriculum development/evaluation activities across baccalaureate, masters and doctoral levels. She is known by her students as a gifted teacher, receiving both School and University Teaching awards, including the Faculty Senate Teaching award and, more recently the Oregon Medical Foundation Mentor Award. Chris served as senior editor for the Journal of Nursing Education for 21 years, retiring from that post in 2012. Chris’s national work includes service on National Advisory Committees for the Robert Wood Johnson Foundation and the Josiah Macy Foundation. She has served as visiting professor in Finland, Sweden, Japan and Australia, and consulted with scores of universities throughout the US and Canada.