

Chapter IX*

Era of Dean Marsha L. Lewis

2012-2022

Marsha L. Lewis was chosen to be the seventh Dean of the School of Nursing and a Professor of Nursing in 2012. She had previously served for six years as the Associate Dean for Education at the Nell Hodgson Woodruff School of Nursing at Emory University in Atlanta, Georgia (Lewis, Undated).

During the time between the retirement of Jean Brown as Dean in August 2011 (Feigenbaum, 2011, p. 179) and the appointment of Lewis as Dean in February 2012, Davina Porock was the Acting Dean of the School (Kline, 2011). She had served as a Professor and Associate Dean of Research and Scholarship in the School since 2010 (Saldi, 8/5/2010).

Lewis retired on June 1, 2022. Throughout her decade as the Dean of the School, Satish K. Tripathi, Ph.D, was the President of the University (Feigenbaum, 2011, p. 196). This Chapter discusses the progression of the School during Lewis' tenure. Appendix A lists the credentials and positions of faculty members. Appendix B explains the meaning of the credentials earned by faculty members

Context of the Era

As noted in Chapter 8, in 2010, the population of Buffalo was 261,310 residents and 919,040 lived in Erie County (Rey et al., 2011). During the time from 2010 to 2023, the populations of both regions increased slightly. In 2023, 283,461 people lived in the city (Buffalo, New York Population, 2023) and approximately 964,796 persons resided in the county. (Erie County, New York Population, 2023).

The enrollment at the University at Buffalo, however, continued to grow from 2012 to 2023. During the Fall 2023 semester, 21,467 undergraduate students and 10,865 graduate and professional students were registered (UB Fast Facts, 2023).

Under Lewis' leadership, the enrollment in the school's programs rose steadily. The number of students in the undergraduate programs increased from 216 in 2012-2013 to 314 in the 2022-2023 academic year. During this time frame, the enrollment in the Doctor of Nursing Practice (DNP) program rose from 71 to 199 persons, and in the Ph.D. program from 26 to 36 (Goldthrite, 2022).

A significant event for professional nursing within New York state occurred on December 18, 2017 (Welch, 2019, p. 5). Governor Andrew Cuomo signed the BSN in 10 bill into law. Michele McKay (2017) MSN, RN, CNE, Undergraduate Clinical Coordinator, and President of the Professional Nurses Association of Western New York during 2017-2018, explained,

The passage of the BSN in 10 Legislation . . . was an effort by nursing leaders to put nurses in New York State in the forefront and be leaders in health care change. . . . This new legislation means that RNs will be aligned with their interprofessional colleagues who enter healthcare practice at a minimum baccalaureate level (p. 3).

The overall implications of the passage of this law are unclear at this point in time.

In 2020, according to the Bureau of Labor Statistics (2023), approximately 3,130,600 registered nurses were employed in the United States. Throughout Lewis' term, the number of states participating in the Nurse Licensure Compact continued to rise (National Council of State Boards of Nursing, 2023). As of January 2023, 37 states

had joined (Bieniek, 2022). Pennsylvania passed legislation that approved the state's participation and the details for accomplishing this are being negotiated (Bauer et al., 2023). New York has not joined the compact (Bauer et al., 2023).

In 2010, just prior to Lewis becoming Dean, two noteworthy reports on professional nursing were released. A *Consensus Statement on the Educational Advancement of Registered Nurses* was adopted by the Tri-Council for Nursing, composed of representatives from the American Association of Colleges of Nursing, American Nurses Association, American Organization of Nurse Executives, and National League for Nursing. The Council encouraged "all nurses, regardless of entry-point into the profession, to continue their education in programs that grant baccalaureate, masters, and doctoral degrees." The statement emphasized that "a more highly educated nursing profession is no longer a preferred future; it is a necessary future in order to meet the nursing needs of the nation and to deliver effective and safe care" (Tri-Council for Nursing, 5/14/2010).

The second report, *Educating Nurses—A Call for Radical Transformation*, was released by the Carnegie Foundation for the Advancement of Teaching/Preparation for the Professions (Benner et al., 2010). This report called for the baccalaureate degree as the basic requirement for entry to practice nursing and made specific recommendations regarding improving nursing education.

Throughout this period, the American Association of Colleges of Nursing pursued activities that aimed to transform and advance professional nursing. The findings of the project, *Advancing Healthcare Transformation: A New Era for Academic Nursing*, were released on March 1, 2016. This endeavor evolved from the members' "desire to

maximize nursing's contribution to ushering in healthcare reform" (American Association of Colleges of Nursing, 2016, Introduction). The findings of this research outlined these three key findings:

- 1: Academic nursing is not positioned as a partner in healthcare transformation.
- 2: Institutional leaders recognize the missed opportunity for alignment with academic nursing and are seeking a new approach.
- 3: Insufficient resources are a barrier to supporting a significantly enhanced role for academic nursing (American Association of Colleges of Nursing, 2016, p. 2).

Significantly, the project then specified 6 recommendations for nursing and health care programs to implement so that nursing's role in reforming healthcare may be improved. These recommendations were:

1. "Embrace a new vision for academic nursing"
2. "Enhance the clinical practice of academic nursing"
3. "Partner in preparing the nurses of the future"
4. "Partner in the implementation of accountable care"
5. "Invest in nursing research programs and better integrate research into clinical practice."
6. "Implement an advocacy agenda in support of a new era for academic nursing" (American Association of Colleges of Nursing, 2016, pp. 3-4).

Continuing the work to advance professional nursing, the American Association of Colleges of Nursing released the results of the *Vision for Nursing Education Task Force* in January 2019. This group had focused on examining "data and evidence . . . to provide direction for nursing education to move forward and serve as a catalyst for

future work related to the ACCN Essentials” (American Association of Colleges of Nursing, 2019, p. 1). Ultimately, the Association aimed “to educate a highly diverse, competent, and adaptable nursing workforce” (p. 2). Significantly, this statement acknowledged that nursing education must address the reality that much of nursing care is community based and not just “confined to acute care settings” (p. 3).

The *Vision* (American Association of Colleges of Nursing, 2019) identified these goals as being significant in advancing the future of professional nursing:

Advance diversity and inclusion in nursing education and practice (p. 1)

Transition to competency-based education and assessment. (p. 1)

Increase collaboration between education and practice through expanded and more formalized academic-practice partnerships. (p. 1)

Increase emphasis on faculty development and career advancement. (p. 2)

Explore and adopt opportunities for resource efficiencies (p. 2).

The *Vision for Academic Nursing* task force (American Association of Colleges of Nursing, 2019) consequentially proposed that

entry-level professional nursing education prepares a generalist for practice across the lifespan and continuum of care with emphasis in four areas or spheres of practice:

- Disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients;

- Chronic disease care, which includes management of chronic diseases and prevention of negative sequela;
- Regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution; and,
- Hospice/palliative/supportive care. (p. 15)

The *Vision* (American Association of Colleges of Nursing, 2019) also addressed issues related to graduate education in nursing, the faculty shortage, and the need for nursing faculty to have a sound understanding of advances in learning and education.

On April 6, 2021, the American Association of Colleges of Nursing ratified its latest version of *The Essentials: Core-Competencies for Professional Nursing Education*. This version proposed a new framework to “transform how nurses are prepared in baccalaureate, master’s and Doctor of Nursing Practice programs” (p. 1). This framework outlined domains of nursing practice, and the competencies of knowledge and practice that are expected at the three levels of practice.

The Domains for Nursing were:

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for Nursing Practice

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnerships

Domain 7: Systems-Based Practice

Domain 8: Information and Healthcare Technologies

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development

expertise and assertion of leadership (American Association of Colleges of Nursing, 2021, pp. 1-2)

The *Essentials* (American Association of Colleges of Nursing, 2021) further specified eight concepts which are considered “central to nursing practice and are integrated within and across the domains and competencies” (p. 2). These concepts are:

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health (American Association of Colleges of Nursing, 2021, p. 2).

The latter era of Lewis’ leadership was dominated by the Covid pandemic. In December 2019, the World Health Organization (WHO) Country Office in China was notified that individuals in Wuhan were suffering from “a pneumonia of unknown etiology (cause) with symptoms including shortness of breath and fever” (Center for Disease

Control, Undated). The population experiencing these symptoms spread rapidly around the globe. On March 11, 2020, “after more than 118,000 cases in 114 countries and 4,291 deaths,” the World Health Organization stated that COVID-19 was a pandemic (Center for Disease Control, Undated).

In the United States, a national emergency related to the pandemic was announced by the Trump Administration on March 13, 2020. Global responses to the reality of Covid spreading so rapidly and causing an overwhelming number of people to be infected, with multitudes dying, included the development of vaccines by the fall of 2020. Critical problems related to Covid continue. As of June 1, 2022, the United States had documented a “total of 84,145,569 COVID-19 infections and 1,003,571 (more than 1 million) deaths from COVID-19” (Center for Disease Control, Undated).

Davina Porock, Acting Dean of the School, 2011-2012

Prior to coming to the University at Buffalo, Porock had been on the faculty at the University of Nottingham School of Nursing, Midwifery and Physiotherapy in the United Kingdom. She also held faculty positions at the University of Missouri-Columbia and Edith Cowan University in Perth, Australia (Saldi, 8/5/2010).

Porock was born in England and then moved to Australia when she was 15. She earned a Bachelor of Applied Science (BAppSci) degree and then a Master of Science (MSci) degree from the Curtin University of Technology in Perth. In 1998, she was granted a doctor of philosophy (PhD) in nursing from the Edith Cowan University in western Australia (Saldi, 8/5/2010). Her research has focused on the medical and nursing care of patients who are dying; health care “crises in the aged, recognizing dying, and lymphedema among older breast cancer survivors” (Saldi, 8/5/2010).

When Lewis was named Dean of the School of Nursing in 2012, Porock returned to her work as a Professor and the Associate Dean of Research and Scholarship in the School. She was inducted as a Fellow in the American Academy of Nursing (FAAN) in 2015. She also left the University at Buffalo in 2015 to become the Vice Provost and Dean of Research at Lehman College in the City University of New York (EdithCowanUniversity, accessed on 6/27/2022).

Lewis's Accomplishments

Lewis (undated) graduated magna cum laude with a bachelor of science degree in nursing from the University of Wisconsin-Oshkosh in 1972. Receiving a two year United States Department of Health and Human Services Traineeship for Graduate Study, Lewis studied psychiatric-mental health nursing and nursing education at the University of Minnesota. She received her master of science degree in nursing in 1977. In 1992, she was granted a doctor of philosophy degree (PhD) in Education, with a focus on Curriculum and Instructional Systems, from the University of Minnesota. The title of her dissertation was *Development and Testing of a Cognitive Task Complexity Model*.

Lewis (undated) was a faculty member at the University of Minnesota School of Nursing from 1977 to 2006. She served as the Director of the School's Graduate Studies from 2001-2006. Additionally, from 1974-1975, she was a Clinical Instructor at the University of Wisconsin-Oshkosh, College of Nursing,.

From 2006-2012, Lewis (undated) was an Associate Professor and Associate Dean for Education at the Emory University, Nell Hodgson Woodruff School of Nursing. During this time, she was a member of the School's Graduate Faculty. From

2008-2010, she served as a Co-Chair of the Adult and Elder Health Department.

Lewis was a prolific writer who published over twenty articles and chapters in three books. Early in her teaching career, Lewis (undated) became involved with the use of technological advances in her care of individuals and families. These projects included videotapes, computer programs, and a website.

Prior to coming to the University at Buffalo, Lewis's (undated) research endeavors focused on the significant issue of caring for individuals and families experiencing health problems, including caregiver stress, related to dementia, amnesic mild cognitive impairment, and Alzheimer's Disease. She collaborated with faculty members with expertise in education, family therapy, gerontology, nursing, and occupational therapy. Initially, their work aimed to develop a "course with the aims of introducing family caregivers to the caregiver role, providing them with the knowledge, skills, and attitudes needed to carry out that role, and alerting them to self-care issues" (Hepburn et al., 2003, p. 908). The research team received an R01 grant from the National Institutes of Health to develop the *Partners in Caregiving Program*.

The group's later research explored the development of a prototype of the *Savvy Caregiver Program*, which could be presented by a variety of community organizations and health care professionals. The results of this project showed the effectiveness of their endeavor. The researchers continued their focus on family caregiving by adapting the program to be available online via the internet (Lewis et al, 2010, p. 678). Nearly \$2 million has been awarded from National Institutes of Health as the research continued to expand its influence with funded projects to reach Spanish-speaking Hispanic populations, African Americans, and populations in India. The *Savvy*

Caregiver Program has been delivered in 15 states and reached thousands of caregivers.

Significantly, Lewis' (undated) devoted much time and effort to endeavors of the American Association of Colleges of Nursing and the Commission on Collegiate Nursing Education (CCNE). In 2003, she was elected to a three-year term on the Board of Commissioners of the Commission. Additionally, she was a site evaluator for 15 years (Goldthrite, 2022). Lewis (undated) was also selected to be a participant in the American Association of Colleges of Nursing's Leadership for Academic Nursing Program for 2006-2007. In 2012, she was chosen to be a member of the organization's Wharton Executive Leadership Program.

Lewis' (undated) accomplishments have been recognized with national and regional honors. In 2009, the University of Minnesota School of Nursing named Lewis as one of the 100 Distinguished Nursing Alumni of the school. This list was formulated as the School observed the centennial of its founding in 1909. The University of Minnesota opened the first preservice school of nursing under the auspices of an educational institution on March 1, 1909 (*American Journal of Nursing*, October 1909, p. 9). This event needs to be acknowledged as a momentous one in the history of nursing in the United States.

At the 40th annual meeting of the American Academy of Nursing in 2013, Lewis' meaningful accomplishments were acknowledged when she was inducted as a fellow into the organization. At this time, "her research on improving quality care for family caregivers through evidence-based interventions" was recognized. (UBNursing,

2013-14a, p. 1). In 2016 Lewis received the first Lifetime Achievement Award at the University of Wisconsin-Oshkosh College of Nursing's 50th Anniversary Celebration.

Revision of School of Nursing's Mission, Vision, Values and Goals

During Lewis' initial year as Dean, she facilitated the faculty's development of the School's "new five year strategic plan" (Lewis, 2013, p. 1). The results of this process were these revised statements:

Our Mission

To foster an environment of academic and scholarly excellence that develops nurse leaders who will improve the health and wellness of local, national and global communities.

Our Vision

We will advance the reputation of UB's School of Nursing by achieving a collaborative academic culture that impacts global and local needs for research, scholarship and educational excellence.

UB School of Nursing Values: I-CARE

Integrity - Honesty in all we do.

Collaboration - We value intra-professional, interprofessional and community collaboration to advance learning, discovery and practice.

Accountability - We hold ourselves responsible for behaviors, actions and results.

Respect - For diverse backgrounds and opinions in an inclusive and compassionate manner.

Excellence - In innovative approaches to teaching, scholarship and service.

Strategic Goals

1. To position the UBSON [University at Buffalo School of Nursing] to attain global recognition in research and scholarship from discovery to translation that results in impact for health care delivery, outcomes and equity.
2. To create a culture of inclusion, respect and collaboration for all faculty, staff and students to thrive and actualize their talents.
3. To deliver nationally recognized nursing education programs that provide access to diverse populations, global opportunities and prepare our graduates to lead in research, education, practice and service.
4. To enhance and expand partnerships and collaborative initiatives within the SON, throughout UB, with our alumni, and community partners.
5. To improve financial stability and sustainability. (Lewis, 2013, p. 1)

During the 2021-2022 academic year, the faculty reaffirmed the School's mission, vision, and values, while refining the goals (UB School of Nursing, 2022).

These goals were established:

1. To promote and improve the health and quality of life of individuals, families, and communities through collaborative interdisciplinary research and scholarship.
2. To foster transparency and a culture that exemplifies Integrity, Collaboration, Accountability, Respect, Excellence (I-CARE), to actualize the talents of our diverse students, faculty and staff to advance learning, practice and outcomes.

3. To deliver innovative nursing education programs that prepare our graduates to collaboratively lead in global health initiatives that include research, education, practice and service opportunities in diverse and underserved populations.
4. To leverage our partnership and collaborative initiatives within the SON, UB, alumni, community and global partners.
5. Align revenue and expenses to improve financial stability, operational excellence and organizational resilience (UB School of Nursing, 2022).

Renovation of School of Nursing Facilities

During the first year of Lewis' tenure at the School of Nursing, the Dean's office suite was located in Beck Hall, while the rest of the faculty and most of the students' activities were based in Wende Hall. Lewis believed she would be more effective if her office was in the same building as her faculty. After renovating an area of Wende Hall, the Dean and her staff moved to Wende Hall. Meanwhile, the offices of Student Services and Communications/Alumni Engagement were relocated to Beck Hall. Additionally, some of the areas that had been "open concept office spaces in Wende Hall" were reconfigured into private office spaces for faculty (Goldthrite, 2022).

Recognizing the increasing significance of telehealth in the future of health care Lewis applied for and received "high needs funding" of approximately \$150,000 from the State University of New York to promote the development of the School's telehealth abilities from 2014-2016 (Goldthrite, 2022; Lewis, undated).

Later, Lewis established a task force to formulate a "plan to remodel the Wende Hall atrium to serve as a space for students to gather, study, interact and relax" (Goldthrite, 2022). This project was finished in 2019. Other changes to Wende Hall included

“changing two single-use gender-specific restrooms in Wende Hall to gender-neutral restrooms and [designating an office area as a lactation room” (Goldthrite, 2022).

Boldly Buffalo Campaign

In 2013, President Tripathi began the “*Boldly Buffalo Campaign* for UB”, which was “launched publicly in 2018” (Smith, 10/13/2023). This effort, which established the goal of raising one billion dollars, was lauded as “a commitment to keeping a high-quality UB education accessible to all [that] will transform UB in nearly every way imaginable” (University at Buffalo, Undated). This Campaign had three major priorities: “supporting student success, empowering faculty research and scholarly activity, and making an impact on the world” (Smith,10/13/2023).

On October 13, 2023, President Tripathi announced that approximately 80,000 donors had pledged \$1,005,812,481 to achieve the goal of the *Boldly Buffalo Campaign*. This effort will officially end on June 30, 2024 (Smith,10/13/2023).

The *Boldly Buffalo Campaign* established the goal of \$8,000,000 for the School of Nursing to raise (Lewis, 6/27/2023). The School embraced the achievement of this goal by highlighting that “The Campaign for UB – Boldly Buffalo-- . . . will transform UB – and the School of Nursing – in nearly every way imaginable.” (UBNursing, 2018f, p. 31). Contributors were encourage to “transform the future of nursing education and clinical care” (UBNursing, 2018f, p. 31) by helping the School to

- Increase scholarship support for our students at every level.
- Enhance our simulation center where students learn to provide patient care and make treatment decisions.
- Grow our innovative community engagement and outreach programs.

- Enhance our faculty and research teams to offer more opportunities for our students (UBNursing, 2018f, p. 31).

Lewis led the School's strong fund raising efforts that achieved this goal by the end of her tenure. This accomplishment included a number of very significant donations. A few of them are noted here.

On January 1, 2014, Patricia H. Garman, who received the masters of science in psychiatric nursing from the School in 1979, died. Garman and her husband, Richard were ongoing benefactors of the School. During 2003, they established the Patricia H. Garman Behavioral Nursing Endowment Fund. From 2003-2014, this Fund supported "22 pilot studies. . . . [which] faculty had leveraged . . . into external grant funded projects totaling over \$1 Million" (UBNursing, 2013-14e, p. 18). During 2013-2014, the Garmans added to their fund and "established the Patricia H. and Richard F. Garman Professorship in the School of Nursing" (UBNursing, 2013-14e, p. 18). YuPing Chang, PhD, RN, was named the first Patricia H. and Richard F. Garman Professor during the 2017-2018 academic year (UBNursing, 2018d, p. 19).

Stephanie T. Niciszewska Mucha was a long time "friend, philanthropist and supporter of the nursing profession" (Goldthrite, 2019c, p. 29). Mucha died on December 3, 2018, at age 101. She left a "\$1 million gift to the School of Nursing to support student scholarship" (Goldthrite, 2019c, p. 29).

Also in the 2014-2015 academic year, the School received a three-year grant of \$600,000 from the Helene Fuld Trust Scholarship Fund. Siblings, Leonhard Felix and Florentine, created this program to honor their mother. This donation supported

“students in the Accelerated Baccalaureate Program in Nursing, as they prepare for careers in an increasingly complex health care field.” (UBNursing, 2014-2015d, p. 19).

Lewis and her husband, Roy, made a significant contribution to the School during her tenth and final year of service as Dean. They established the Marsha and Roy Lewis Nursing Education Fund “to support faculty pursuing innovative ideas in education that contribute to the advancement and national stature of the school” (UBNursing, 2022c, p. 23). Lewis’ devotion to achieving the School’s goal for the very significant *Boldly Buffalo Campaign* forms a strong foundation for the future of the School.

Educational Endeavors

Significantly, in 2018, under Lewis’ leadership, the baccalaureate, master’s, doctor of nursing practice, and post-graduate advanced practice registered nurse certificate programs received a full 10 year reaccreditation by the Commission on Collegiate Nursing Education. “This rigorous process focuses on program quality mission and governance, resources, curriculum, and program outcomes.” (Lewis, 2018, p. 1)

Meanwhile, throughout Lewis’ era, the School of Nursing faculty continued to assess and revise its undergraduate and graduate programs. This process led to some major revisions as well as other modifications in the programs.

During the 2011-2012 year, a bachelor of science (BS) to doctor of philosophy degree (PhD) program was developed (Lewis, 2011-2012, p. 1). To address the needs of registered nurses who desired to earn their baccalaureate degree, a distance learning program was created in 2013. Students could complete this online program in 12 or 24 months (UBNursing, 2013a, p. 2).

Another important event occurred in the 2011-2012 academic year, when the School received a Health Resources and Services Administration, a division of the United States Department of Health and Human Services, grant to support the development of distance learning opportunities in the PhD program. Lewis (2011-2012) explained that this format would “broaden UB’s reach to qualified students around the country and the world” (p. 1).

Goldthrite (2022) reported on the process of transitioning of the graduates of the School’s Doctor of Nursing Science (DNS) program to the Doctor of Philosophy (PhD) status. The Doctor of Nursing Science program had been “retired in 2004 when the [Doctor of Philosophy (PhD)] was initiated” (Goldthrite, 2022). The remaining students completed the DNS program in 2008. During this time, the American Association of Colleges of Nursing (2014) documented the equivalencies of the two doctoral level degrees.

The School of Nursing collaborated with the University’s Graduate School to have the University approve this transition in 2021. Rebecca Lorenz, PhD, RN, Assistant Dean for the PhD Program, lead this effort. A specific way for the graduates of the Doctor of Nursing Science degree program to have the change of degree noted on their transcripts was delineated. These graduates

were required to document continued productivity in a minimum of two of the following criteria: at least 13 peer-reviewed publications, an h index of 4; contributions to health-related guidelines or policies; consultation as an academic research partner in clinical settings; and recognition by peers for expertise (Goldthrite, 2022).

Twenty-three of the approximately 50 alumni of the Doctor of Nursing Science program applied for the approval of their degree being changed to the Doctor of Philosophy status. All of their applications were accepted and they “received their new PhD diplomas along with the Academic Scholarship in Nursing micro-credential” (Goldthrite, 2022). Two of these graduates were School of Nursing faculty members: Suzanne Dickerson, PhD, RN; and Lorelee Sessanna, PhD, RN, (Goldthrite, 2022).

A post-master’s Doctor of Nursing Practice (DNP) program was added to the graduate level curricula in 2014-2015 “for full-time employed specialty-certified advanced practice nurses with a desire to improve clinical outcomes via application of the latest evidence-based science and innovation in practice” (Goldthrite, 2014-15a, p. 1). This distance learning program could be pursued part time and was structured to build on the skills and knowledge of nurse practitioners (NPs), clinical nurse specialists (CNSs) and certified registered nurse anesthetists (CRNAs) (Goldthrite, 2014-15a, p. 1).

The School also offered a “post baccalaureate to DNP program designed for completion in three years of full-time study or up to seven years of part time study” (Goldthrite, 2014-15a, p. 1). To encourage well-qualified undergraduate students to pursue graduate study, an early acceptance program was also launched during 2014-2015 (Goldthrite, 2014-15a, p. 1).

During the 2010s, the critical need for mental health practitioners continued to rise. The School of Nursing responded to this reality by developing a post-MS psychiatric-mental health nurse practitioner certificate (in addition to . . . [the] DNP psychiatric-mental health NP program). The certificate program is specifically for advanced practice nurses to be certified as a [Psychiatric

Mental Health Nurse Practitioner] PMHNP and increase their ability to care for all their patients' needs (Golthrite, 2022).

In 2022, the School received a high needs grant of \$250,000 from the State University of New York Emergency Nursing Training Funds (Anzalone, 2022a; Goldthrite, 2022). Yu-Ping Chang, PhD, RN, and Pamela Papham, DNP, collaborated with Jessica Lipka, DNP, FNP-C, RN, CNE (Certified Nurse Educator), Associate Professor, Administrator of the Nursing Program at the State University of New York College at Alfred, and a 2019 graduate of the school's DNP program; on this project (Alfred State, undated). The joint program at both campuses "will allow enrollment to expand in both the dual degree AAS/BS program at Alfred State and the Adult/Gerontology Primary Care Nurse Practitioner program at UB" (Anzalone, 2022a, p. 4). Ultimately, this endeavor will "lead to increased numbers of both bedside RNs and DNPs in the workforce, specifically in rural and medically underserved areas of New York State" (Goldthrite, 2022).

Throughout the Lewis era, the undergraduate faculty continued to capitalize on the format of Dedicated Education Units (DEUs) that was begun during the 2000s (Anzalone, 2021d, p. 10; Feigenbaum, 2011, pp. 187-188; Robinson, 2016b, p. 19; UBNursing, 2014-2015a, p. 5; UBNursing, 2020b, p. 15; UBNursing, 2021b, p. 14). This arrangement is "a clinical education model designed for nursing students to gain one-on-one, hands-on learning experiences in a real-life setting" (UBNursing, 2020b, p. 15).

Catherine Mann, EdD, RN, explained the benefits for both students and the onsite nurses who are the student's clinical preceptors. She specified that students get one-on-one attention . . . [that helps them] develop their critical

thinking and clinical judgment. . . . [and] to feel more confident, while their clinical preceptors are helped to “stay current on best practices . . . and to be a strong role model” (UBNursing, 2020b, p. 15).

By 2021, the School of Nursing and a significant number of its clinical partners had established Dedicated Education Units in a wide range of sites, including Catholic Health System (5 programs), Brylin Behavioral Health System, Erie County Medical Center (3 programs), Hospice Buffalo (2 programs), Kaleida Health (5 programs), Roswell Park Cancer Institute (2 programs), and the Veterans Administration Western New York Healthcare System (2 programs) (UBNursing, 2021b, p. 14). Mann explained that the School has been innovative in developing this format in “community based settings,” which exemplify the “future of nursing” (UBNursing, 2020b, p. 15).

The partnerships formed between the School of Nursing faculty members and the clinical agencies created additional opportunities for collaboration. One example is when Donna Fabry, DNP; Kelly Foltz-Ramos, PhD, RN; and Catherine Mann, EdD, RN, and Erie County Medical Center nurse educators worked together to provide on-campus simulation experiences to entry level nurses. According to Fabry, these experiences aim to “enhance the nurses’ ability to recognize and analyze subtle changes in patient condition and help guide their actions to improve patient outcomes” (Anzalone, 2020c, p. 14).

The School of Nursing joined in national efforts to advance professional nursing and improve the care of individuals, families, and communities. A major focus throughout much of Lewis’ tenure was the revision of the undergraduate curriculum. Beginning in the Fall 2017 semester, all undergraduate faculty began working on

developing a concept-based curriculum to correlate with the development of the American Association of Colleges of Nursing's *The Essentials: Core-Competencies for Professional Nursing Education* (Osterling, 2022, p. 10). As previously noted, the latest version of this material was ratified by the organization's membership on April 6, 2021. The faculty members who lead this effort were Catherine Mann, EdD, RN; Jennifer Guay, DNP; and Linda Steeg, DNP (Osterling, 2022, p. 11).

Fabry explained that the curriculum focuses on "teaching the building blocks of concepts across the lifespan" (Osterling, 2022, p. 10). Essentially, the curriculum addresses 48 concepts which are "organized under five pillars: Health Care Systems and Processes; Wellness and Illness; Professional Nursing Practice; Person, Family and Population Centered Care; and Evidence-Based Practice for Quality and Safe Outcomes." One faculty member will "champion" one of the 5 pillars (Osterling, 2022, p. 11).

The University at Buffalo, the State University of New York, and the New York State Education Department Office of Professionals approved the new curriculum format on July 31, 2020 (Goldthrite, 4/15/2024). The revised curriculum was implemented initially during the fall 2022 semester with the traditional undergraduate students and then for the students in the accelerated bachelors of science nursing program in the summer 2023 semester (Osterling, 2022, p. 11).

In 2016, the School of Nursing also joined other schools in the American Association of Colleges of Nursing initiative to have programs "take a pledge to educate advanced practice registered nursing students on the CDC *Guidelines for Prescribing Opioids for Chronic Pain*" (Lewis, 2016, p. inside cover). The School further linked with

Million Hearts, “a nationwide initiative to prevent 1 million heart attacks and strokes by 2017. The school’s goal: to save 1,000 hearts in Western New York” (Robinson, 2016a, p. 2). This effort involved partnering with the Millennium Collaborative Care and Greater Buffalo United Ministries so that students and faculty would go to “churches, clinics, and health fairs, all in underserved areas, to check blood pressures, body mass index, and cholesterol levels and to perform stress screenings” (Robinson, 2016a, p. 2).

Susan Grinslade, PhD, RN; and Sharon Hewner, PhD, RN, began requiring their undergraduate students to earn an Institute for Healthcare Improvement basic certificate in Quality and Safety (Institute for Healthcare Improvement, undated; UBNursing, 2013a, p. 5). Students achieved this requirement by taking 17.75 total hours of online course work that provided “a well-rounded introduction to quality, safety, population health, equity, health care leadership, and person- and family-centered care” (Institute for Healthcare Improvement, undated).

The School began a micro-credential program, which has less requirements than a certificate or a minor. Meanwhile these programs provide “students with credit-bearing-opportunities to gain relevant workforce study. . . . without the financial and time commitments of a degree” (UBNursing, 2019b, p. 5). When the requirements are met, students earn a badge. During 2019, the School of Nursing and School of Dental Medicine offered a micro-credential program on Addressing Public Health Disparities, which involved a mission trip to Senegal. Five dental students and 2 nursing students completed this program.

In March 2020, the emerging effects of the Covid-19 pandemic began to be experienced across the globe. The State University of New York moved all courses to

online status (Lewis, 2020, p. 1). The School of Nursing faculty and staff devoted a high level of time and effort to creating a safe environment while promoting the students' academic success throughout this overwhelmingly challenging time (UBNursing, 2020e, p. 29).

Joann Sands, DNP; and Donna Fabry, DNP, guided efforts . . . to prepare students for clinical practice during the pandemic. Sands worked to develop COVID-19 learning modules as a means to educate students on the epidemiology, background, and timeline of COVID-19, and its typical presentation and proper use of PPE (personal protective equipment). (Anzalone, 2021e, p. 14).

Sands led the development of COVID-19 modules to help the students advance their knowledge and skills before starting clinicals (UBNursing, 2020d, p. 22). As the effects of the pandemic continued, the faculty and students were very involved in a wide variety of activities in the community and on campus to help individuals, families and communities cope with COVID (UBNursing, 2020d, pp. 22-23).

Most noteworthy is acknowledging that the dedication and hard work of the students, faculty and staff members resulted in high pass rates on licensing and certification examinations. In 2022, 96.9% of the traditional BS students and 92% of the accelerated BS students passed the NCLEX-RN exam. These rates compared with the pass rate of 73.7% of those who took the exam in New York state and 79.9% of those who took the exam nationally. Meanwhile, 100% of the FNP graduates passed the ANCC Certification exam. This rate compared with the 86% of those who took this exam nationally (UBNursing, 2023a, p. 23).

Research and Scholarly Activities

During Lewis' tenure, the School of Nursing's success in gaining external funding for research proposals increased substantially. The School received its first three R01 grants from the National Institutes of Health (2022) and its first one from the Patient-Centered Outcomes Research Institute (PCORI) (2023). Additionally, "since May 2020, during the pandemic, the School . . . received over \$11 million in funding" (Goldthrite, 2022). Appendix C lists the names of the individuals on the research teams and community partners who collaborated on the projects addressed.

The faculty also aimed to encourage undergraduate students to become interested in pursuing research agendas. In 2014, the Nursing Undergraduate Research Summer Experience (NURSE) was designed

to provide "hands on" research experience for UB students interested in nursing careers in research. Students are funded and mentored over 10 weeks during the summer and paired with a faculty researcher. During Dean Lewis' tenure, 27 students participated in this program, with 19 (70%) of them . . . [being] from diverse backgrounds (Goldthrite, 2022).

Yu-Ping Chang, PhD, RN, has directed the School's Center for Nursing Research since the 2015-2016 academic year (UBNursing, 2016b, p. 13). During the next academic year, Chang became the Associate Dean for Research and Scholarship (UBNursing, 2017c, p. 15). The Center assists students and faculty to formulate their research focus, identify sources of funding, carry out their projects and publicize the results of their endeavors. Weekly "Lunch and Learn" programs are held by the Center for students and faculty to discuss their research. The Center additionally organizes the

School's Annual Research Day (Goldthrite, 2022). This event usually coincides with the annual Bonnie Bullough Lecture (see Feigenbaum, 2011, pp. 179-180). Appendix D lists the speakers for these events from 2011-2022.

During the 2013-2014 academic year, Grace Dean, PhD, RN, received a \$485,000 grant from the National Institutes of Health to "investigate the effects of cognitive behavioral therapy to promote sleep of individuals who are survivors of lung cancer and experience sleeplessness related to their diagnosis" (Saldi, 2013-14b, p. 6). As noted in Appendix C, the co-investigators on this project were from the School of Nursing, the Veterans Administration Medical Center of Western New York; UB's Research Institute on Addictions, UB's Department of Rehabilitation Sciences, and the Roswell Park Cancer Institute (Saldi, 2013-14b, p. 6).

Additionally, in 2019, Dean was the primary investigator on a \$2.2 million, 5 year grant, "Efficacy of Nurse-Delivered Brief Behavioral Treatment to Self-Manage Insomnia in Cancer Survivors" (Lewis, 2019, p. 1). This project was the first School of Nursing led R01 grant funded by the National Institute of Nursing Research (Robinson, 2019a, p. 2). Researchers collaborating on this endeavor were from the School of Nursing, the School of Public Health and Health Profession, and the Roswell Park Cancer Center (Robinson, 2019a, p. 2).

Also, in 2019, another project was granted \$1.8 million by the National Institute of Alcohol Abuse and Alcoholism. Jennifer Livingston, PhD (Educational Psychology), Associate Professor in the School of Nursing, was the primary investigator of the research on "Peer Victimization as a Pathway to Adolescent Substance Use." This project team included researchers from the University of Houston Social Processes Lab,

Clinical and Research Institute on Addictions, UB's Alberti Center for Bullying Abuse and Prevention, the University of Florida, and D'Youville College (Goldthrite, 2019a, p. 3).

Then in 2021, the School of Nursing obtained its first grant of \$2.5 million from the Patient-Centered Outcomes Research Institute (PCORI) (Anzalone, 2021a, p. 2). This Institute is an "independent, nonprofit research organization . . . [that was authorized] by Congress in 2010" (PCORI, 2011-2023). Yu-Ping Chang, PhD, RN, was the Principal Investigator. This endeavor will investigate assisting "low- income, racial and ethnic-minority neighborhoods to reduce stress due to the COVID-19 pandemic." (Anzalone, 2021a, p. 2). The research will

compare a mindfulness stress reduction (MBSR) group intervention to a MBSR mobile app. Both approaches seek to reduce worry among adults who have limited or reduced access to mental health care, particularly due to the pandemic (Anzalone, 2021a, p. 2).

This projects' Co-Investigators were from the University's Schools of Nursing, Education, and Engineering and Applied Science. The research additionally has these community partners: the African American Health Organization Task Force; Buffalo Center for Health Equity; and faith-based organizations (Anzalone, 2021a, p. 2).

In 2021, the School received a \$1.95 million RO1 federal grant from the Agency for Healthcare Research and Quality. Sharon Hewner, PhD, RN, was the Principal Investigator. This project emphasized that "care transitions for this complex population require coordination of services from the social, behavioral health and health sectors." (Anzalone, 2021c, p. 5). Co-Investigators were from the University's Schools of Nursing;

Social Work; Engineering and Applied Sciences; and Public Health and Health Professions. The grant's clinical partners include HEALTHeLINK, the Western New York Clinical Information Exchange, the Buffalo City Mission, the Jericho Road Community Health Center, and Spectrum Health and Human Services (Anzalone, 2021c, p. 5).

The School's third RO1 grant from the National Institutes of Health was awarded in 2022. This five year, \$2.5 million project, "Peer Victimization and Risky Alcohol Abuse Among Sexual Minority Youth," was funded by the National Institute on Alcohol Use and Alcoholism. The Co-Investigators from the School are Amy Hequembourg, PhD (Sociology), and Jennifer Livingston, PhD (Educational Psychology). The investigators aim to "study the daily and longer-term effects of peer victimization on risky alcohol use among LGBTQ+ [see Cherry, 11/7/2022] young people" (Anzalone, 2022b, p. 6).

Numerous other significant research projects were pursued in the School during Lewis' tenure. One such endeavor involved Carla Jungquist, PhD, ANP-BC, who was the primary investigator for an international project "to develop a screening tool to improve patient safety when administering opioid medications for acute pain" (Anzalone, 2021b, p. 4). The sample for this research totaled 1,335 patients from sixteen places in Asia, Europe and the United States, including 130 individuals from the Buffalo region. The researchers "found that respiratory depression . . . occurred in 46% of medical and surgical patients evaluated who were receiving intravenous opioids for pain" (Anzalone, 2021b, p. 4). An outcome of this study was the development of a screening tool, PRODIGY (PRediction of Opioid-induced Depression in patients monitored by

caproGraphY). The use of this tool “may increase safety when parenteral opioid analgesia cannot be avoided” (Anzalone, 2021b, p. 4).

The strength of the research pursued by faculty in the School of Nursing throughout Lewis’ tenure established a strong foundation for future endeavors.

Interprofessional Collaboration

One of the goals set by the faculty at the beginning of Lewis’ term was “to enhance and expand partnerships and collaborative initiatives within the SON, throughout UB, with our alumni, and community partners (Lewis, 2013, p. 1). Significant efforts were devoted by the faculty to achieve this goal.

Starting in 2014, the School participated in three funded interprofessional opportunities under the University’s “Three E” programs that emphasized “Excellence, Engagement and Efficiency” (UBNursing, 2013a, p. 4). These initiatives are intended “to spur collaborative initiatives that advance the university’s international stature and student experience” (UBNursing, 2013a, p. 4).

One of these projects involved the School collaborating with the School of Social Work on a “Joining Forces” Initiative. “The project . . . [was] aligned with the national *Joining Forces* initiative, launched by First Lady Michelle Obama and Dr. Jill Biden in 2010” (Joining Forces-UB, 2023). Faculty from both schools worked together on a committee to “provide excellence in training and service delivery for health care providers serving Veterans in our region” (UBNursing, 2013a, p. 4). Susan Bruce, PhD, RN, and Lisa Butler, PhD (Psychology), Associate Professor of Social Work, led this effort (UBNursing, 2013-14d, p. 16). This ongoing initiative resulted in “the ‘Have you ever served?’ initiative . . . [being] incorporated into a graduate course; [and] a new

elective course, Introduction to Issues in Veteran and Military Care, . . . [being] added to both schools.” (UBNursing, 2014-2015c, p. 13)

Another “Three E” initiative involved the “Schools of Medicine and Biomedical Sciences, Nursing, Arts and Sciences, Pharmacy and Pharmaceutical Sciences, Engineering and Applied Sciences, Dental Medicine, and Public Health and Health Professions” working together to “build a culturally and intellectually diverse and academically inclusive community” (UBNursing, 2013a, p. 4).

The third “Three E” endeavor established the UB Center for Home, Health & Well-Being through Adaptive Smart Environments [Home-BASE] with the collaboration of the Schools of Engineering and Applied Sciences, Nursing, and Public Health and Health Professions. This project focused “on home health and wellness as essential for reducing health care costs, creating lifestyle choices that improve individual health, and supporting independence for aging or functionally limited populations.” (UBNursing, 2013a, p. 4). Additionally, Jessica Castner, PhD, RN, and Albert Titus, PhD (Electrical and Computer Engineering), Professor, School of Engineering and Applied Sciences; received funds to support individuals with asthma to manage their symptoms - (UBNursing, 2013-14d, p. 16).

During the 2013-2014 academic year, the School received a \$1.1 million Advanced Nursing Education Grant from the United States Department of Health and Human Services. Nancy Campbell Heider, PhD, FNP, was the Project Director. This project focused on the “Enhanced Oral-Systemic Interprofessional Education and Practice” and was developed in partnership with the School of Dental Medicine. The

goal was to “enhance oral-systemic health education of UBSON FNP, ANP, and PMHNP (BS to DNP) students. (UBNursing, 2013-14c, p. 10).

In 2019, Lewis noted,

Despite being the largest occupation in health care, nurses are vastly underrepresented in and underprepared for leadership positions. . . . To increase the number of nurses in leadership and management positions, [the] Advanced Certificate in Nursing Leadership [was] created and offered in partnership with the UB School of Management. This new program will help nurses develop the leadership, business and executive skills necessary to spearhead change and innovation in a complex and evolving health care environment (p. 1).

Additionally in 2019, the Faculty pursued ways to promote interprofessional educational (IPE) opportunities for students to enhance “communication and collaboration across health professions to ensure optimal patient care and outcomes” (Goldthrite, 2019b, p. 16). An IPE Learning Experience was created by Linda Steeg, DNP; Janice Jones, PhD, RN; and Patricia Ohtake, PhD (Physiology), PT. This “experience emphasizes the collaborative efforts of two professions to promote early mobility interventions for critically ill ICU patients” (Goldthrite, 2019b, p. 16).

Kelly Foltz-Ramos, PhD, RN, and Nicholas Fusco, Pharm D., Clinical Associate Professor in the School of Pharmacy and Pharmaceutical Sciences; collaborated to adapt the “Game Room” experience for students in both Schools. This approach placed “groups of students . . . in a simulated medical clinic. Their goal: solve various puzzles to discover what ails their patient and provide proper treatment” (Robinson, 2019b, p.

20). The ultimate aim of this endeavor is that students “appreciate each other’s strengths” (Robinson, 2019b, p. 21).

During the Fall 2020 semester, the University’s Office of Interprofessional Education adopted the format of its annual in person fall forum, focused on opioid addiction, to being online. A total of 887 students and 116 faculty participated (Gentzke, 2021, p. 13). This initiative was led by Patricia Ohtake, PhD (Physiology), PT, Associate Professor, and Assistant Vice President of Interprofessional Education. Students from these “UB health programs: athletic training, counseling psychology, dental medicine, dietetics, management, medicine, nursing, occupational therapy, pharmacy, physical therapy, public health and social work” (Gentzke, 2021, p. 13) participated. Kelly Foltz-Ramos, PhD, RN, noted that “it was enlightening . . . to see how students from different professions respectfully discussed their priorities and how they were able to come together as a team to plan comprehensive patient-centered care” (Gentzke, 2021, p. 13).

Beginning in 2022, the program, TeamSTEPPS, was offered by the University’s Office of Interprofessional Education. The goal of this program is “to improve patient care quality and safety” as a “response to reports that a majority of medical errors are caused by a breakdown in communication” (Hill, 2022a, p. 12). This approach was formulated by a collaboration of the United States Department of Defense’s Patient Safety Program and the Agency for Healthcare Research and Quality explicitly for health care professionals (About TeamSTEPPS, 2022). It is “an evidence-based set of teamwork tools, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals” (About TeamSTEPPS, 2022). The

program uses online modules, small group exercises, and simulation experiences to assist the student to apply the principles they learned to clinical situations.

During the spring 2022 semester, 89 students in health professional studies at the University at Buffalo and Canisius College participated. Then during the fall 2022 semester, the program was "required for approximately 550 UB health professional students in medicine, nursing, pharmacy, dietetics, occupational therapy and physical therapy" (Hill, 2022a, p. 12). Patricia Ohtake, PhD, PT; Kelly Foltz-Ramos, PhD, RN; and Kenneth Snyder, MD, PhD (Biophysics), Assistant Professor, Jacobs School of Medicine and Biomedical Sciences; and Vice President for Physician Quality at the Kaleida Health System; directed the program (Hill, 2022a, p. 12).

In 2022, "Friday night at the ER" was another interprofessional educational opportunity offered to 400 students in their first year of a health profession program participated. Students from "athletic training, audiology, counseling psychology, dietetics, nursing, occupational therapy, pharmacy, physical therapy, physician assistant (Canisius College), public health, social work and speech language pathology" were included (Hill, 2022b, p. 13). Patricia Ohtake, PhD, PT; Nicholas Fusco, PharmD, Clinical Associate Professor, Vice Chair for Education, Practice and Service in the School of Pharmacy and Pharmaceutical Sciences; and Kelly Foltz-Ramos, PhD, RN, identified that the experiences of 4 students playing the game together promote the development of their abilities to collaborate and work as a team (Hill, 2022b, p. 13).

Significantly in 2022, the University at Buffalo's 19 member Interpersonal Leadership Team was awarded the International Group Recognition Award for making "enduring efforts to interprofessional practice and education" by the National Academies

of Practice (UBNursing, 2022a, p. 13). The School of Nursing representatives on this Team were Catherine Mann, EdD, RN; Kelly Foltz-Ramos, PhD, RN; and Amy Gische Lyons, MLS, Associate Director of the Health Sciences Library (UBNursing, 2022a, p. 13).

International and National Foci

In 1957, Hermina Yelsi-St from Paraguay received a Kellogg Foundation Fellowship to study in the School's graduate program for one year. Ruth McGrorey, Ed.D, RN, Dean of the School of Nursing from 1966-1973 (Feigenbaum, 2011, pp. 91-94), was Yelsi-St's advisor. This relationship resulted in the University's Paraguay Program in Nursing and Medical Education, which was funded by the United States Department of the State (Feigenbaum, 2011, pp. 80-81). Since 1957, the School has had a strong involvement in international relationships with health education and service institutions.

Notably, when Lewis (2013-2014) joined the School, she emphasized the importance of significantly increasing "global health opportunities for our students" (p. 1). Accordingly, she encouraged and supported global health initiatives and opportunities for students to travel to provide health care across the United States and in a number of countries. Critically, the School financially supported the students' travel. Then, during 2014-2015, Carol Brewer, PhD, RN, established the Global Health Fund to subsidize "opportunities for student service learning and faculty scholarship" (UBNursing, 2014-2015c, p. 19).

These efforts resulted in students in all of the School's undergraduate and graduate programs having opportunities to participate in service learning projects in

nations across the globe. These countries included Nicaragua (UBNursing, 2013b, p. 7), Peru, Belize (Goldthrite, 2014-2015c, p. 5; Goldthrite, 2016, p. 18; Lewis, 2013-14a, p. 1), Guatemala (Tyrpak, 2016, p. 17), Greece, Philippines (UBNursing, 2017d, p. 17); Haiti (Robinson, 2018, p. 23), Senegal, Ghana, (UBNursing, 2018e, pp. 24-25); Jamaica, Kenya, (UBNursing, 2019c, p. 10-11), Dominican Republic, and Ecuador, (UBNursing, 2020c, pp. 16-17).

Students also participated in a wide range of service learning projects in western New York and throughout the United States. These places included Hurricane Sandy Relief Efforts in Suffolk County, New York (UBNursing, 2013b, p. 6); Sevierville, Tennessee (Goldthrite, 2014-2015b, p. 4); Cookeville, Tennessee (Goldthrite, & Tyrpak, 2016, p. 16); Knoxville, Tennessee (UBNursing, 2019c, p. 10-11), and Fort Pierce, Florida (Atlantic Hope); Maryville, Missouri (Missouri Hope); and Oriskany, New York (New York Hope) (UBNursing, 2018e, pp. 24-25). Sara Alexanderson, a nursing student, described how participating in these programs emphasized that “As nurses, we need to be aware that not all citizens in the United States are receiving the optimal care we are accustomed to” (Goldthrite, 2014-2015b, p. 4).

Very significantly, in 2013, 2,048 hours of volunteer activities were performed by senior students in community agencies in Buffalo. These agencies included the Buffalo City Mission, Catholic Central Helping Hands Food Pantry, Food Bank of Western New York, Project Naomi, Undergraduate Saturdays of Service and West Side Ministries (UBNursing, 2013b, p. 6).

Faculty in the School devoted much time and effort to planning and leading their students in these experiences. These faculty members included Joann Sands, ANP-BC,

(UBNursing, 2013b, p. 6); Molli Warunek, DNP; Linda Paine Hughes, DNP, (Robinson, 2018, p. 23); Susan Nierenberg, PhD, RN, (Goldthrite, & Tyrpak, 2016, p. 16); and Diane Loomis, DNP, (Saldi, 2013-2014a, p. 3).

In 2016, the School “received two grants for a total of nearly \$2.2 million from the Health Resources and Service Administration (HRSA)” to provide health care to rural and underserved areas, including the residents of the Tuscarora reservation (Tyrpak, 2017, p. 2). One of the grants provided funds to enhance telehealth abilities to provide primary care services in rural regions. The significance of having clinical experiences in caring for persons in these settings on students’ choices of where to work was clearly shown by the fact that “For the past three years, all of our FNP students have chosen to work in underserved areas after graduation” (Tyrpak, 2017, p. 3).

The School’s focus on providing this care was promoted by a \$1.92 million 4 year training grant from the Health Resources and Services Administration in 2018. This project aimed “to expand the behavioral health workforce in underserved communities” (Tyrpak, 2018, p. 2).

During 2019, Joann Sands, DNP, and a member of the Consortium for Humanitarian Service and Education, began offering students the opportunity for experiences in preparing for disasters with the organization’s Project Hope. This Consortium is an “all-volunteer non-profit organization that provides disaster and emergency preparedness training in interdisciplinary simulated drills called Hope exercises” (Beigel, 2019, p. 7). These experiences take place in Florida, Missouri, and New York and address a range of disasters, including “humanitarian responses, natural disasters, . . . [and] epidemiological events” (Beigel, 2019, p. 7).

Also in 2019, Molli Oldenberg, DNP, was named the School's first Global Initiatives Coordinator. Oldenberg explained, "My goal in this role is to provide students with the opportunity to utilize their nursing knowledge and skills in a global immersion experience." (UBNursing, 2019a, p. 5).

The School received 2 additional grants from the Health and Human Resources Administration totaling \$3.4 million in 2020 (Anzalone, 2020a, p. 4). These grants focused on addressing the nursing shortage, through "reaching underserved populations and allowing the SON to educate more doctor of nursing practice students." (Anzalone, 2020a, p. 3). These projects provided DNP students additional clinical experiences with Tuscarora Nation Health Center programs (Anzalone, 2020a, p. 4). Linda Paine Hughes, DNP, was the Program Director of these grants.

In 2020, the Health and Human Resources Administration awarded the School a 3 year grant for \$1.5 million "to integrate evidence-based behavioral health services using implementation science strategies in primary care practices located in rural and medically underserved areas of New York State" (Anzalone, 2020b, p. 7). Yu-Ping Chang, PhD, RN, was the Project Director. The project's team included members from the Schools of Nursing, and Engineering and Applied Sciences (Anzalone, 2020b, p. 7).

During the pandemic, Carla Jungquist, PhD, ANP-BC, served as a role model by volunteering "in underserved communities that have been impacted the hardest" by the pandemic (Osterling, 2021, p. 20). Jungquist worked with the University at Buffalo Business and Entrepreneur Partnerships team and a couple in Houston, Texas to develop a way to get home based data on vital signs via an "electronic . . . monitoring strip that sticks on the skin of the upper torso and transmits data via Bluetooth. It

monitors temperature, pulse oximetry and respiratory rates” (Osterling, 2021, p. 21) into homes. Additionally, she volunteered to vaccinate nurses, supervised safety and the monitoring of individuals in vaccine clinics; and worked with a social worker to visit homes in underserved regions of Rochester to encourage people to get the vaccine (Osterling, 2021, p. 21).

During Lewis’ tenure, the School continued to offer students experiences in caring for individuals and families in underserved and rural regions through the Remote Area Medical (RAM) program. Students from the Schools of Nursing and Dental Medicine went to Knoxville, Tennessee. They served persons who had immigrated from South America. Additionally, the students addressed the individuals’ mental health concerns, especially “their understanding of ethnological psychiatry and individual cultural responses to pain and trauma” (UBNursing, 2022b, p. 16). Alyssa Weissenger, DNP; Linda Paine Hughes, DNP; and Joann Sands, DNP; supported the students in Knoxville (UBNursing, 2022b, p. 16).

Additionally, a group of six students went to Olean, New York to care for “underserved and uninsured populations” (UBNursing, 2022b, p. 16). Molli Oldenberg, DNP, and Linda Paine Hughes, DNP, assisted the students in Olean (UBNursing, 2022b, p. 16).

The School’s provision of a wide range of service learning projects across the globe and within specific areas of the United States to students promoted the development of a global health perspective. This extremely significant view engenders “the understanding that health and wellness issues transcend geographical and national borders; it is cultural competence and consciousness – having empathy, respect, and

understanding of diverse populations; it is the drive to work together toward health equity” (Goldthrite & Oldenberg, 2019, p. 4).

Technological Innovations

Under Lewis’ leadership, the School increasingly utilized technology to enhance the learning opportunities offered to students; expand the use of telehealth services for individuals and their families; and increase the visibility of the School of Nursing. These projects were accomplished with funds from grants that the School received throughout Lewis’ tenure.

As previously noted, the School obtained approximately \$150,000 from the State University of New York to promote the development of the School’s telehealth abilities from 2014-2016 (Goldthrite, 2022; Lewis, undated). Space in the School is now being adapted for a telehealth simulation laboratory and to increase its ability to provide telehealth services (Goldthrite, 2022). Additionally, during 2016-2017, support from a grant from the Health Resources and Service Administration (HRSA) provided “for improvements to the telehealth capabilities of both UB and NFMCC [Niagara Falls Memorial Medical Center] by expanding infrastructure and technology services and offering students more experiential learning opportunities with the use of telehealth in a primary care practice” (Tyrpak, 2017, p. 2).

Very significantly, during 2018, Kaitlyn Tomeno and Erin Peruzzini, nurse anesthetist students, completed their capstone projects on evaluating the value of simulation experiences for students in their program. The advisors for their research were Nancy Campbell-Heider, PhD, FNP-C, and Kristine Faust DNAP, MBA, CRNA. Their sample of 30 UB nurse anesthetist students were randomly assigned to a control

group; which had the routine lecture on pediatric anesthesia; or an experimental group, which received “enhanced workshop and simulation” experiences (UBNursing, 2018a, p. 14). Their findings demonstrated that the students in the experimental group had higher competency scores and higher levels of self-confidence (UBNursing, 2018a, p. 15). Their projects also demonstrated the cost benefits of simulation experiences.

Peruzzini (Goldthrite, 9/1/2018) specified how participating in simulation experiences enhanced her own learning. She noted,

I appreciate the value simulation has played in my education. . . . It allowed me to evaluate myself and learn from my mistakes in an environment away from judgment. You get a sense of your ability to manage an emergency, lead a team, assess a situation, make decisions and learn from others.

These are all necessary skills to become a successful and competent CRNA [Certified Registered Nurse Anesthetist] in independent practice (Goldthrite, 9/1/2018, p. 3.).

Also in 2018, Kelly Foltz-Ramos, PhD, RN, reported that a “2014 multi-site study by the National Council of State Boards showed that nursing schools can replace up to 50 percent of clinical hours with simulation without negatively impacting student outcomes” (UBNursing, 2018b, p. 16). These findings and those of Peruzzini and Tomeno (2018) are noteworthy in showing the value and significance of simulation within nursing education.

Additionally in 2018, the School acquired a new patient simulator that was named “Willy Makit.” The key feature of this simulator was that it was “tetherless” and therefore not bound to a simulation lab or any specific location ((UBNursing, 2018c, p. 16).

Throughout Lewis' tenure, specialized staff in information and educational technology provided significant support to the faculty. Timothy Knab was the School's Director Of Network And User Support. Cheryl Oyer, PhD, was the Coordinator of Online Learning (UBNursing, 2016b, p. 13). This assistance was especially crucial as the School moved to "total distance learning during the COVID-19 pandemic" (Goldthrite, 2022)

Beginning in 2015, the School utilized "digital marketing and communications strategies" to promote its visibility. Sarah Goldthrite, MLS, MS, Director of Marketing, Communications and Alumni Engagement, lead this effort. "Visitors to the School of Nursing website have increased from 65,000 in the 2015 academic year to nearly 120,000 during the 2021 academic year" (Goldthrite, 2022).

During February 2016, the School introduced the blog, *The Nurses Report*. This site provides students, faculty, staff, and alumni a "platform to share wisdom and advice for succeeding in nursing school and in a nursing career" (Goldthrite, 2022). Then in 2019, the School made the *UBNursing* magazine accessible via an online format, as well as in the traditional print layout (Goldthrite, 2022).

Diversity

Most importantly, throughout her tenure, Lewis "championed creating a culture that exemplifies the I-CARE values of the school and promotes collaboration, diversity and inclusion" (Goldthrite, 2022). During the 2015-2016 academic year, Lewis established a Diversity and Inclusion Task Force and selected Margaret Moss, PhD, JD, RN, to be the School's Assistant Dean of Diversity and Inclusion (UBNursing, 2016a, p. 12).

Moss is an enrolled member of the Mandan, Hidatsa, and Arikara Nation (Three Affiliated Tribes of North Dakota), and has equal lineage as Canadian Sioux/Saskatchewan. . . [She] is the first and only American Indian to hold both nursing and juris doctorates (University of British Columbia. Undated).

Moss (2017) highlighted that it is important for health care professionals to acknowledge that gaps in [health] care and health outcomes . . . [continue to] permeate our region (and beyond)...To address health needs to improve outcomes, we must first increase awareness of the roles various factors — such as ethnicity, race, income, environment, health literacy/education and access play in the inequality (p. 5).

She additionally emphasized the significance of the School having “faculty with interests in indigenous health, refugee and immigrant health, LGBTQ health care access, health care quality for low income individuals, uninsured and underinsured health care utilization and health equity” (Moss, 2017, p. 5).

During the 2019-2020 academic year, the School’s Taskforce on Diversity and Inclusion was formally classified as a Standing Committee that “facilitates the promotion and evolution of initiatives that address diversity and inclusion. (UBNursing, 2020a, p. 3). This group pledged to work within the University’s concept of Inclusive Excellence, which promotes a “comprehensive approach that integrates inclusivity into all aspects of university operations and creates a culture of shared responsibility in which all members of the university community are integral to fostering a diverse and inclusive environment” (UBNursing, 2020a, p. 3). The School affirmed its commitment “to fostering an environment that supports all individuals and values diversity, inclusion and

equity. These elements are fundamental to our core values of integrity, collaboration, accountability, respect for diverse backgrounds and opinions, and excellence.”

(UBNursing, 2020a, p. 3).

These ideals are:

Diversity exists in many ways: race, ethnicity, gender, sexual orientation, gender identity, age, ableness, religion, educational background, national origin and more.

Inclusion is the School of Nursing’s organizational and intentional effort to purposely recognize diverse individuals, views and ideas equitably. Inclusion efforts will be dynamic and responsive to the educational environment.

Equity aspires to guarantee that students, staff, faculty and community stakeholders are fairly positioned, recognizing that resources of time, attention and flexibility must be at play (UBNursing, 2020a, p. 3).

Additionally during 2020, the School acknowledged how the pandemic and the murder of George Floyd by Minneapolis police officers and subsequent protests were affecting both students and significant numbers of people in the community. Lewis (2020) explained,

The COVID-19 pandemic has ravaged our nation, our health care system and our economy. Those communities and individuals who are disproportionately susceptible to economic and health challenges, particularly the Black community and other communities of color, have been even more exposed to the elements of a system that has and continues to fail to help the most vulnerable (p. 1).

On June 15, 2020, the School held a Town Hall meeting. Forty-one students, faculty and staff members attended. The participants expressed their feelings and thoughts about racial injustice and violence against Black people. The reality that the School “could address these issues beyond . . . previous efforts” was noted. As a result, the Committee on Diversity and Inclusion [later, “Justice, Equity, Diversity and Inclusion—JEDI]” has been working closely with the Dean, faculty, staff, students, alumni and community members to undertake several new initiatives to address inequity and racism within the SON” (Goldthrite, 2022).

In 2021, Amy Hequembourg, PhD (Sociology), was appointed to be the Assistant Dean for Diversity & Inclusion. The JEDI Committee was charged with identifying areas of mentorship and curriculum revision “to better represent and serve people of color . . . [as an] ongoing commitment” (Lewis, 2020, p. 1). A JEDI fund was endowed to support these efforts.

The JEDI committee, which consisted of faculty, staff and students, pursued specific actions. These activities included

providing faculty and staff with training and education;

implementing a mentoring program that brings African American alumni and nurses from the community to mentor undergraduate African American students;

improving academic advising by surveying students and taking on a more proactive approach with struggling students;

and reviewing and revising curricula in the School to better represent and serve people of color (Goldthrite, 2022).

A subcommittee of the JEDI committee was formed in 2021 to “assess current curriculum content about racism, diversity and health disparities” (UBNursing, 2021c, p. 30). Additionally, the School launched a pilot mentorship program with “6 mentors and 6 mentees” (UBNursing, 2021c, p. 30). This program’s first priority focused on students and mentors of color. Arielle Samuel, BS, 2022 Magna Cum Laude graduate of the School of Nursing, participated in the mentorship program. Her mentor was Sophia Overton, MEd, RN, Clinical Instructor. Samuel (2022) identified that this relationship taught her “how to take advantage of opportunities; how to trust my intuition; the importance of self-care; and the different career paths for nurses (p. 29).

During 2021, the School’s faculty, staff and students engaged in the Safe Learning and Research initiative that was funded by a grant to the Jacob’s School of Medicine and Biomedical Sciences. This annual program includes participating in a “voluntary online training about our school’s efforts to promote a safe and inclusive research and learning environment” (Goldthrite, 2022).

Additionally, a Safe Learning and Research page was added to the School’s website. This site features the University’s *Safe Learning and Research* statement, which notes,

At the University at Buffalo, we strive to create a safe and inclusive research and learning environment. Students, trainees, faculty members and staff members have the right to learn, teach and work in a setting free of mistreatment, harassment and discrimination. If you have concerns related to treatment you have received from others, we have processes in place to provide you with resolutions. (UB School of Nursing, 2023b).

This site also includes the University's policies on addressing and reducing discrimination and harassment within learning and research experiences and a link to the EthicsPoint Reporting System (Goldthrite, 2022).

During the 2022 summer, the School began a program for thirty students in grades 9-12 in Buffalo public Schools. The goal of this program is "to provide a stronger pipeline from the community to practice and increase the number of diverse underrepresented nurses in Western New York" (Goldthrite, 2022). Students will investigate the opportunities offered by a career in nursing during a half day program that includes a lab simulation, a panel of nurses, pathway to becoming a nurse, skills planning and meeting with undergraduate admissions advisors (Goldthrite, 2022).

Accomplishments and Recognitions

Throughout Lewis' tenure, numerous faculty members and she were honored with significant awards. Some of these are addressed here.

American Academy of Nursing

As noted previously, Lewis was inducted as a Fellow in the Academy of Nursing (FAAN) during 2013 (UB Nursing, 2013-14a, p. 1). Since then, **Nancy Campbell, Yu-Ping Chang, Sharon Hewner, Carla Jungquist, Pamela Paplham, and Deborah Raines** were recognized with this honor (UB School of Nursing, 2023c). **Margaret Moss** was a member of the Academy when she joined the School's faculty during the 2015-2016 academic year (UB Nursing, 2016a, p. 12). These professors joined emeritus faculty, including **Carol Brewer, Jean K. Brown, Patricia Burns, Patricia T. Castiglia, Juanita Hunter, Mary Ann Jezewski, and Patricia McCartney**, as

members of this Academy. Additionally, the School's current Dean, **Annette B. Wysocki**, is a member (UBNursing, 2017b, p. 14; UB School of Nursing, 2023c).

These nurses joined the Academy's nearly 2,900 honorees, who "are nursing leaders in education, management, practice and research" (American Academy of Nursing, 2023). Being given an offer to join the Academy acknowledges the persons' achievements and brings them the "responsibility to contribute their time and energies to the Academy, and to engage with other health leaders outside the Academy in transforming America's health system" (American Academy of Nursing, 2023).

American Association of Nurse Anesthesiology

In 2021, **Cheryl Spulecki**, DNAP, RN, was a member of the first group of Fellows named by the American Association of Nurse Anesthesiology (FAANA) (Goldthrite, 8/27/2021; UBNursing, 2022c, p. 31). This honor acknowledges the accomplishments and significant impacts on fostering the field of nurse anesthesiology of Certified Registered Nurse Anesthetists (CRNAs) (American Association of Nurse Anesthesiology, Undated).

Significantly, Spulecki served as president of the New York State Association of Nurse Anesthetists from 2017-2018. In 2020, she was honored with the "Kathleen O'Donnell Excellence in Leadership award for achievements in advancing the profession of nurse anesthesia" (Goldthrite, 8/27/2021).

American Association of Nurse Practitioners

Pamela Paplham, DNP, was inducted as a Fellow of the American Association of Nurse Practitioners in 2015 (UBNursing, 2014-2015b, p. 8). An emeritus faculty member, **Nancy Campbell**, PhD, FNP, is also a Fellow of this organization (UB School

of Nursing, 2023c). Starting in 2000, this organization named nurse practitioner “leaders who have made outstanding contributions to NP education, policy, clinical practice or research” as Fellows (American Association of Nurse Practitioners, 2023).

PapIham had previously been honored with the Oncology Nursing Society Excellence in Blood & Marrow Transplantation Award, and the American Society for Blood and Marrow Transplantation (ASBMT) NP/PA Lifetime Achievement Award (UBNursing, 2013-2014b, p. 9). During 2015, **PapIham** was chosen to be the “coordinator elect for the Oncology Nursing Society’s Blood and Marrow Transplant . . . Special Interest Group” (UBNursing, 2014-2015b, p. 8). **PapIham** was further named the 2020 Advanced Oncology Certified Nurse of the Year by the Oncology Nursing Certification Corporation (UBNursing. 2020f. p. 31).

Gerontological Society of America

The Gerontological Society of America (2023) awards “Fellow Status”, as designated by “FGSA” to recognize members’ “outstanding and continuing work in the field of gerontology.” This multidisciplinary association is dedicated to education, practice and research that addresses issues related to aging. The organization aims “to promote the study of aging and disseminate information to scientists, decision makers, and the general public” (Gerontological Society of America, 2023). **Yu-Ping Chang**, PhD, RN, was named a Fellow in 2016 (UBNursing, 2016b, p. 13).

International Academy of Addictions Nursing

Chang was then inducted as a Fellow in the International Academy of Addictions Nursing in 2019 (UBNursing. 2020f, p. 31). This honor aims to acknowledge and benefit from the “wisdom of outstanding professionals . . . to foster excellence in

evidence-based nursing practice, education, research, policy, and administration in addictions nursing” (International Academy of Addictions Nursing, Undated). Emeritus faculty member, **Nancy Campbell**, PhD, FNP, is also a Fellow of this organization (UB School of Nursing, 2023c).

Sigma Theta Tau’s International Nurse Researcher Hall of Fame

At Sigma Theta Tau’s 32nd Biennial International Nursing Research Congress that was held in 2021, **Chang** was inducted into the organization’s International Nurse Researcher Hall of Fame. Beginning in 2010, the award has honored “nurse researchers who have achieved significant and sustained national and/or international recognition for their work; and whose research has impacted the profession and the people it serves” (Sigma Theta Tau International Honor Society of Nursing, 2023).

Other National Recognitions

Deborah Raines, PhD, RN, was honored with the National League for Nursing Isabel Hampton Robb Award for Outstanding Leadership in Clinical Practice in 2017 (UBNursing. 2017b, p. 14). This award highlights

the outstanding contributions of an individual who:

- Inspires passion for clinical nursing
- Promotes evidence-based practice by building practice-education partnerships
- Encourages clinical expertise and inter-professional practice
- Challenges students to expand their clinical knowledge base in innovative ways

- Conducts scholarly research to assess learning outcomes that improve patient care
 - Fosters development of clinical reasoning in the culture of patient care
- (National League for Nursing, 2024).

Previously during 2016, **Raines** was given the Elsevier Leading Stars in Education (ELSIE) Award for Excellence in Clinical Education. This accolade acknowledges exceptional educators of nurses who are devoted to advancing their students' progression and achievement of program outcomes through creative strategies. Raines highlighted,

It is an honor to be recognized for this work, which is a direct result of the School of Nursing's partnership with the maternal-newborn units at Sisters of Charity Hospital. . . . Our collaborative work on the Safe Sleep for Baby and quality-improvement projects has resulted in joint presentations and publications with UB nursing students and Sisters Hospital nurses, as well as an outstanding educational experience for our nursing students. (UB Community Health Equity Research Institute, 1/14/2016).

In the 2012-2013 academic year, the Secretary of the United States Department of Health and Human Services named **Carol Brewer**, PhD. RN, Associate Dean for Academic Affairs and Professor, to the National Advisory Council on Nurse Education and Practice. This Council "advises and makes recommendations to the Secretary and Congress on policy matters arising in the administration of Title VIII including the range

of issues relating to the nurse workforce, nursing education and nursing practice improvement” (UBNursing, 2013c, p. 16).

During the next academic year, *Nursing Outlook* granted **Brewer** the “Excellence in Policy Award” for the publication of her manuscript, “State Mandatory Overtime Regulations and Newly Licensed Nurses’ Mandatory and Voluntary Overtime and Total Work Hours.” (UBNursing, 2013-2014b, p. 9). Additionally, **Brewer** was honored with the Excellence in Policy Award from *Nursing Outlook* in 2015 (UBNursing, 2014-2015b, p. 8).

Robin Lally, PhD, RN, was given the Annual Research Award from *Cancer Nursing: An International Journal for Cancer Care* in 2012 ” (UBNursing, 2013c, p. 15). Additionally, In 2014, **Lally** was selected to serve on the Oncology Nursing Society Research Advisory Panel/Scientific and Research Advisory Subgroup (UBNursing, 2013-2014b, p. 9).

Michael Lamparelli, DNP, CRNA was given the American Association of Nurse Anesthetists Foundation’s New York Life Doctoral Fellowship in 2012 (UBNursing, 2013c, p. 15). During the 2014-2015 academic year, **Adrian Juarez, PhD, RN** , received the Junior Investigator Award from the Public Health Nursing section of the American Public Health Association (UBNursing, 2014-2015b, p. 8).

Darryl Somayaji, PhD, RN, was named the leader of the Oncology Nursing Society’s Advanced Nursing Research Special Interest Group in 2015. Additionally, **Somayaji** “serves as a steering committee member for the NYS Cancer Consortium (UBNursing, 2014-2015b, p. 8).

In the 2016-2017 academic year, **Margaret Moss**, PhD, JD, RN, book, *American Indian Health and Nursing* was honored with two awards from the *American Journal of Nursing*. These awards were in the categories of Community/Public Health and Professional Issues (UBNursing, 2017b, p. 14). During the next year, **Moss** was selected to be a member of the “editorial board of *Policy, Politics and Nursing Practice*, a peer-reviewed journal that explores the multiple relationships between nursing and health policy” (UBNursing, 2018d, p. 19)

In 2017, **Donna Fabry and Kelly Folts-Ramos**’ article, “Health Care Provider Social Network Analysis: A Systematic Review” received the *Nursing Outlook’s* Excellence in Research Award (UBNursing, 2018d, p. 19). During the 2019-2020 academic year, **Carla Jungquist**, PhD, ANP-BC, was honored with the Margo McCaffery Nurse Exemplar Award from the American Society for Pain Management Nursing. This award highlighted her leadership and efforts to promote “accessibility to quality pain management” (UBNursing, 2020f, p. 31). **Janice Jones**, PhD, RN, CNS “was elected Sigma Region 11 Coordinator of the Sigma Theta Tau International Biennial Convention” (UBNursing, 2020f, p. 31).

During the 2020-2021 academic year, **Catherine Mann** was chosen to be a member of the American Association of Colleges of Nursing Cohort of Elevating Leaders in Academic Nursing. This program was “designed to develop and enhance leadership skills in new and emerging leaders in nursing programs” (UBNursing, 20210, p. 31).

Professional Nurses Association of Western New York Awards

Throughout Lewis' tenure, several faculty members received awards from the Professional Nurses Association of Western New York. These included the Ruth T. McGrory Award, the Nurse of Distinction, and the Nurse of Distinction in Education.

Ruth T. McGrory Award

The Ruth T. McGrory Award was established by the association to honor McGrorey, the second Dean of the School from 1966-1973 (Feigenbaum, 2011, p. 91) and President -Elect of the organization in April 1977 when she died (Hagberg & Leney, 2001, p. 24). This Award "honors an active, contributing member of . . . [the] association who is innovative in his/her area of nursing practice, has made a general impact on nursing practice, research or education and as a representative of nursing is active in relating to a variety of professional and community groups" (Professional Nurses Association of Western New York, Undated). These School of Nursing faculty members were honored with this Award during Lewis' tenure:

2014--**Mimi Haskins**, DNP, MMS, RN, CNS (Feigenbaum & Nahigian, 2019, p. 230; UBNursing, 2013-2014b, p. 9)

2019--**Linda McCausland**, Ed.D, RN (Feigenbaum & Nahigian, 2019, p. 230)

2021—**Catherine Mann**, EdD, RN, CNS, CNE (UBNursing, 2021d, p. 31).

Nurse of Distinction

Since 1996, the Association and the *Buffalo News* have co-sponsored the Nurse of Distinction Award (Hagberg & Leney, 2000, p. 40). This honor recognizes a nurse who has made an

outstanding contribution to the nursing profession and to the field of nursing, specifically: [through] 1. significant achievement: Within a particular area of

nursing, including clinical practice, research or administration. 2. Demonstrated leadership: That inspires other nurses to improve. Provides mentorship to nurses and acts as a role model for others. 3. Participation in activities that foster a positive public image of nursing as a profession. (Professional Nurses Association of Western New York, Undated).

This award was given these 2 School of Nursing faculty members during Lewis' tenure:

2012—**Mary G. Carey**, PhD, RN, CNS, FAHA (Feigenbaum & Nahigian, 2019, p. 227)

2018--**Rose Bell**, PhD, RN, ARNP-c, AONCP (Feigenbaum & Nahigian, 2019, p. 227; UBNursing, 2018d, p. 19).

Nurse of Distinction in Education

In 2014, the Association and the *Buffalo News* decided to delineate an award specifically for a nurse who had made “outstanding contributions to the nursing profession and to the field of health care, specifically . . . [through the] primary role of nursing faculty or staff nurse educator” (Feigenbaum & Nahigian, 2019, p. 227). The additional qualifications for this honor are the same as those noted above for the Nurse of Distinction (Professional Nurses Association of Western New York, Undated). These faculty members of the School of Nursing received this Award during Lewis' tenure.

2014—**Jessica Castner**, PhD, RN (Feigenbaum & Nahigian, 2019, p. 228; UBNursing, 2013-2014b, p. 9) (Significantly, **Castner** was the initial recipient of this Award (Feigenbaum & Nahigian, 2019, p. 228).

2019—**Diane Bartella**, MSN, BSN, RN (Feigenbaum & Nahigian, 2019, p. 228; UBNursing, 2019d, p. 30).

2022—**Kelly Foltz-Ramos**, PhD, RN, FNP-BC, RHIA (Professional Nurses Association of Western New York, Undated).

School of Nursing Awards

Annually, the School of Nursing acknowledges the achievements of alumni, faculty and staff members. These Awards include the Distinguished Alumni Award [now the Patricia H. Garman Award for Excellence and Service in Nursing], the Dean’s Award for Excellence in Service, the Preceptor Award, the Mecca S. Cranley Award for Excellence in Teaching, the Excellence in Research Award, the Excellence in Clinical Scholarship Award, the Excellence in Performance of Professional Staff, and the Excellence in Performance of Support Staff (Feigenbaum, 2011, pp. 205-206; UBNursing, 2022d, p. 28). Appendix E lists the names of the recipients of these awards from 2011-2022.

In Memoriam

Very sadly, the memories and achievements of two faculty members who died during Lewis’ term need to be conveyed. **Eileen Volpe**, PhD., RN, FNP-BC, PMHNP, died on June 8, 2017 (UBNursing, 2017a, p. 1). **Grace Dean, PhD, RN**, died on January 10, 2023 (UBNursing, 2023b, p. 32).

Volpe’s career at the School began in 2017 as she continued to pursue her research interest of “improving the well-being of adolescents affected by traumatic experiences” (UBNursing, 2017a, p. 1). Her work was supported by the Mecca S. Cranley Nursing Research Mentoring Award, a National Institutes of Health KL2 Mentored Career Development Award, the Gregory J. Dimitriadis Research Mentoring Fellowship, and a Peter and Elisabeth C. Tower Foundation grant. Volpe is

“remembered , , , as an outstanding educator, brilliant researcher and expert clinician . . . [as well as seeing] her in the roles she valued most – wife, mother and friend” (UBNursing, 2017a, p. 1). The School established the Ellen M. Volpe Memorial Fund to honor her memory, contributions, and accomplishments.

Grace Dean joined the School’s faculty in 2006 (UBNursing, 2023b, p. 32). As previously discussed, in 2019, Dean received the School of Nursing’s first R01 grant funded by the National Institute of Nursing Research (Robinson, 2019a, p. 2).

Dean had been named the “director of the research section for the Oncology Nursing Society’s 43rd Annual Congress” in 2018 (UBNursing, 2018d, p. 19). In 2020, Dean was selected by the National Institutes of Health Center for Scientific Review to be a member of the Clinical Management of Patients in Community-Based Settings Study Section from July 1, 2020 to June 30, 2024 (UBNursing, 2020f, p. 31).

Dean was a highly respected and loved colleague, mentor and friend, whose guidance helped shape the careers of many students, fellow faculty and researchers. She was known throughout the school and the university as a beacon of light and positivity, who lifted the spirits of all she touched with her kind words, optimism and enthusiasm (UBNursing, 2023b, p. 32).

Dean’s legacy was honored by the School’s Excellence in Research Award being named the Grace E. Dean Award for Research Excellence. The initial recipient was Kafuli Agbenmenu, PhD, MPH, RN, CTA-A, for her research on “culturally and linguistically appropriate contraceptive health education for women” (UBNursing, 2023b, p. 32). The School additionally formed the Grace Dean Fund to financially support

students in the School's PhD program when they are pursuing their research endeavors (UBNursing, 2023b, p. 32).

Conclusion

This chapter discussed the advancement of the School of Nursing from 2012-2022 under the leadership of Marsha L. Lewis, the seventh Dean of the School of Nursing. Throughout this time, Lewis (2018) was guided by her perspective that Nursing as a profession stands at a crossroads, in the midst of a growing nursing shortage- both in practice and education—we must face the challenges of preparing our future professionals to deliver quality care while continuing to discover and promote cutting edge research (p. 1).

Critically, under Lewis' leadership, the enrollment in each of the school's programs increased steadily. This reality concurred with the Tri-Council for Nursing's (5/19/2010) emphasis for all nurses to pursue additional education.

The increased incorporation of technology, including simulation experiences; and online learning classes, events and meetings, facilitated the students' development of their knowledge and skills. These tools were especially helpful during the Covid crisis in helping students complete their program of study in a timely and highly successful manner.

Throughout this period, the faculty received increasingly substantial funding from federal, university and private sources to pursue their research and educational endeavors. Lewis additionally guided the School's efforts to achieve the goal of raising eight million dollars for the Boldly Buffalo campaign. These realities strengthened the financial basis of the School.

Lewis (2018) also emphasized that the

health care landscape has shifted focus to the health of individuals, and communities in a global context. This transformation affords us many opportunities for growth and advancement as we prepare our students to become culturally sensitive leaders who strive to improve wellness and translate discoveries to enhance health (p. 1).

Accordingly, Lewis Feigenbaum & Nahigian, 2019, p. 230; promoted increased opportunities for students in all of the School's programs for experiences in caring for a wide range of populations internationally, nationally and locally. Community based care was significantly emphasized. This reality highlighted the "future of nursing" (UBNursing, 2020b, p. 15). These accomplishments aligned with the recommendations of the American Association of Colleges of Nursing's (2016) project, *Advancing Healthcare Transformation: A New Era for Academic Nursing* and the goals of the organization's *Vision for Nursing Education Task Force* (American Association of Colleges of Nursing, 2019).

Throughout Lewis' tenure, a substantial number of the faculty received major national, state, and local awards and honors. This reality showed that the value of the faculty's efforts is being acknowledged. Accordingly, all of the achievements noted throughout the chapter have significantly increased the visibility of the School across the nation.

*This chapter is an addition to this book:

Feigenbaum, J. C. (2011). *Celebrating 75 years of promoting excellence in nursing—The History of the University at Buffalo school of nursing*. Buffalo, NY: University at Buffalo School of Nursing.

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APPENDIX A
SCHOOL OF NURSING FACULTY MEMBERS' CREDENTIALS AND POSITIONS

Marsha Lewis, PhD, RN, FAAN, Professor, Dean of the School

Kafuli Agbemenu, PhD, MPH, RN, CTA-A, Assistant Professor

Christopher Barrick, PhD (Education--Counseling/School Psychology),
Associate Professor, Director for Research Advancement;

Donna Bartella, MSN, RN, Clinical Instructor

Rose Bell, PhD, RN, ARNP-C, AOCNP. Clinical Assistant Professor

Carol Brewer, PhD, RN, FAAN, Professor, Associate Dean for Academic Affairs

Jean Brown, PhD, RN, FAAN, Dean of the School of Nursing, 2008-2011

Susan Bruce, PhD, RN, ANP-C, Clinical Professor of Nursing, Adult/Gerontology
Primary Care NP Program Director

Nancy Campbell, PhD, FNP-C, CARN-AP, FAAN, FAANP, FIANN, Professor

Mary Carey, PhD, RN, Associate Professor

Yu-Ping Chang, PhD, RN, FAAN, FGSA, FIANN, Associate Dean for Research,
Patricia H. and Richard E. Garman Endowed Professor

Grace Dean, PhD, RN, Associate Professor

Suzanne Dickerson, PhD, RN, Professor, Associate Dean for Research Doctoral
Program, Associate Dean for Faculty Development

Donna Fabry, DNP, CNS, RN, Clinical Associate Professor

Kristin Faust, DNAP. MBA, CRNA, Director of Nurse Anesthetist Program

Kelly Foltz-Ramos, PhD, RN, FNP-BC, CHES, RHIA, Assistant Professor,
Director of Simulation and Innovation

Susan Grinslade, PhD, RN, PHCNS-BC, Clinical Professor,
Undergraduate Department Chairperson

Jennifer Guay, DNP, CNM, Clinical Assistant Professor,
RN to BS Program Coordinator

Amy Hequembourg, PhD (Sociology), Associate Professor,
Assistant Dean for Diversity and Inclusion

Mimi Haskins, DNP, MMS, RN, CNS, Clinical Assistant Professor

Sharon Hewner, PhD, RN, FAAN, Associate Professor

Linda Paine Hughes, DNP, RN, NNP-BC, FNP-C, ANP, PNP, PMHNP-BC,
Clinical Assistant Professor

Janice Jones, PhD, RN, CNS, Clinical Professor

Adrian Juarez, PhD, RN, Assistant Professor

Carla Jungquist, PhD, ANP-BC, FAAN, Associate Professor,
Coordinator of the Adult/Gerontology NP Program

Michael Lamparelli, DNP, CRNA, Clinical Assistant Professor

Robin Lally, PhD, RN, Assistant Professor

Jennifer Livingston, PhD (Educational Psychology), Associate Professor

Diane Loomis, DNP, RN, FNP-BC, Clinical Associate Professor

Catherine Mann, EdD, RN, CNS, CNE, Clinical Professor,
Assistant Dean for Undergraduate Studies

Ruth McGrorey, EdD, RN, Dean of the School of Nursing from 1966-1973

Michelle McKay, MSN, RN, CNE, Undergraduate Clinical Coordinator

Linda McCausland, EdD, RN, Clinical Associate Professor

Margaret Moss, PhD, JD, RN, FAAN, Associate Professor,
Assistant Dean of Diversity and Inclusion

Susan, Nierenberg, DNP, FNP-BC, Clinical Assistant Professor

Patricia Nisbet, DNP, PMHNP-BC, Clinical Assistant Professor,
Psychiatric Mental Health Nurse Practitioner Program Coordinator

Sophia Overton, MEd, RN, Clinical Instructor

Molli Oldenberg, DNP, RN, FNP-C, Clinical Associate Professor, Global Initiatives
Coordinator, Family Nurse Practitioner Program Coordinator

Pamela Paplham, DNP, AOCNP, FNP-BC, FAAN, FAANP, Clinical Professor,
Associate Dean for Primary Care DNP Programs

Davina Porock, PhD, FAAN, Professor, Associate Dean of Research and Scholarship,
Acting Dean of the School of Nursing, 2011-2012

Deborah Raines, PhD, EdS, RN, ANEF, FAAN, Associate Professor

Loralee Sessanna, PhD, RN, AHN-BC, Faith Community Nurse, Clinical Professor,
Interim Assistant Dean for the MS/DNP Programs

Darryl Somayaji, PhD, RN, CNS, CCRC, Clinical Professor

Cheryl Spulecki, DNAP, RN, CRNA, ACNP, FAANA, Clinical Assistant Professor,
Director of Nurse Anesthetist Program

Linda Steeg, DNP, RN, ANP-BC, Clinical Associate Professor

Molli Warunek, DNP, FNP-BC, Clinical Assistant Professor,
Global Initiatives Coordinator

Alyssa Weissenger, DNP, RN, FNP-BC, PMHNP-BC, Clinical Assistant Professor

Ellen Volpe, PhD, RN, FNP-BC, Assistant Professor

APPENDIX B MEANINGS OF CREDENTIALS

ACNP: Acute Care Nurse Practitioner-Board Certified

AHN-BC: Advanced Holistic Nurse-Board Certified

ANEF: Academy of Nursing Education Fellow

ANP: Adult Nurse Practitioner

ANP-C: Adult Nurse Practitioner-Certified

ANP-BC: Adult Nurse Practitioner- Board Certified

AOCNP: Advanced Oncology Certified Nurse Practitioner

ARNP-C: Advanced Registered Nurse Practitioner-Certified

CARN-AP: Certified Addictions Registered Nurse—Advanced Practice

CCRC: Certified Clinical Research Coordinator

CHES: Certified Health Education Specialist

CNE: Certified Nurse Educator

CNM: Certified Nurse Midwife

CNS: Clinical Nurse Specialist

CRNA: Certified Registered Nurse Anesthetists

DNAP: Doctor of Nurse Anesthesia Practice

DNP: Doctor of Nursing Practice

EdD: Doctor of Education

EdS: Education Specialist Degree

FAAN: Fellow of the American Academy of Nursing

FAANA: Fellow of the American Association of Nurse Anesthesiology

FAANP: Fellow of the American Association of Nurse Practitioners

FGSA: Fellow of the Gerontological Society of America

FIANN: Fellow of the International Academy of Addictions Nursing

FNP-BC: Family Nurse Practitioner-Board Certified

FNP-C: Family Nurse Practitioner- Certified

JD: Juris Doctor

MBA: Master of Business Administration

MPH: Master of Public Health

MSEd: Master of Science Degree in Education

MSN: Master of Science Degree in Nursing

MMS: Master of Medical Science

NNP-BC: Neonatal Nurse Practitioner-Board Certified

PhD: Doctor of Philosophy

PHCNS-BC: Public/Community Health Clinical Nurse Specialist-Board Certified

PMHNP-BC: Psychiatric-Mental Health Nurse Practitioner-Board Certified

PNP: Pediatric Nurse Practitioner

RHIA: Registered Health Information Administrator

RN: Registered Nurse

Appendix C

Teams and Community Agencies Collaborating on Grants

National Institutes of Health (2013-2014) (Saldi, 2013-14b, p. 6):

Primary Investigator: Grace Dean, PhD, RN

Co-Investigators: Suzanne Dickerson, PhD, RN
 Carla Jungquist, PhD, RN
 Lynn Steinbrenner, MD, Veterans Administration Medical Center
 of Western New York;
 Joseph Lucke, PhD, UB Research Institute on Addictions
 Nadine Fisher, Ed.D, UB Department of Rehabilitation Sciences
 Samjot Dhillon, MD, Roswell Park Cancer Institute
 Hongbin Chen, MD, Roswell Park Cancer Institute
 Elizabeth Dexter, MD, Roswell Park Cancer Institute

National Institute of Nursing Research (2019-2024)

(Lewis, 2019, p. 1; Robinson, 2019a, p. 2)

Primary Investigator: Grace Dean, PhD, RN

Co-Investigators: Suzanne Dickerson, PhD, RN
 Gregory Wilding, PhD (Statistics), Professor and Chair of the
 School of Public Health and Health Profession's
 Department of Biostatistics
 Donna Tyrpak, MS, RN, ANP, Project Coordinator
 Mary Reid, BSN, MSPH, PhD (Cancer Epidemiology),
 Director of Cancer Screening and Survivorship, and
 Distinguished Professor of Oncology in the
 Department of Medicine at the Roswell Park Cancer Center.
 Misol Kwan, BS, RN, a PhD student in the School of Nursing

National Institute of Alcohol Abuse and Alcoholism (Goldthrite, 2019a, p. 3).

Primary Investigator: Jennifer Livingston, PhD (Educational Psychology)

Project Team: Jaye L. Derrick, Ph.D. (Social-Personality Psychology),
 Associate Professor, Director of the University of Houston
 Social Processes Lab, Social, Personality, & Health
 Psychology
 Weijun Wang, PhD, (International Family and Community Studies),
 Research Scientist, Clinical and Research Institute on
 Addictions
 Maria Testa, PhD (Social Psychology), Research Scientist

Emeritus, Clinical and Research Institute on Addictions
 Amanda Nickerson, PhD, (School Psychology) NCSP (Nationally
 Certified School Psychologist), Professor, Director of the
 UB Alberti Center for Bullying Abuse and Prevention;
 Dorothy Espelage, Ph.D (Counseling Psychology, Professor of
 Psychology at the University of Florida
 Kathleen Miller, Ph.D (Sociology), Associate Professor of Sociology
 at D'Youville College and an Affiliated Research Scientist at
 the Research Institute on Addictions

Patient-Centered Outcomes Research Institute (PCORI) (2021)

(Anzalone. 2021a, p. 2)

Principal Investigator: Yu-Ping Chang, PhD, RN

Co-Investigators: Christopher Barrick PhD (Education--Counseling/School
 Psychology), Director for Research Advancement;
 Associate Professor (SON)
 Susan Grinslade, PhD, RN
 Rebecca Lorenz, PhD, RN
 Loralee Sessanna, PhD, RN
 Patricia Nisbet, DNP, PMHNP-BC
 Chin-Shang Li, PhD (Statistics), Professor (SON)
 Wenyou Xu, PhD (Electrical and Electronics
 Engineering), Professor and Associate Chair of
 Department of Computer Science & Engineering,
 School of Engineering and Applied Sciences

Community Partners: African American Health Organization Task Force
 Buffalo Center for Health Equity
 Lincoln Memorial United Methodist Church
 Agape Fellowship Baptist Church
 Friendship Baptist Church

Agency for Healthcare Research and Quality (2021) (Anzalone, 2021c, p. 5)

Principal Investigator: Sharon Hewner, PhD, RN

Co-Investigators: Suzanne Sullivan, PhD, MBA, RN
 Elizabeth Bowen, PhD (Social Work). SSWR (Fellow of the
 Society for Social Work and Research),
 Associate Professor; School of Social Work
 Varun Chandola, PhD (Computer Science), Associate
 Professor, School of Engineering and Applied Sciences
 Ekaterina Noyes, PhD (Biophysics and Neuroscience), MPH,
 professor, Associate Dean or the Department of
 Epidemiology and Environmental Health Translational

and Team Sciences; Director, Division of Health Services Policy and Practice;
 Guan Yu, PhD (Statistics), Assistant Professor, School of Public Health and Health Professions

Clinical Partners: HEALTHeLINK
 Western New York Clinical Information Exchange
 Buffalo City Mission
 Jericho Road Community Health Center
 Spectrum Health and Human Services

National Institute on Alcohol Use and Alcoholism (2022-2027)
 (Anzalone, 2022b, p. 6)

Co-Principal Investigators: Amy Hequembourg, PhD (Sociology)
 Jennifer Livingston, PhD (Educational Psychology)
 Associate Professor

Co-Investigator: Craig Colder, PhD, Professor and Director of Graduate Studies in the Department of Psychology

Health & Human Resources Administration (2020-2023)
 (Anzalone, 2020b, p. 7)

Project Director: Yu-Ping Chang, PhD, RN
 Project's Team: Linda Paine Hughes, DNP
 Christopher Barrick, PhD (Education-Counseling/
 School Psychology), (SON)
 Nancy Campbell, PhD, RN
 Sabrina Cassucci, PhD (Industrial & Systems Engineering)
 MBA, Assistant Professor, UB School of Engineering
 And Applied Sciences
 Nicole Roma, Research Administration Coordinator,
 Center for Nursing Research

Appendix D Bullough Lectures—2011-2022

- 2011 Lesley Degner, PhD, RN, FCAHS
University of Manitoba College of Nursing
“Clinical Mindlines: A Tool for Improving Unit Based Practice”
- 2012 Linda McGillis Hall, PhD, FAAN, FCAHS
Lawrence Bloomberg Faculty of Nursing, University of Toronto
“Exploring the Impact of Interruptions to Nursing Work: Patient and Nurse Outcomes:”
- 2013 Patricia D’Antonio, PhD, RN, FAAN
University of Pennsylvania School of Nursing
“American Nursing: A History of Knowledge, Authority and the Meaning of Work”
- 2014 Marla E. Salmon, ScD, RN, FAAN
Emory University School of Nursing
“Global Health and Nursing: YIMBY* (*Yes in my back yard!)”
- 2015 Lynn M. Sibley, PhD, RN, FAAN, FACNM
Emory University School of Nursing
“Academic Partnerships in Global Maternal and Newborn Health: Experiences in Bangladesh and Ethiopia”
- 2016 None
- 2017 Peggy Compton, PhD, RN, FAAN
University of Pennsylvania School of Nursing
“Addiction, Opioids and Pain: Exemplar Nursing Science”
- 2018 Ann M. Kolanowski, PhD, RN, FGSA, FAAN
Pennsylvania State University School of Nursing
“The Challenge of Delirium in People Living with Dementia”
- 2019 Dorothy Jones, EdD
Boston College Connell School of Nursing
“Meaningful Academic and Clinical Partnerships”
- 2020 None
- 2021 Ryan Shaw, PhD, RN, Associate Professor
Duke University in the School of Nursing
Digital Health Technology for Behavior Change and Symptom Management
- 2022 Shannon N. Zenk, PhD, MPH, RN, FAAN
Director of the National Institute of Nursing Research
“The Future of Nursing Research: Innovation, Collaboration, and Impact”

(Feigenbaum, 2011, pp. 172-173; Goldthrite, 4/12/2024. Personal communication—email)

Appendix E Recipients of School of Nursing Awards—2011-2022

(Goldthrite, S. 4/12/2024. Personal communication—email)

Distinguished Alumni Award – “In recognition of exceptional career accomplishments, community or university service, or research and scholarly activity” (Feigenbaum, 2011, p. 265)

2011 – Robert Smithing & Madeline Wiley
 2012 – No award
 2013 – Rebecca McCormick-Boyle
 2014 – Mary Garlick Roll
 2015 – Dianne Morrison-Beedy
 2016 – Michael Fallacaro
 2017 – Carolyn Farrell
 2018 – Tammy Austin-Ketch
 2019 – Martha Bergren
 2020 – Cheryl May
 2021 – Marie-Anne S. Rosemberg
 2022 – No award given

Dean’s Award for Excellence in Service/The Patricia H. Garman Award for Excellence and Service – “In recognition of service to the School of Nursing and its mission” (Feigenbaum, 2011, p. 265)

2011 – Maureen Kelly
 2012 – No award
 2013 – Mary Anne Heiser
 2014 – DISCONTINUED AND RENAMED

Patricia H. Garman Award for Excellence and Service- “In recognition and in appreciation of their significant support and impact on the advancement of the UB School of Nursing. The award acknowledges outstanding contributions to the nursing profession embodying the mission, vision and values of the UB School of Nursing” (Garman Award, 2024).

2014 – Connie Vari
 2015 – James McLernon
 2016 – Carol S. Brewer
 2017 – Mary Dillon
 2018 – Rev. Kinzer Pointer, Priti Bangia
 2019 – Donna Tyrpak
 2020 – Diane Ceravolo
 2021 – Tineka Pace, Shadevia C. Marshall, Sophia L. Overton, Brentnie Adams, Kwasi Adusei, Willa Arnet-June
 2022 – Takesha Leonard

Preceptor Award – “In recognition of an outstanding clinical preceptor for the School of Nursing” (Feigenbaum, 2011, p. 265)

- 2011 – JoAnne McVey
- 2012 – No award
- 2013 – Celene Canon-Tinder
- 2014 -- Deborah Micholas
- 2015 - Lynn Kahn
- 2016 – Theresa Betz
- 2017 – Melissa Fincher-Mergi
- 2018 – Nicole Johnson, Heidi Nowak
- 2019 – Maureen Moore-Haley (ECMC)
- 2020 – Jennifer Earsing
- 2021 – Ryan Florence and Sisters of Charity Hospital Neonatal Intensive Care Unit, Mother/Baby Unit, Labor & Delivery
- 2022 – Rosanna Carter

Mecca S. Cranley Award for Excellence in Teaching – “Awarded to current School of Nursing faculty members in recognition of the centrality of teaching to our mission” (Feigenbaum, 2011, p. 265)

- 2011 – Tammy Austin-Ketch
- 2012 – No award
- 2013 - Janice Feigenbaum
- 2014 – Claire Meyers
- 2015 – Kathleen Thomas
- 2016 – Donna Fabry
- 2017 – Lorelee Sessanna
- 2018 – Kelly Foltz-Ramos
- 2019 – Linda Steeg
- 2020 – Melinda Haas
- 2021 – Jennifer Livingston
- 2022 – No award given

Excellence in Research Award -- Renamed **The Grace E. Dean Award for Research Excellence** in 2023

- 2011 – Robin Lally
- 2012 – No award
- 2013 - Yu-Ping Chang
- 2014 – Grace Dean
- 2015 – Sharon Hewner
- 2016-- Suzanne Dickerson
- 2017 – Carla Jungquist
- 2018 – Darryl Somayaji
- 2019 – Grace Dean
- 2020 – Kafuli Agbemenu
- 2021 – Sharon Hewner

2022 – No award given
 2023 – Kafuli Agbemenu

Excellence in Clinical Scholarship Award

2011 – Claire Meyers, Mattie Rhodes, Linda Steeg
 2012 – No award
 2013 - Donna Fabry
 2014 – None awarded
 2015 – Deborah Raines
 2016 – Jennifer Guay
 2017 – Tammy Austin-Ketch
 2018 – Pamela Paplham
 2019 – Patti Nisbet
 2020 – Lorelee Sessanna
 2021 – No award given
 2022 – No award given

Faculty Mentor Award

2013 – Janice Jones
 2014 – Carol Brewer
 2015 – Susan Grinslade, Mary Ann Meeker
 2016 – Tammy Austin-Ketch
 2017 – Nancy Campbell-Heider
 2018 – Dianne Loomis
 2019 – Suzanne Dickerson
 2020 – No nominations were given, no winners
 2021 – Pam Paplham
 2022 – No award given

Dean's Award for Adjunct Faculty Excellence

2018 – Teresa Brennan
 2019 – Pamela McLaughlin
 2020 -- No award given
 2021 – Marygrace Piskorowski
 2022 – Beth Nicastro

Excellence in Performance – Professional Staff

2011 – Barbara Zon
 2012 – No award
 2013 – Dave Lang, Donna Tyrpak
 2014 – Gerri Kremer
 2015 – Diane Dempsey
 2016 – Cheryl Oyer
 2017 – Jim Lichtenthal, Elizabeth Killian
 2018 -- DISCONTINUED AND RENAMED

Excellence in Performance – Support Staff

2011 – Ann Taylor
2012 – No award
2013 – No award
2014 – Marianne Messina
2015 -- No Award
2016 – Elaine Marks
2017 – Ann Taylor
2018 - DISCONTINUED AND RENAMED

Deans Award for Excellence in Staff Performance

2018 – Jackie Martek, Peter Swiatowy
2019 – Jana Blaha, Andrea Proper, Sarah Goldthrite
2020 – Robert Cenczyk, Jennifer Schreier,
Technology Services Staff (James Lichtenthal, Cheryl Oyer and
Peter Swiatowy
2021 –Tanner Gelatt, Jessica Wang-Strykowski
2022 – No award given