



UNIVERSITY OF CALGARY | Faculty of Nursing

PROFESSIONAL DEVELOPMENT STRATEGIC PLAN (2019 – 2022)

Prepared by Tracey L. Clancy
September 25, 2019

Revised by T. L. Clancy
June 15, 2020

Table of Contents

Introduction	3
Background	4
Overview of Development Process	5
Vision and Mission	6
Core Beliefs	6
Goals, Priorities, and Strategies	7
Goal #1 - Responsiveness to Faculty and Institutional Priorities.....	7
Goal #2 – Collaborative Culture of Teaching and Learning.....	7
Goal #3 – Evidence Informed Professional Development.....	8
Plan for Assessment	9
Summary	9
References	10

INTRODUCTION

Our purposeful pursuit of excellence as a discipline and profession recognizes that nursing is constantly evolving.

Quality education is the foundation for developing competent health workers who are equipped with the knowledge attitudes and skills necessary to deliver quality care. Nurse educators must understand not only the changing landscape of the healthcare system and clinical nursing care, but also must acquire the knowledge, skills, attitudes and abilities that are requisite for teaching nursing in complex educational environments (NLN, 2007; WHO, 2016).

Transition of nurses into academic roles requires socialization and enculturation into the new faculty role (Schoening, 2012; Seal, 2017; Wenner & Cooper Hakim, 2019). “Work-role transition is defined as the human experience associated with entering a new community of practice. It is a dynamic developmental process associated with emotional work, critical tasks, and a diffusion through role boundaries to assume the new identity, values, and knowledge base of the new role” (Anderson, 2009, p.203). Thus, transitioning into the advanced practice role of nurse educator is associated with acquiring the knowledge, skills, competencies, and attitudes that inform **teaching practice**; it is **developmental** in nature.

Functioning as **advanced practice nurses**, nurse educators must be prepared to understand the needs of the learner, facilitate learning, socialize students to the profession; evaluate learning outcomes; and assure employers that graduates can provide safe, competent, ethical care. Nurse educators must also contribute to the design of educational programs and curriculum development; provide leadership for innovation and change; have the capacity to develop their own careers within the educational environment; and contribute to the scholarship and research that inform the evidence that advances the science of nursing education (NLN, 2007).

Boyer (1990) characterized the scholarship of teaching as knowledge of the subject being taught, carefully planned and continuously evaluated teaching related to the subject matter, encouragement of active, life-long learning, which develops students as critical, creative thinkers, and the recognition that teachers are also learners.

Nurses in academia are responsible for **engaging in scholarship** and advancing nursing knowledge. A broad conceptualization of scholarship is required to meet the needs of knowledge development in a practice profession. These needs include building a body of scientific knowledge to underpin the discipline, enhancing nursing education by advancing knowledge of teaching and learning in nursing, generating new knowledge through integration and synthesis of existing knowledge, and creating knowledge applied in nursing service and practice. **Discovery, Teaching, Integration, and Application**, the **four scholarship domains** identified by Boyer (1990), capture the broader boundaries needed to advance the practice and the discipline of nursing. Scholarship encompasses a range of intellectual and creative activities. It is important to note that there are **differences between scholarly activities and scholarship**; scholarly activities reflect knowledge depth, breadth, and quality, as well as learned thinking (Acorn & Osborne, 2013). Scholarship involves these attributes but requires documentation, peer review, and public dissemination, thereby adding new knowledge to the field (CASN, 2010).

Valuing the role and scope of nurse educators’ practice, in addition to acknowledging the developmental nature associated with fulfilling the mandate of nurses working in academia, calls us to be intentional in supporting ongoing faculty development.

BACKGROUND

Prioritizing teaching development is necessary for supporting faculty and preparing graduate students with the knowledge and skill to teach, to provide leadership for transforming education and health care systems, and to conduct or translate research in nursing education (Patterson, 2017)

The primary role of the Assistant Dean Faculty Development is to provide direction, guidance, and support to faculty members to enhance teaching and learning knowledge, skills, and capacity, and to advance strategic Faculty and University priorities for enhancement of teaching and learning. To act as a link between the broader university teaching and learning community and the Faculty of Nursing. Key to the role is the establishment of an effective team environment for faculty development and scholarship in teaching and learning.

The Developmental Framework for Teaching Expertise in Post-Secondary Education (Kenny et al., 2017) created by the Taylor Institute “introduces three foundational habits of mind – inclusive, learning-centered, and collaborative ways of knowing and being” (p.1). These habits of mind ground five interwoven and non-hierarchical facets of teaching expertise including teaching and supporting learning, professional learning and development, mentorship, research scholarship and inquiry, and educational leadership. Characteristically, developing teaching expertise is fluid and iterative, recursive and context dependent, and reflects a developmental continuum over time (Kenny et al., 2017). Building from this framework, teaching development involves supporting teaching practice and student learning, fostering educational leadership, and engaging in the scholarship of teaching and learning.

OVERVIEW OF DEVELOPMENT PROCESS

Strategies such as “detailed and individualized orientation plan, ongoing high quality mentoring, educational preparation for the role, and time to develop educator skills” (p. 75) enabled nurse educators to be successful in their role (Fritz, 2018).

The development of this strategic plan was informed by the University of Calgary Energizing Eyes High (2017) vision to ‘enrich the quality and breadth of learning’, in addition to the educational development priorities delineated by the Taylor Institute for Teaching and Learning for the University of Calgary campus community. The strategic plan outlined by the Taylor Institute (2016/2017) involves optimizing student learning through the areas of scholarship and research, experiential learning and inquiry-based learning, technology integration, and education development.

The Faculty of Nursing Strategic Plan (2017-2021) highlights the Advancement of Nursing Education as a research priority with the goal of achieving national prominence for excellence in nursing education. Key focus areas used to inform this strategic plan include technology and teaching innovation, curriculum evaluation and evolution, and prioritizing leading faculty development for teaching excellence.

Operationalizing this strategic plan will evolve from being intentional around valuing people and building from their strengths and supporting sustained growth from a paradigm of meaning compared with a paradigm of performance. In recognizing that teachers are also learners, it will be important to value learning and intentionally create accessible and diverse opportunities for faculty to engage both individually and in learning communities. Finally, in alignment with the priorities noted above, valuing teaching competence through promoting evidence-based practice and multi-dimensional evaluation of teaching effectiveness and student learning outcomes will also be significant.

VISION AND MISSION

Achieve national prominence for excellence in nursing education through building capacity related to teaching and learning development, promoting educational leadership, and advancing the scholarship of teaching and learning.

CORE BELIEFS

Core beliefs associated with teaching and learning that inform the faculty development needs outlined in this strategic plan are those expressed by students, faculty from Medicine Hat College (MHC) and the University of Calgary (UofC), staff, and alumni at a curriculum-visioning think tank held in the spring of 2019.

Relationships are foundational to support effective teaching and learning.

Learner-centered approaches lead to meaningful learning experiences and offer students the opportunity to actively construct and take accountability for their learning.

Reflective practice is essential to foster growth and enhance teaching and learning. Engaging reflectively on practice promotes accountability, a continuous learning mindset, and outlines the developmental nature of teaching and learning.

Best available evidence informs our teaching practice, and student learning.

An innovative mindset is encouraged and is characterized as being open to change, embracing creativity, thinking big, engaging with an awareness of ongoing change, and showing courage (Bjorling, 2018).



GOALS, PRIORITIES AND STRATEGIES

Goals & Priorities	STRATEGIES
Responsiveness to Faculty and Institutional Priorities	
<i>Promote Scholarship and Research</i>	Enhance Orientation Differentiate scholarly teaching and the scholarship of teaching and learning or discipline-based educational research -Teaching dossier -Support faculty to pursue Scholarship of Teaching & Learning (SoTL) projects or Discipline-based Educational Research -Provide opportunities to share learning related to scholarly teaching, teaching innovations, and SoTL projects
<i>Support Technology Integration and Teaching Innovation</i>	Nurture an environment that supports the integration of technology in teaching and learning and promotes innovative and creative thought relative to educational approaches and assessment of learning. Support technology integration and teaching innovation
<i>Support Experiential and Inquiry Based Learning</i>	Foster and promote teaching approaches that support experiential and inquiry-based learning. Ensure the purposeful integration of high-quality experiential learning opportunities throughout the curriculum.
Collaborative Culture of Teaching and Learning	
<i>Support Communities of Learning</i>	Facilitate establishment of faculty learning communities (FLCs)
<i>Support and Sustain a Mentorship Program</i>	Establish, support, and sustain a mentorship program
Evidence Informed Professional Development	
<i>Support Personalized Professional Development</i>	Promote a personalized approach to teaching development through employing the principles of universal design for learning. Support personalized professional development Provide one on one consultations to support the creation of a personalized professional development plan Encourage development that relates to the teaching competencies

	<p>outlined in the faculty tenure and promotion guidelines.</p> <p>Support the inclusion of teaching development outcomes within a teaching dossier.</p>
<p><i>Provide Teaching Development Resources and Opportunities</i></p>	<p>Engage in creating faculty teaching development opportunities and ensuring the provision of current resources to support teaching development Transform teaching and learning area of faculty website</p> <p>Create monthly online blog / vlog highlighting evidence-based teaching practices and educational research</p> <p>Host Instructional Skills Workshop (ISWs) in the faculty</p> <p>Establish and support a micro-credential program</p> <p>Establish and support a recognition initiative</p>

PLAN FOR ASSESSMENT

Assessment metrics will evolve over time, and may include such parameters as:

- Number of attendees at educational events
- Number of consultations
- Number of learning communities established, level of involvement and outcomes
- Integration of a minimum of high-quality experiential learning opportunities for each student
- Micro-credential completions
- Grant applications and recipients
- Teaching award nominations and recipients

SUMMARY

The living nature of this document means that it will be revisited on an annual basis to ensure that it continues to reflect the professional development needs of those within the Faculty of Nursing at the University of Calgary and Medicine Hat College, teaching and learning needs of our students, and latest evidence.

REFERENCES

- Anderson, J. K. (2009). The work-role transition of expert clinician to novice academic educator. *Journal of Nursing Education, 48*(4), 203-208. <https://doi.org/10.3928/01484834-20090401-02>
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press.
- Bjorling, M. E. (2018, May 10). 5 key steps to creating an innovation mindset. [Blog post]. Retrieved from <https://www.ericsson.com/en/blog/2018/5/5-key-steps-to-creating-an-innovation-mindset>
- Fritz, E. (2018). Transition from clinical to educator roles in nursing. *Journal for Nurses in Professional Development, 34*(2), 67-77. <https://doi.org/10.1097/NND.0000000000000436>
- Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E., & Reid, L. (2017, October). A developmental framework for teaching expertise in postsecondary education. In *International Society for the Scholarship of Teaching and Learning Conference, (14-17 October), Calgary, Canada* http://connections.ucalgaryblogs.ca/files/2017/11/CC3_Teaching-Expertise-Framework-Fall-2017.pdf
- Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E., Reid, L. (2017, October). A Developmental Framework for Teaching Expertise in Postsecondary Education. Poster presented at the International Society for the Scholarship of Teaching and Learning Conference, Calgary, Alberta, Canada
- Patterson, B. J. (2017). A Vision for Graduate Preparation for Academic Nurse Educators. *Nursing Education Perspectives, 38*(6), 366. <https://doi.org/10.1097/01.NEP.0000000000000242>
- Schoening, A. M. (2013). From bedside to classroom: The nurse educator transition model. *Nursing Education Perspectives, 34*(3), 167-172. <https://doi.org/10.1097/00024776-201305000-00007>
- Seal, J. (2017). Multiple professional identities: A personal exploration of the transition from nurse to lecturer. *Journal of Health Visiting, 5*(2), 94-99. <https://doi.org/10.12968/johv.2017.5.2.94>
- Turner, J. C., Christensen, A., Kackar-Cam, H. Z., Fulmer, S. M., & Trucano, M. (2018). The development of professional learning communities and their teacher leaders: An activity systems analysis. *Journal of the Learning Sciences, 27*(1), 49-88. <https://doi.org/10.1080/10508406.2017.1381962>
- University of Calgary, Energizing Eyes High Strategic Plan (2017, April 28). Retrieved from <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/17/17-UNV-016-Eyes%20High%20strategy%20document-digital-FINAL.pdf>
- University of Calgary, Taylor Institute Annual Report (2016/2017). Retrieved from https://taylorinstitute.ucalgary.ca/sites/default/files/uploaded-documents/resources/reports-plans/TI-Annual-Report-2016_17.pdf
- University of Calgary, Faculty of Nursing Strategic Plan (2017-2020). Leading the pursuit of nursing excellence. Retrieved from <https://nursing.ucalgary.ca/2017stratplan>

Wenner, T. A., & Cooper Hakim, A. (2019). Role transition of clinical nurse educators employed in both clinical and faculty positions. *Nursing Education Perspectives*, 40(4), 216-221.

<https://doi.org/10.1097/01.NEP.0000000000-000468>

Wilson, B.J., Ludwig-Hardman, S., Thornam, C.L., & Dunlap, J.C. (2004). Bounded community: Designing and facilitating learning communities in formal courses. *International Review of Research in Open and Distance Learning*, 5(3), 1-22. <http://www.irrodl.org/index.php/irrodl/article/view/204/820>

For more information contact:

Tracey L. Clancy RN, MN, CCNE
Senior Instructor / Assistant Dean Faculty Development
Faculty of Nursing, University of Calgary
University of Calgary Teaching Academy Member
University of Victoria PhD Student
Craigie Hall D 631
403-210-9678
tclancy@ucalgary.ca