<u>Section 06-- Teaching</u>

Introduction

Teaching is my declared area of excellence. Over the past 20 years, I have worked diligently to seamlessly integrate my teaching and scholarship. These efforts allow me to not only create engaging experiences for students in my courses, but to simultaneously advance pedagogical literacy in the discipline and the science of nursing education. I have consulted with many schools of nursing seeking to implement research-based approaches to nursing education and have supported 3 pilot schools of nursing implementing narrative pedagogy (NY, NJ, IL). I have sustained a program of funded pedagogical research investigating a) how nursing teachers enact (and students experience) new pedagogies; b) how pedagogical reform influences students' thinking, safety, and readiness for practice; and c) how students and teachers experience clinical education. While in rank this my work has been widely disseminated through publications (5 refereed, 12 non-refereed/invited, a monograph, an edited book, a book chapter, and 5 editorials), presentations in national and international forums (20 keynotes, 17 refereed papers, and 39 workshops/symposia). The excellence I have attained has been recognized by my induction into FACET (Indiana University Faculty Colloquium of Excellence in Teaching) and by the discipline through my induction as a Fellow into both the Academy of Nursing Education (2008) and the American Academy of Nursing (2006). In 2009 I was awarded the National League for Nursing's Award for Excellence in Nursing Education Research, the highest award in the field. In 2006 I received the Advancement of the Science award for the Education Section of the Midwest Nursing Research Society. I have been invited to give 4 endowed lectures on teaching as a distinguished lecturer and 2 commencement addresses.

Although these accomplishments attest to my commitment and contributions to pedagogical excellence at a national level (I believe that pedagogical excellence must include the study of the innovations being used), I am equally committed to the preparation of new teachers in nursing and have worked diligently to create course experiences that provide these students with the requisite knowledge, skills, and attitudes for teaching in nursing while also providing them the *experience* of learning in courses in which new pedagogies are enacted. My course evaluations have consistently been strong, even while major changes/revisions have been made in the pedagogies used. My peer evaluations conducted by expert teachers (Appendix A) from within and outside the Indiana University system have documented the creativity of my approach and the excellence of my teaching.

At national and international levels, my excellence in teaching led to my selection as a member of the National Advisory Council for the Robert Wood Johnson Foundation's initiative, *Evaluating Innovations in Nursing.* I was also an invited member of the international colloquium convened by the Health Foundation in London, England. I have been an invited member of 4 National League for Nursing Think Tanks, and have co-chaired the Think Tank on Clinical Education. I have been a member of the National League for Nursing Board of Governors, the Steering and Governing Boards of the Institute for Health Care Improvement's Health Professions Education Collaborative, and the Advisory Board for the IUPUI Center for Teaching and Learning and 2 editorial boards for journals focusing on nursing education.

These efforts reflect 2 aspects central to my philosophy of teaching. First, I believe that learning is what teaching is all about. As a teacher, my goal is to consistently learn with students, which requires overcoming teacher-centeredness and the traditional disciplinary approaches to teaching in my courses. I work hard to bring the latest research in nursing education in general and narrative pedagogy specifically into my courses (I am the first teacher nationally to use narrative pedagogy in a graduate, online course). Part of this approach is also, as a co-learner, to bring questions I am wrestling with into my courses so that I learn right along with students. This practice

fosters a learning-centered classroom that students find compelling and that calls us co-equally to think about nursing education from multiple perspectives.

Second, I believe that research-based, learning-centered pedagogies are needed to prepare students to practice in the changing healthcare system. In nursing, issues such as the industrialization of healthcare, persistent faculty shortage, and increasing diversity of students make the near exclusive adoption of pedagogies based solely on the provision of content unsustainable. New pedagogies are needed that make teaching thinking in complex and underdetermined situations and new partnerships among teachers, students and clinicians co-equal to the transmission of content. I believe that if I am to teach students the importance of these new pedagogies I must also use them in the courses I teach.

Nationally, teacher preparation programs in nursing continue to focus on preparing teachers in only traditional pedagogies. If the discipline of nursing is to substantively transform nursing education, as the Carnegie Study of the Professions (Benner et al., 2010) and the recent Institute of Medicine's report on The Future of Nursing (2010) have challenged us to do, then new teachers must be prepared with greater pedagogical literacy and to enact a broad repertoire of pedagogical approaches that take advantage of the best available evidence. To that end, my goal is to consistently "walk the talk," taking the risk to enact new pedagogies in the courses I teach and using evidence to guide all aspects of the design and delivery of the courses. I believe that students can't just hear about the need to transform nursing education. By experiencing new pedagogies they are more empowered to take the risks needed to change how they teach in order to better prepare future generations of nurses for practice.

Moving my work forward is a continual process in which I strive to grow as a teacher and a scholar of teaching. I believe that this is possible because of my continued passion for research in nursing education and excellence in teaching. I do not think that one can prepare future teachers to prepare students for practice in rapidly evolving and undetermined situations within academic environments that are rigid, predictable, familiar, secure, and consistent. Sweeping changes in healthcare, technology, and the student population make changes in nursing education inevitable, and good teaching requires the willingness to evolve and change as the context in which that teaching occurs changes. In other words, I don't believe that excellence in teaching is something you achieve, once and for all. I believe excellence must be repeatedly (daily) attained through persistent practice and openness to feedback (from both colleagues and students). It is fueled by the willingness to take risks, the drive to learn from successes as well as failures, and the imagination to create responsive, engaging pedagogies. This is what I expect of myself and what I hope to inspire in the students and colleagues with whom I have the privilege to work. Indeed, I am humbled by the very notion that new nurses can be prepared for the complexity of nursing practice in as little as 2 years (most of the teachers being prepared at the graduate level will teach in community and technical colleges) and by the unacceptably high rates of errors in health care, many (but certainly not all) of which are committed by nurses. The importance of the work these new teachers will do in preparing students for future practice cannot be overestimated. It is this daunting task that fuels my passion for nursing education and keeps my work moving forward.

University Criteria

6-1 Evidence of the quality of teaching and advising as evaluated by peers

Since my appointment my teaching has been reviewed 5 times by expert teachers from within the IUSON by Dr. J. Halstead (IUSON, Professor), Dr. S. Sims (IUSON, Professor and FACET member) and from IUPUI (outside the discipline) Dr. R. Frankel, (IUSOM, Professor and FACET member). I have also sought review from a noted expert in nursing education (and specifically

narrative pedagogy): Dr. N. Diekelmann, Professor Emerita, University of Wisconsin-Madison. My teaching has also been reviewed overtime by Dr. S. Poorman (Professor, Indiana University of Pennsylvania). Importantly, these reviews span courses taught in both online (asynchronous) and immersion (face-to-face) formats. In each case, reviewers speak to the relationships I cultivate with students and how these relationships enhance student learning and engagement in the course. Reviewers also note the ways I guide students to think more deeply and to challenge their inherited assumptions about teaching and learning (e.g. "open yet challenging," "inspires students to ask questions and engage in conversation," and "fosters a sense of mutual trust.") These reviews also reflect the continuing improvements I make in my courses based on peer and student review, and how I effectively use a new, research-based nursing pedagogy to create a meaningful learning environment for students. Copies of peer reviews can be found in Appendix A.

Further evidence of the quality of my teaching and advising is my appointment to FACET. This is an important vehicle for peer review because expert teachers from the IUPUI campus and across the IU system conduct the review and select new colloquium members. Within the IUSON, I was asked to provide a faculty development session on appreciative teaching for my department's winter faculty retreat. Also, because my colleagues see me as an expert in teaching they frequently (albeit informally) consult me to improve their teaching and/or advising of students at undergraduate, graduate, and doctoral levels.

6-2 Evidence of quality of teaching, advising, or mentoring as evaluated by students

Student evaluation of my teaching is critically important. I have taught T670 every fall (online) since coming to IU and once in the spring of 2009 in a face-to-face, off-site setting. Responding to student and peer-review feedback and extant research, this course was significantly revised using narrative pedagogy for the spring semester of 2009. The following table documents the overall improvement in student ratings in this course over time.[1]

Student Evaluations of Instructor: T670 Teaching in Nursing – Quantitative Data

Term	F06	F07	F08	S09	F09	F10
Enrollment (completed evaluations)	34(13)	35(17)	23(13)	15(14)	23(17)	9(5)
My professor provides opportunities for questions and discussion that challenge me to think	4.38	4.71	4.23	4.92	4.82	5.0
My professor uses various methods and activities that involve me in learning	4.62	4.71	4.38	4.46	4.76	5.0
My professor provides feedback that is helpful to my learning	4.77	4.76	3.85	4.69	4.71	5.0
My professor holds students to high academic standards	4.54	4.65	4.46	4.85	4.82	5.0
My professor encourages respect for each others' ideas, opinions, and beliefs	4.69	4.82	4.38	4.92	4.88	5.0
Mean Score	**4.60**	**4.73**	**4.26**	**4.77**	**4.80**	**5.0**
Standard Deviation	**0.58**	**0.54**	**0.76**	**0.63**	**0.43**	**0.0**

Student evaluations of my teaching in other courses, including practicum and research courses also speak to my effectiveness as a teacher.

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[1] The Indiana University School of Nursing does not provide normative data on student evaluations of faculty.

Student Evaluations of Instructor: Other Courses -- Quantitative Ratings

Term /Course Enrollment/completed evaluations	S08 / T679 7(4)	S10 /T679 13(9)	S10 /R590 10(5)
My professor provides opportunities for questions and discussion that challenge me to think	4.75	4.44	5.0
My professor uses various methods and activities that involve me in learning	4.50	4.33	4.6
My professor provides feedback that is helpful to my learning	4.75	4.11	5.0
My professor holds students to high academic standards	4.50	4.89	5.0
My professor encourages respect for each others' ideas, opinions, and beliefs	4.75	4.67	5.0
Mean score/Standard Deviation	**4.65/0.49**	**4.49/0.69**	**4.92/0.28**

T679 – Nursing Education Practicum
R590 – Research Study

Courses with no formal evaluation data[2]

Masters students (M), Doctoral students (D)

	D751	**J692**	**R590**	**T679**
Spring 07	X (D)			
Summer 07		X (D)		
Spring 08		X (M)		
Summer 08		X (D)		
Fall 08		X (M)		
Spring 09			X (M)	
Summer 09		X (D)		
Fall 09		X (D)		X (M)
Spring 10		X (D)		
Summer 2010		X (D and M)		
Spring 2011			X (M)	
Summer 2011		X (D and M)		

D751 – State of the Science of Nursing Education
J692 – Independent Study
R590 – Research Study
T679 – Nursing Education Practicum

Overall, I believe my evaluations show that students are generally satisfied with the courses I teach and believe the course design and activities assist them in learning. I also believe that students see me as a fair and conscientious teacher. My strengths appear to be in "providing opportunities for questions and discussion that challenge me to think," "holding students to high academic standards," and "encouraging respect for each others' ideas, opinions, and beliefs." The lowest average rating across these was in providing feedback, specifically during one practicum course. This has been a challenge because students in this course complete the practicum at a distance and work with a self-selected preceptor. Students' comments related to this also indicated they were often

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[2] In the IUSON, formal course evaluations are not completed when fewer than 5 students are enrolled

"confused" and "frustrated" by having "two teachers" with (what they perceived to be) different expectations. To address this I have started incorporating synchronous time into each course, and inviting preceptors to attend these discussions along with students. I am currently part of the beta testing of MOVI to facilitate this connection and thus the consistency of the guidance and feedback students receive. Students' responses to this change have been very positive.

While good student evaluations are important to me and I take the feedback seriously, I am also aware of the limitations of this information due to low numbers of students completing formal course evaluation surveys. I actively encourage students to complete the course evaluations, but this has not consistently influenced the numbers doing so. It is likely that the feedback obtained through student evaluations reflect the "poles" of opinion with those who are very happy or very frustrated with a course completing the evaluations while those in the middle remain silent. I will continue to work on ways to improve the numbers of students completing formal course/instructor evaluations so that I am more confident these reflect the views of all students.

Qualitative comments

Overall, the comments students make about my teaching and the courses I design are very positive. Many comment on the experience of learning to "think differently" or to "understand different perspectives" and how important that experience was (and is) for them. I also often hear how they view me (and my teaching) as challenging yet "open," "non-threatening," and "encouraging." They feel respected as a person and as a student. They often comment on how they have learned "how much there is to know" about teaching in nursing. Students have also commented that my courses are "fun," which I interpret to mean engaging and thought provoking, even energizing. For example, in T670 last fall we were in a particularly difficult unit working on critiquing the literature and the lesson plans students created earlier in the semester with their preceptors (their anxiety during this module runs high because of how close they are to having to actually teach their planned session which is a new experience for most of them. Although they are assured they do not need to change the plan they designed with their preceptor earlier in the semester based on this discussion, many worry about "doing something wrong.") I was interacting with them a lot in the forums and working hard to challenge their assumptions and the ways they were interpreting the situations being discussed. At this point there happened to be a number of students in the course as I was working and they were responding quickly to my comments and those of their peers (this was, serendipitously, very close to a live chat). While I was crafting a response, I noticed several students in the chat room discussing how much fun it was to have such conversations and how much they were learning compared to other courses they were currently taking. It was interesting that this discussion then turned to a recent episode of "Glee" and how many of the issues we were discussing were exemplified by the protagonist in a particular episode (who intended to be helpful to students but who actually put them at a disadvantage, inadvertently thwarting their efforts to be successful in the larger field). This indicated to me that they were really assimilating what they were learning and were considering teaching they witnessed (in person or on television) in new ways.

Obviously, not all comments are positive, nor do I expect them to be. Two comments I have often heard are things I am continuing to reflect on and develop. First, each semester it seems that some students have difficulty finding when activities and postings are due. I have consistently asked them for input about this and have incorporated their suggestions. Due dates for postings and responses are now listed in the syllabus, the module directions, the forum descriptions, and weekly announcements. Nonetheless, this issue of "not knowing due dates" still shows up on my course evaluations periodically (although it is raised by fewer students). This is an issue I want to continue

to explore so I can learn how to more effectively alert students to important issues beyond merely putting this information in multiple places.

Second, until the current semester I also heard that students found it difficult to navigate Oncourse in general, and my course specifically, noting they had difficulty "finding things." I have worked with the Instructional Designer in the IUSON to try to make the course navigation very intuitive and to repeatedly identify where things are located in the directions for all activities (and not just at the start of the course). In the last course I created a dedicated section of the introductory module on "navigating the course" where I described each item on the tool bar, what could be found there and when they would need to use it. I encouraged them to spend time looking around the course and trying things out (i.e., opening the Adobe Presenter presentations, etc) and to let me know if they experienced any difficulties. (This was important because often students from rural areas have difficulty opening large presentation files. Alerting them to this early allowed us to troubleshoot the problem before the material in the presentation was needed.) That semester I had fewer concerns with navigating the course, but this is something I will continue to work on so that the technology doesn't get in the way of students' learning or experience in the course.

6-3 Evidence of effective teaching through scholarship dissemination of knowledge about teaching, especially in peer-reviewed media.

I have a strong record of disseminating my scholarship to foster excellence in teaching and further the research agenda that supports it. In rank I have published 5 data-based manuscripts in refereed journals (22 total in career). Since appointment I have also published 7 data-based and 4 other manuscripts in non-refereed teaching journals. I have written 5 invited editorials (one of which has been reprinted twice), a monograph reporting the findings of a national survey of faculty teaching prelicensure nursing students in clinical settings, and an edited book and 2 book chapters focusing on teaching. I have authored or co-authored 5 web-based, peer reviewed teaching strategies (one I authored is being reprinted in a forthcoming issue of *Essentials of Mental Health Nursing,* published by F.A. Davis, and one I co-authored was featured by another speaker at the QSEN National Forum 2011) and authored 1, co-authored 3, and edited all 18 web-based learning modules (6 still in production) all available on the Quality and Safety Education for Nurses web site (www.qsen.org). My work in ranked journals has been cited 266 times, including citations outside the discipline.

Teaching/Research – Refereed (* Data-based) – in rank only
1. *Ironside, P. M. (2006). Using narrative pedagogy: Learning and practicing interpretive thinking. *Journal of Advanced Nursing, 55,* 478–486.

2. *Scheckel, M. M., & Ironside, P. M. (2006). Enacting narrative pedagogy: Cultivating interpretive thinking. *Nursing Outlook, 54,* 159–165. **(Senior contributor, new assistant professor 1st author.)**

3. *Ironside, P. M., Jeffries, P. R., & Martin, A. (2009). Fostering patient safety competencies using multiple patient simulation experiences. *Nursing Outlook, 57,* 332–337.

4. *Ironside, P. M., & Jeffries, P. R. (2010). Using multiple-patient simulation experiences to foster clinical judgment. *Journal of Nursing Regulation, 1*(2), 38–41.

5. *Ironside, P. M., Tagliareni, M. E., McLaughlin, B., King, E., & Mengel, A. (2010). Fostering geriatrics in associate degree nursing education: An assessment of current curricula and clinical experiences. *Journal of Nursing Education, 49,* 246–252.

Teaching – Non-refereed (* Data based)—in rank only

1. *Ironside, P. M., & Speziale, H. S. (2006). Headlines from the NLN: Using evidence in education and practice. *Nursing Education Perspectives, 27,* 219–221.

2. *Ironside, P. M., & Valiga, T. (2006). Headlines from the NLN: National Survey on Excellence in Nursing Education. *Nursing Education Perspectives, 27,* 166–169.

3. Diekelmann, N. L., Ironside, P. M., & Gunn, J. (2007). Recalling the revolution: Innovation with research. In P. Ironside (Ed.), *On revolutions and revolutionaries: 25 Years of reform and innovation in nursing education* (pp. 29–51). New York, NY: National League for Nursing. (Reprinted) **(Contributed 40% to conceptualization and writing of original work published in *Nursing Education Perspectives*)**

4. *Ironside, P. M., & Valiga, T. (2007). Headlines from the NLN: Innovation in nursing education: More results from the National Survey on Excellence in Nursing Education. *Nursing Education Perspectives, 28*(1)*,* 51–53.

5. Ironside, P. M., & Valiga, T. M. (2007). Introduction. In P. Ironside (Ed.), *On revolutions and revolutionaries: 25 Years of reform and innovation in nursing education* (pp. 5–10). New York, NY: National League for Nursing.

6. Ironside, P. M. (2008). Safeguarding patients through continuing competency. *Journal of Continuing Education in Nursing, 390,* 92–94.

7. *Ironside, P. M., Tagliareni, M. E., McLaughlin, B., King, E., & Mengel, A. (2009). Headlines from the NLN: Enhancing geriatrics in associate degree nursing programs. *Nursing Education Perspectives, 30*, 340–341.

8. *McNelis, A. M., & Ironside, P. M. (2009). National survey on clinical education in prelicensure nursing programs. In N. Ard & T. M. Valiga (Eds.), *Clinical nursing education: Current reflections* (pp. 25–38). New York, NY: National League for Nursing. **(Publication of preliminary findings of study for which I was the PI. I shared equally in the conceptualization and writing of this chapter. This work was cited in the IOM report on the Future of Nursing)**

9. *Ironside, P. M., & McNelis, A. M. (2010). Headlines from the NLN: Clinical education in prelicensure programs: Findings from a national survey. *Nursing Education Perspectives, 31,* 264–265.

10. Cook, M., Ironside, P. M., & Ogrinc, G. S. (2011). Mainstreaming quality and safety: A reformulation of quality and safety education for health professions students. *Quality and Safety in Health Care, 20* (Suppl 1)*,* 179-182. **(Interdisciplinary authors. I contributed approximately 40% to the conceptualization and writing of the manuscript).**

11. *McNelis, A. M., Fonacier, T., McDonald, J., & Ironside, P. M. (2011). Headlines from the NLN: Optimizing prelicensure students' learning in clinical settings: Addressing the lack of clinical sites. *Nursing Education Perspectives, 32,* 64-65. **(Senior contributor, graduate student and peer co-authors)**

12. Ironside, P. M., & Cerbie, E. (accepted). Teaching strategies for quality and safety. In G. Sherwood & J. Barnsteiner (Eds.), *Quality and safety in nursing: A competency approach to improving outcomes.*

Monograph

1. Ironside, P. M., & McNelis, A. M. (2010). *Clinical education in prelicensure nursing programs: Results from a national survey.* New York, NY: National League for Nursing.

Web-based Teaching Strategies– Refereed (available at http://www.qsen.org/view_strategies.php)

1. Ironside, P. M. (2007). *Exploring the complexity of advocacy: Balancing patient-centered care.*

2. Ironside, P. M. (2007). *Providing patient centered care through teamwork and collaboration.*

3. Ironside, P. M. (2007). *Using evidence to address clinical problems.*

4. Young, J., Burgess, E., & Ironside, P. M. (2007). *Medication reconciliation.* **(Senior author with clinical faculty member and undergraduate student co-authors—featured in speech by another scholar at the 2011 QSEN National Forum)**

5. Young, J., & Ironside, P. (2007). *Patient teaching and safety: Exploring health literacy.* **(Senior author with clinical faculty member co-author).**

WEB-BASED MODULES EDITED (http://www.qsen.org/modules)

1. *Appreciating the complexity of nurses' work: Implications for nursing education.* (2010). (Ebright, Ironside, O'Reilly). QSEN, Contributor/Editor. **(Education expert – contributed educational implications. Module editor. Undergraduate student co-author)**

2. *Embedding QSEN competencies in beginning clinical courses.* (2010). (Armstrong, Barton, Foss). QSEN, Editor.

3. *Informatics.* (2010). (Jarzemsky). QSEN, Editor.

4. *Managing the complexity of nursing work: Cognitive stacking.* (2010). (Ebright, Ironside). QSEN, Contributor/Editor. **(Education expert—contributed educational implications. Module editor)**

5. *Nursing, nursing information management, and nursing informatics.* (2010). (Jones). QSEN, Editor.

6. *A taste of mindfulness: Implications for safety, self-care and empathy in nursing education.* (2010). (Beck-Coon). QSEN, Editor.

7. *Teaching patient-centered care using narrative and reflective pedagogies.* (2010). (Horton-Deutsch, Ironside). QSEN, Contributor/Editor. **(Senior author. Contributed 50% to module content, design, and presentation. Module editor)**

8. *Embedding QSEN competencies in advanced prelicensure courses.* (2011). (Armstrong, Barton). QSEN, Editor.

9. *Embedding QSEN competencies in specialty prelicensure courses.* (2011). (Armstrong). QSEN, Editor.

10. *Interprofessional education (IPE): Learning for practice.* (2011). (Zhang, Miller, Thompson). QSEN, Editor.

11. *Managing curricular change for QSEN integration.* (2011). (Dolansky). QSEN, Editor.

12. *Strategies for making assessment of QSEN competencies efficient and conducive to learning.* (2011). (Conner). QSEN, Editor. **(Undergraduate student author. Provided extensive guidance and review. Module editor).**

13. *Using simulation in leadership courses: Providing a means for application of core concepts.* (in production). (Hirst, Rogers). QSEN, Editor.

14. *Creating just cultures in schools of nursing.* (in production). (Horton-Deutsch, Banerjee-Stevens). QSEN, Editor.

15. *Using simulation to help students identify risk and mitigate error.* (in production). (Durham, Dwyer). QSEN, Editor.

16. *Using rubrics to assess students' achievement of QSEN competencies* (in production). (Conner). QSEN, Editor. **(Undergraduate student author. Provided extensive guidance and review. Module editor)**.

17. *Preparing students to think through the complexities of practice* (in production). (Fonacier). QSEN, Editor.

18. *Bringing it all together: Embedding QSEN competencies in prelicensure curricula.* (Ironside). QSEN, Author.

6-4 Evidence that courses taught contribute to overall student learning outcomes specified by the unit and evidence that students have met or exceeded course or curricular objectives

Because the nursing education track of the Masters program at IUSON began in 2007, it has yet to undergo formal review and to date, no alumni surveys have been initiated by the Office of Evaluation in the IUSON. However, available data suggest students are successfully completing the track and securing teaching positions. Graduation rates in the track continue to be good – 85% of students in the first accelerated cohort graduated and are working in nursing education positions (of the 3 who did not graduate, all withdrew from the program due to recurrent and/or critical health crises). Similarly, 9 of 10 students in the second accelerated cohort in the nursing education track who began the program in the summer session of 2008 have graduated as of spring 2011. One of these students slowed her pace (taking only one course a semester following a leave of absence due to family issues) but is still on track to complete the program. Available information shows that students graduating from the Masters program specializing in nursing education are employed in local colleges and universities, including IUSON, Marion College, University of Indianapolis, and Ivy Tech. No information is available for students who live at a distance except for serendipitous personal communication (for example, see Appendix B). Some graduating students are also employed as staff development specialists/clinical educators at local health care organizations (Community Hospital System, Indiana University Health System).

Further evidence of positive outcomes is the continued academic progression of graduates. Three students graduating from this new track in the Masters program have been accepted into the IUSON doctoral program, 1 application is in progress, and 1 is planned following the acquisition of more teaching experience. In addition, several students have participated in research projects investigating phenomena related to teaching and one has continued involvement after graduation. Specifically, one current student had a competitive poster accepted for presentation at a research conference (Midwest Nursing Research Society Annual Meeting), and 1 recent graduate has presented educational research findings at local (E.C. Moore Symposium), regional (Midwest Nursing Research Society Annual Meeting), and national refereed research (QSEN National Forum) or teaching conferences (National League for Nursing Education Summit). Two recent graduates published work they completed in their R590 course (secondary analysis of data) with study investigators in a refereed teaching journal (*Nursing Education Perspectives).*

6-5 Evidence of undergraduate or graduate research and effective mentor relationship with students leading to documented learning outcomes

As stated above, my mentoring of graduate students has contributed to successful dissemination of scholarly work initiated as part of their program. One current student (Zvonar) had a competitive poster accepted for presentation at a research conference, and 1 recent graduate (Fonacier) has presented educational research findings at local, regional, and national refereed research or teaching conferences. Two recent graduates (Fonacier and McDonald) published work they completed in

their R590 course with study investigators in a refereed teaching journal. In addition, one undergraduate student (Conner) has authored 2 learning modules for publication on the Quality and Safety Education for Nurses (QSEN) web site. I have worked with a clinical faculty member and undergraduate student to submit teaching strategies to the QSEN web site for publication (both were accepted and one was featured in a presentation by another speaker at the 2011 QSEN National Forum). I have mentored students, junior and clinical faculty from IUSON, other schools of nursing, and health care organizations (Conner, Fonacier, Dwyer, Welch, Moorman, Hirst, Rogers, Jarzemsky, and Jones) to author web-based faculty learning modules (strategies and modules can be found at: http://www.qsen.org).

I also mentored one doctoral student (Sitterding) as she collaborated with me as a guest co-editor of a special issue of the *Journal of Nursing Education* devoted to quality and safety education in nursing. This work included calling for and reviewing submissions, providing feedback to authors, and crafting the issue's editorial. A new doctoral student (Cerbie) co-authored a book chapter with me for a forthcoming book on teaching quality and safety. One doctoral student I mentored (Dreifuerst) was selected as a Jonas Scholar in a new, highly-prestigious program sponsored by the Jonas Foundation and the National League for Nursing. She also was the recipient of the Outstanding Dissertation Award for the Education Section of the Midwest Nursing Research Society. Another doctoral student for whom I served as dissertation chair (Phillips) has published her work in refereed research journals and has presented her research (individually and with clinical faculty) at refereed conferences such as the NLN Summit, QSEN National Forum, and the Midwest Nursing Research Society. I have twice been asked to facilitate a special session for doctoral students at the National League for Nursing Education Summit. Because there are so few senior faculty in schools of nursing around the country with expertise in conducting pedagogical research, these sessions provide an important mechanisms for students to obtain guidance on issues ranging from study design to dissemination choices and from grant writing to networking. The impact of this effort is evidenced by the popularity of these sessions and, since I conducted the first session for doctoral students in 2005, this has become a consistent resource for doctoral students at the National League for Nursing Education Summit.

I also mentor junior and clinical faculty and faculty seeking to establish scholarly projects related to teaching and/ or to disseminate results. For instance, I worked with a group of clinical faculty in my department (Rassmussen, McGreary, and Bostrom) to design a study investigating if team-based learning facilitated students' acquisition of the competencies related to teamwork/collaboration identified in the QSEN project. Data from this study are currently being analyzed.

6-6 Evidence of the nature and quality of course and curriculum development and implementation to enhance the quality, effectiveness and efficiency of teaching

The education track of the Masters program began as I arrived at IUPUI. Because a grant to fund a cohort of up to 20 accelerated students was received just as the program was opening, the start up of the track was very rapid. Together with transfers and new admissions into the track, and a second cohort of accelerated students from a local hospital system, I began advising from 20 – 48 graduate students. In addition, I created and revised courses as students quickly moved through the curriculum. I designed T679: Teaching Practicum (new, spring 2008) and substantially revised R590: Research Study and T670: Teaching in Nursing. I am currently mentoring a junior faculty member assigned a new course in the track (T600: Scientific Bases for Clinical Teaching). As stated above, limited data are available that examines the track as a whole, although student progression/graduation and evaluation of instructor/course have been strong (see Section 6, criteria 2, 3, 4).

I have revised T670: Teaching in Nursing from content and forums only to content sections augmented with podcast presentations and YouTube clips; communication via forums, blogs, and e-mail; and office hours via teleconference. As I have made these changes, I have consistently shared my experiences and intentions behind various aspects of the course and have asked students for feedback about the importance or timing of particular strategies, the nature of assignments, and the extent to which particular aspects of the course enhance their learning. Students consistently thank me for asking or relate that they appreciate hearing about the challenges I was facing in making the course seamless for them. This, they contend, helps them learn to anticipate problems in their teaching. But more importantly, I believe this also models for them the importance of creating learning-centered courses by working *with* students to co-create courses (see also section 6, criterion 12). The effectiveness of this can be seen in not only in formal course evaluations (see section 6, criteria 1 and 2, Appendix A) but also in student feedback *during* the course. For example, in T670 (Fall of 2010) in the midst of a forum discussion on "Research in Nursing Education: Calls for Reform and Narrative Pedagogy," one student posted the following message (publicly) to me:

> Just to give a little feedback, I really enjoy reading your comments and posts. I can feel your emotion through your comments, posts and emails on-line. I can feel your energy and enthusiasm and it is very motivating when reading your posts. I enjoy feeling as though our instructor truly cares and has a real vested interest in how we are progressing as nursing educators. It is just another reminder as to how we are constantly affecting and reaching out to our students. Even in sending a simple email, we need to be cognizant of what we are saying and how we are saying it. You do a beautiful job with this and it is a great example. Just wanted to say thanks! (1/22/2010)

Also, I developed and taught D751: State of the Science of Nursing Education for doctoral students in nursing, and have taught numerous J692: Independent Study courses for masters and doctoral students. These independent studies have been important for doctoral students needing advanced coursework in nursing education to continue to progress in their program in a timely manner, but with small numbers of enrollees rarely is a formal nursing education course at this level offered. I am actively participating in a program (with Dr. S. Rawl and Dr. J. Haase) to provide the opportunity for faculty teaching in the IUSON doctoral program to explore how the mentoring of doctoral students can be improved. I have also initiated the process for doctoral students studying nursing education to more consistently gather with faculty with this expertise to improve these students' educational experience and socialization into this specialty.

Student Evaluation of Course: T670 Teaching in Nursing – Quantitative Data

Term	F06	F07	F08	S09	F09	F10
Enrollment (completed evaluations)	34(13)	35(17)	23(13)	15(14)	23(17)	9(5)
The written expectations for this course are clear.	4.62	4.12	3.77	4.79	4.41	4.8
This course provides an opportunity to learn from other students.	4.62	4.41	4.31	5.0	4.65	5.0
I can apply the information and skills learned in this course.	4.77	4.71	4.46	4.93	4.65	5.0
This course contributes significantly to my professional growth.	4.69	4.65	4.38	4.93	4.65	5.0
Course activities/assignments helped me achieve stated learning outcomes/expectations.	4.77	4.53	4.15	4.71	4.71	5.0

The use of technology in this course facilitated my overall learning	4.69	4.18	4.15	4.36	4.41	5.0
Mean score	4.69	4.43	4.21	4.79	4.58	4.97
Standard Deviation	0.45	0.79	0.83	0.49	0.64	0.18

Student Evaluation of Other Courses -- Quantitative Ratings

Term /Course	S08 / T679	S10 /T679	S10 /R590
Enrollment/completed evaluations	7(4)	13(9)	10(5)
The written expectations for this course are clear.	4.0	3.44	4.60
This course provide an opportunity to learn from other students.	4.25	4.44	4.80
I can apply the information and skills learned in this course. S	5.0	4.44	5.0
This course contributes significantly to my professional growth.	5.0	4.44	5.0
Course activities/assignments helped me achieve stated learning outcomes/expectations.	4.75	4.0	5.0
The use of technology in this course facilitated my overall learning	4.5	4.11	4.40
Mean Score/ Standard Deviation	**4.58/0.72**	**4.15/0.88**	**4.80/0.41**

T679 – Nursing Education Practicum
R590 – Research Study

As stated in Section 6, criteria 4 and 5, although no formal evaluation data have been collected due to the newness of the education track in the nursing graduate program, graduation rates continue to be good and students are successfully securing teaching positions in Schools of Nursing and other health care organizations around the State of Indiana, several prior to graduation. This is an indication that students are well prepared for the teaching role and the quality of graduates is recognized by employers throughout the state.

6-7 The number of student graduate committees the candidate has served on or chaired and the evidence of the quality of results

While in rank, I serve(d) on 10 doctoral student committees at IUSON for students studying nursing education as a primary or secondary focus area at IUSON (Phillips, Payne, Plunkett, Stoltzfus, Sims, Koehn, Reimer, Simpson, Owens, Cerbie). I chair(d) 4 of these. Since appointment 1 student for whom I served as dissertation chair, and 2 for whom I served as a committee member at IUSON have graduated and assumed faculty positions. I have also served on dissertation committees for international students at Auckland University of Technology and Dublin City University (see C.V., p. 8 for details). Each of these students has secured an academic teaching position since the completion of their doctoral program. Graduates are disseminating their work via refereed publication and presentations (see section 6, criterion 5 for examples). I have also been asked to advise faculty and students in a new doctoral program in nursing education opening at the University of the West Indies, Mona (Kingston, Jamaica) beginning fall 2011.

I served as the Coordinator for the new education track and the graduate certificate programs in the Master's program at IUSON from 2007-2009, including advising 2 cohorts of accelerated students. This included advising 20-48 graduate students/year.

6-8 Local, regional, national, or international teaching, advising or mentoring awards

In 2011 I was inducted into FACET, which demonstrates my excellence in teaching. I was also selected to speak on the new member panel at the FACET induction ceremony. This recognition by my peers throughout the Indiana University system is extremely rewarding and I look forward to working with other colloquium members to advance excellence in teaching throughout the IU system.

Since appointment, the excellence I have attained as a teacher and pedagogical researcher has been recognized by the discipline through my induction as a Fellow into both the Academy of Nursing Education (2008) and the American Academy of Nursing (2006). These academies are the most prestigious in nursing and Fellows are competitively selected for their substantial and enduring contributions to the field. In 2009 I was awarded the National League for Nursing's Award for Excellence in Nursing Education Research, the highest award in the specialty area of nursing education. In 2006 I received the Advancement of the Science award for the Education Section of the Midwest Nursing Research Society. These awards reflect my commitment to and success with developing, enacting, investigating, and disseminating research-based pedagogies for nursing. Since 2006 I have been invited to give 4 endowed lectures on teaching as a distinguished lecturer (University of Massachusetts-Dartmouth; University of Nebraska Medical Center, Omaha, NE; Adelphi University, Garden City, NY; and Augustana College, Sioux Falls, SD) and 2 commencement addresses (St. Elizabeth's College, Utica, NY; Blessing Reiman College of Nursing, Quincy, IL).

Reflective of my reputation for excellence in teaching at a national level, I was selected for the National Advisory Council for the Robert Wood Johnson Foundation (RWJF) program *Evaluating Innovations in Nursing*. This program was specifically aimed at evaluating innovative approaches to increasing student numbers, enhancing faculty work life, and promoting quality in education in nursing. I was also selected as a panelist at the first RWJF conference devoted to disseminating the findings from these funded projects.

6-9 Teaching or advising grants/contracts

Since appointment, I have maintained consistent internal and/or external funding to support my pedagogical research and excellence in teaching totaling $1,087,541. This funding record is impressive because over the past few decades, funding for research in nursing education has been severely limited, and most funding is <$20,000 (Duffy, Frenn, & Patterson, 2011).

2007 to 2008	*Fostering Geriatrics in Associate Degree Nursing Education.* ($117,013). Hartford Foundation/Community College of Philadelphia. Principal Investigator (Contract).
2007 to 2009	*Teaching Patient Safety and Clinical Judgment Using Multiple-patient Simulations.* ($298,329). National Council of State Boards of Nursing. Principal Investigator.
2008 to 2009	*Fostering Geriatrics in Associate Degree Nursing Education.* ($136,813). Hartford Foundation/Community College of Philadelphia. Principal Investigator (Contract).
2008 to 2009	*National Survey of Clinical Education in Prelicensure RN Programs.* ($70,000). National League for Nursing. Principal Investigator (Contract).
2009 to 2012	*Quality and Safety Education in Nursing (Phase III).* ($177,160). Robert Wood Johnson Foundation/University of North Carolina Chapel Hill. Project Faculty (Contract).

2010 to 2011	*Examining Faculty–Student Interactions in Clinical Settings* [A. McNelis, PI]. ($7,910). Indiana University School of Nursing. Co-Investigator.

2010 to 2012 *A Multi-site, Mixed Method Examination of Student and Faculty Experiences and Interactions in Clinical Practice* [P. Ebright, PI]. ($277,846). National Council of State Boards of Nursing. Co-Investigator.

2011 to 2012 *Examining Preceptor-Student Interactions in Clinical Settings: A Pilot Study.* Principal Investigator ($2470). Program Review and Assessment Committee grant program, Indiana University Purdue University Indianapolis.

pending *Teaching Clinical Reasoning in Post-conferences: A Multi-site, Repeated Measures Study* [K. Dreifuerst, PI]. National Council of State Boards of Nursing. Co-Investigator.

I have also mentored new faculty in establishing their teaching and scholarship trajectories, beginning with internal/pilot funding (e.g., Wheeler, Hensel, and Dreifuerst). I have worked with experienced colleagues new to education research to secure internal and external funding (e.g., Ebright and McNelis) for new areas of collaborative research related specifically to clinical teaching. I have also consulted with many doctoral students and new faculty formally and informally, locally and nationally in the conduct of pedagogical research. For example, I am currently working with a new faculty member from the University of North Dakota (Shanta) to establish a program of research in nursing education and a doctoral student at Oregon Health Science University (Raber) investigating preceptor-student interaction in clinical nursing education. Translating research into practice, I have also received funding to develop we-based learning modules for faculty around the world to learn how to better embed quality and safety competencies into their courses and curricula.

Taken together this funding reflects my commitment to advance disciplinary knowledge related to teaching in general and clinical teaching specifically. It also reflects my commitment to work collaboratively with junior faculty and faculty new to pedagogical research to enhance the capacity for this work at IUSON and nationally. Specific outcomes of this work (as demonstrated through publication and presentation are presented in Section 6, criteria 3 and 10 and Section 7, criteria 1 and 3.

6-10 Leadership roles in professional associations in organizing conferences, in presenting papers at conferences related to teaching

Leadership Positions (while in rank)

2004 – 2007	Board Governors, member. National League for Nursing, New York, NY
2005 to present	Pedagogical specialist, Quality and Safety Education for Nurses [Dr. L. Cronenwett, PI, University of North Carolina – Chapel Hill] Robert Wood Johnson Foundation, Princeton, NJ
2006	Forum leader, Alliance for Innovation in Nursing Education [State of Texas]. National Science Foundation and Texas Tech University College of Health Sciences
2006 – 2007	Nursing Education Research Advisory Council Executive Committee, Board Liaison. National League for Nursing, New York, NY
2007 – 2009	Health Professions Education Consortium Governing Board, member. Institute for the Improvement of Healthcare, Cambridge, MA

2007 – 2009	Health Professions Education Consortium Steering Committee, member. Institute for the Improvement of Healthcare, Cambridge, MA
2008	Think Tank on Transforming Clinical Nursing Education, co-chair. National League for Nursing, New York, NY
2009 – present	Quality and Safety Education for Nurses, Phase III, Steering Committee, member: University of North Carolina- Chapel Hill, Chapel Hill, NC
2009 – present	Education Steering Committee, member. Indiana University Health, Nursing
2010 – 2011	New Directions Committee (IUPUI)
2011	Think Tank on Nursing Education Research Priorities, member. National League for Nursing, New York, NY
2011	Indiana University Health Nursing Leadership Model team
2011 to present	Institute for Healthcare Improvement Summer Symposium Leadership Team, member. Lake Morey, VT
2011 – 2013	Advisory Board, Center for Teaching and Learning, member. IUPUI

In addition to these leadership activities, while in rank I have also been actively involved with planning conferences and institutes nationally and internationally.

Conference/Institute Planning Activities (in rank)

1. *Listening and Responding: Innovative Approaches to Interdisciplinary Education.* (2005-2006). Conference Planning Committee, Auckland University of Technology, Auckland, New Zealand.

2. The Institute for Heideggerian Hermeneutical Methodologies. (2005, 2006, 2007). Institute director and faculty, George Mason University, Fairfax, VA.

3. The Institute for Heideggerian Hermeneutical Methodologies. (2008, 2009, 2010). Institute director and faculty, Indiana University, Indianapolis, IN.

4. Institute for Hermeneutic Phenomenology. (2008 to present). Institute director, Indiana University, Indianapolis, IN.

5. Second International Conference for Research on Narrative Pedagogy. (2008). Conference director, Indiana University, Bloomington, IN.

I also coordinate the Billings Lecture annually at the IUSON, and all 6 internal awards for scholarship in teaching. In 2011, I initiated the Daisy Awards to recognize the contributions of clinical staff at local health care organizations serving as faculty for IUSON undergraduate and graduate students.

Presentations related to teaching:

While in rank I have given the following presentations:

- International: 6 keynote addresses and 5 papers, workshops or other sessions.
- National: 14 keynote addresses, 45 papers, workshops or other sessions (15 refereed).
- Regional/ local: 8 workshops or other sessions (1 refereed).

Thus, while in rank I have given 20 keynote addresses and 58 papers, workshops or plenary sessions Over the course of my career I have given a total of 30 keynotes and 110 papers, workshops, plenary sessions (see C.V., pp. 17 – 25 for details).

International Keynotes (in rank)

1. *Listening and responding: Enabling new pedagogies for practice education.* (2006). Keynote address presented at Auckland University of Technology, Auckland, New Zealand.

2. *Narrative pedagogy: At the cusp of a revolution in health professions education.* (2006). Keynote address presented at Auckland University of Technology, Auckland, New Zealand.

3. *Our past is in front of us: Reinterpreting teaching in clinical contexts.* (2006). Keynote address presented at University of Calgary, Calgary, Alberta, Canada.

4. *Embracing new pedagogies: Research-based reform and innovation in nursing education.* (2007). Keynote address presented at the International Nurse Educators Conference, Hong Kong, China.

5. *Transforming nursing education using research-based pedagogies.* (2011). Keynote address presented at the 22nd Annual Nursing and Midwifery Research Conference: Transforming Nursing Education in the Caribbean, The University of the West Indies, School of Nursing, Kingston, Jamaica.

6. *Converging conversations: Keeping our findings in play.* (2011). Keynote address presented at Narrative Pedagogy Research: Of conversation, narrative telling, and dialogue. Auckland University of Technology, Auckland, New Zealand.

International Papers/Workshops/Symposia (in rank) (* Refereed. ** Invited)

1. **Hermeneutics of thinking and questioning in educational contexts: Toward a narrative pedagogy* (with Dr. M. Scheckel). (2006). Paper presented at the Second International Qualitative Congress, Champaign, IL.

2. ***Researching, re-thinking, re-visioning and enacting possibilities for narrative pedagogy* (with Dr. M. Hayden-Miles and C. Mikol). (2006). Workshop presented at the Narrative Pedagogy Research: Conversations of Education, Practice and Research Conference, Auckland University of Technology, Auckland, New Zealand.

3. ***What is called thinking?* (2006). Plenary session discussant: Reading Together Heidegger and Gadamer, Auckland University of Technology, Auckland, New Zealand.

4. ***Reforming nursing education: New pedagogies/new possibilities.* (2008). Workshop presented at Vancouver Community College, Vancouver, British Columbia, Canada.

5. ***Pedagogies of possibility: Enacting hermeneutic phenomenology to invite conversations of improvement.* (2010). Paper presented at the Deep Exploration of the Epistemologies Underlying the Improvement of Health and the Quality and Safety of Healthcare Invitational Colloquium, The Health Foundation, London, England.

National Keynotes (in rank)

1. *Teaching as a scholarly practice: New possibilities for inquiry.* (2007). Keynote address presented at the Ohio League for Nursing Conference, Columbus, OH.

2. *Quality and safety education in nursing: Closing the academic/practice gap.* (2008). Keynote address presented at the Nursing Economics Summit, Scottsdale, AZ.

3. *Rethinking clinical education: Working together toward quality and safety.* (2009). Keynote address presented at the Driving the Future Series, Kent State University, Kent, OH.

4. *Advancing the science of nursing education: New possibilities for inquiry.* (2009). Pilgrim lecture presented at University of Massachusetts-Dartmouth, MA.

5. *From curriculum revision to curriculum innovation in nursing.* (2010). Keynote address presented at the Reform and Innovation: The Charge for Baccalaureate Nursing Education American Association of Colleges of Nursing Baccalaureate Education Conference, Orlando, FL.

6. *Preparing tomorrow's nurses: Using new pedagogies to foster quality and safety in patient care.* (2010). O'Connor Lecture, presented at the O'Connor Lecture, Hartwick College, Oneonta, NY.

7. *Radical transformation in nursing education: Something different this time?* (2010). Keynote address presented at the Pursuing a Radical Transformation: Fostering Pedagogical Imagination Conference, Duke University, Durham, NC.

8. *Transforming pedagogies for clinical nursing education: Closing the academic–practice gap.* (2010). Audrey Solberg Smith Lecture presented at University of Nebraska Medical Center, Omaha, NE.

9. *Pursuing radical transformation: Re-thinking clinical education.* (2011). Buckley Lecture presented at Adelphi University, Garden City, NY.

10. *Narrative pedagogy: A decade of research in transforming nursing education.* (2011). Keynote address presented at the Creating New Ways of Teaching Conference, Blessing Rieman College of Nursing, Quincy, IL.

11. *Transforming clinical education: Re-thinking how nurses are prepared for practice.* (2011). Keynote address presented at the Oregon Faculty Development Conference, Lane Community College, Eugene, OR.

12. *Transforming nursing education: New pedagogies/new possibilities.* (2011). Keynote address (public) presented at Augustana College, Sioux Falls, SD.

13. *Quality and safety education for nurses: Bridging the practice-academic gap.* (2011). Berdahl lecture presented at Augustana College, School of Nursing, Sioux Falls, SD.

14. *Transforming nursing education: Moving beyond additive curricula.* (2011). Keynote address presented at the American Association of Colleges of Nursing Semiannual Meeting, Washington, D.C.

National Papers/Workshops/Symposia/Institutes (in rank) (*Refereed. ** Invited)

1. **The Institute for Heideggerian Hermeneutical Methodologies. (2006, 2007). Institute director and faculty, George Mason University, Fairfax, VA.

2. ***Case studies in transformation.* (2006). Plenary session discussant at the National League for Nursing Education Summit, New York, NY.

3. **Competency Based Nursing Education Consensus Building Forum. (2006). Forum leader, Alliance for Innovation in Nursing Education, National Science Foundation & Texas Tech University College of Health Sciences, Lubbock, TX.

4. **Fast-forward Initiatives for Nursing Education: Clinical Nurse Educator Academy. (2006). Academy featured faculty, George Mason University, Fairfax, VA.

5. **Pursuing the doctorate: The experiences of nursing doctoral students.* (2006). Paper presented at the National League for Nursing Education Summit, New York, NY.

6. **Quality and safety education in nursing: Phase I* (with Dr. L. Cronenwett & E. Smith). (2006). Paper

      presented at the National League for Nursing Education Summit, New York, NY.

7. *Creating environments to advance the pedagogical expertise of faculty: A journey toward excellence* (with Dr. S. Horton-Deutsch & Dr. M. Fisher). (2007). Paper presented at the National League for Nursing Education Summit, Phoenix, AZ.

8. **Enacting narrative pedagogy to foster student's thinking.* (2007). Workshop presented at the School of Nursing, Hunter College, New York, NY.

9. *Getting started with narrative pedagogy: Re-visioning curricula and re-forming courses* (with Dr. M. Hayden-Miles). (2007). Paper presented at the National League for Nursing Education Summit, Phoenix, AZ.

10. *Innovative instructional strategies to incorporate quality and safety in pre-licensure nursing education programs* (with Dr. G. Sherwood, C. Smith, & Dr. L. Day). (2007). Paper presented at the National League for Nursing Education Summit, Phoenix, AZ.

11. **New ways of thinking about nursing education.* (2007). Audio-Web conference faculty, National League for Nursing, New York, NY.

12. **On revolutions and revolutionaries: 25 Years of reform and innovation in nursing education.* (2007). Plenary session moderator, National League for Nursing Education Summit, Phoenix, AZ.

13. **Re-thinking teaching thinking: Re-uniting nursing education and practice using narrative pedagogy.* (2007). Workshop presented at the New York State Nurses' Association Faculty Camp, Saratoga Springs, NY.

14. **Becoming a researcher in nursing education*: (2008). Workshop presented at the National League for Nursing Education Summit, San Antonio, TX.

15. **Commencement address. (2008). Speaker, St. Elizabeth's College of Nursing, Utica, NY.

16. **Improving improvement through reflection.* (2008). Workshop presented at the 15th Annual Summer Symposium IHI Leadership Development Summer Symposium, Fairlee, VT.

17. **Institute for Hermeneutic Phenomenology. (2008 to present). Institute director, Indiana University, Indianapolis, IN.

18. **Second International Conference for Research on Narrative Pedagogy. (2008). Conference director, Indiana University, Bloomington, IN.

19. *Teaching patient safety and clinical judgment using multiple-patient simulation experiences* (with Dr. P. Jeffries, A. Martin, & J. Phillips). (2008). Paper presented at the National League for Nursing Education Summit, San Antonio, TX.

20. *Teaching patient safety and clinical judgment using multiple-patient simulation experiences (preliminary findings)* (with Dr. P. Jeffries & A. Martin). (2008). Paper presented at the Guaranteed Symposium, Midwest Nursing Research Society, Indianapolis, IN.

21. *Teaching students to care for older adults: Challenges and possibilities* (with Dr. E. Tagliareni & Dr. B McLaughlin). (2008). Paper presented at the National League for Nursing Education Summit, San Antonio, TX.

22. **The Institute for Heideggerian Hermeneutical Methodologies. (2008 to present). Institute director and faculty, Indiana University, Indianapolis, IN.

23. **Commencement address. (2009). Speaker, Blessing Rieman College of Nursing, Quincy, IL.

24. *Creating meaningful clinical experiences* (with Dr. A. McNelis). (2009). Paper presented at the National League for Nursing Education Summit, Philadelphia, PA.

25. ***Exploring pathways to excellence in clinical education.* (2009). Plenary session discussant, National League for Nursing Education Summit, Philadelphia, PA.

26. ***Navigating the summit.* (2009). Welcome presentation at the National League for Nursing Education Summit, Philadelphia, PA.

27. *Older adult client as the prototype for teaching complexity.* (2009). Paper presented at the National League for Nursing Education Summit, Philadelphia, PA.

28. ***Teaching and learning in clinical settings.* (2009). Workshop presented at the Madonna University, Livonia, MI.

29. ***Advancing the science of nursing education: New possibilities for inquiry.* (2010). Workshop presented at Duke University, School of Nursing, Durham, NC.

30. ***Developing expertise in nursing practice: Interpretive thinking and clinical inquiry.* (2010). Workshop for students presented at Professional Development Day at Hartwick College, Oneonta, NY.

31. ***Narrative and reflective strategies that foster quality and safety: Listening, connecting and attending in practice* (with Dr. S. Horton-Deutsch). (2010). Workshop/Special session presented at the National Quality Forum, Denver, CO.

32. ***New pedagogies for clinical education.* (2010). Workshop presented at University of North Carolina Chapel Hill, School of Nursing, Chapel Hill, NC.

33. ***Teaching interpretive thinking: Creating learning spaces using narrative pedagogy.* (2010). Faculty workshop presented at Hartwick College, Oneonta, NY.

34. *Understanding nursing student clinical education experiences* (with Dr. A. M. McNelis & Dr. P. Ebright*).* (2010). Panel presentation at the Enhancing Nursing Undergraduate Teaching and Learning in the Clinical Setting: What Do We Know and How Do We Move Forward? Conference. Robert Wood Johnson Foundation, Arlington, VA.

35. ***Transforming nursing education: Enacting narrative pedagogy.* (2011). Workshop presented at Augustana College, School of Nursing, Sioux Fall, SD.

36. ***Integrating QSEN competencies into undergraduate curricula* (with Dr. C. Durham & Dr. C. Miller). (2011). Panel presentation presented at Assessment Technologies Institute (ATI) National Summit, Orlando, FL.

37. ***Getting started with narrative pedagogy.* (2011). Preconference workshop presented at the Creating New Ways of Teaching Conference, Blessing Rieman College of Nursing, Quincy, IL.

38. *Clinical nursing education: An analysis of current evidence and implications for transformation* (with Dr. P. Ebright, T. Fonacier, Dr. A. M. McNelis, & S. Zvonar). (2011). Poster discussion presented at the Midwest Nursing Research Society Annual Research Conference, Columbus, OH.

39. *Innovations in Clinical Teaching: Preparing Students to Think Through the Complexities of Practice* (with Dr. A. McNelis, Dr. P. Ebright, and T. Fonacier). (2011). Workshop presented at the

QSEN National Quality Forum, Milwaukee, WI.

40. *Transforming clinical nursing education: An analysis of current evidence* (with Dr. P. Ebright, T. Fonacier, Dr. A. M. McNelis, & S. Zvonar). (2011). Paper presented at the National League for Nursing Education Summit, Orlando, FL.

41. *Crucial conversations: Investigating faculty-student interactions* (with Dr. A. McNelis & S. Zvonar). (2011). Paper presented at the National League for Nursing Education Summit, Orlando, FL.

42. **Special session for doctoral students: The future of research in nursing education.* Session presented at the National League for Nursing Education Summit, Orlando, FL.

43. **Faculty Development to Foster Improvement.* (2011). Workshop presented at the 18th Annual Summer Symposium IHI Leadership Development Summer Symposium, Fairlee, VT.

44. **Transforming Clinical Education.* (2011). Workshop presented at Loewenberg School of Nursing, University of Memphis, TN.

45. **What will you tell replicators about your intervention?* Panel presentation presented at the Robert Wood Johnson Foundation, Evaluating Innovation in Nursing Conference. Orlando, FL.

Regional/State/Local (in rank) (*Refereed. **Invited)

1. **Learning from experience: Narrative pedagogy and practice education* (with Dr. M. Swenson & Dr. S. Sims). (2007). Workshop presented at the Scholarship of Teaching and Learning luncheon, Indiana University–Purdue University Indianapolis (IUPUI), Indianapolis, IN.

2. **Appreciative teaching.* (2008). Workshop presented at the Environments for Health Department Retreat, Indiana University, School of Nursing, Indianapolis, IN.

3. **Building programs of research in the scholarship of teaching and learning.* (2008). Workshop presented at the University of Cincinnati, School of Nursing, Cincinnati, OH.

4. **Challenging our assumptions: Envisioning new approaches to teaching and learning* (with Dr. S. Sims & Dr. M. Swenson). (2008). Workshop presented at the Scholarship of Teaching and Learning luncheon, Indiana University–Purdue University Indianapolis (IUPUI), Indianapolis, IN.

5. **Grant writing and the scholarship of teaching and learning.* (2009). Workshop presented at the Center for Teaching and Learning, Indiana University–Purdue University Indianapolis (IUPUI), Indianapolis, IN.

6. **Narrative pedagogy.* (2009). Guest lecture presented at the Edgewood College, Madison, WI.

7. *Preparing students for successful transition to practice* (with Dr. A. McNelis, Dr. P. Ebright, & T. Fonacier). (2011). Workshop at the E. C. Moore Symposium on Excellence in Teaching, Center for Teaching and Learning, Indiana University–Purdue University Indianapolis (IUPUI), Indianapolis, IN.

8. **Best practices for mentoring in doctoral programs* (with Dr. S. Rawl and Dr. J. Hasse). (2011). Workshop presented at Indiana University School of Nursing, Indianapolis, IN.

Audiences vary by the type of presentation, keynote audiences typically range from 125 to more than 500, plenary sessions for the National League for Nursing average around 1800 (I have been a

panelist or moderator 3 times), and audiences at individual schools can range from 15 to 75. The types of presentations also vary. I was a featured speaker at the American Association of Colleges of Nursing's Baccalaureate Conference (2010) and was invited back to speak at their Semi-Annual Meeting (2011) because of the positive feedback planners received (See Appendix C). I have been the featured speaker at 3-5 day intensive workshops with 30 – 50 faculty at the Clinical Nurse Educator Academy at George Mason University (Fairfax, VA) and at the New York State Nurses Association Faculty Camp (Sarasota Springs, NY) and at local, informal luncheon discussions (Center for Teaching and Learning, IUPUI). Common topics include how faculty can use new pedagogies in their courses (particularly clinical courses), how faculty can respond to calls for the reform or transformation of nursing education, and how identified quality and safety competencies can be better achieved by prelicensure students.

6-11   Information on teaching load of the candidate

    Due to administrative responsibilities as Director of the Center for Research in Nursing Education (25%), serving as the Coordinator of the Masters track and certificate program in nursing education (until 2009) (25%), and the level of grant funding I have maintained (25 – 60%), I typically teach 1 course/semester. Since 2009 I have taught courses as overload 4 semesters and summer sessions. Since 2007 I have taught independent study courses for 17 students when needed particular courses or practicum experiences outside my calculated teaching load (See section 6, criterion 2). I have developed 2 new courses outside my calculated teaching load, and have substantially revised 2 others. I have given guest lectures in both undergraduate and doctoral courses at IUSON, and for graduate nursing courses focusing on teaching at Edgewood College in Madison, Wisconsin and the University of Calgary in Canada. This workload is consistent within my department (Environments for Health) and the IUSON. Class size in regularly scheduled courses ranges from 7 to 44 students. In addition, I serve(d) on 10 doctoral committees (4 as chair) while in rank, and have advised up to 48 Masters students while coordinating the nursing education track and certificate program.

Indiana University School of Nursing, Indianapolis, IN

Term Yr	Course Identifier / Title	Course Type	No. Students
F 06	T670 / Teaching in Nursing (3 cr.)	Didactic/Web	42
S 07	D751 / State of the Science of Nursing Education (3 cr.)	Didactic/Video conferencing	2
F 07	T670 / Teaching in Nursing (3 cr.)	Didactic/Web	44
S 08	J692 / Independent Study (3 cr.)	Independent study	2
S 08	T679 / Teaching Practicum (3 cr.)	Practicum	5
SS 08	J692 / Independent Study (3 cr.)	Independent study	2
SS 08	R590 / Research Study (3 cr.)	Seminar	3
F 08	J692 / Independent Study (3 cr.)	Independent study	1
F 08	T670 / Teaching in Nursing (3 cr.)	Didactic/Web	23
S 09	T670 / Teaching in Nursing (3 cr.)	Didactic	17
F 09	J692 / Independent Study (3 cr.)	Seminar	2
F 09	R590 / Research Study (3 cr.)	Seminar	1
F 09	T670 / Teaching in Nursing (3 cr.)	Didactic/Web	32
F 09	T679 / Teaching Practicum (3 cr.)	Practicum	2
S 10	J692 / Independent Study (3 cr.)	Independent study	3
S 10	R590 / Research Study (3 cr.)	Seminar	10

S 10	T679 / Teaching Practicum (3 cr.)	Practicum	13
SS 10	J692 / Independent Study (3 cr.)	Independent study	3
F 10	T670 / Teaching in Nursing (3 cr.)	Didactic/Web	9
S 11	R590 / Research Study (3 cr.)	Seminar	2
SS 11	J692 / Independent Study (1 cr.)	Independent study	4

Advisees: 3–8 PhD students, 20–48 master's students (2007-2009)

Guest Lectures -- IUSON

D602 / Responsible Conduct of Research
H361 / Alterations in Health II
H470 / Nursing Honors Colloquium
R608 / Middle Range Theories (2007, 2008)

6-12   Using technology, distributed education, problem-based learning, community-based learning, international videoconferencing, or other new techniques and tools to enhance student learning.

In my work with graduate and doctoral students studying nursing education as part of their academic program and with teachers I work with (formally and informally), it is often apparent that the disciplinary perspective that equates teaching with content transmission, and thus learning with amassing a larger store of knowledge, persists. In nursing education, the shortcomings of this approach have been well documented for more than two decades, but the field has been slow to change, partly because of the low level of pedagogical literacy among teachers and the pervasive lack of preparation for teaching in the field (a lack that is intensifying with the prolonged shortage of nursing faculty). This commonly results in "teaching as we were taught," which means that most teachers and graduate/doctoral students have no experience in pedagogical approaches that differ from how they themselves were prepared for practice. Because of this I draw on research based pedagogies (such as narrative pedagogy) and the IUPUI Principles of Graduate Learning design my courses in ways that de-center content and make thinking together with students most salient in all activities. For instance, graduate and doctoral students commonly come to my classes expecting content to be presented (in the form of a lecture), a schedule for exams, and so forth. Using narrative pedagogy I situate all course activities in the experiences teachers and students have had in schools of nursing (in classrooms and clinical settings) and work with these students to interpret these accounts from different perspectives and in new ways. For instance, in the accounts of struggling prelicensure students, graduate students commonly critique either the students (e.g., the student lacked motivation, the "right" values, or the requisite knowledge or perhaps simply didn't care) or the teacher (e.g., the teacher was "cold" and uncaring, the teacher was mean or unrealistic etc.). As we work together to interpret the accounts and explore multiple perspectives (using critical social theory, feminisms, postmodernism, and phenomenology), students begin to see how narrow and short-sighted their interpretations are and how many new possibilities for teaching they can create by thinking differently. Similarly, phenomenologically the students begin to see how alike students and teachers are and the paradox that arises when they juxtapose their own experience as graduate students with those of the prelicensure students they are interpreting in the forums (e.g., prelicensure students are not motivated whereas the graduate students themselves are overwhelmed or prelicensure students want to be "spoon fed" whereas the graduate students themselves want more clear and detailed directions for each assignment). Exploring such paradoxes facilitates a deeper level of thinking as we together consider what it means to teachers and students to have their experiences interpreted in certain ways and how the rush to judgment closes down on more

meaningful relationships among students and teachers and more engaging courses. These conversations are also critical in assisting these new teachers to deal with ambiguity and better understand the complexity of teaching in ways that are often covered over by pedagogies focused solely on the transmission of content.

This way of thinking is not easy for many students and requires persistent practice. Thus, the activities I create in each course often ask students to think in new ways. In T670 Teaching in Nursing, I have noted that as the course gets underway students commonly resist challenging their traditional ways of thinking, assume their own experiences are common to all students (and practicing nurses), and that what "counts" as being well taught is ahistorical and apolitical. During this module students commonly valorize nursing (e.g., "a higher calling") and decry changes that have occurred in nursing education since their own prelicensure program (often 20+ years ago), equating these changes with lowering an idealized standard of professional preparation. Similarly, it is also apparent in these initial postings that students aren't discussing diverse perspectives, but are arguing for the "correctness" of their own perspective. Although this initial forum discussion is often difficult for students, I believe it is important in setting the stage for the course and modeling critical reflection. I carefully respond during this first forum by raising questions that are not easily answered and certainly cannot be answered in only one way (e.g., rather than asking what should be taught in a Fundamentals of Nursing course, I ask questions like, "What should we NEVER teach in a Fundamentals course? What IS fundamental to nursing practice? What does it mean to say something is 'fundamental?' And who decides?") I also talk a lot with and model for students the importance of questioning (to prompt further thinking) versus questions/answers. By the middle of the course I can shift to helping students themselves ask these kinds of questions, holding their own understanding open and problematic while inviting other perspectives from their peers. At this point I often begin to notice changes in the forum discussions. Students more commonly question their own understanding while also inviting each other to consider other perspectives (e.g., "Is there another way we could think about this?"). By the end of the course students are not only thinking at a much deeper level, they are asking better questions, reading more, and participating in the various aspects of the course in a more thoughtful manner. This means, of course, that I too must practice (and model) the willingness to have my assumptions, blind spots, and the ways I am currently thinking about an issue challenged. I find that by inviting this kind of interaction with students I not only "walk the talk," but the interactions among students become more thoughtful and collegial and less defensive and argumentative.

Reflecting on experiences in my courses (T670, T679, and R590) one recent graduate described my teaching by stating: "Her student-centered style of teaching immediately began to change how I thought about teaching and learning as she demonstrated clearly to me the difference between teaching and providing an environment conducive to learning" and "Dr. Ironside has directly influenced my ability to discern between creating new nursing education strategies that provide new ways of doing *the same old thing*, and innovative strategies focused on new ways and depth of teaching and learning (emphasis original, see p. 31 for full account). Similarly, evaluations of my teaching from peers (Appendix A) and students (section 6, criterion 2) note the effectiveness of my approach and how it facilitates learning and engagement.

At a national level, the impact of my work is best seen in how my expertise in narrative pedagogy and translating my research into practice contribute to excellence in teaching at other schools of nursing. Since 2003 I have worked with pilot schools of nursing across the country that are committed to using narrative pedagogy (a research-based pedagogy) in their schools. Called the Narrative Pedagogy Project, this work has included bi-monthly teleconferences with teachers from each school, site visits, individual consultation and feedback, and an online short course to foster continued advances in teachers' pedagogical literacy and sophistication with using narrative

pedagogy in their programs. Simultaneously, I work with participants to disseminate their transformation efforts. This work has been very successful. For instance, in 2006 one pilot school (a small single-purpose school in the rural Midwest) was designated as a National League for Nursing (NLN) Center for Excellence for Creating Environments that Foster Nursing Education Research based on the impressive productivity of their faculty in studying Narrative Pedagogy as part of their pilot school activities. Other outcomes achieved at this school include increased student and employee satisfaction, increased NCLEX (the nursing licensure exam) scores, no shortage of faculty and over 50% increase in enrollment over the past 10 years (). Another pilot school was designated by the National League for Nursing as a Center for Excellence in Creating Environments that Foster Pedagogical Expertise of Faculty in 2009, an accomplishment the Dean attributes to their involvement in the Narrative Pedagogy Project (). The faculty at this school also designed a new peer-review system that focuses on co-learning rather than more traditional approaches to peer review. A small group of faculty presented this work at a refereed, national meeting, which was a new experience for them all. A third school opened a new baccalaureate program that is being taught using Narrative Pedagogy across the curriculum (first graduates in May 2010). They are showing impressive outcomes in student retention, NCLEX pass rates, and faculty satisfaction and retention.

6-13   Interdisciplinary work

While in rank, I have continued to increase my involvement with interdisciplinary colleagues. I was an invited member of an international, interdisciplinary colloquium exploring the epistemologies of improvement in healthcare. This colloquium was important because it was the first gathering of leaders from different disciplines and from around the world to advance the science of improvement and how students were prepared to improve healthcare as part of their training. During this colloquium I presented my research on using new pedagogies and worked with a group of participants to consider the impact of the colloquium discussions specifically on health professions education and faculty development. This work was published as a supplement to the international journal: *Quality and Safety in Health Care* (2011). In addition, I served as a member of the Steering and Governing Boards of the Institute for Health Care Improvement's Health Professions Education Consortium (2007-2009). These Boards were charged with defining and articulating the vision for the Consortium, considering new approaches for teaching (demonstrated during Consortium meetings), and supporting teachers across disciplines as they worked to integrate improvement science into their courses and interactions with students.   I am currently a member of the leadership team for the Institute of Health Care Improvement's Summer Symposium, an international, interdisciplinary event focused on developing future healthcare improvement leaders in academe and practice. I am a review panel member for two interdisciplinary journals: *Journal of Transformative Education* and *Qualitative Health Research*.

In addition, the work I am doing with Schools of Nursing in the Narrative Pedagogy Project has recently begun spreading to other disciplines. For example, faculty at the School of Dental Hygiene at Farmingdale State College, Farmingdale, NY have begun learning about and using narrative pedagogy, and one faculty member studied students' experiences learning dental hygiene when courses were designed using narrative pedagogy for her dissertation research (M. Capone, Adelphi University, Garden City, NY).

Locally, I have worked with interdisciplinary colleagues in the Faculty Learning Community on Technology, the IUPUI New Directions Committee, and the E.C. Moore Symposium on Excellence in Teaching Planning Committee. I have presented with Dr. M. Swenson and Dr. S. Sims at brown bag lunches on teaching attended by faculty from across IUPIU and I participate in the Relationship

Centered Care Initiative and Courage to Lead series sponsored by the IU School of Medicine. I have also been appointed to the Advisory Board for the Center for Teaching and Learning.

6-14 Retention

Because my teaching responsibilities are solely at graduate and doctoral levels, I have not participated directly in the campus initiatives to improve the retention of undergraduate students. Indirectly, however, I have participated in this discussion through my work on the New Directions Committee (IUPUI). This interdisciplinary committee studied current initiatives at IUPUI and emerging trends in higher education to propose ways IUPUI can continue to effectively prepare students for future professional/workforce environments.

Retention has not been a problem in the graduate and doctoral programs in the IUSON to date, although we are monitoring this closely. A related issue, however, is student progression and time to degree. As a member of the PhD Admission, Progression, and Guidance committee for the past 3 years, I have been actively involved in creating mechanisms to monitor doctoral students' progression, and to more quickly identify and communicate with students who are struggling in the program. I am working with 2 colleagues to present a series of faculty workshops to improve how doctoral students are mentored in the IUSON using an evidence-based approach developed via the NIH-CTSA program.

Because retention is a critical and complex issue in the field, I also consistently address this issue in my teaching. For example, in T670 I work with students to explore ways to identify and address students' learning needs, taking into account past experiences, and multicultural, gender, disability, and social issues in the context of teaching. I believe this is important to better prepare new teachers to meet the complex challenges they will face as they enter the workforce as a teacher of nursing and to improve the retention and success of students and faculty in the future. One peer reviewer (Dr. S. Poorman, Indiana University of Pennsylvania speaking to my teaching in J692: Hermeneutic Institute over a 5 year period) specifically commented on my teaching in this area noting: "…in the years I have been watching Dr. Ironside teach I have been amazed at the diversity in the student groups each year, including experienced scholars and scientists, undergraduate, graduate and doctoral students, both nurses and non-nurses, students from different (international) cultures and students for whom English is not a first language. Being at-home with these diverse groups of students and making each student feel like a valued member of the group and a capable scholar is quite remarkable. In my opinion, this is exemplary teaching!" (see Appendix A for full account)