

A META-INTEGRATION OF THEORETICAL FRAMEWORKS FOR NURSE EDUCATOR PROFESSIONAL DEVELOPMENT

*Bloom's Taxonomy, Shulman's Table of Learning, Boyer's Scholarship, and the
UniSCOPE Model — Expanded Edition*

Abstract

Nurse educators occupy a uniquely complex professional identity that integrates clinical expertise, pedagogical scholarship, reflective practice, institutional leadership, and community engagement. This expanded article proposes and elaborates a meta-integrated theoretical framework synthesizing four complementary models: Bloom's revised taxonomy of educational objectives (Anderson et al., 2001), Shulman's Table of Learning (Shulman, 2002), Boyer's model of scholarship (Boyer, 1990), and the UniSCOPE model of educational scholarship in the health professions (Hyman et al., 2002). Beyond conceptual integration, this expanded edition presents three illustrative clinical vignettes of nurse educators at different career stages, a six-domain self-assessment rubric for professional development planning, a detailed discussion of equity, diversity, and inclusion as cross-cutting dimensions of scholarly development, an institutional implementation roadmap, and a forward-looking examination of emerging trends in nursing education scholarship. Practical strategies, assessment tools, professional development resources, and a comprehensive reference list are provided to support nurse educators, academic leaders, and the broader nursing education profession.

Keywords: *nurse educator development, professional development, Bloom's revised taxonomy, Shulman's Table of Learning, Boyer's scholarship, UniSCOPE, scholarship of teaching and learning, nursing education, equity, inclusive pedagogy, professional identity*

Introduction

The role of the nurse educator is among the most complex in higher education. In a single workday, a nurse educator may design a high-fidelity simulation scenario, mentor a doctoral student through a research proposal defense, lead an interprofessional education workshop, revise a graduate curriculum to align with new accreditation standards, and submit a manuscript reporting findings from a scholarship of teaching and learning (SoTL) study. Each of these activities draws on a distinct but interrelated body of knowledge and skill—pedagogical, disciplinary, methodological, relational, and organizational. Yet the professional development infrastructure available to nurse educators rarely addresses this complexity in an integrated, theoretically grounded way (Billings & Halstead, 2020; NLN, 2022).

The consequences of this gap are significant. Faculty shortages, accelerated by retirement and competition from clinical practice, threaten the capacity of nursing programs to educate the workforce demanded by an aging population, a complex disease burden, and persistent health inequities (National Academies of Sciences, Engineering, and Medicine, 2021). New nurse educators—often recruited from clinical practice with little or no formal preparation in pedagogy, curriculum development, or scholarly inquiry—report high levels of role ambiguity, inadequate mentoring, and premature attrition from academic careers (Disch et al., 2011; Young et al., 2020). The need for a theoretically coherent, practically actionable framework for nurse educator professional development has never been more urgent.

This expanded article responds to that need by proposing, elaborating, and illustrating a meta-integrated framework that brings together four foundational theoretical models. Section by section, it builds from theoretical foundations to practical application, offering nurse educators at every career stage—from novice to seasoned scholar—a developmental compass. Case vignettes ground abstract principles in recognizable professional reality. A self-assessment rubric enables individualized developmental planning. A discussion of equity and inclusion situates the framework within the broader imperatives of social justice in nursing education. An institutional roadmap guides leaders in creating the structural conditions that enable scholarly development to flourish. And a forward-looking discussion of emerging trends prepares nurse educators to navigate a rapidly evolving educational landscape.

Theoretical Foundations

Each of the four frameworks in this meta-integration has an independent history, theoretical lineage, and body of empirical support. This section provides a substantive review of each framework, drawing out the key concepts and constructs that make each uniquely valuable and that constitute the integrated model.

Bloom's Revised Taxonomy of Educational Objectives

Benjamin Bloom and his colleagues at the University of Chicago developed the original taxonomy of educational objectives in 1956, creating a hierarchical classification of cognitive skills that revolutionized curriculum design, assessment, and instructional strategy in education at all levels (Bloom, 1956). The original taxonomy organized cognitive processes into six categories—Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation—presented as a cumulative hierarchy in which higher levels presupposed mastery of lower ones.

The 2001 revision, led by Lorin Anderson and David Krathwohl (both former students of Bloom), updated and refined the taxonomy in three important ways. First, category labels were changed from nouns to verbs—Remember, Understand, Apply, Analyze, Evaluate, Create—reflecting a reconceptualization of learning as an active cognitive process rather than a static state. Second, the order of the two highest categories was reversed, placing Create above Evaluate on the theoretical grounds that generative synthesis represents the most complex cognitive act. Third, the revision introduced a second dimension, the Knowledge dimension—comprising four types of knowledge: Factual, Conceptual, Procedural, and Metacognitive. This two-dimensional taxonomy, often represented as a matrix, enables curriculum designers to specify learning objectives with much greater precision by identifying both the cognitive process required and the type of knowledge involved (Anderson et al., 2001).

For nurse educators, metacognitive knowledge—defined as knowledge about one's own cognitive processes, including self-regulation, self-monitoring, and awareness of effective learning strategies—is particularly significant. The capacity for metacognition is foundational to both expert clinical reasoning and expert teaching. A nurse educator who is metacognitively aware can monitor the effectiveness of their instructional choices in real time, adapt their approaches in response to student feedback and performance data, and articulate the reasoning behind their pedagogical decisions to peers and students alike (Ambrose et al., 2010).

The affective domain of the original taxonomy—addressing values, attitudes, and dispositions—receives less systematic attention in contemporary curriculum design than the cognitive domain, yet it is arguably more central to nursing education. The affective domain encompasses values central to nursing practice: compassion, advocacy, integrity, cultural humility, and commitment to social justice. Krathwohl, Bloom, and Masia (1964) organized affective learning into five levels—Receiving, Responding, Valuing, Organization, and Characterization—that trace the internalization of values from passive awareness to values-based identity. This affective hierarchy has direct relevance for both nursing student and nurse educator development, particularly in relation to professional socialization, moral development, and the formation of scholarly identity.

Shulman's Table of Learning

Lee Shulman's contributions to educational theory are numerous and foundational. His 1987 introduction of the concept of pedagogical content knowledge (PCK), the intersection of disciplinary expertise and pedagogical skill—transformed the field of teacher education and provided a framework for understanding the distinctive knowledge demands of expert teaching (Shulman, 1987). His subsequent leadership of the Carnegie Foundation's Scholarship of Teaching project extended these insights to higher education and the health professions.

The Table of Learning, introduced in Shulman's 2002 essay 'Making Differences,' represents his most comprehensive attempt to describe the full arc of deep, transformative learning. Shulman identifies six dimensions, presented not as a strict linear sequence but as a pedagogical aspiration—a description of what profound learning looks like when it is fully achieved:

- **Engagement and Motivation:** The learner's initial encounter with new material is affectively and intellectually engaging; curiosity and motivation are activated.
- **Knowledge and Understanding:** The learner acquires not merely factual information but deep conceptual understanding, including the principles, theories, and frameworks that organize disciplinary knowledge.
- **Performance and Action:** The learner demonstrates understanding through performance—applying knowledge in context-appropriate, skilled action.
- **Reflection and Critique:** The learner steps back from performance to evaluate identifying what worked, what did not, and why; developing the capacity for adaptive, self-correcting practice.
- **Judgment and Design:** The learner exercises contextually appropriate professional judgment—adapting knowledge and skill to novel, uncertain, or ill-defined situations that resist algorithmic solutions.

- **Commitment and Identity:** The learner's values, motivations, and sense of professional purpose are transformed; the new understanding is integrated into a revised professional identity and a commitment to ongoing learning and practice improvement.

For nurse educators, Shulman's Table of Learning provides a developmental arc that is both descriptive and aspirational. It describes the journey from initial engagement with pedagogical theory—often a source of dissonance for experienced clinicians who may feel that formal educational theory is disconnected from the practical realities of nursing education—to the full internalization of an educator-scholar identity. It is aspirational in that it articulates a standard of deep, transformative learning that most professional development programs fall short of achieving, largely because they address the early dimensions of the table (knowledge acquisition, performance) while neglecting the later ones (reflection, judgment, commitment).

Shulman and Shulman (2004) extended the Table of Learning to describe the development of teachers as learners, arguing that professional communities of practice are the primary contexts in which the higher dimensions of the table are achieved. This insight has direct implications for the design of nurse educator professional development: deep learning of the educator role requires sustained engagement in communities of fellow educators who share a commitment to reflective practice and scholarly inquiry, not merely attendance at isolated workshops or conferences.

Boyer's Model of Scholarship

Ernest Boyer's *Scholarship Reconsidered* (1990) was published at a moment of intense national debate about the purposes and priorities of higher education. Boyer argued, with considerable force and empirical backing, that the academy's exclusive valorization of research-as-publication—what he called the 'tyranny of the research paradigm'—distorted faculty work, devalued excellent teaching, and disconnected universities from community needs. He proposed a reconceptualization of scholarship that honored the full range of intellectual work that faculty actually do and that higher education actually needs:

- The Scholarship of Discovery encompasses systematic, rigorous inquiry that generates new knowledge. This is the form of scholarship most closely aligned with traditional academic research—the design and conduct of studies, the development and testing of theories, and the publication of findings in peer-reviewed venues.
- The Scholarship of Integration involves the synthesis of knowledge across disciplinary boundaries, the critical interpretation of research findings in broader context, and the construction of interpretive frameworks that give meaning to disparate bodies of evidence. Boyer saw this scholarship as particularly important in an era of increasing specialization,

which he believed was fragmenting knowledge and diminishing the capacity for systemic understanding.

- The Scholarship of Application (later termed Engagement by Rice, 1996) concerns the translation of knowledge to practice—the application of disciplinary expertise to real-world problems in community, professional, or policy contexts. Crucially, Boyer argued that the Scholarship of Application must flow in both directions: not merely from the university to the community, but from practical experience and community wisdom back to theory and academic knowledge.
- The Scholarship of Teaching involves the systematic study, improvement, and public communication of teaching practice. Boyer insisted that excellent teaching—when it is grounded in evidence, subject to peer review, and made available to others—constitutes a legitimate and important form of scholarly inquiry.

Boyer's model was immediately and widely influential in nursing education, where it validated the scholarly significance of activities that nurse educators had long engaged in but struggled to document as academic contributions: clinical precepting and supervision, curriculum development, community health education, interprofessional collaboration, and accreditation leadership. Subsequent scholarship by Glassick, Huber, and Maeroff (1997) formalized evaluative criteria applicable to all four forms of Boyer scholarship, providing a practical framework for assessment: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

The influence of Boyer's model on nursing education has been documented in research examining faculty satisfaction, scholarly productivity, and the alignment of institutional policies with the realities of academic nursing work (Oermann et al., 2019; Sherwood & Horton-Deutsch, 2012). Studies consistently find that nurse educators who work in environments where diverse forms of scholarship are recognized and rewarded report higher job satisfaction, greater scholarly productivity, and stronger professional identity than those in environments dominated by narrow research expectations.

The UniSCOPE Model: Operationalizing Scholarship in the Health Professions

The UniSCOPE model, developed collaboratively by educators from six health professions schools at Pennsylvania State University under the leadership of Hyman et. al. (2002) represents the most operationally detailed and contextually specific framework for documenting and evaluating scholarship in health professions education. Its genesis lay in the recognition that Boyer's model, while conceptually transformative, lacked the granularity needed to guide portfolio construction,

faculty evaluation, and promotion decisions in the complex, multi-mission environment of academic health sciences centers.

UniSCOPE defines five scholarly domains, each with associated activities, products, and evidence of quality:

- Scholarly Teaching refers to evidence-informed teaching practice grounded in learning theory, continuously improved through reflection and peer feedback, and aligned with institutional learning outcomes. Evidence includes syllabi, teaching evaluations, peer observation reports, and documentation of curriculum innovations.
- Scholarship of Teaching and Learning (SoTL) involves systematic inquiry into the relationship between teaching practices and student learning, conducted with methodological rigor and communicated to audiences beyond the immediate classroom. Evidence includes publications, presentations, grant awards, and peer review of research designs and findings.
- Scholarly Inquiry encompasses traditional research, evidence-based practice projects, quality improvement studies, and clinical scholarship. This domain aligns with Boyer's Scholarship of Discovery and is the domain most familiar to institutions with traditional academic expectations.
- Scholarly Service involves intellectual leadership in professional organizations, editorial and peer review work, accreditation site visits, institutional committee leadership, and policy advocacy. UniSCOPE elevates service from a peripheral category to a core scholarly domain when it is conducted with intellectual rigor and contributes to the advancement of knowledge or practice.
- Scholarly Engagement refers to community outreach, interprofessional education partnerships, clinical consultation, and the translation of research findings to practice settings and policy contexts. This domain operationalizes Boyer's Scholarship of Application/Engagement with health professions-specific examples and evaluation criteria.

A critical feature of the UniSCOPE model is its provision of standardized criteria for evaluating scholarly products within each domain, enabling consistent, transparent, and equitable faculty evaluation across institutional contexts. These criteria—which draw on and extend Glassick's six standards—include documentation of conceptual basis, methodological quality, intended audience, mode of dissemination, peer review or external validation, and reflective commentary by the faculty member. This documentation structure enables nurse educators to construct portfolios that are both comprehensive and defensible, whether for annual review, promotion and tenure, or external scholarly audiences (Hyman et al., 2002; Van Duijn et al., 2018).

A Meta-Integrated Framework for Nurse Educator Development

Conceptual Integration and Structural Isomorphism

When Bloom's taxonomy, Shulman's Table of Learning, Boyer's scholarship model, and the UniSCOPE framework are examined together, a structural isomorphism emerges—a parallel organization of levels and dimensions that suggests these frameworks are, in important respects, describing the same underlying developmental reality from different vantage points. Bloom's taxonomy describes the cognitive architecture of learning; Shulman's Table of Learning describes its motivational and identity dimensions; Boyer's model describes the scholarly outputs that evidence deep learning; and UniSCOPE operationalizes those outputs for health professions contexts.

This isomorphism is not merely rhetorical. It reflects a convergence among educational psychologists, higher education scholars, and health professions educators on a common understanding of what deep professional learning requires: cognitive engagement at multiple levels of complexity, affective investment and identity transformation, systematic reflection and critique, and the production of publicly documented, peer-reviewed scholarly contributions. The meta-integrated framework presented in this article makes this convergence explicit and places it at the service of nurse educator development.

Integration Matrix

Table 1. Integration Matrix of Theoretical Frameworks Across Developmental Levels

Developmental Level	Bloom's Taxonomy	Shulman's Table	Boyer's Scholarship	UniSCOPE Domain
Foundational Knowledge	Remember, Understand	Engagement; Knowledge & Understanding	Discovery	Scholarly Teaching
Application & Reflection	Apply, Analyze	Performance & Action; Reflection & Critique	Teaching; Application	SoTL; Scholarly Inquiry
Critical Synthesis	Evaluate	Judgment & Design	Integration	Scholarly Inquiry; Service
Scholar-Leader Identity	Create; Metacognitive	Commitment & Identity	All four scholarships	Full UniSCOPE portfolio

Note. Adapted from Anderson et al. (2001), Shulman (2002), Boyer (1990), and Hyman et al. (2002).

Guiding Principles of the Meta-Integrated Framework

Seven guiding principles, derived from the synthesis of these frameworks, characterize the meta-integrated approach to nurse educator professional development:

- **Principle 1:** Developmental progression is nonlinear and context dependent.

Nurse educators move fluidly among developmental levels depending on the demands of their role, their institutional context, and their career stage. A seasoned clinician entering academe may demonstrate expert clinical judgment (Bloom's Create; Shulman's Judgment & Design) while operating at foundational levels of pedagogical knowledge (Remember and Understand). Professional development programs must be designed with this heterogeneity in mind, providing differentiated pathways that meet educators where they are rather than imposing a single sequence.

- **Principle 2:** Scholarly identity formation is a primary developmental goal, not a by-product. Shulman's Commitment and Identity dimension and UniSCOPE's comprehensive portfolio framework both foreground the formation of a scholarly professional identity as an explicit, central developmental target. The literature on faculty development suggests that identity-relevant interventions—mentoring, communities of practice, narrative reflection, portfolio construction—are among the most powerful mechanisms for sustained professional growth (Wenger, 1998; Young et al., 2020).

- **Principle 3:** All forms of scholarship are legitimate, valuable, and mutually reinforcing. Boyer's expanded model and UniSCOPE's five-domain framework together challenge the hierarchical privileging of research productivity over teaching scholarship, service, and engagement. In nursing education specifically, where the translation of evidence to practice and the development of equitable, culturally responsive curricula are themselves forms of scholarly innovation, this principle is not merely theoreticality is essential for institutional justice and professional sustainability.

- **Principle 4:** Reflection is a scholarly practice, not merely a teaching strategy. Shulman's inclusion of Reflection & Critique as a core learning dimension elevates reflective practice from an instructional activity to a scholarly competency with epistemological significance. Nurse educators who systematically document, analyze, and share their reflective practice generate knowledge that is valuable not only for their own development but for the broader nursing education community.

- **Principle 5:** Equity and inclusion must be integrated throughout, not appended as afterthoughts.

All four frameworks address learning processes without explicitly centering equity. The meta-integrated framework adds an explicit equity dimension, recognizing that nurse educator development occurs in racialized, gendered, and classed institutional contexts that differentially advantage and disadvantage faculty from diverse backgrounds. Scholarly development frameworks must actively dismantle, not merely acknowledge, these structural inequities.

- **Principle 6:** Institutional context is a determinant, not merely a backdrop.

The degree to which nurse educators can realize their scholarly potential is profoundly shaped by institutional policies, resource allocation, promotion criteria, and cultural norms. Individual professional development initiatives, however well designed, cannot substitute for institutional commitment to creating environments where diverse forms of scholarship are genuinely valued, resourced, and rewarded (AACN, 2021; Disch et al., 2011).

- **Principle 7:** Interprofessional collaboration expands scholarly capacity.

Boyer's Scholarship of Integration and UniSCOPE's Scholarly Engagement domain both explicitly value cross-disciplinary and cross-professional scholarly work. Nurse educators who cultivate scholarly partnerships with colleagues in medicine, pharmacy, social work, public health, and other health professions expand their methodological repertoire, increase the reach and impact of their work, and model the interprofessional collaboration that is essential in contemporary healthcare.

Illustrative Vignettes: The Framework in Practice

The following three vignettes present composite profiles of nurse educators at different career stages. The individuals described are fictional but grounded in representative patterns from the nurse educator development literature. Each vignette is followed by an analysis that applies the meta-integrated framework to illuminate developmental opportunities and challenges.

Vignette 1: The Novice Educator-Clinician

VIGNETTE 1 | Dr. Maria Santos, PhD, RN — Assistant Professor, BSN Program — Year 2 in Academic Role

Dr. Santos completed her PhD in nursing science three years ago, with a dissertation focused on diabetes self-management education in Latinx communities. Before entering academia, she practiced for twelve years as a certified diabetes educator in a federally qualified health center. She joined her

current institution in a tenure-track position and is assigned to teach two undergraduate courses in adult medical-surgical nursing and to serve as a clinical course coordinator.

Dr. Santos is a brilliant clinician and a passionate advocate for her patients. In the classroom, however, she struggles. She designs lectures that are clinically rich but pedagogically unstructured, relying heavily on case presentations drawn from her practice experience. She has not yet encountered the literature on active learning or the revised taxonomy of educational objectives, and her learning outcomes are written at the Remember and Understand levels almost exclusively. Student evaluations are mixed students appreciate her clinical expertise but report that her courses feel disorganized and that grading is inconsistent.

Dr. Santos is deeply committed to her community partners and spends significant time conducting health education workshops at the health center where she formerly practiced. She does not yet understand this work as scholarship and has not documented it in a format aligned with UniSCOPE's Scholarly Engagement criteria. She is beginning to feel overwhelmed by the demands of her role and is questioning whether she made the right decision in leaving clinical practice.

Her mentor, a senior faculty member, has begun meeting with her monthly and has introduced her to Boyer's framework and the NLN Nurse Educator Core Competencies. She is registering for the NLN's CNE review course and recently attended a workshop on writing learning outcomes aligned with Bloom's revised taxonomy.

Framework Analysis: Vignette 1

Dr. Santos's profile illustrates the challenges of the 'expert clinician, novice educator' transition that characterizes many new nurse faculty (Benner et al., 2010). Her engagement with the educator role is genuine (Shulman's Engagement dimension is strong), but her Knowledge & Understanding of pedagogical theory is at an early stage. Her learning outcomes are written at the lower cognitive levels of Bloom's taxonomy (Remember, Understand), and her instructional design does not yet reflect awareness of the knowledge dimension of the revised taxonomy.

Her community health education work represents an underrecognized form of Boyer's Scholarship of Application and UniSCOPE's Scholarly Engagement. A key developmental priority for Dr. Santos is to reconceptualize this work as scholarship by applying Glassick's six standards: articulating clear goals for each workshop, documenting her preparation and methods, collecting outcome data, presenting findings at professional venues, and engaging in systematic reflective critique. This

reframing would not only validate her existing work but generate publishable scholarship aligned with her dissertation research.

Bloom's metacognitive knowledge dimension is particularly relevant for Dr. Santos's pedagogical development. Becoming aware of her own teaching assumptions, the implicit belief that clinical expertise translates directly to teaching effectiveness—is a prerequisite for the deeper pedagogical learning she needs. Her mentor's role is to facilitate this metacognitive awareness through structured reflection exercises such as teaching portfolio construction and classroom observation with targeted feedback (Brookfield, 2017).

Vignette 2: The Mid-Career Scholarly Developer

VIGNETTE 2 | Dr. James Okafor, DNP, APRN — Associate Professor, Graduate Nursing Program — Year 8 in Academic Role

Dr. Okafor completed his DNP seven years ago, with a practice change project focused on reducing 30-day readmission rates in a cardiac care unit. He has taught in a DNP program for eight years, is well-regarded by students and peers, and was promoted to Associate Professor four years ago on the strength of his teaching evaluations, curriculum leadership, and community engagement work. He serves on three institutional committees and is active in his state's chapter of the American Association of Nurse Practitioners.

Dr. Okafor is increasingly aware that his scholarly profile does not align well with his institution's promotion and tenure criteria, which weight peer-reviewed publication heavily. He has one peer-reviewed article—a case study published in a practice-focused nursing journal—and several podium presentations at regional conferences. He has led three significant curriculum revisions in the DNP program, developed an interprofessional simulation course in collaboration with pharmacy and medicine colleagues, and conducted extensive mentoring of junior faculty.

Dr. Okafor recently attended an NLN faculty development summit where he was introduced to the UniSCOPE framework. He was struck by the recognition that his curriculum leadership and interprofessional education work could be documented as legitimate scholarly contributions. He is now working with a faculty development consultant to construct a scholarly portfolio aligned with UniSCOPE criteria and is exploring the SoTL literature as a potential vehicle for studying the outcomes of his simulation course.

He is also navigating a personal dimension of his scholarly development: as a Black male nurse educator at a predominantly white institution, he has often felt that his community engagement work—particularly in Black communities experiencing health disparities—has been undervalued relative to the grant-funded research of his colleagues. He is seeking colleagues who share this experience and has connected with the NLN's Diversity, Equity, and Inclusion task force.

Framework Analysis: Vignette 2

Dr. Okafor's profile illustrates a profile common among mid-career nurse educators who entered academia from advanced practice: high-functioning scholarly teachers with substantial contributions in Boyer's Scholarship of Teaching, Application, and Integration, but limited engagement with Boyer's Scholarship of Discovery or UniSCOPE's Scholarly Inquiry domain. His encounter with UniSCOPE is transformative—not because it changes what he does, but because it provides a framework for documenting, validating, and communicating the scholarly significance of what he has been doing all along.

The SoTL trajectory is a natural and well-supported developmental pathway for Dr. Okafor. His interprofessional simulation course is an ideal site for a SoTL study: it has clear pedagogical goals, a defined student population, and potential for longitudinal data collection. By designing a systematic inquiry into the learning outcomes of that course, he can transition from Scholarly Teaching to Scholarship of Teaching and Learning within UniSCOPE, generating peer-reviewed publications that also serve his institution's promotion criteria.

The equity dimension of Dr. Okafor's narrative is critical and deserves explicit attention within the framework. His experience of having community-engaged scholarship in Black communities undervalued relative to grant-funded research is not idiosyncratic—it reflects well-documented patterns of institutional racism in academic evaluation that disproportionately disadvantage faculty of color who engage in community-responsive scholarship (Ahmed, 2012; Dancy et al., 2018). The meta-integrated framework must be applied with awareness of these structural inequities, and institutional leaders must actively audit evaluation practices for racially and culturally differential impact.

Vignette 3: The Established Nurse Scholar

VIGNETTE 3 | Dr. Linda Kowalski, PhD, RN, FAAN — *Professor and Associate Dean for Academic Affairs — Year 22 in Academic Role*

Dr. Kowalski is a nationally recognized nurse education scholar with a sustained program of SoTL research focused on the effectiveness of simulation-based learning in prelicensure nursing programs. She has published 48 peer-reviewed articles, secured five external grants, and served as president of the National League for Nursing's Faculty Development division. She was inducted as a Fellow of the American Academy of Nursing in recognition of her contributions to nursing education science.

As Associate Dean, Dr. Kowalski has shifted the balance of her professional activities from individual scholarship to institutional leadership and faculty development. She chairs the institution's faculty development committee, has redesigned the promotion and tenure criteria to align with Boyer's expanded scholarship model, and established a formal faculty mentoring program that pairs new faculty with experienced scholar-educators across the first three years of employment.

Dr. Kowalski is grappling with two major challenges. The first is succession: how to build a next generation of nurse education scholars who can sustain and extend her research program. The second is institutional culture: despite formal policy changes, she observes that informal departmental cultures continue to privilege grant-funded research over teaching scholarship, and that junior faculty from underrepresented backgrounds face particular barriers to scholarly development and promotion.

She is currently leading a multi-year-old institutional research project examining the effectiveness of her faculty mentoring program, partnering with colleagues in educational measurement and organizational psychology. She has also co-authored a chapter in a forthcoming NLN volume on leadership for nursing education transformation.

Framework Analysis: Vignette 3

Dr. Kowalski represents the most advanced developmental level of the meta-integrated framework—the fully realized educator-scholar whose professional identity (Shulman's Commitment and Identity) is deeply grounded, whose scholarly portfolio spans all four Boyer scholarships and multiple UniSCOPE domains, and whose metacognitive and evaluative capacities (Bloom's Evaluate and Create) are deployed not primarily in service of personal scholarly productivity but in service of institutional transformation and the development of the next generation.

Her challenge of succession planning reflects a dimension of scholarly leadership that Bloom's taxonomy, Shulman's Table, Boyer's model, and UniSCOPE all implicitly address but rarely make explicit: the responsibility of established scholars to invest in the development of others. This responsibility is both a personal ethical commitment and a professional obligation—the sustainability of nursing education scholarship depends on the cultivation of a robust pipeline of nurse education scholars at all career stages.

The informal cultural persistence of research privilege despite formal policy change illustrates the limits of structural intervention and the importance of Bourdieu's concept of scholarly habitus (1984). Formal policy alignment with Boyer and UniSCOPE is necessary but not sufficient; shifting institutional culture requires sustained, visible leadership modeling, peer accountability mechanisms, and the deliberate cultivation of scholarly communities that celebrate diverse forms of contribution.

Equity, Diversity, and Inclusion as Cross-Cutting Dimensions

The Equity Gap in Nursing Education Scholarship

The nursing education workforce does not reflect the racial, ethnic, linguistic, and socioeconomic diversity of the patients it serves or the communities it engages. Despite decades of national attention and significant organizational investment, nurses of color—particularly Black, Hispanic, Indigenous, and Asian nurses—remain underrepresented in faculty positions, doctoral programs, and senior academic leadership roles (National Academies, 2021; NLN, 2022). This underrepresentation is not merely a pipeline problem; it reflects structural inequities embedded in the institutional cultures, evaluation practices, and professional networks that shape scholarly development and academic advancement.

The meta-integrated framework presented in this article must be applied with explicit attention to these structural dynamics. Bloom's taxonomy, Shulman's Table of Learning, Boyer's scholarship model, and UniSCOPE were each developed within majority-white academic contexts and do not explicitly address the ways in which race, ethnicity, gender, sexuality, disability, and class intersect with scholarly development trajectories. Applying these frameworks without this awareness risks reproducing existing inequities under the guise of a neutral developmental system.

Universal Design for Learning in Nursing Education

Universal Design for Learning (UDL), developed by Meyer, Rose, and Gordon (2014) at the Center for Applied Special Technology, provides a research-grounded framework for designing curricula and instructional environments that are accessible to and effective for learners with diverse abilities, backgrounds, and learning needs. UDL is organized around three principles—Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement—that together operationalize the commitment to equitable access to learning.

For nurse educators, UDL has relevance at two levels. As an instructional framework, it guides the design of learning experiences that address the diverse learning needs of students, including students with disabilities, English language learners, and students from non-traditional academic backgrounds. As a professional development framework, it challenges nurse educators to examine their own assumptions about what 'good learning' looks like, recognizing that standardized assessments and conventional instructional formats may systematically disadvantage learners whose strengths are expressed in non-traditional ways (Meyer et al., 2014; Oermann & Gaberson, 2021).

Integrating UDL into the meta-integrated framework adds an equity lens to Bloom's taxonomy—asking not only what cognitive levels a given assessment addresses, but who is advantaged and disadvantaged by the assessment format chosen. It enriches Shulman's Table of Learning by foregrounding the role of identity and cultural context in shaping the conditions under which learners can achieve the deeper dimensions of the table. And it extends Boyer's scholarship and UniSCOPE by establishing equitable pedagogy and inclusive curriculum design as legitimate and important forms of scholarly contribution.

Cultural Humility and Anti-Racist Pedagogy

Cultural humility, distinguished from cultural competence by its emphasis on ongoing self-reflection, power analysis, and institutional accountability rather than the acquisition of a fixed body of cultural knowledge (Tervalon & Murray-Garcia, 1998), is increasingly recognized as a foundational disposition for nurse educators. A culturally humble educator does not assume expertise about the cultural backgrounds of their students; they instead cultivate genuine curiosity, openness to being taught, and awareness of their own cultural assumptions and privileges.

Anti-racist pedagogy extends cultural humility by explicitly addressing the ways in which educational systems, curricula, and instructional practices reproduce racial hierarchies and harm students of color

(Bell, 2016; Kendi, 2019). For nurse educators, anti-racist pedagogy requires auditing curricula for racially biased content, centering the perspectives and contributions of nurses and scholars of color, critically examining health disparities through a structural racism lens, and creating classroom environments where students of color are not expected to represent or educate their classmates about their racial experiences.

These commitments are not merely pedagogical, they are scholarly. The design, implementation, and evaluation of anti-racist curricula and culturally humble pedagogical practices constitutes Boyer's Scholarship of Application and Teaching, and UniSCOPE's SoTL and Scholarly Engagement domains, when conducted with rigor and made public through peer-reviewed dissemination. Nurse educators who engage in this work are scholar-activists whose contributions to nursing education science deserve full recognition within the meta-integrated framework.

Supporting Faculty from Underrepresented Backgrounds

The professional development of nurse educators from historically underrepresented racial, ethnic, and other identity groups requires targeted attention beyond the universal framework described in this article. Research consistently documents that faculty of color experience additional and distinctive challenges in academic environments: racial microaggressions, tokenization and overburdening with diversity-related service work, exclusion from informal mentoring networks, and evaluation bias that penalizes community-engaged scholarship as insufficiently rigorous (Ahmed, 2012; Dancy et al., 2018; NLN, 2022).

Effective responses to these challenges include both structural interventions and cultural transformation. Structural interventions include equity audits of promotion and tenure processes; policies that limit diversity-related service burdens on faculty of color while distributing this work more equitably; formal mentoring programs with explicit attention to the unique challenges facing faculty from underrepresented backgrounds; and hiring and retention practices that recognize and reward community-engaged and equity-focused scholarship. Cultural transformation requires sustained institutional leadership commitment, visible modeling of anti-racist practices by academic leaders, and the creation of brave spaces where faculty of color can name and address experiences of bias without fear of retaliation (Bell, 2016).

Professional organizations play a critical role in supporting nurse educators from underrepresented backgrounds through dedicated fellowship programs, mentoring networks, conference opportunities,

and advocacy for institutional policies that promote equity. The NLN's Task Group on Diversity, Equity, Inclusion, and Belonging, the AACN's Diversity, Equity, and Inclusion resources, and Sigma Theta Tau International's global network of chapters provide important entry points into communities of support and scholarly collaboration.

Evidence-Based Practices for Nurse Educator Professional Development

Mentoring as a Scholarly Development Strategy

The evidence for the centrality of mentoring in nurse educator professional development is extensive and consistent. Formal, structured mentoring programs, particularly those that pair new educators with experienced scholar-educators over multiple years—are associated with greater scholarly productivity, stronger professional identity, higher job satisfaction, and lower attrition from academic nursing careers (Disch et al., 2011; Young et al., 2020). Mentoring supports development across all dimensions of the meta-integrated framework: mentors provide scaffolded access to pedagogical knowledge (Bloom's cognitive dimensions), model reflective practice and professional judgment (Shulman's Reflection and Judgment dimensions), facilitate entry into scholarly communities (Boyer's Scholarship of Teaching; UniSCOPE engagement), and affirm the developing educator's emerging scholarly identity (Shulman's Commitment and Identity).

Effective nurse educator mentoring programs share several design features: explicit role descriptions and expectations for mentors and mentees; regular, structured meetings with a developmental agenda; access to external mentors for competencies not available within the immediate institution; training for mentors in evidence-based mentoring practices; and evaluation mechanisms that assess program effectiveness and guide continuous improvement (Oermann et al., 2019). Group mentoring models—in which cohorts of new educators meet regularly with one or more experienced mentors—provide the additional benefit of peer learning and community building that supports the deeper dimensions of Shulman's Table.

The Scholarship of Teaching and Learning as a Developmental Engine

SoTL occupies a unique position in the meta-integrated framework: it is simultaneously a scholarly methodology, a form of professional development, and a mechanism for generating public knowledge about nursing education. When nurse educators conduct rigorous systematic inquiry into the

relationship between their teaching practices and student learning outcomes, they engage all six dimensions of Shulman's Table of Learning (from engagement with a researchable question through the commitment to public scholarship that defines the educator-scholar identity), move up the full hierarchy of Bloom's revised taxonomy, and generate contributions recognized across Boyer's Scholarship of Teaching and UniSCOPE's SoTL domain.

Bass and Elmendorf (2011) proposed the concept of 'teaching as a public act'—the deliberate transformation of classroom practice into objects of systematic inquiry available for peer review and community learning. This concept captures the spirit of SoTL as a developmental practice: it transforms the private act of teaching into a shared scholarly conversation that benefits not only the individual educator but the broader nursing education community. Nurse educators who adopt SoTL as a development strategy report increased confidence in their scholarly identity, stronger collegial networks, and a more integrated sense of their dual roles as teachers and scholars (Booth et al., 2021).

Practical entry points into SoTL for nurse educators include attending SoTL conferences and workshops (ISSOTL, NLN faculty development summits); reading foundational SoTL texts and journals; collaborating with experienced SoTL researchers on existing projects before leading independent studies; and utilizing SoTL-friendly designs such as action research, reflective practice studies, and qualitative inquiry into student learning experiences (Oermann et al., 2019). SoTL studies do not require large sample sizes or external funding to be methodologically rigorous and publishable; many excellent SoTL contributions have emerged from single-course, single-cohort designs conducted by individual faculty members with modest resources.

Teaching Portfolio Development

The teaching portfolio is among the most versatile and evidence-supported tools for nurse educator professional development. When designed and used intentionally, the portfolio serves multiple developmental functions: it provides a structured space for reflective documentation of teaching practice; it aligns evidence of teaching with Boyer's scholarship criteria and UniSCOPE domains; it supports annual review, promotion, and tenure processes; and it cultivates the metacognitive awareness that is central to expert teaching (Shulman, 2004; Oermann et al., 2019).

An effective teaching portfolio for nurse educators aligned with the meta-integrated framework would include several key components. A teaching philosophy statement articulates the educator's theoretical orientation to teaching and learning, including their understanding of Bloom's taxonomy,

their commitment to evidence-based pedagogy, and their scholarly approach to continuous practice improvement. Annotated syllabi demonstrate how course learning outcomes are aligned with the full range of Bloom's cognitive levels and knowledge types. Evidence of student learning—aggregated and de-identified assessment data, reflection on patterns of student performance, and documented curriculum revisions in response to evidence—demonstrates Boyer's Scholarship of Teaching in action. Documentation of SoTL contributions, community engagement, service leadership, and scholarly inquiry provides evidence across UniSCOPE domains. And reflective commentary that analyzes the portfolio through the lens of Glassick's six standards of scholarship provides the evaluative framework that transforms a collection of documents into a coherent scholarly narrative.

Writing Groups and Scholarly Accountability Structures

Scholarly writing, whether for peer-reviewed publication, grant applications, or professional reports—is a skill that develops through sustained practice, feedback, and community. Nurse educators, particularly those new to scholarly publication, frequently cite lack of confidence, difficulty finding time, and absence of collegial feedback as barriers to scholarly productivity (Oermann et al., 2019). Writing groups, which provide structured accountability, peer feedback, and collegial support for scholarly writing, are an evidence-based response to these barriers.

Effective faculty writing groups for nurse educators typically meet weekly or biweekly, include members at similar career stages or with complementary scholarly interests, establish norms of constructive feedback and mutual accountability, and celebrate incremental progress as well as completed products. Writing groups are particularly valuable for nurse educators from underrepresented backgrounds, who may lack access to informal scholarly networks and who benefit from the normalization of scholarly struggle that occurs when diverse colleagues share work-in-progress in a psychologically safe environment (Janes, 2016).

Doctoral Education and Post-Doctoral Development

Doctoral education provides the foundational scholarly infrastructure for sustained nurse educator scholarly development. PhD programs develop the theoretical depth, methodological rigor, and disciplinary knowledge required for Boyer's Scholarship of Discovery and UniSCOPE's Scholarly Inquiry domain. DNP programs develop advanced practice expertise and the translational, systems-level thinking required for Boyer's Scholarship of Application and UniSCOPE's Scholarly

Engagement domain. Both are essential to the vitality of nursing education scholarship (AACN, 2019; National Academies, 2021).

Post-doctoral fellowships, visiting scholar programs, and faculty development grant mechanisms—such as those offered by the Jonas Center, the Robert Wood Johnson Foundation, and the National Institutes of Health—provide structured opportunities for nurse educators to deepen scholarly expertise, establish independent research programs, and develop collaborative scholarly networks. These opportunities are particularly important for nurse educators from underrepresented backgrounds, who may have had fewer networking and mentoring opportunities during doctoral training and who benefit from the structured scholarly access that post-doctoral programs provide (NLN, 2022; Robert Wood Johnson Foundation, 2021).

Self-Assessment Rubric for Nurse Educator Professional Development

The following six-domain rubric (Table 2) is designed to support individualized professional development planning by enabling nurse educators to locate themselves across developmental levels within the meta-integrated framework. The rubric is intended as a reflective tool, not a summative evaluation instrument; its purpose is to support honest, constructive self-assessment and the identification of prioritized developmental goals.

Each domain of the rubric is anchored to one or more frameworks in the meta-integration: Bloom's cognitive levels, Shulman's Table of Learning dimensions, Boyer's scholarships, and UniSCOPE domains. Nurse educators should review the rubric with a trusted mentor or peer and use the results to construct an individualized development plan with specific goals, timelines, and accountabilities.

Table 2. Six-Domain Self-Assessment Rubric for Nurse Educator Professional Development

Scholarly Domain	Novice (1)	Developing (2)	Proficient (3)	Expert (4)
Pedagogical Knowledge (Bloom / Shulman Levels 1–2)	Aware of basic learning theory; draws primarily on own clinical experience to teach	Applies selected learning theories; begins to align objectives with cognitive levels	Systematically designs curricula using revised taxonomy across all knowledge dimensions	Generates and publishes new pedagogical models; mentors others in evidence-based curriculum design
Reflective Practice (Shulman Levels 3–4)	Reflects informally on teaching; adjustments are intuitive	Uses structured tools (portfolios, peer obs.) for reflection; identifies patterns	Conducts systematic reflection; uses findings to revise practice with documented rationale	Leads SoTL projects grounded in reflective cycles; disseminates findings publicly
Scholarly Productivity (Boyer / UniSCOPE)	Teaching is primary activity; scholarship is minimal or unsystematic	Engages in Boyer's Scholarship of Teaching; building portfolio aligned to one UniSCOPE domain	Active across 2–3 Boyer scholarships; portfolio documents SoTL, inquiry, or service	Comprehensive portfolio spanning all Boyer scholarships and multiple UniSCOPE domains; leads others
Professional Identity (Shulman Level 6 / UniSCOPE)	Identifies primarily as clinician or subject expert; educator identity emergent	Developing dual identity as clinician-educator; engages in professional organizations	Articulates clear educator-scholar identity; advocates for profession; mentors peers	Recognized scholarly leader; shapes institutional and professional policy; embodies Boyer's full vision
Equity & Inclusive Pedagogy (DEI Integration)	Aware of DEI importance; course content not yet systematically audited	Reviews materials for bias; adapts assessments for diverse learners; engages in cultural humility training	Designs inclusive learning environments using UDL; conducts equity audits; publishes on equitable pedagogy	Champions DEI in curriculum, policy, and hiring; leads institutional transformation; conducts equity-focused SoTL
Interprofessional Scholarship (Boyer Integration / Engagement)	Aware of IPE; minimal cross-disciplinary collaboration	Participates in IPE activities; co-teaches with other health professions	Designs and leads IPE curricula; collaborates on cross-disciplinary scholarship	National/international leader in IPE scholarship; mentors cross-disciplinary teams

Note. Rubric domains aligned with Anderson et al. (2001), Shulman (2002), Boyer (1990), Hyman et al. (2002), and Meyer et al. (2014).

How to Use This Rubric
1. Review each domain and identify your current developmental level honestly. Consider gathering evidence (student evaluations, peer feedback, portfolio documents) before self-rating.
2. Identify 1–2 domains where you are most motivated to grow in the next 12–18 months. Prioritize areas of genuine interest over areas of external pressure where possible.
3. Write SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for each priority domain. Connect each goal to a specific framework dimension (e.g., "Develop a SoTL research question related to my simulation course — aligned with UniSCOPE SoTL domain and Bloom's Analyze level").
4. Share your rubric self-assessment and development plan with a mentor, peer, or department chair who can provide accountability, resources, and support.
5. Review and revise your development plan annually, using the rubric to track progress and identify new priorities.

Institutional Implementation Roadmap

Professional development of nurse educators cannot succeed through individual initiative alone. Institutions bear a structural and ethical responsibility to create the conditions—policies, resources, culture, and leadership—in which scholarly development is possible and valued. The following roadmap (Table 3) provides a phased, five-year implementation framework for nursing programs committed to building a comprehensive nurse educator professional development infrastructure aligned with the meta-integrated framework.

Table 3. Five-Year Institutional Roadmap for Nurse Educator Professional Development

Action Area	Year 1: Foundation	Years 2–3: Development	Years 4–5: Excellence
Policy & Promotion Criteria	Audit current P&T criteria against Boyer/UniSCOPE; identify gaps	Revise criteria to recognize all four Boyer scholarships; pilot with volunteer cohort	Full adoption of UniSCOPE-aligned evaluation; publish revised criteria as best practice model
Mentoring Infrastructure	Identify and train mentors; launch formal dyadic mentoring pairs	Expand to peer mentoring networks; introduce group mentoring cohorts	Mentor-the-mentor programs; longitudinal mentoring research published
Scholarly Development Resources	Provide protected time (min. 20%) for scholarship; fund professional memberships	Establish internal SoTL grant program; create writing groups; fund external SoTL conference attendance	Endow faculty development chair; attract national SoTL scholars; partner with ISSOTL or NLN
Teaching Portfolio Support	Develop portfolio templates aligned to UniSCOPE; offer workshops	Peer portfolio review; integrate portfolios into annual review process	Publish portfolio exemplars; conduct research on portfolio-based development
DEI & Inclusive Pedagogy	Conduct equity audit of curriculum; DEI training for all faculty	Implement UDL framework; integrate equity-focused SoTL into strategic plan	Publish institutional equity scholarship; achieve national recognition for inclusive nursing education

Note. Phased implementation adapted from AACN (2021), NLN (2022), and Boyer (1990) principles.

Leadership Competencies for Supporting Nurse Educator Development

Academic nursing leaders—deans, associate deans, department chairs, and program directors—require specific competencies to effectively implement and sustain the institutional conditions that the meta-integrated framework requires. These competencies include the following:

- **Scholarship of leadership:** The ability to apply evidence-based leadership principles, engage in systematic inquiry into the effectiveness of leadership practices, and contribute to the literature on academic nursing leadership.

- Policy literacy and advocacy: Fluency in the Boyer and UniSCOPE frameworks, enabling leaders to revise promotion and tenure criteria, interpret faculty portfolios, and advocate effectively for equitable evaluation policies within their institutions.
- Mentoring of mentors: The capacity to design, implement, and evaluate formal mentoring programs, including training experienced faculty in evidence-based mentoring practices.
- Equity leadership: The skills and commitment to conduct equity audits, dismantle structural barriers to scholarly development for faculty from underrepresented backgrounds, and model anti-racist institutional practices.
- Interprofessional collaboration: The ability to build and sustain cross-disciplinary scholarly partnerships that expand the reach and depth of nursing education scholarship.

Future Directions in Nurse Educator Scholarship

Artificial Intelligence and Digital Pedagogy

The rapid proliferation of artificial intelligence tools, including large language models, adaptive learning systems, and AI-enhanced clinical simulation—is transforming the landscape of nursing education and generating urgent new questions for nurse educator scholars. How do AI-assisted assessment tools affect the validity and equity of nursing student evaluations? What pedagogical strategies best prepare students to use AI critically and responsibly in clinical reasoning? How can nurse educators leverage AI to personalize learning while preserving the relational dimensions of professional education that are irreducibly human?

These questions constitute a rich and largely unexplored frontier for SoTL in nursing education. Nurse educators who develop expertise in AI-enhanced pedagogy and conduct rigorous inquiry into its effects on student learning will be at the vanguard of Boyer's Scholarship of Discovery and Teaching in the coming decade. Institutions must invest in the professional development infrastructure—technology access, methodological training, collegial networks—that enables nurse educators to engage this frontier as scholars rather than merely as adopters of new tools.

Simulation Science and Immersive Learning Environments

High-fidelity simulation has become a cornerstone of prelicensure and graduate nursing education over the past two decades, supported by a growing evidence base demonstrating its effectiveness in developing clinical competence, interprofessional collaboration, and patient safety behaviors. The emergence of virtual reality, extended reality, and hybrid simulation environments creates new possibilities for experiential learning and new demands for nurse educators with expertise in

simulation design, debriefing methodology, and the evaluation of simulation-based learning outcomes.

The National League for Nursing's Simulation Innovation Resource Center (SIRC) and the Society for Simulation in Healthcare provide professional development resources for nurse educators seeking to develop simulation scholarship. Nurse educators who conduct and publish research on simulation-based learning contribute to Boyer's Scholarship of Discovery and UniSCOPE's Scholarly Inquiry domain, while those who develop and disseminate evidence-based simulation curricula contribute to Boyer's Scholarship of Teaching and UniSCOPE's Scholarly Teaching domain.

Global and Interprofessional Dimensions of Nursing Education Scholarship

The health challenges of the 21st century—climate change, pandemic preparedness, global health inequity, antimicrobial resistance—are inherently global and interprofessional in character. They require nurse educators who can think and work across national, disciplinary, and professional boundaries, who can engage with diverse epistemologies and knowledge traditions, and who can cultivate in their students the global health literacy and interprofessional collaboration competencies that complex global problems demand.

Boyer's Scholarship of Integration, which explicitly valorizes the synthesis of knowledge across disciplinary boundaries, and UniSCOPE's Scholarly Engagement domain, which includes international partnerships and community engagement, together provide the framework for recognizing and rewarding the global and interprofessional dimensions of nurse educator scholarship. Professional organizations must expand their support for international scholarly exchange, collaborative global curriculum development, and joint publication across health professions, creating the infrastructure that enables nurse educators to become genuinely global scholars.

Health Equity as the North Star of Nursing Education Scholarship

The nursing profession has articulated an explicit commitment to health equity as a foundational professional value—most recently in the National Academies' Future of Nursing 2020–2030 report (2021), which centers health equity as the defining challenge and opportunity for nursing over the coming decade. This commitment has profound implications for nursing education scholarship: it means that the ultimate criterion for evaluating nurse educator scholarly contributions is not merely

their methodological rigor or their impact on academic metrics, but their contribution to the elimination of health disparities and the achievement of health equity for all communities.

This equity orientation does not diminish the importance of methodological rigor; it amplifies it. Nurse educators whose SoTL research examines the effects of inclusive pedagogical practices on the academic success of students from underrepresented backgrounds, whose community engagement scholarship is conducted in genuine partnership with historically marginalized communities, and whose curriculum innovations prepare students to address the social determinants of health and structural racism in clinical practice are among the most important scholars the nursing education community can develop and support.

The meta-integrated framework presented in this article is ultimately in service of this larger purpose. When nurse educators develop as scholars—acquiring pedagogical knowledge, forming scholarly identities, contributing across Boyer's four scholarships and UniSCOPE's five domains—they enhance their capacity to educate nurses who can transform healthcare. The journey of nurse educator development is not an end in itself; it is the path toward a more equitable, more compassionate, and more excellent nursing profession.

Conclusion

This expanded article has elaborated a meta-integrated theoretical framework for nurse educator professional development, synthesizing Bloom's revised taxonomy, Shulman's Table of Learning, Boyer's model of scholarship, and the UniSCOPE framework into a coherent, multilayered developmental system. Through illustrative vignettes, a self-assessment rubric, an equity analysis, and an institutional implementation roadmap, the article has demonstrated how this framework can be applied across diverse contexts, career stages, and institutional settings.

The central argument of this work is that nurse educators deserve—and nursing education requires—a professional development infrastructure that is as theoretically rigorous, practically grounded, contextually responsive, and equity-conscious as the educational programs they design and deliver. The frameworks reviewed and integrated in this article provide the theoretical foundation for such an infrastructure. The practices, strategies, and resources described provide actionable pathways for realizing it. The equity analysis provides the critical lens through which all developmental efforts must be filtered to ensure that the benefits of scholarly development are equitably distributed across the nursing education workforce.

Nurse educators are the stewards of the nursing profession's future. Their scholarly development is not a private career concern; it is a public health imperative. The meta-integrated framework presented here is offered in that spirit—as a contribution to the collective project of building a nursing education workforce that is scholarly in practice, equitable in commitment, and transformative in impact.

Professional Development Resources for Nurse Educators

Professional Organizations and Certification

- National League for Nursing (NLN) www.nln.org — Certified Nurse Educator (CNE) and CNEcl examinations; faculty development webinars; simulation innovation resources; DEI task force.
- American Association of Colleges of Nursing (AACN) — www.aacnnursing.org — Essentials framework; leadership development; faculty development toolkit; DNP and PhD resources.
- Sigma Theta Tau International Honor Society of Nursing — www.nursingsociety.org — Research grants; Journal of Nursing Scholarship; global community building; leadership academies.
- International Society for the Scholarship of Teaching and Learning (ISSOTL) www.issotl.com — Annual conference; Teaching & Learning Inquiry journal; online community.
- Council on the Advancement of Nursing Science (CANS) www.nursingscience.net — Nursing science development; PhD mentorship resources.
- Society for Simulation in Healthcare (SSH) <https://www.ssih.org/> certification; research resources; annual Simulation Xpo.
- Jonas Center for Nursing and Veterans Healthcare — www.jonasphilanthropies.org — Fellowships for doctoral and post-doctoral nurse scholars.

Key Journals for Nurse Educator Scholars

- Journal of Nursing Education (SLACK Incorporated) Primary venue for nursing education research, curriculum, and pedagogy.
- Nursing Education Perspectives (NLN) Broad coverage of nursing education topics; open to SoTL studies.
- Journal of Professional Nursing (Elsevier) Faculty development, professional identity, doctoral education.
- Nurse Educator (Wolters Kluwer) Practice-focused scholarship for working nurse educators.
- Teaching and Learning in Nursing (Elsevier) Interdisciplinary educational scholarship in nursing.
- Journal of the Scholarship of Teaching and Learning (Indiana University) Cross-disciplinary SoTL; accessible to nurse educators.

- Academic Medicine (AAMC) Health professions education research including interprofessional education and faculty development.
- Teaching in Higher Education (Taylor & Francis) Higher education pedagogy; theoretical and empirical.

Recommended Texts

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing. Longman. [Foundational revised taxonomy reference.]
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Online Learning and Development Programs

- NLN Simulation Innovation Resource Center (SIRC) <https://www.nln.org/education/education/sirc/sirc/sirc> Free and low-cost simulation educator development.
- AACN Leadership Development Programs — <https://www.aacnnursing.org/leads> Leadership development for deans
- Carnegie Academy for the Scholarship of Teaching and Learning — Resources for SoTL scholars at <https://www.carnegiefoundation.org/>
- CAST UDL Guidelines <https://www.cast.org/what-we-do/universal-design-for-learning/> Free, comprehensive UDL implementation resources.
- Coursera: Higher Education Teaching Certificate (HarvardX) Online certificate for faculty new to pedagogical theory. <https://www.coursera.org/>
- POD Network <https://podnetwork.org/> Professional and Organizational Development network for higher education; SoTL and faculty development resources.

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Appendix A: Glossary of Key Terms

Bloom's Revised Taxonomy

A two-dimensional framework for classifying educational objectives by cognitive process (Remember, Understand, Apply, Analyze, Evaluate, Create) and knowledge type (Factual, Conceptual, Procedural, Metacognitive). Used to design learning outcomes, assessments, and instructional strategies. Source: Anderson et al. (2001).

Boyer's Model of Scholarship

Four complementary forms of faculty scholarship: Discovery (original research), Integration (cross-disciplinary synthesis), Application/Engagement (knowledge in practice), and Teaching (study of teaching effectiveness). Source: Boyer (1990).

Cultural Humility

A lifelong orientation to self-reflection, power analysis, and institutional accountability in cross-cultural practice, distinguished from cultural competence by its emphasis on process over fixed expertise. Source: Tervalon & Murray-Garcia (1998).

Pedagogical Content Knowledge (PCK)

The intersection of disciplinary content knowledge and pedagogical knowledge: understanding not only what to teach but how to represent, explain, and make accessible disciplinary knowledge to diverse learners. Source: Shulman (1987).

Scholarship of Teaching and Learning (SoTL)

Systematic inquiry into the relationship between teaching practices and student learning outcomes, conducted with methodological rigor and communicated to audiences beyond the immediate classroom. A core domain in Boyer's model and UniSCOPE.

Shulman's Table of Learning

A framework describing the full arc of deep learning through six dimensions: Engagement & Motivation, Knowledge & Understanding, Performance & Action, Reflection & Critique, Judgment & Design, and Commitment & Identity. Source: Shulman (2002).

UniSCOPE Model

Uniform Scholarly Criteria and Outcomes for Productivity in Education: a five-domain framework (Scholarly Teaching, SoTL, Scholarly Inquiry, Scholarly Service, Scholarly Engagement) for documenting and evaluating scholarly activity in health professions education. Source: Hyman et al. (2002).

Universal Design for Learning (UDL)

A framework for designing inclusive learning environments through Multiple Means of Representation, Action & Expression, and Engagement, ensuring equitable access to learning for all students. Source: Meyer et al. (2014).

Appendix B: Sample Individual Development Plan Template

The following template is provided to assist nurse educators in translating self-assessment rubric results (Table 2) into a structured, accountable Individual Development Plan (IDP). Complete this template following rubric self-assessment and review with a mentor or department chair.

Individual Development Plan — Nurse Educator Scholar
Educator Name: _____
Academic Year: _____
Current Role/Rank: _____
Mentor Name: _____
SECTION 1: Self-Assessment Summary
For each domain in Table 2, record your self-assessed level (1=Novice, 2=Developing, 3=Proficient, 4=Expert):
Pedagogical Knowledge: ____ Reflective Practice: ____
Scholarly Productivity: ____ Professional Identity: ____
Equity & Inclusive Pedagogy: ____ Interprofessional Scholarship: ____
SECTION 2: Priority Development Goals (select 2–3 for this year)
Goal 1: _____
Framework alignment (Bloom / Shulman / Boyer / UniSCOPE): _____
Specific actions: _____

Resources needed: _____
Target completion date: _____
Evidence of achievement: _____
Goal 2: _____
Framework alignment: _____
Specific actions: _____
Resources needed: _____
Target completion date: _____
Evidence of achievement: _____
SECTION 3: Mentoring Plan
Meeting frequency: _____
Key topics for this year: _____
Mentor commitments: _____
Mentee commitments: _____
SECTION 4: Annual Review
Date of review: _____
Goals achieved: _____

Revised priorities for next year: _____

Signatures: Educator _____ / Mentor _____