

Within Glasgow Caledonian University (GCU), School of Nursing, Midwifery and Community Health (NMCH), there is a thriving cohort of novice nursing academics fulfilling a variety of teaching responsibilities within and outwith the School. In common with many practice based disciplines, talented clinicians who wish to further their career, increasingly look to teaching and/or research as a way of developing a robust professional profile (Andrew and Wilkie 2007). This proposed project will explore the transition process and challenges that confront nurses who elect (or who are planning) to undertake the transformational journey from clinician to academic. The project builds on my current research and leadership in the area staff development in learning and teaching (Andrew and Wilkie 2007, Andrew et al 2008, Andrew and Ferguson in press) and will be informed by prior experience in action research and student support (Andrew et al 2007a, Andrew et al 2007b, Andrew et al in press).

References

- Andrew, N. & Ferguson, D “Constructing communities for learning in nursing” (in press)
- Andrew, N., McGuinness, C., Reid, G. & Corcoran, T “Greater than the sum of its parts: transition into the first year of undergraduate nursing” (in press)
- Andrew, N., Tolson, D. & Ferguson, D. (2008). “Building on Wenger: communities of practice in nursing”. *Nurse Education Today*, 28(2) 246-252.
- Andrew, N., McGuinness, C., Reid, G. & Corcoran, T (2007a) “Supporting students in the first year of an undergraduate nursing programme: The Enhance Project”. *Practice and Evidence of Scholarship and Learning in Higher Education*, 2(2) 128-150.
- Andrew, N., McGuinness, C., Reid, G. & Corcoran, T (2007b) “*The Enhance Project: Supporting Academic Practice Development in the First Year of Learning in Higher Education*”. Higher Education Academy, Bristol, Education Subject Centre (ESCalate).
- Andrew, N. & Wilkie, G. (2007) “Integrated scholarship in nursing: an individual responsibility or collective undertaking”. *Nurse Education Today*, 27 1-4.