



NURSING DEPARTMENT
Disciplinary Guidelines for Tenure and Promotion
December 2017

Assess the Nature of the Discipline(s) in your Department in the realm of teaching

Preamble: Teaching in a practice discipline encompasses a broad range of activities that take place in classroom, clinical and community settings. In the classroom setting, making the connection between evidence and critical thinking is of primary importance. These activities are based on the teacher's scholarly approach to the discipline. In clinical and community settings, the application of knowledge through the evidence-based practice process requires the teacher to be an expert practitioner in addition to having a strong command of the evidence base of the discipline. The distinction between a focus on the scholarly base of the discipline and the practice component has a direct impact on the types of activities the teacher engages in and the way in which those activities are evaluated in the areas of teaching, scholarship and service.

Based on this distinction, tenure track faculty have the primary focus of developing and disseminating knowledge while clinical track faculty have the primary focus of translating this knowledge into practice.

Questions to Consider and Answer:

1. What elements of your department's discipline are classified as auxiliary teaching activities?
 - Remediation for individual as well as groups of students
 - Program development
 - Student recruitment
 - Faculty mentor/mentee (sponsor)
 - Course coordination
 - Course revision (continuous quality improvement)

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "imparting general knowledge?" **No additions.**



- What discipline specific note, addition, or deletion should accompany “imparting specific knowledge?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “developing skills?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “motivating students?”

Helping students develop a professional identity

- What discipline specific note, addition, or deletion should accompany “setting requirements and evaluating performance?”

Preparation for licensing and certification examinations

- What discipline specific note, addition, or deletion should accompany “success with effective teaching practices?”

Evaluation of transition from novice to expert

Theory based courses represent the primary teaching area for tenure track faculty. These courses focus on the conceptual and theoretical base of the discipline. Expert tenure track faculty members demonstrate the ability to illustrate the origins of the evidence base of the discipline and help students to see the interrelationships between all parts of a curriculum. In addition, theory based courses provide students with the tools needed to think in critical and creative ways.

Assess the Nature of the Discipline(s) in your Department in the realm of research and scholarship

In both tenure and clinical tracks, the track focus and sphere of influence affects the type of scholarship engaged in and the associated academic rank:

<u>Title</u>	<u>Sphere of Influence</u>
Assistant Professor	Course specific; Local level
Associate Professor	Regional or state level
Professor	State, national or international level



Questions to consider and answer:

1. What elements of your department's discipline are critical to scholarship and may be unfamiliar to faculty in other disciplines?

Clinical focus of the nursing discipline.

2. What does peer review mean in your discipline? Describe any circumstances where peer review is not necessary for work product to be considered scholarship.

Peer review and self-evaluation are critical elements of scholarship within the discipline of nursing

3. What does and does not qualify as meaningful creative work in your discipline?

No additions.

4. Does "paid" work count as scholarship? Explain?

Paid work (outside employment) provides a forum for facilitating research opportunities (e.g., collaboration with other institutions on grant-funded research may result in additional salary but is also an avenue for scholarship for tenure track faculty; a paid joint appointment with a clinical facility provides clinical track faculty with the opportunity to pursue scholarship focused activities).

5. How do 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship in your department's discipline?

We have not had the opportunity to participate in these non-traditional forms of dissemination

6. How does your department's discipline assess issues of quality of scholarship?

Peer-review is employed to determine the quality and scope of scholarship focused activities.



7. How does your department's discipline assess issues of quantity of scholarship?

Department-wide productivity targets are determined at the beginning of each academic year.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "Dissemination of Scholarship?"
 - [Clinical Practice Guidelines](#)
 - [Health Education materials](#)
 - [Health Policy related documents](#)
- What discipline specific note, addition, or deletion should accompany "Creative Activities?" [No additions.](#)
- What discipline specific note, addition, or deletion should accompany "Editing?" [No additions.](#)
- What discipline specific note, addition, or deletion should accompany "Grants and Contracts?" [No additions.](#)
- What discipline specific note, addition, or deletion should accompany "Classroom based research projects—scholarship of teaching and learning?"

[Development of creative approaches to classroom and clinical education \(i.e., flipping the classroom, integration of simulation, developing clinical learning experiences in non-traditional settings\)](#)

- What discipline specific note, addition, or deletion should accompany "Scholarship related to service or the use of professional expertise, Scholarship of Engagement or Application?"

[Partnering with community organizations to develop health education and screening programs](#)

- What discipline specific note, addition, or deletion should accompany "Other?"

[Professional certifications \(clinical and/or teaching\)](#)



**Assess the Nature of the Discipline(s) in your Department in the realm of
service**

Questions to consider and answer:

In both tenure and clinical tracks, the track focus and sphere of influence affects the type of service engaged in and the associated academic rank:

Title

Assistant Professor

Sphere of Influence

City and/or county-wide focused service

Associate Professor

Regional or state level focused service

Professor

State, national or international level service

1. Within your department and discipline, what is the need, value, and expectation of department service?

Department service is expected (committee work, participation in recruitment activities, participation in accreditation activities, advising, etc.). The department dynamic reflects the dynamic of a health care institution; work will only be accomplished if all members of the unit work as a team and actively participate in the functioning of the department.

2. Within your department and discipline, what is the importance of service to profession?

Service to the profession is expected by the department as well as by the profession. The expectation is that the sphere of influence of each individual faculty member will increase from local influence to national and international influence as they progress through the academic ranks.

3. Within your department and discipline, what is the importance of service to community?

In line with professional/disciplinary and UNCP expectations, faculty members are expected to progressively engage with communities from the local to the national/international level to enhance the health of communities



4. How does your Department's discipline assess issues of quantity of service?

Peer-review is employed to determine the quality and scope of scholarship focused activities.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany department service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany university service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to profession? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to the community? [No additions.](#)