

**Nature of the Discipline(s) in the Department of Nursing in the Realm of Teaching*****Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Basic Expectations of Teaching"***

Clinical course syllabi and Canvas courses must include a clear clinical schedule for the semester. The syllabus must include allocation of time for didactic content, clinical experience, laboratory experience, and simulation. All clinical courses have minimal expectations of daily and weekly clinical objectives and clinical evaluation methods. Finally, all clinical courses should incorporate simulation lab experiences, not to exceed 50% of clinical hours (per NC BON rule 21 NCAC 36 .0321(o)(2)).

***Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Teaching Effectiveness"***

Evidence of teaching effectiveness can include peer reviews of didactic, clinical, and simulation lab teaching on a biennial basis. A minimum of six (6) contact hours of professional development should be in the area of teaching and learning on a biennial basis.

**Nature of the Discipline(s) in the Department of Nursing in the Realm of Research and Scholarship*****Elements critical to scholarship which may be unfamiliar to faculty in other disciplines***

Peer-reviewed journal articles, conference presentations, and poster presentations, especially on the state or national level, are the norm. Being a peer reviewer for journals or conferences is also evidence of scholarship. Books or book chapters are very difficult to produce in nursing education and are comparatively rare.

***Meaning of Peer Review and circumstances where peer review is not necessary for the work product to be considered for scholarship.***

"Peer-reviewed" in nursing is the same as for the majority of other disciplines. The abstract or manuscript is reviewed blindly by multiple reviewers with a recommendation to accept, reject, or revise and resubmit to the editor or conference committee chair. Nursing scholarship should be entirely "peer-reviewed."

***What does and does not qualify as meaningful creative work***

No discipline specific addition.

***Can "Paid" work be considered scholarship***

If a grant is awarded to an individual or research team and a stipend is provided, then yes, paid work counts as scholarship, as long as results are published with the individual faculty member listed as co-author or investigator.

Clinical practice for an hourly wage is not scholarship or service, unless the faculty member must maintain a clinical practice for renewing an advanced practice license/certification.

***How 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship***

Nursing scholarship norms continue to mandate peer-review as the gold standard for quality work, regardless of how the work product is disseminated, whether in print or electronic format only.

***Departmental assessment of scholarship quality***

Peer-reviewed journal publications are the gold standard. Data-driven national conference podium or poster presentations are also considered of highest quality, followed by regional, state, and local podium or poster presentations. Invited lectures or presentations would be considered high quality as well. All of the above should be

peer-reviewed to be considered “quality” work. When nurses are asked to peer-review for journals or conferences, it is an indication of quality scholarship, but at a lower level.

#### ***Departmental assessment of scholarship quantity***

Nursing education has a high contact hour requirement, particularly for faculty conducting clinical learning experiences. With regards to the security and promotion process from assistant to associate professor, a minimum of two scholarly products should be presented in the professional portfolio.

### **Nature of the Discipline(s) in the Department of Nursing in the Realm of Service**

#### ***Need, value, and expectation of departmental service***

Nursing is a small department and functions as a “committee of the whole.” When special projects arise, all nursing faculty are expected to contribute as their current course load and personal strengths allow.

#### ***Need, value, and expectation of university service***

All faculty on the security track are expected to provide service to the university, whether on committees, task forces, or special projects. This service is a need for both the university and faculty, as it provides the faculty member with a global view of university issues and situational context, which is valuable.

#### ***Importance of service to the profession***

Faculty should aspire to provide service to the nursing profession, whether to the practice-specific organizations, or associations dedicated to nursing education. In order to receive security and promotion, a minimal amount of professional service is expected; more substantial service is required for promotion to full professor.

#### ***Importance of service to the community***

No discipline specific notation. Faculty should aspire to provide community service. Community service can be considered along with professional service for security and promotion, as it’s hard to do a substantial amount of both.

#### ***Departmental assessment of service quality***

Positions held in national or international organizations are highest quality of professional service. Number and types of university service commitments are also considered, as some university commitments are more time-consuming than others. Level of community service will be also considered.

#### ***Departmental assessment of service quantity***

Typically, nurses have too much service instead of not enough, so quantity of service is usually not an issue. However, faculty members should demonstrate that service is of value to them as a university and discipline scholar.