

National Organization of Nurse Practitioner Faculties

About NONPF

“The National Organization of Nurse Practitioner Faculties is a non-profit organization dedicated to providing leadership in promoting quality nurse practitioner education. NONPF develops educational guidelines and program resources that provide the foundation for preparing highly qualified nurse practitioners.”¹

“NONPF's formative years were focused on establishing curriculum guidelines for nurse practitioner education during 1976-1980. The first national meeting of nurse practitioner educators was held in 1974, and from 1976-1980 the National Task Force for Family Nurse Practitioner Curriculum and Evaluation developed guidelines. Upon completion of the curriculum project, the task force members felt the need for continued dialogue on NP education issues and the first organizational meeting of NONPF was held on April 10, 1980, in Albuquerque, New Mexico. NONPF has grown since to a strong organization representing over 1100 faculty members from across the country.”¹

Mission of NONPF

Mission Statement:

“The mission of NONPF is to provide leadership in promoting quality nurse practitioner education at the national and international levels. Through the support of the development of instructional skills and scientific investigation in nurse practitioner education, NONPF serves the public interest by assuring the preparation of highly qualified health care professionals.”¹

NONPF Goals

“The Board of Directors has identified the following priority goals for NONPF:

- Advancing QUALITY - Promotes continuous quality improvement and evidence-based approaches to nurse practitioner education through the development of standards, guidelines, teaching instruments, resources, and networking exchanges for faculty.
- Influencing POLICY - Collaborates with and leads the nursing community to further NP education and NP educational policy.
- Fostering DIVERSITY - Promotes a culture of diversity throughout NONPF and NP education and advances globalization of nurse practitioner education.
- Promoting SCHOLARSHIP - Enhances promotion and tenure opportunities and advances globalization of nurse practitioner education.
- Strengthening RESOURCES - Ensure the operational strength of NONPF and identifies strategies to ensure the viability of NP educational programs.”¹

Publications: *The Mentor*

A quarterly newsletter, *The Mentor*, is published by NONPF which provides updates and information to members. NONPF is pursuing affiliation with an existing scholarly journal.²

Board of Directors

Officers:

President: Ann O’Sullivan, University of Pennsylvania
 Vice President/President Elect: Joanne Pohl, University of Michigan, Ann Arbor
 Secretary: Susan M. Cohen, University of Pittsburg
 Treasurer: Rosanne Pruitt, Clemson University

Members:

Michelle Beauchesne, Northeastern University
 Kathryn A. Blair, University of Northern Colorado
 Susan Chase, Florida Atlantic University
 Ruth M. Kleinpell, Rush University
 Felicitas A. dela Cruz, Azusa Pacific University
 Carol Green-Hernandez, University of Vermont
 Jamesetta Newland, Pace University

AACN Committees

Committees:

- Bylaws
- Educational Resources
- Educational Standards and Guidelines
 - *Committee members from Collaborative (Nursing) Schools:* Susan George, University of Massachusetts, Lowell, Susan Houde, University of Massachusetts, Lowell and Carol Savrin, Case Western Reserve University.
- Faculty Practice
- Finance
- Global Advancement
 - *Committee members from Collaborative (Nursing) Schools:* Leda McKenry, University of Massachusetts, Amherst.
- Membership and Marketing
- Nominating
- Programs
- Research

Special Committees:

“The organization also appoints special committees as deemed necessary to fulfill the mission of the organization. At any given time, there are 2-3 active task forces.”¹

Upcoming Meetings and Conferences

NONFP 31st Annual Meeting

“Transforming the Future: Excellence Through Innovation”

April 14-17, 2005

Chicago, IL

Deadline for submissions: October 15, 2004

NONPF Venues, Issues and Positions Relevant to the Work of the Collaborative

1. NONPF Resource Centers

NONPF sponsors three resource centers: the Practice Doctorate Resource Center, the Faculty Practice Resource Center, and the Community Health Resource Center.

Practice Doctorate Resource Center:

“The Practice Doctorate Resource Center is intended to facilitate the ongoing exchange of information about this topic and to facilitate dialogue broadly among NONPF members, clinicians, educators, and the general public.”³ The web-based resource center contains policy statements and materials developed by the NONPF Practice Doctorate Task Force.

Web site address: <http://www.nonpf.org/cdhome.htm>

Community Health Resource Center:

With funding from the Helene Fuld Health Trust, the web-based community health resource center was developed to be “a resource for information on community health for faculty and student across the county.”⁴ One of the major areas of emphasis for the community health resource center is the faculty-to-faculty mentoring program in community health. This program is intended to foster faculty development and curricular innovation through the pairing of junior faculty interested in community health with faculty mentors who have experience in “community-based content”. The resource center states “the intended outcome of the mentoring program is to increase the community-based content throughout the curriculum of the faculty enrollees’ NP programs. The long-term goal of this project, however, is to increase awareness among educators of the significance of re-emphasizing or rebuilding the community health focus in all nurse practitioner programs.”⁵

Web site address: <http://www.nonpf.org/community.htm>

Faculty Practice Resource Center:

“This center is designed and managed by a subcommittee of the NONPF Faculty Practice Committee to serve as a valuable resource for nurse practitioner faculty members and academic nursing centers.”⁶

Faculty practice is defined as:

“Faculty practice includes all aspects of the delivery of health care through the roles of clinician, educator, researcher, consultant, and administrator. Faculty practice activities within this framework encompasses direct nursing services to individuals and groups, as well as technical assistance and consultation to individuals, families, groups, and communities. In addition to the provision of service, the practice provides opportunities for promotion, tenure, merit, and revenue generation. A distinguishing characteristic of faculty practice within the School of Nursing is the belief that teaching, research, practice, and service must be closely integrated to achieve excellence. Faculty practice provides the vehicle through which faculty implement these missions. There is an

assumption that student practice and residencies as well as research opportunities for faculty and students are an established component of faculty practice.”⁶

In 2000, NONPF issued a statement from the Faculty Practice Committee on tenure and promotion related to faculty practice. (See #2 below)

Web site address: <http://www.nonpf.org/subcom#subcom>

2. Position on Faculty Practice and Tenure and Promotion⁷

Press Release:

“NONPF RELEASES POSITION ON FACULTY PRACTICE AND TENURE AND PROMOTION

Washington, DC---In response to growing concerns regarding the quality of healthcare in America, the Board of Directors of the National Organization of Nurse Practitioner Faculties (NONPF) approved a position statement on faculty practice and tenure, as well as promotion guidelines for nurse practitioner faculty. A subcommittee of the NONPF Faculty Practice Committee has prepared the statement and the associated guidelines to assist institutions as they address the role of scholarship as an influencer of practice and the subsequent relation to the promotion and tenure process.

It is the recommendation of NONPF that the nursing academic institutions should expand the definition of scholarship to include faculty practice as an essential component that is encouraged and rewarded through merit review, tenure, and promotion as long as scholarly outcomes are demonstrated. The statement includes a definition of the scholarship of practice and a proposal for the recognition and integration of scholarly practice as a viable, essential component in promotion and tenure guidelines in contemporary academia.

Joanne Pohl, PhD, RN, CS, FAAN, Chairperson of the NONPF Faculty Practice Committee, reports: “The NONPF 1999 membership survey on faculty practice revealed that faculty practice is not considered in the promotion process for many of its members. We hope that these guidelines will help faculty to address the dilemma of how to meet their professional practice expectations while simultaneously fulfilling the traditional academic components of scholarship.”⁸

Notes: The position statement gives a review of survey findings of NONPF members with regard to institutional requirements for practice or service, and their level of consideration of these activities in RPT decisions. A review of Boyer’s definition of scholarship⁹ and Glassick’s recommendations on assessing scholarship¹⁰ are provided. NONPF recommends all institutions adopt Boyer’s⁹ definition of scholarship, and the recommendations of AACN’s position statement¹¹.

3. Publications:

Challenges and Opportunities for Integrating Community Health in Nurse Practitioner Education (2000) - is a report of the NONPF [Faculty-to-Faculty Mentoring Program in Community Health](#), highlighting the issues involved in the integration of community health content into nurse practitioner programs.

Community Health and Nurse Practitioner Education (2003) - the final report of the NONPF [Faculty-to-Faculty Mentoring Program in Community Health](#), it includes community health project reports from the third cohort of faculty participants.

Nursing Faculty Practice: Models and Methods (1993) - assists the nursing educator/practitioner in linking the missions of teaching, practice, and research.

Faculty Practice: Applying the Models (1997) - monograph providing a "how-to" guide for the NP faculty member who is interested in practice as part of the faculty role.

NONFP Meeting with CCPH

CCPH staff met with Kitty Werner on November 5, 2004 to discuss possible collaboration on promoting community-engaged scholarship.

Activities related to community-engagement:

- Developing a scholarship manual

Challenges facing NONPF:

- Changes coming in nursing education
 - Practice doctorate in nursing- members have concern over the implementation, support the doctorate but also masters-prepared
 - Specialization
 - Promoting quality- criteria for evaluation of nurse practitioner programs- CCNE
 - Developing core competencies and specialty competencies
 - Updating curriculum and guidelines
 - Mentoring program in community health focus
- Joanne Pohl, U of MI (*CCPH member*), previous chair of Faculty Practice Committee, Pres. Elect of NONPF, was tenured based on her practice work.
 - Suggested presenting work related to community-engaged scholarship at the NONPF April 2005 meeting. Possibility of a pre-conference workshop.
 - NONPF special interest groups are driven by membership. Faculty from Collaborative Nursing Schools could propose a special interest group related to the Collaborative's charge.

Contact Information

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References:

- ¹ National Organization of Nurse Practitioner Faculties Website. www.nonpf.org
- ² Personal Communication, Kitty Werner. 11/5/2004.
- ³ National Organization of Nurse Practitioner Faculties, Practice Doctorate Resource Center Website. <http://www.nonpf.org/cdhome.htm>
- ⁴ National Organization of Nurse Practitioner Faculties, Community Health Resource Center Website. <http://www.nonpf.org/community.htm>
- ⁵ National Organization of Nurse Practitioner Faculties, Community Health Resource Center, Faculty to Faculty Mentoring Program Website. <http://www.nonpf.org/chmentor.htm>
- ⁶ National Organization of Nurse Practitioner Faculties, Faculty Practice Resource Center Website. <http://www.nonpf.org/subcom#subcom>
- ⁷ National Organization of Nurse Practitioner Faculties, Task Force on Faculty Practice (2000). Position statement on faculty practice promotion and tenure. Available at <http://www.nonpf.org/fppromten.htm> Accessed 11/1/04.
- ⁸ Press Release: "NONPF releases position on faculty practice and tenure and promotion". (2000). Available at <http://www.nonpf.org/releasejan01d.htm> Accessed 11/1/04.
- ⁹ Boyer, E. (1990). *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- ¹⁰ Glassick, C., Huber, M., & Maeroff, G. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco, CA: Jossey-Bass.
- ¹¹ American Association of Colleges of Nursing Task Force on Defining Standards for Scholarship in Nursing (1999). Position statement on defining scholarship for the discipline of nursing. *Nursing and Health Care*, 14(1), 18-21. Available at www.aacn.nche.edu/Publications/positions/scholar.htm Accessed 10/15/04.