

UT Health San Antonio School of Nursing Guiding Principles for Faculty Distribution of Effort

Assumptions/Overview:

Distribution of Effort (DOE) guidelines establish expectations and opportunities for full-time SON faculty members at UT Health San Antonio. Faculty contributions are essential to SON mission success. Within each of the guidelines, "all Faculty" is defined as those members with positions of 1.0 FTE.

- 1) Distribution of Effort is based on a formula where the **TARGET** for a full-time faculty is 45 WLU (approximately 15 WLU Fall; 15 WLU Spring; 15 WLU Summer). To stay in range of the DOE target, individual faculty workloads may be plus or minus 3 WLUs from this target. **See below for how faculty time is calculated, also see the DOE table on last page.** Please note that assignments exceeding the range may be requested/negotiated to lighten efforts in other semesters.
- 2) Part-time Faculty member assignments are negotiated and may vary from what is outlined below. Changes in assignment are made on a case-by-case basis. Requests for change in assignment need to be made as soon as a part-time faculty realize they cannot fulfill their scheduled obligations.
- 3) **All Faculty who are greater than 50% time will attend and actively participate, as per the bylaws, on at least one School of Nursing or University governance committee. Service to the School of Nursing is required and is considered a commitment to the success of the school.**
- 4) Faculty members who determine that a change in DOE is preferred for teaching, practice or research will need to apply for a DOE change by completing the Distribution of Effort Form. The requested change may result in a title change. Titles reflect the predominant role faculty perform. Assistant/Associate/ Professor/Clinical is a teaching dominant role, Assistant/Associate/ Professor/tenure track is a research dominant role, Clinical Assistant/Associate/ Professor is predominantly a clinical practice role. **See HOP Policy 3.4.1.** Requests for change are submitted through OFE and require one full semester of notification to the Leadership team through submission of a DOE request form. Changes are made on a case-by-case basis to support faculty excellence.
- 5) All faculty members will contribute and actively participate in the scholarship mission of the School of Nursing. This can be achieved through working as individuals or in team collaborations. While all faculty are expected to participate in Scholarship, several types of scholarship activities are available.
- 6) **WHAT MAKES AN ACTIVITY "SCHOLARSHIP?"**
 - a. The activity requires a high level of discipline expertise
 - b. The activity breaks new ground or is innovative
 - c. The activity can be replicated and elaborated
 - d. The work and its results can be documented
 - e. The work and its results can be peer reviewed
 - f. The activity has significance or impact

Scholarship is work that is public, peer reviewed and available in a platform that others may build on. Faculty take a scholarly approach when they systematically, critique, design, implement, assess, redesign, evaluate, or synthesize an activity, drawing from the literature and best practices. Boyer’s model provides a framework for how to best evaluate scholarly and creative works. This framework cuts across all four of the Boyer categories and includes:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique
7. public dissemination
8. peer reviewed

Dissemination is not just publishing. It is teaching and consulting, engaging communities, providing legislative testimony, developing, and implementing media presentations, etc. Dissemination is about putting knowledge in the public domain. Scholarship activities are outlined below and are specific to 2 | DOE 5_27_2022 the Role (track) into which a Faculty Member is hired. The activities are aligned with the Promotion/tenure and appointment policies in the School of Nursing. Additional protected time for scholarship may be negotiated.

- 7) Faculty members with sponsored program funding which includes salary support greater than or equal to 50%, will not receive additional protected time for scholarship. Protected time is an investment by the School of Nursing in faculty research and scholarship with the expectation that faculty will eventually fund their own research and scholarship endeavors with extramural support.
- 8) During year 1 of employment there is no Service (committee obligations) requirement for new faculty members. Service effort during year 1 is devoted to School of Nursing orientation and mentorship into the culture at the School of Nursing.

School of Nursing Missions	Teaching Mission	Practice Mission	Discovery/Research Mission
<p>Assistant/Associate/ Professor Tenured/Tenure-Track (Primarily Scholarship Focused) 40% Research Scholarship 40% Teaching 20% Scholarship/Service Optional – % Practice may be negotiated</p> <p>Scholarship activities are primarily focus on DISCOVERY SCIENCE.</p>	<p>Teaching is aligned with Research/ Scholarship or Practice expertise. (See details related to teaching below)</p>	<p>Practice (not required) is dependent on credentials and particular assignment.</p> <p>Practice is aligned with Clinical and Research expertise (see details related to practice below).</p>	<p>Examples of Discovery scholarship (per Boyer’s Model) Please see PTAC documents for leveling and more detail:</p> <ul style="list-style-type: none"> • Submit grant applications for internal and/or external funding for research • Conduct research, including collection and analysis of data • Publish peer-reviewed papers in scholarly journals related to research • Publish peer-reviewed books or chapters in books related to research

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<p>For example, a DOE for a Tenure Track Faculty member would be:</p> <p>18 WLU - 40% Scholarship/Service – approximately 16 hour/week 18 WLU - 40% Teaching – approximately 16 hours/week 9 WLU Scholarship/Service – approximately 8 hours/week</p> <p>Scholarship efforts are evaluated annually for productivity and could decrease (increased time for Teaching) for those not pursuing or being productive in scholarly activities.</p>			<ul style="list-style-type: none"> • Submit abstracts for peer review • Provide research presentations at local, regional, national, or international conferences • Work toward obtaining a National/International reputation as an expert in an area • Direct undergraduate or graduate student research
Non-Tenured Faculty			
<p>Assistant/Associate/Professor Clinical <u>(Primarily Teaching Focused)</u> 60-80% Teaching 20% Scholarship/Service Optional – % Practice may be negotiated</p> <p>Scholarship activities primarily focus on TEACHING.</p> <p>For example, a DOE for a Teaching Faculty member would be:</p> <p>36 WLU - 80% Teaching – approximately 32 hours per week 9 WLU - 20% Scholarship/Service – approximately 8 hours per week</p> <p>Scholarship efforts will be evaluated annually for productivity and could decrease (increased time for Teaching) for those not pursuing or being productive in scholarly activities.</p>	<p>Teaching is aligned with Clinical Practice expertise. All Faculty participate in the teaching mission, examples include:</p> <ol style="list-style-type: none"> Primary instructor for didactic or clinical course Co—Instructor for didactic or clinical course Chair for DNP student project in the implementation year prior to graduation. Precepting students and new graduate APRNs while providing patient care in the clinical setting Teaching in Clinical Simulation Innovation Center Guest Lectures <p>2) All Faculty will post each semester on Canvas or Starfish how they will be available to communicate and engage with their students.</p>	<p>Practice (not required) is dependent on credentials and particular assignment.</p> <p>Practice is aligned with Teaching expertise. (see details related to practice below).</p>	<p>Examples of Teaching scholarship (per Boyer’s Model) Please see PTAC documents for leveling and more detail:</p> <ul style="list-style-type: none"> • Development of innovative teaching materials/strategies supported by evidence and has an evaluation plan • Advising/tutoring of students. • Use of integration or application scholarship in the classroom • Production of videos for instruction • Publication of teaching materials • Development or substantially revised courses, curricula • Direction of graduate and undergraduate student research • Publish peer-reviewed teaching papers in scholarly journals • Publish peer-reviewed books or book chapters related to teaching • Submit internal or external grant applications for funding to support teaching innovations • Advancing learning theory through classroom research • Educational research projects resulting in disseminated at professional conferences and/or in peer-reviewed publications

	<p>3) All faculty members are expected to mentor students.</p> <p>4) Faculty who Chair PhD dissertation committees will receive 1 WLC for a maximum of 3 semesters to account for commitment.</p> <p>5) Faculty who chair DNP projects will receive 1 WLC for one semester.</p>		
<p>Clinical Assistant/Associate/Professor <i>(Primarily Practice Focused)</i> 50-90% Practice 10% Scholarship/Service Optional – % Teaching may be negotiated</p> <p>Clinical Professors receive 10% of DOE from the practice for service/scholarship activities.</p> <p>Scholarship activities are primarily focus on PRACTICE.</p> <p>Scholarship can extend to teaching and discovery. See Practice Mission above for minimum DOE requirements. Practice Faculty may receive more time for scholarship with a demonstrated program of scholarship or extra-mural funding.</p> <p>A full-time practicing faculty member will most often receive the following DOE: 40.5 WLU - 90% Practice – approximately 36 hours per week 4.5 WLU - 10% Practice Scholarship and Service – approximately 4 hours per week.</p> <p>For Clinical Professors who are also teaching, the</p>	<p>Teaching is aligned with Practice expertise (see details related to teaching above).</p>	<ol style="list-style-type: none"> 1) All APRN faculty members will be credentialed to practice. 2) Practice assignments meet the needs of Wellness 360. 3) This position requires 8 hour shifts at a designated clinical site or multiple clinical sites to meet the staffing needs of the practice enterprise. The number of days per week are determined at the time of hire as agreed upon in faculty contract. 	<p>Scholarship is defined within Boyer’s Model with an emphasis on Integration and Application. Scholarly activities should be accomplished within practice activities or relative to practice outcomes. Collaboration with others is encouraged for BEST Application of Practice to occur. Integration can be within and across disciplines. Please see PTAC documents for leveling and more detail:</p> <p>Examples of Integration scholarship (per Boyer’s Model):</p> <ul style="list-style-type: none"> • Synthesizing information across disciplines that is disseminated widely • Interprofessional activities that are disseminated widely • Preparing and publishing a comprehensive literature review or systematic review • Preparing and publishing a scoping review of the literature • Writing a textbook for use in multiple disciplines • Delivering professional development workshops • Professional development workshops

<p>following is an example of the formula used. 24 WLU - 60% Practice-approximately 24 hours per week 13.5 WLU - 30% Teaching-approximately 12 hours per week 4.5 WLU - 10% Scholarship-approximately 4 hours per week</p>			<ul style="list-style-type: none"> • Membership on an Advisory Board within/outside the academic community • Actively participating in professional organizations, meetings • Non-academic publications that address the concerns of nursing <p>• Examples of Application scholarship (per Boyer’s Model):</p> <ul style="list-style-type: none"> • Grant submissions for intramural or extramural funding • Program development • Engaging communities • Translation of evidence into practice. • Translation between academics and practitioners in the field to apply knowledge in the world • Support or development of community activities • Consulting activities that advance practice and education of nursing • Providing expert testimony on public policy and other matters • Discovering ways that new knowledge can be used to solve problems • Review of manuscripts and grant applications • Identification of new intellectual problems that arise out of the act of application • Development of centers for study or service • Service activities that involve rigor and application of disciplinary expertise • Service as an external reviewer for pre-tenure review, tenure, and promotion files. • Submit applications for internal and/or external funding to support practice/program or related innovations
<p>Assistant/Associate/Professor/ Research <i>(Primarily Research Focused)</i></p>	<p>Teaching is aligned with Research expertise (see details related to teaching above).</p>	<p>Practice (not required) is dependent on credentials and</p>	<p>Examples of Discovery scholarship (per Boyer’s Model) Please see PTAC</p>

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<p><i>60-90% Research</i> <i>10% Scholarship/Service</i></p> <p>Scholarship activities are primarily focus on DISCOVERY SCIENCE.</p> <p>Scholarship efforts will be evaluated annually for productivity and could decrease (increased time for Teaching) for those not pursuing or being productive in scholarly activities.</p>		<p>particular assignment (see details related to practice above).</p>	<p>documents for leveling and more detail:</p> <ul style="list-style-type: none"> • Submit grant applications for internal and/or external funding for research • Conduct research, including collection and analysis of data • Publish peer-reviewed papers in scholarly journals related to research • Publish peer-reviewed books or chapters in books related to research • Submit abstracts for peer review • Provide research presentations at local, regional, national, or international conferences • Work toward obtaining a National/International reputation as an expert in an area • Mentoring students
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School of Nursing Distribution of Effort (DOE) Target of 45 per academic year (15 Fall; 15 Spring; 15 Summer)				
Percentage	Semester Calculation	Example	WLU	Days per week
10%	15	.10 x 15	1.5	0.5
20%	15	.20 x 15	3	1
30%	15	.30 x 15	4.5	1.5
40%	15	.40 x 15	6	2
50%	15	.50 x 15	7.5	2.5
60%	15	.60 x 15	9	3
70%	15	.70 x 15	10.5	3.5
80%	15	.80 x 15	12	4
90%	15	.90 x 15	13.5	4.5
100%	15	.100 x 15	15	5