

## **Research Release Program: School of Nursing Allocation Guidelines for Professorial Tenured/Tenure Stream Faculty**

All Professorial Stream faculty, tenured and probationary, are expected to apportion their time between research/scholarship, teaching, and service/administration. The intent of the research-based teaching release programme is to support research/scholarly/creative activities by probationary or tenured Professorial Stream faculty whose normal teaching load is 2.5 FCE or higher and who do not already have access to another teaching load reduction related to or predicated on research related activity (Article 18.15(a), 2015-2018 YUFA Collective Agreement).

This teaching load reduction applies to a normal course load of 2.5 FCE. Teaching releases are deducted from the faculty member's normal load following guidelines in Article 18.15(i) about maximum research-related teaching load release provided (i.e., expectation that such teaching releases cannot result in teaching load falling below 1.0 FCE). The targeted annual teaching allocation in the School of Nursing (SoN) will be 2.0 full course equivalents (FCE) per recipient, with the understanding that non-research-related teaching releases (e.g., administrative positions under Appendix P) may further reduce a faculty member's annual teaching load.

Research-related teaching release of 0.5 FCE is to be provided/granted based on Article 18.15 of the 2015-2018 YUFA collective agreement, or any provisions that replace/update this Article. All tenured and probationary Professorial Stream faculty in the SoN are expected to be eligible for a 0.5 FCE research-based teaching load release/reduction under Article 18.15, though a SoN faculty member's regular pattern of research/scholarly/creative activities, as defined by the norms of the nursing profession, must then meet the criteria that are outlined in this document before the 0.5 FCE teaching release can be granted.

Consistent with Article 18.15(f), notwithstanding the SoN-developed criteria all probationary Professorial Stream faculty in the first three years of probation, and who are not in receipt of a teaching load reduction under the terms of their appointment, will receive a 0.5 FCE research-based teaching load reduction under the Research Release Program (RRP). Thereafter, they will be eligible to participate in the RRP under the SoN-determined criteria.

### **Expectations Within the School of Nursing**

The overarching expectation is that, taking into account the broad disciplinary base within nursing, applicants will demonstrate that they are engaged in a regular pattern of research/scholarly/creative activities designed to contribute to the discipline of nursing, or the field of health and health care more broadly, through the production of knowledge and knowledge mobilization. Such activities include: scholarly activities that advance knowledge about nursing's philosophical foundations and the location of nursing philosophy in the larger context of the philosophy of science; theoretical contributions that advance knowledge of nursing's theories and application of those theories in various contexts for nursing practice (e.g., practice with individuals/families/communities; nursing education; and organizational leadership); contributions that expand extant nursing theory and the creation of new nursing theories with the potential to guide practice and research; epistemological contributions that include the development of research methods specific to nursing and/or the development of programs of research that advance nursing knowledge; and contributions that inform the development of policy and intervention as it relates to the advancement of the practice of nursing specifically or human health or health care more broadly.

Nursing is an extraordinarily diverse discipline not only in terms of its scope in practice and areas of expertise, but also in terms of field and method of scholarly inquiry. Thus, the discipline of nursing comprises a number of subfields with separate canons and expectations. In some areas, research grants may be typically larger and more available than they are in others; some programs of study will require minimal and/or internal funding only whereas others will require years of internal funding before being eligible for external funding. Publication rates may also vary across areas depending on scholarly focus and audience. The diversity among faculty must be taken into account when assessing applicants for the RRP.

The publication activity of applicants is expected to reflect the strength and success of their research/scholarly/creative activities. For example, weighting would normally be higher for peer-reviewed publications than for peer-reviewed presentations. However, varied approaches to knowledge dissemination (e.g., arts-informed practices) must be acknowledged.

Part of the diversity within the discipline has come about through the increasing focus on inter-disciplinary research. The typical collaborative nature of nursing research/scholarly/creative activities must be taken into account by considering works in progress as a necessary and often time-consuming part of nursing activities. Collaborative projects, e.g., manuscripts and grants, typically require a significant amount of time and additional effort that need to be acknowledged. Faculty require the time to bring these projects to fruition, i.e., submission, and so need course release to allow for that time.

### **Procedures for Allocating Teaching Load**

The general SoN procedures for course selection and teaching assignments will be followed with one important addition: an added step requires each faculty member who wishes to be recommended for a 0.5 FCE teaching load release/reduction under Article 18.15 to submit a short report to the Graduate Program Executive Committee indicating evidence of meeting the criteria (see below). A call for information about research/scholarly/creative activities will be sent out to professorial tenured/tenure stream faculty prior to the request for teaching preferences to allow for the review of submissions prior to the determination of teaching assignments.

Prior to review of teaching preferences/requests, the Graduate Program Executive Committee will use the submitted reports to determine which faculty members meet the criteria for a research-related 0.5 FCE teaching load release/reduction. The Committee will also consider any factors that may mitigate research/scholarly/creative activities (e.g., parental leave, medical/health, etc.) when making their determinations and subsequent recommendations to the Dean.

Applicants will submit an updated CV and a summary of evidence of research/scholarly/creative activities - current/recent and/or planned for the future - that addresses the criteria below. Electronic documents are preferred, but not required; a hard copy of each document may be submitted. Normally, 'recent' will be defined as within 3 years of submission of the application.

The decision-making process for recommendation of a 0.5 FCE teaching load release is based on Article 18.15 (e): "It is understood that the requirement that academic units address each of the indicators above does not entail that an individual employee must meet all of the indicators in order to qualify for a 0.5 research-based teaching load reduction under the Program."

Once eligibility is determined, a list of faculty recommended for the 0.5 FCE research teaching load release/reduction, along with the submitted documentation (CV and statement) will be sent to the Dean (Faculty of Health) who will review the recommended names of eligible faculty and provide a written reply to the Graduate Program Executive Committee. Once approved by the Dean, the teaching releases will then be allocated for the next academic year (prior to determining teaching assignments) and the Graduate Program Executive Committee will inform the successful applicants.

In the first year of the program (2017-18) only half of the faculty who meet the qualification criteria will receive the 0.5 FCE release, with the intent that the other half receive the release the following year (2018-19). Beginning in 2019-20 all faculty who meet the qualification criteria will receive the 0.5 FCE release.

As per Article 18.15(c), where a recommendation is not accepted by the Dean, the Dean shall set out in a written reply to the Graduate Program Executive Committee, with a copy to the applicant, the reason why the recommendation was not accepted. Such decisions shall be subject to the grievance and arbitration provisions of Article 9.

**Qualifying Criteria (normally within past 3 academic years, from July 1 – June 30):**

1. on average, one peer-reviewed publication per year (as per indicator 1(a) over the past 3 years, i.e., at least 3 in total published or in press/accepted, and
2. at least one other example from Indicator list 1, including works in progress, and
3. at least one example from either Indicator list 2, including grants in progress, or Indicator list 3.

**Indicators With Examples That Normally Support Research/Scholarly/Creative Activities:**

**1. Dissemination of Scholarship:**

- a. Manuscripts recently published or accepted for peer-reviewed publication, including literature reviews and meta-analyses; theoretical, historical, or philosophical papers; reports of research; and peer-reviewed research monographs, books, or book chapters.
- b. Presentations at peer-reviewed conferences or colloquia.
- c. Professional presentations and publications (not peer-reviewed); e.g., invited speaker at professional or community-based events, publications for community organizations including information, best practices, and policy initiatives, etc.
- d. The following are also considered: non-peer-reviewed books, book chapters, and other contributions such as films/plays, works of art, and art installations; documentation of new nursing models for teaching, leadership, or practice that translate knowledge/research findings.

**Note:** Works that are in progress are also considered with the expectation that they will be completed and submitted/presented in the next year.

**2. Funding:**

- a. External research grants from peer-reviewed sources and agencies: current active grants, recent grants obtained, and applications submitted for funding.

- b. Other external research grants and contracts: current active grants, recent grants obtained, and applications submitted for funding.
- c. Recent internal research funding: current active grants, recent grants obtained.

**Note:** Works for funding that are in progress are also considered with the expectation that applications will be submitted within the next year.

### **3. Ongoing Scholarship Activity:**

- a. Activities that are reasonably expected to result in dissemination of research/scholarly/creative activities as listed in #1. Such ongoing activities may include cultivation of partnerships and teams to develop capacity (e.g., interdisciplinary scholarship), and community engagement (e.g., community-based activities) etc.
- b. Professional administrative duties (e.g., journal editorship or president of professional organization) will be recognized as contributing towards scholarship and be considered in a recommendation for teaching load release/reduction.
- c. Participation as a member or chair of a graduate supervisory committee: limited to first 2 years of master's program, and first 4 years of doctoral program.
- d. Serving as an external examiner, i.e., outside York University for a master's thesis or doctoral dissertation.

In normal circumstances, applicants must meet the qualifying criteria to be eligible for the 0.5 FCE release. However, given the diverse nature of nursing, applicants may provide rationale for why the normal qualifying criteria need not be met in their particular case in order to still be eligible for the 0.5 FCE release. The Graduate Program Executive Committee would then provide its recommendation (to support the 0.5 FCE release or not) to the Dean and provide rationale for its recommendation. The Dean would again make the final decision as per the process outlined above.