

# Morehead Center for Nursing Practice Newsletter



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## The Scholarship of Practice

After four years in my role as Associate Dean for Transformational Practice and Partnerships, I am increasingly convinced we need to clarify and differentiate the role of the clinical scholar vs researcher. The good news is that I am not alone in my need to clarify this; in March 2018, a task force of the AACN published a position statement "Defining Scholarship for Academic Nursing." In this document, a broad group of academic nursing experts differentiated the scholarship of discovery (research) from the scholarship of practice and the scholarship of education. In the document they not only defined and differentiated the three types of scholarship but also provided exemplars of each type of scholarship.

<http://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship>

In the AACN Position Statement, scholarship of practice is defined as work that is directly related to practice at the individual or aggregate level. Methodologies may include outcomes management, quality improvement or evidence based practice projects

and generally the work generates local knowledge that may or may not be generalizable. A long list of exemplars are identified in the document. Exemplars include activities such as "analyzed big data or conducts policy analysis at the community, state, national or international level," "develops unique clinical nursing programs or interventions with documented effectiveness," or "establishes and evaluates quality improvement initiatives."

In my role as Associate for Transformational Practice and Partnership, I anticipate working closely with the Practice Research Interest Group and the Faculty Practice Committee this next year to apply these recommendations regarding the scholarship of practice to support promotion and tenure for practicing faculty and to increase the scholarship productivity of practicing faculty of the College of Nursing. Any faculty not involved in either the Practice RIG or the Faculty Practice Committee who are interested in working with me on this initiative should contact me directly.

# Faculty Practice Committee Update

## Greetings from the Faculty Practice Committee Co-Chair!

This past year was a flurry of activity for the Faculty Practice Committee!

### Update on the Faculty Practice Fund's 1st year.

Throughout this fiscal year (July 2017- present), the Fund has earned more than \$16,000 and has provided \$8,000 for faculty reimbursements. Reimbursement awards include amounts for licenses, certifications, DEA and conferences. A sub-committee group will be formed in Fall 2018 to evaluate the Faculty Practice Fund.

### Fringe benefit costs and how it affects quarterly payouts.

I greatly appreciate everyone who was able to attend the Zoom calls regarding fringe benefits. What I learned is that you all greatly value the option of having a faculty development account OR receiving quarterly practice revenue payouts. I also learned that we could improve upon educating faculty on the development accounts and how this money can be used. (See the next page in this newsletter!) Additionally, I learned that you value the Faculty Practice Fund for reimbursement of licenses and certifications.

As discussed, the formula for the revenue mix earned from practice after covering faculty salary will be changing for faculty *during the academic year*, regardless if the faculty is nine-month or 12-month. It was recommended to decrease contributions to the Faculty Practice Fund from 15% to 2.5% in order to cover the fringe benefits. The impact

of this is that the Faculty Practice Fund will have less money for continuing education and conferences, and the priority will continue to be reimbursement for APRN licensure, certifications and DEAs that are required to practice. Faculty will continue to receive 50% of any income earned. This amount will still have two payout options: a faculty development account or a quarterly payout.

The formula for the revenue mix earned from practice for a 9-month faculty or for any faculty with a "casual" practice contract that doesn't have release time associated with it will be changing as well. It was recommended that faculty revenue and Morehead Center decrease, with faculty revenue decreasing from 85% to 75%, with the 10% difference going to a fringe benefit pool.

It is important to note that the fringe benefit rate does change year to year. Therefore, I expect that there will be continued conversations around this topic. I greatly appreciate how receptive and understanding the practicing faculty were to these operational changes!

I anticipate that the Faculty Practice Committee will continue to expand its role as the practice mission continues to grow in quantity and scope. Thanks to all the practicing faculty! You are excellent clinicians, provide additional learning opportunities for students, and are outstanding representatives of UNMC and the College of Nursing.



Kelly Gonzales, PhD,  
APRN-NP, FNP-C

Co-Chair, Faculty Practice Committee  
2017-2018

## PLEASE NOTE

The Annual Faculty Practice Workshop will now be held in the spring semester.

# The Ins and Outs of a Professional Development Cost Center

## Wait, what's a "professional development cost center"?

Imagine a separate bank account, a savings account! These accounts or cost centers (technical term) are commonly funded via supplemental compensation agreements like faculty practice revenue disbursements.

## What can I spend my "savings" on?

Well, once the revenue is placed in a University cost center, it is subject to all University and State regulations on funds expenditures. That means you can't use the funds for personal use, but you can use it on ANY of the following...

### Examples of *appropriate* expenses from professional development cost centers are:

- Travel to professional conferences (airfare, car rental, hotel)
- Any licensures or certifications (RN license, BLS, ACLS, PALS, etc)
- Continuing education
- Membership in professional organizations
- Supplies/services to promote professional development (i.e., publications, printing of presentation materials, editing of manuscripts)
- Equipment to promote professional development (i.e., computer hardware/software (SPSS, laptop, iPad, etc), personal data devices)
- Equipment for practice (stethoscope, lab jacket, practice-related "apps" for smartphone, etc)

- Salary and benefit costs for support personnel (i.e., graduate assistant, other hourly worker for research data entry)
- Academic regalia (purchasing or renting for convocation & commencement)
- Miscellaneous — just ask if you wonder if something is covered!

### Examples of *disallowed* expending include (but are not limited to):

- Office decoration/artwork
- Flowers
- Alcoholic beverages
- Personal items (i.e., personal vacations)
- Furniture or equipment for personal/home use
- UNMC parking

## Do I have to spend all the funds each year?

Professional development cost centers are revolving, which means that balances at the end of each fiscal year (June 30) are automatically carried forward to the next fiscal year.

## So I can just charge my account like a credit card?

Not necessarily, negative balances (deficits) are not allowed in professional development cost centers and must be resolved prior to fiscal year end. At the end of a faculty member's employment term with UNMC, all professional development funding remaining will revert back to the College of Nursing. In some instances, faculty pay for the appropriate expense up front,

and then submit a receipt to their assigned administrative assistant and reimbursement is processed within five business days. Other expenses can be billed directly to the fund, such as UNMC purchases a computer for the faculty.

## I guess I'm still just not sure, I like the sound of a professional development cost center but I also like my quarterly payouts on my check...

We are willing to help you place a portion of revenue in a professional development cost center and take the rest as a quarterly payout. Some faculty elect to have a specific dollar amount or a percentage placed in the professional development cost center each month, and anything above that is paid out quarterly. Others commit to a full year or even six months of revenue towards their development cost center.

## Sounds great and you want to get your professional development cost center setup?

Awesome! Just email Amelia Stoltman, TPP Administrator at [amelia.stoltman@unmc.edu](mailto:amelia.stoltman@unmc.edu)

# Spotlight: New Faculty Member Margaret Emerson

— by Amelia Stoltman, MS  
*Administrator I, Transformational Practice and Partnerships*



Margaret (Maggie) Emerson,  
DNP, APRN, PMHNP-BC  
*Assistant Professor*

"I always knew I wanted to teach, but I also knew I needed some years as a clinician under my belt first. I love what I do and it's important to me to practice continuously. It's important to practice what you preach." Maggie and I met for coffee at the campus Starbucks and chatted about her life before she joined the College of Nursing as an Assistant Professor. Maggie's not unfamiliar with UNMC. She has received ALL of her education from the University, most recently graduating in 2017 with her Doctorate in Nursing Practice. Maggie is ANCC board certified as a Psychiatric Mental Health Nurse Practitioner. Before that, Maggie spent TEN years as a nurse in the ICU at the Nebraska Medical Center. Now, sitting and talking with Maggie, I don't feel an immediate urge to unload all my life's problems, but I do pick up on her empathetic and kind hearted nature. She tells me

that she views her practice and her role as a practitioner as an installation of hope. She tries provide care without stigma and emphasizes the value of humanity to her students.

During her time away from students and patients she is a glorified taxi driver to her two daughters (5 and 8); whom she even takes with her to Blue Sushi! She also hates eating chicken and loves swimming.

Maggie can be found on the 4th floor of teh CNS building. She will be focusing on the psychiatric content for undergraduate and graduate curriculum, integrating specialty knowledge related to perimatal psychiatry and integrated behavioral health models.

We welcome Maggie into her new role and wish her the best as she embarks on her teaching endeavor!

If you have any news or upcoming events that you would like featured in the next edition of the in-house *MCNP Newsletter*, please send the information to [amelia.stoltman@unmc.edu](mailto:amelia.stoltman@unmc.edu)

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