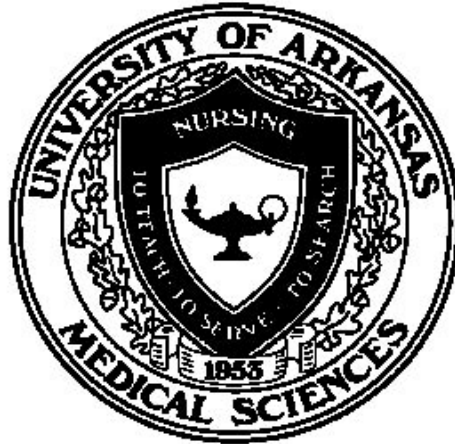


**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING**



2024-2025 FACULTY HANDBOOK

Policies in this handbook are in effect July 1, 2024–June 30, 2025

Patricia A. Cowan
Dean

Jamie Jones
Director, ABSN Program

Teresa Whited
Associate Dean for Academic Programs and
Accreditation

Albrey Love
Director, MNSc and DNP Programs

Jessica Ellis
Associate Dean for Administration and Finance

Michelle Gonzalez
Director, Nurse Anesthesia Program

Judith Weber
Associate Dean for Research

Samantha Crouch
Director, Nurse-Midwifery Program

Leonie DeClerk
Chair, Department of Nursing Science and Practice

Martha Rojo
Director, PhD in Nursing Program

Larronda Rainey
Chair, Department of Nursing Education

Melodee Harris
Corey Nagel
Co-Directors, Hartford Center of Nursing Excellence

Elizabeth Riley
Director, TBSN Program

Fermin Renteria
Director, IPSC

Title page revision 5/16/2025

Handbook revision 3/17/2025

SECTION I: GENERAL INFORMATION

A. UAMS EXECUTIVE LEADERSHIP

Dr. Cam Patterson	Chancellor
Dr. Stephanie Gardner	Provost & Senior Vice Chancellor for Academic Affairs & Chief Strategy Officer
Dr. Michelle Krause	Chief Executive Officer, UAMS Medical Center & Senior Vice Chancellor for UAMS Health
Ms. Amanda George.....	Chief Financial Officer & Senior Vice Chancellor for Finance and Administration
Ms. Leslie Taylor.....	Vice Chancellor for Communications and Marketing
Dr. Brian Gittens.....	Vice Chancellor for Diversity, Equity & Inclusion
Ms. Michelle Wiles.....	Vice Chancellor for Human Resources & Chief Human Resource Officer
Mr. John Erck.....	Vice Chancellor for Institutional Advancement
Mr. Andy Davis	Vice Chancellor for Institutional Relations
Mr. Ryan Cork	Vice Chancellor for Northwest Arkansas Campus
Dr. Richard Turnage.....	Vice Chancellor for Regional Campuses
Dr. Dan Voth.....	Vice Chancellor for Research and Innovation
Ms. Christina L. Clark.....	Vice Chancellor for Institutional Support Services & Chief Operating Officer
Mr. Mark Hagemeyer	Chief General Counsel & Institutional Compliance Officer
Dr. Susan Long	Dean, College of Health Professions
Dr. Steve Webber	Dean, College of Medicine & Executive Vice Chancellor

Dr. Patricia Cowan	Dean, College of Nursing
Dr. Cynthia D. Stowe.....	Dean, College of Pharmacy
Dr. Mark Williams.....	Dean, College of Public Health
Dr. Sean Taverna.....	Dean, Graduate School
Dr. Jeanne Wei	Director, Donald W. Reynolds Institute on Aging
Dr. Paul Phillips	Director, Harvey & Bernice Jones Eye Institute
Dr. T. Glenn Pait	Director, Jackson T. Stephens Spine & Neurosciences Institute
Dr. Laura Dunn	Director, Psychiatric Research Institute
Dr. Laura James	Director, Translational Research Institute
Dr. Michael Birrer.	Director, Winthrop P. Rockefeller Cancer Institute

B. COLLEGE OF NURSING ADMINISTRATION

Dr. Patricia Cowan	Dean and Professor
Dr. Teresa Whited.....	Associate Dean for Academic Programs and Accreditation
Dr. Jessica Ellis.....	Associate Dean for Administration
Vacant	Associate Dean for Practice and Community Engagement
Dr. Judith Weber.....	Associate Dean for Research
Dr. Leonie Declerk	Chair, Department of Science and Practice
Dr. Larronda Rainey.....	Chair, Department of Education
Dr. Fermin Renteria	Director, Traditional BSN Program
Ms. Larronda Rainey.....	Director, RN-BSN Program
Dr. Lauren Haggard- Duff.....	Director, Accelerated BSN Program
Dr. Elizabeth Riley	Director, MNSc Program

Dr. Albrey Love	Director, DNP Program
Dr. Martha Rojo.....	Director, PhD Program
Dr. Michelle Gonzalez	Director, DNP Nurse Anesthesia Program
Dr. Mark Dunavan.....	Assistant Director, DNP Nurse Anesthesia Program
Ms. Amanda Spinks	Director, Student Services
Dr. Melodee Harris	Co-Director, Hartford Center of Geriatric Nursing Excellence
Dr. Corey Nagel	Co-Director, Hartford Center of Geriatric Nursing Excellence

C. COLLEGE OF NURSING MISSION STATEMENT

Mission Statement

The UAMS College of Nursing is committed to scholarly excellence in (1) undergraduate and graduate nursing education, (2) research, and (3) service to the University, profession, and society.

Education

The UAMS College of Nursing provides exemplary and comprehensive educational programs, based on scholarship in education and practice. The College of Nursing offers educational programs to prepare professional nurses as generalists and for advanced practice, teaching, research, and administrative roles, thereby enhancing health care for the people of Arkansas. As a leader in the preparation of nurses for advanced health care, the College of Nursing collaborates with regional centers and other colleges of nursing, and the health care community to provide degree and continuing education programs. The college enhances access to education in this rural, agrarian state by offering degree programs and courses for nurses through distance education.

Research

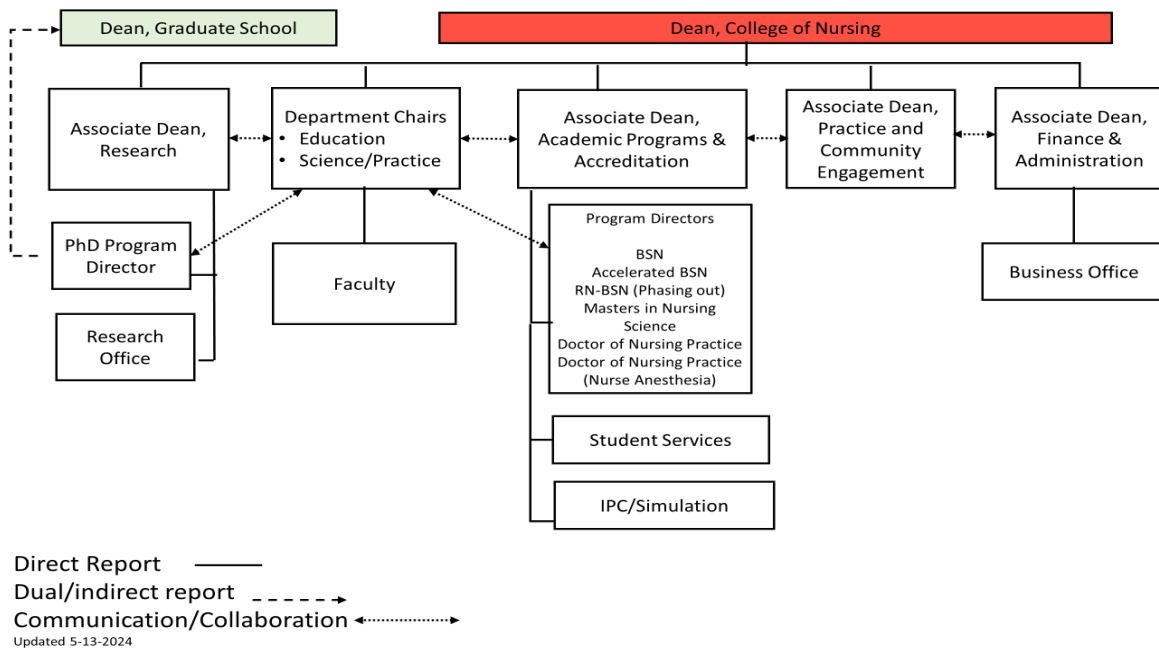
The UAMS College of Nursing advances the body of nursing knowledge through scholarship in research. This community of scholars contributes to nursing science through research activities that are theory testing, theory generating, and of an applied or basic research nature. Scholarship includes the dissemination of research findings and the translation of research into practice.

Service

The service mission of the UAMS College of Nursing provides service through scholarly participation of faculty and students in academic, professional, and community organizations. Faculty practice as skilled clinicians, consultants, and professional experts in health care organizations and in the community. Faculty serve as role models for students and other nurses at the local, state, national, and international levels.

Approved by Faculty Assembly January 2013

D. COLLEGE OF NURSING ORGANIZATIONAL CHART



E. COLLEGE OF NURSING PHILOSOPHY

Philosophy

The CON embraces and practices the philosophies of cultural humility and cultural proficiency. Cultural humility and proficiency are an expected standard in healthcare, and the combination of these philosophies advocates the practice of acceptance and affirmation. Cultural humility incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances in the healthcare provider-patient dynamic, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations. Cultural proficiency is recognized as the knowledge, skills, attitudes, and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

Nursing education prepares graduates to practice within the established professional guidelines and standards and to engage in continuous role development and revision of knowledge. The teaching/learning process fosters intellectual and personal growth; stimulates inquiry, critical thinking, and synthesis of knowledge; and helps the individual value and pursue life-long learning. Additionally, preparing and supporting a culturally humble, proficient, and responsive workforce that demonstrates the attitudes, knowledge, and skills necessary to work effectively with diverse populations is an important strategy to reduce disparities in the areas of health care, academics, and research.

College of Nursing Core Values

In alignment with the core values of the University of Arkansas for Medical Sciences, the College of Nursing is committed to promoting excellence in nursing education, research, and service through:

Caring: promoting health through protection, enhancement, and preservation of dignity in response to the human condition.

Integrity: adherence to the principles of the nursing profession while respecting the moral wholeness, dignity, and diversity of every person.

Diversity and Respect: fostering a climate of mutual respect and equity through affirmation of the uniqueness and differences among persons, beliefs, values, ideas, practices, and ethnicities.

Excellence: continually striving for nursing excellence through innovative, evidence-based approaches that facilitate learning and the advancement of the nursing practice.

Safety: commitment to the protection, safety, and high-quality health outcomes of all persons we serve through education, research, and service.

Teamwork and Creativity: interprofessional collaboration characterized by flexibility, imagination, resourcefulness, and vision for the advancement of nursing education and practice.

Approved by Faculty Assembly January 2021

F. COLLEGE OF NURSING POLICY AND PROCEDURE APPROVAL GUIDELINES

1. Policy Approval Process
 - a. The dean provides final approval of all CON policies. When appropriate, the dean secures the necessary administrative review at the campus and/or university level prior to the implementation of the policy.
 - b. CON updated policies are considered effective as of the date the policy is signed by the dean or is otherwise stipulated.

CON policies are established in conformity with existing UAMS campus policies, university-wide administrative memoranda, and/or University of Arkansas Board of Trustees policy.

2. Procedure for Policy Approval
 - a. Policy recommendations are to be submitted for deliberation/action by individuals, committees, and/or departments through the channels delineated in the CON bylaws.
 - b. If the policy applies only to a department and requires faculty review and decision, the deliberation/action occurs in the respective department meetings. If the policy will apply across departments and requires total faculty review and decision, the Faculty Assembly is the deliberative/action body.
 - c. Administrative policies/procedures are developed by the department chairs, associate deans and/or the dean as prescribed in the bylaws.
 - d. When policies are developed for a respective department, the policy is entered in the approved policy format, approved, and signed by the respective department chair, and forwarded to the CON dean for final approval.
 - e. Policies established for the total CON are entered in the approved policy

- format by the respective associate dean and approved by the CON dean.
- f. Final approval of a policy requires the signature of the CON dean.
- g. Approved policies are coded and entered in the UAMS College of Nursing Faculty Handbook. The policy is disseminated to the faculty for inclusion in the faculty handbook.
- h. The originals of all policies are maintained in the CON Dean's Office.
- i. The approval process for revision and/or deletion of policy is accomplished through this same review/approval process.
- j. All dates of revision should be indicated at the bottom of the document.

Revised February 2013

G. JOB DESCRIPTION—DEAN OF THE COLLEGE OF NURSING

The Dean of the College of Nursing (CON) is the chief executive and administrative officer of the College. The dean reports directly to the provost and the chancellor; serves on the Chancellor's Cabinet; and is responsible for all aspects of the College, including strategic planning, quality assessment, student and faculty recruitment, resource development and allocation, and representation to external entities. The dean is responsible for ensuring the highest possible quality academic, administrative, research, and fiscal leadership for the College. The dean is responsible for all matters relating to the effective and efficient administration of the College of Nursing's Little Rock and Northwest campuses, including academic programs, faculty, students, support staff, facilities, resources, budgets, fundraising, alumni relations, and relationships with the University and with the community and external stakeholders.

The specific functions are to:

1. Guide the strategic planning and vision for the future of the college.
2. Review annual and special budget requests with final responsibility for all budgetary matters, with input from Dean's Executive Council (DEC); monitors all budgets that are college, department, or program-specific; engages in fund-raising to support initiatives of the college.
3. Ensure development and maintenance of quality nursing programs that reflect the needs of our community of interest; meet accreditation and certification standards and guidelines; and align with rules, regulations, and laws that apply to the individual college programs.
4. Ensure student recruitment and review admission guidelines to determine curricular equivalents for admission and progression in programs.
5. Reviews and contributes to all major documents for the college including accreditation self-studies, substantive change notifications, new program proposals, grant proposals, faculty handbook, appointment and promotion criteria, faculty workload instrument, college catalog and handbook, and student disciplinary documents.
6. Represents the College of Nursing in the University, community, and the field of nursing locally, regionally, nationally, and/or internationally. Serves on the Chancellor's Cabinet, UAMS search committees, and various internal and external planning groups; serves as a liaison for alumni; engages with legislators on nursing related issues; and represents the college with the University of Arkansas System, the Arkansas Department of Higher Education, and other

institutions in the state.

7. Recruit, hire, and retain quality faculty who are prepared to meet the college's missions of education, research, and service. Evaluate annually each associate dean and department chair in the college and direct staff reports. Review annual faculty evaluations. Review faculty promotion and tenure packets and make recommendations related to promotion and tenure to the Provost.
8. Serve as final authority for serious disciplinary actions involving students or faculty.
9. Participate in the negotiations for agreements with organizations (within Arkansas and outside the state) seeking a partnership or consortium to offer UAMS programs.
10. Collaborate with Institutional Advancement on fundraising, development of prospectus, and implementation of funded initiatives.
11. Model the Core Values of UAMS in compliance with company guidelines.
12. Other duties as assigned.

Knowledge, Abilities, and Skills

1. Regional/national recognition in Nursing.
2. Strong commitment to education.
3. Ability to provide excellent fiscal management of the college.
4. Ability to personally communicate vision; think and act strategically; demonstrate and champion core values; foster consensus; inspire and motivate others; be decisive when necessary; accept responsibility; and lead change.

Minimum Education and/or Experience

1. Graduate Degree in Nursing; Doctorate in a field relevant to the college required.
2. Unencumbered RN license.
3. Five years in a full-time faculty position required.
4. Experience with leadership in an academic setting.
5. Record of academic scholarship, including research and publications.
6. Record of contributing to research publications, presenting on a national level, and obtaining successful grants.
7. Experience in fund raising.
8. Experience working within a medical/academic health center.

Revised July 5, 2024

H. JOB DESCRIPTION—ASSOCIATE DEAN FOR ACADEMIC PROGRAMS AND ACCREDITATION

The Associate Dean for Academic Programs and Accreditation is a member of the faculty who reports to the Dean of the College of Nursing. In this role, the associate dean is responsible for all academic programs, thought leadership regarding campus academic policies and procedures, coordination of program administration with CON needs and goals, assurance of student compliance with regulations, and leadership in nursing accreditation. This administrative role constitutes 50% effort.

The specific functions are to:

1. Provide leadership for the development, implementation, and evaluation of all academic programs and resources.
 - a. Prepares academic program proposals for submission to the Council of Deans, Board of Trustees of the University of Arkansas System, and the Arkansas Higher Education Coordinating Board for review and approval.
 - b. Collaborates with associate deans of other colleges, the associate provosts, and the provost regarding campus academic policies and procedures, as well as academic and support services.
 - c. Contributes to the CON Strategic Plan and provides input on the CON budget.
2. In collaboration with the Director of Student Service, develops, implements, and evaluates appropriate processes and procedures for admission, registration, progression, withdrawal, advising and compliance of all students, including overseeing student background checks and student flu shot compliance.
3. Collaborate with the Coordinator of the Innovative Practice & Simulation Center (IPSC) to develop, implement, and evaluate evidence-based simulation education activities across all programs.
4. Collaborate with department chairs, program directors, and dean in planning faculty workloads and assignments as related to program needs.
5. Provides leadership in preparation of accreditation self-studies. Coordinate the preparations of various regulatory and professional organization reports (CCNE, AACN, Arkansas Department of Higher Education, Arkansas State Board of Nursing, etc.)
6. Represents the College of Nursing on UAMS academic and student affairs committee, such as the Academic Affairs Advisory Council and Appeals/Progression committees, as well as relevant nursing organizations locally, regionally, and nationally.
7. Participate in recruitment, selection, orientation, and retention of faculty for the respective programs and make recommendations to the department chairs, associate deans, and dean.
8. Oversee revisions of academic documents, such as the Student Handbook and CON Catalog.
9. Other duties as assigned.

Revised July 2024

I. JOB DESCRIPTION—ASSOCIATE DEAN FOR FINANCE AND ADMINISTRATION

The Associate Dean for Finance and Administration reports to the Dean of the College of Nursing and is responsible for the daily business operations of the CON including financial performance, personnel management, and oversight of physical resources. This position provides budgeting and oversight of the CON's annual operating budget, foundation accounts (over two hundred accounts), and grant accounts. Principal duties are budget development, fiscal management, administrative policy development, business planning, contracts management, internal audits, personnel management, space planning, inventory management, and financial reporting. This is a 100% FTE

position.

The specific functions are to:

1. Serve on the Dean's Leadership Council, providing leadership for financial performance, personnel management, administrative policy development, and business planning.
2. Serve as the financial officer responsible for fiscal resources in the College with oversight of budget development, fiscal management, practice contracts, incentive payments, internal audits, research grants, development funds, procurement, travel, conflict of interest forms, and tracking and analysis of college specific data.
3. Direct Human Resource (HR) processes in the college, including development and posting of position descriptions, recruitment, hiring, onboarding, terminations, reappointments, disciplinary actions, FMLA, maintenance of personnel records, and record reviews.
4. Provide monthly financial reports to college and campus leaders, reporting on revenues, expenses, operational variances, position vacancies, year-end forecasts, and staff benefits reports.
5. Monitor and control physical resources of space, access, inventory, maintenance, and reporting.
6. Serve on CON committees. Contribute effort to institutional projects, committees, and policy development. Participate in accreditation preparation and site visits.
7. Other duties as assigned.

Revised November 2017; September 2023

J. JOB DESCRIPTION—ASSOCIATE DEAN FOR PRACTICE AND COMMUNITY ENGAGEMENT

The Associate Dean for Practice and Community Engagement is a member of the faculty who reports to the Dean of the College of Nursing and is responsible for the practice/service mission within the CON. This position also engages with the community to develop faculty practice and service opportunities that facilitate the integration of the scholarship, educational, and service missions of the CON. Works with the college and campus leadership to develop College of Nursing-led practice. This administrative role constitutes 50% effort.

The specific functions are to:

1. Provide leadership for the CON's practice/service mission through development and implementation of a business plan for a CON-led practice, and pursuit of interprofessional faculty practice agreements (contracts) within and external to UAMS. In collaboration with the Associate Dean for Finance and Administration, develops faculty practice agreements and provide leadership for any CON-led clinic.
2. Collaborate with health care agency administrators and CON administration and faculty members to develop mutually beneficial practice/service opportunities for

- both faculty and students. Engage the community to foster practice, services and educational achievement of students and faculty.
3. Contributes to the CON Strategic Plan and provides input on the CON budget.
 4. Oversee clinical affiliation agreement for clinical placements of all students in the CON and assures that the CON complies responsibilities outlined in the agreements.
 5. Participate in recruitment, selection, orientation, and retention of quality faculty and make recommendations for hire to the dean of the CON.
 6. Promote visibility and advancement of the role of advanced practice registered nursing in an interprofessional model within and outside UAMS by maintaining at least one day week of faculty practice.
 7. Contribute to the evaluation of CON faculty engaged in practice by providing feedback to the department chair and faculty.
 8. Represents the CON in the university, community, and nursing profession within the state and nation.
 9. Other duties as assigned.

Revised 5/31/2024

K. JOB DESCRIPTION—ASSOCIATE DEAN FOR RESEARCH

The Associate Dean for Research is a member of the faculty who reports to the Dean of the College of Nursing and is responsible for stimulating and supporting research interests of the faculty. This position also works in partnership with the Office of Sponsored Programs Administrative Network (OSPAN) and oversees activities for advancing research and fostering scholarship initiatives on campus, in the state, regionally and nationally, and attracting support at the state and national levels. This administrative role constitutes 50% effort.

The specific functions are to:

1. Facilitate research and research programs in the CON.
 - a. Coordinate the provision of consultative resources for faculty conducting research, offering consultation on all aspects of proposal development, including coordinating pre-review through external content experts or through the TRI Mock Review program review on research proposals prior to submission.
 - b. Provide faculty with information on funding opportunities and support for grant writing, and mentors faculty in these areas.
 - c. Facilitate networking among faculty in around common research interests.
 - d. Facilitate access of community-wide clinical facilities and community contacts so that faculty may conduct clinical and/or community-based nursing research.
 - e. Schedule research forums, seminars, and workshops, as needed, or when pertinent topics arise to foster faculty development in research.
 - f. Maintain vigilance regarding university-wide resources related to

- research, such as patient registries and core labs to enable CON research to access these resources and serve as an information and referral source to faculty on university-wide resources.
- g. Participate in developing interdisciplinary and translational research activities within the University as a representative of the CON.
 - h. Establish pre- and post-award grant support services through the ADR office including, but not limited to, application submission checklists, external pre-reviews, general formatting support, budget and budget justification development, biostatistics consulting and expertise, human subjects, and clinical trials protocol development, supporting documents assistance, database development, and research compliance and regulatory support.
 - i. In partnership with OSPAN, facilitate all phases of grant submission activities and post-award activities.
 - j. Maintain a record of on-going CON research activities and prepare an annual CON research report.
2. Coordinate the CON Intramural Grants Program
 3. Coordinate the Research-Intensive Faculty Experience (RIFE) Program.
 - a. Meet with new and current faculty who select research as their primary mission to discuss qualifications and the selection process for RIFE, recommending candidates to the dean, and assist faculty in identifying potential faculty mentors.
 - b. Evaluate outcome products of faculty supported by RIFE funds in conjunction with the selected mentors. Provide evaluation of outcome products to department chair/supervisor.
 4. Serve as an ex-officio member of the CON Research Committee.
 5. Provide support to the PhD Program Director. Collaborate with the Director of the PhD Program on the program, including designating staff support, assistance in obtaining financial resources for PhD students, and identifying potential dissertation committee members.
 6. Contributes to the CON Strategic Plan and provide input on the CON budget related to the research mission.
 7. Represent the CON in the University and the community and the field of nursing locally, regionally, nationally, and/or internationally.
 8. Other duties

Revised July /2024

L. JOB DESCRIPTION – DEPARTMENT CHAIR

The Department Chair is a member of the faculty, who is appointed by and reports to the Dean of the College of Nursing. The Department Chair serves on the CON leadership team. Responsibilities include faculty mentorship and development, recruitment, selection, and retention, and evaluation of faculty in compliance with university and college policies and procedures, and workload assignments. The Department Chairs provide thought leadership at

the campus level related to faculty affairs. This role is 50% FTE with the remaining 50% FTE allotted to the faculty role.

The specific functions are to:

1. Faculty mentorship and development
 - a. Provide new faculty orientation.
 - b. Provide formal and informal mentorship for faculty.
 - c. Facilitate faculty development in collaboration with the other department chairs and associate deans.
 - d. Collaborate with faculty to develop their individualized goals and plan for attaining them.
 - e. Hold at least quarterly department meetings throughout the academic year and meets regularly with individual faculty.
 - f. Identify speakers and coordinate the Claudia Beverly Nursing Leadership Lectureship.
2. Faculty Workload Assignment and Evaluation
 - a. Collaborate with the faculty, program directors, associate deans, and dean in planning faculty workload in the mission areas of education, service, and research.
 - b. Determine the need for adjunct faculty in collaboration with the program directors and specialty coordinators.
 - c. Provide administrative teachings evaluations of faculty, alternating with other CON leaders.
 - d. In collaboration with faculty, evaluate faculty's progress in meeting goals throughout the year.
 - e. Complete annual faculty evaluations.
 - f. Provide recommendations/nominations for faculty, as appropriate.
 - g. Conduct faculty exit interviews.
3. College and Campus Leadership
 - a. Serve as a liaison between faculty and CON and campus leadership.
 - b. Contribute to the CON strategic plan. Lead strategic planning and implement of initiatives for the department.
 - c. Prepare an annual report on department outcomes.
 - d. Participate in revision of process related to faculty evaluation, workload determination, and document formatting (i.e., CV)
 - e. Participate in revision of CON handbooks and catalogs related to the department and faculty.
 - f. Provide input on the CON budget related to department needs.
 - g. Serve on the CON leadership team and participate in campus Faculty

- Affairs meetings and other institutional committees as needed.
- h. Contribute to campus and external reports related to the department.
- 4. Other duties as assigned.

Revised July 2024

M. JOB DESCRIPTION—DIRECTOR OF TRADITIONAL BSN PROGRAM

The Director of the traditional BSN Program is a member of the faculty who reports to the Associate Dean for Academic Programs and Accreditation for program management and to the respective department chair for their faculty role. The Director is responsible for leadership and oversight of the BSN program within the CON the Little Rock. This position oversees the day-to-day activities of the BSN program, provides leadership in curricular development, contributes to strategic planning, oversees course scheduling and program evaluation, and contributes to student recruitment and retention efforts. Additional duties include the collection of data for accreditation and preparation of annual reports. The Director participates on appropriate CON committees and/or administrative teams. This individual works closely with the Director of the Accelerated BSN program in the development and implementation of policies and procedures.

The specific functions are to:

1. Provide leadership for the development, implementation, and evaluation of the BSN program in collaboration with the Associate Dean for Academic Programs:
 - a. Direct the development and implementation of the BSN curriculum utilizing current guidelines (The Essentials: Core Competencies for Professional Nursing Education [AACN, 2021]; Arkansas State Board of Nursing) and national trends.
 - b. Assist in the development and revision of BSN courses and syllabi.
 - c. Assure clinical placements for students in the BSN program.
 - d. Serve as a member of the CON Baccalaureate Curriculum Committee, Baccalaureate Council and Department of Education.
 - e. Provide input for the CON Baccalaureate Program component of the strategic plan.
 - f. Collaborate with the Associate Dean for Academic Programs and Accreditation to develop a systematic evaluation plan for the BSN program and preparing internal and external annual reports on program outcomes.
 - g. Provide input into budgetary and resource needs for the BSN program.
 - h. Lead the preparation of the annual BSN program report and contribute to the preparation of external reports as needed.
2. In collaboration with Associate Dean for Academic Programs and Accreditation, implement appropriate processes and procedures for admission, enrollment, progression, withdrawal, and advising of BSN students.
 - a. Participate in the recruitment, interviews, admission recommendations, and orientation of qualified students for the BSN program.

- b. Notify the Associate Dean for Academic Programs and Accreditation, in collaboration with faculty, of students in academic difficulty and/or unsatisfactory status.
 - c. Advise and orient students.
 - d. Identify, with input from faculty, students in the BSN program to serve as representatives on the CON UAMS committees.
 3. Contribute to the oversight of faculty teaching in the BSN program.
 - a. Participate in recruitment, selection, orientation, and retention of quality faculty to teach in the BSN program and make recommendations for hire to the Dean of the CON.
 - b. Provide input into the scheduling of BSN courses and workload assignments of faculty teaching in the BSN program.
 - c. Provide guidance to and input on the performance of education department faculty who teach in the BSN program to the Department Chair as part of the annual review process.
 - d. Collaborate with the Associate Dean for Academic Programs and Accreditation and CON Student Services regarding any issues pertaining to the BSN programs and courses.
 4. Faculty Role
 - a. Implement the role of a faculty member in teaching, research, and practice.
 - b. Maintain current RN license in Arkansas.
 - c. Represent the CON at the University, state, regional, and national level.
 5. Other duties as assigned.

Revised July 2024

N. JOB DESCRIPTION— DIRECTOR OF ACCELERATED BSN PROGRAM

The Director of the accelerated BSN (A-BSN) Program is a member of the faculty who reports to the Associate Dean for Academic Programs and Accreditation for program management and to the respective department chair for their faculty role. The Director is responsible for leadership and oversight of the BSN program within the CON the Little Rock. This position oversees the day-to-day activities of the BSN program, provides leadership in curricular development, contributes to strategic planning, oversees course scheduling and program evaluation, and contributes to student recruitment and retention efforts. Additional duties include the collection of data for accreditation and preparation of annual reports. The Director participates on appropriate CON committees and/or administrative teams. This individual works closely with the Director of the Traditional BSN program in the development and implementation of policies and procedures.

The specific functions are to:

1. Provide leadership for the development, implementation, and evaluation of the A-BSN program in collaboration with the Associate Dean for Academic Programs:
 - a. Direct the development and implementation of the A-BSN curriculum

- utilizing current guidelines (The Essentials: Core Competencies for Professional Nursing Education [AACN, 2021]; Arkansas State Board of Nursing) and national trends.
- b. Assist in the development and revision of A-BSN courses and syllabi.
 - c. Assure clinical placements for students in the A-BSN program.
 - d. Serve as a member of the CON Baccalaureate Curriculum Committee, Baccalaureate Council and Department of Education.
 - e. Provide input for the CON Baccalaureate Program component of the strategic plan.
 - f. Collaborate with the Associate Dean for Academic Programs and Accreditation to develop a systematic evaluation plan for the A-BSN program and preparing internal and external annual reports on program outcomes.
 - g. Provide input into budgetary and resource needs for the A-BSN program.
 - h. Assist in preparation of the annual program report and contribute to the preparation of external reports as needed.
 - i. submit to Dean and State Board of Nursing
2. In collaboration with Associate Dean for Academic Programs and Accreditation, implement appropriate processes and procedures for admission, enrollment, progression, withdrawal, and advising of A-BSN students.
 - a. Participate in the recruitment, interviews, admission recommendations, and orientation of qualified students for the A-BSN program.
 - b. Notify the Associate Dean for Academic Programs and Accreditation, in collaboration with faculty, of students in academic difficulty and/or unsatisfactory status.
 - c. Advise and orient students.
 - d. Identify, with input from faculty, students in the A-BSN program to serve as representatives on the CON UAMS committees.
 3. Contribute to the oversight of faculty teaching in the A-BSN program.
 - a. Participate in recruitment, selection, orientation, and retention of quality faculty to teach in the A-BSN program and make recommendations for hire to the Dean of the CON.
 - b. Provide input into the scheduling of A-BSN courses and workload assignments of faculty teaching in the A-BSN program.
 - c. Provide guidance to and input on the performance of education department faculty who teach in the A-BSN program to the Department Chair as part of the annual review process.
 - d. Collaborate with the Associate Dean for Academic Programs and Accreditation and CON Student Services regarding any issues pertaining to the BSN programs and courses.
 4. Faculty Role

- a. Implement the role of a faculty member in teaching, research, and practice.
- b. Maintain current RN license in Arkansas.
- c. Represent the CON at the University, state, regional, and national level.
5. Other duties as assigned.

Revised July 2024

O. JOB DESCRIPTION: DIRECTOR OF RN-TO-BSN PROGRAM

The Director of the RN-to-BSN Program is a faculty member who reports to the reports to the Associate Dean for Academic Programs and Accreditation for program management and to the respective department chair for their faculty role. The Director is responsible for the leadership of the RN-to-BSN Program. This position oversees the day-to-day activities of the RN-to-BSN program, provides leadership in curricular development, contributes to strategic planning, oversees course scheduling and program evaluation, and contributes to student recruitment and retention efforts. The Director of the RN-to-BSN Program also participates on appropriate CON committees and/or administrative teams.

The specific functions are to:

1. Provide leadership for the development, implementation, and evaluation of RN-to-BSN Program in collaboration with the Associate Dean for Academic Programs and Accreditation.
 - a. Direct the development and implementation of the RN-to-BSN curriculum utilizing current guidelines (The Essentials: Core Competencies for Professional Nursing Education [AACN, 2021]; Arkansas State Board of Nursing) and national trends.
 - b. Assure clinical placements for students in the RN-to-BSN program.
 - c. Provide input into the scheduling of RN-to-BSN courses and workload assignments of faculty teaching in the program.
 - d. Provide input on the performance of faculty who teach in the RN-to-BSN program to the Department Chair as part of the annual review process.
 - e. Collaborate with the Associate Dean for Academic Programs and Accreditation and CON Student Services regarding any issues pertaining to the RN-to-BSN program and courses.
 - f. Provide input into the CON strategic plan.
 - g. Provide input into budgetary and resource needs for the RN-to-BSN program.
 - h. Assist in the preparation of the annual report and contribute to the preparation of external reports as needed.
2. Implement, in collaboration with the CON Student Services Office and the Associate Dean for Academic Programs, appropriate processes and procedures for admission, enrollment, progression, withdrawal, and academic advising for

- the RN-to-BSN students.
- a. Participate in the recruitment, interviews, admission recommendations, and orientation of qualified students for the RN-to-BSN program.
 - b. Officially notify students of academic difficulty, after notification from faculty; notify the Associate Dean for Academic Programs of the RN-to-BSN students to be placed on academic probation, suspension, or withdrawal.
 - c. Advise and orient students.
 - d. Recommend students to serve on college committees.
3. Contribute to the oversight of faculty teaching in the RN-to-BSN program.
- a. Participate in recruitment, selection, orientation, and retention of quality faculty to teach in the RN-to-BSN program and make recommendations for hire to the Dean of the CON.
 - b. Provide input into the scheduling of RN-to-BSN courses and workload assignments of faculty teaching in the program.
 - c. Provide guidance to and input on the performance of education department faculty who teach in the RN-to-BSN program to the Department Chair as part of the annual review process.
 - d. Collaborate with the Associate Dean for Academic Programs and Accreditation and CON Student Services regarding any issues pertaining to the BSN programs and courses.
4. Faculty Role
- a. Implement the role of a faculty member in teaching, research, and practice.
 - b. Maintain current RN license in Arkansas.
 - c. Represent the CON at the University, state, regional, and national level.
5. Other duties as assigned.

Revised July 2024

P. JOB DESCRIPTION—DIRECTOR OF MNSc PROGRAM

The Director of the MNSc Program, a certified nurse practitioner with a doctoral degree, is a faculty member who reports to the Associate Dean for Academic Programs and Accreditation for program management and to the respective department chair for their faculty role. The Director is responsible for leadership and oversight of the day-to-day activities of the MNSc program, provides leadership in curricular development, contributes to strategic planning, oversees course scheduling and program evaluation, and contributes to student recruitment and retention efforts. Additional duties include the collection of data for accreditation and preparation of annual reports. The Director participates on appropriate CON committees and/or administrative teams. This individual works closely with the Director of DNP program in the development and implementation of graduate policies and procedures.

The specific functions are to:

1. Provide leadership for the development, implementation, and evaluation of the MNSc program and specialty concentrations in collaboration with the Associate Dean for Academic Programs and Accreditation, DNP Program Director, Specialty Coordinators and Graduate Curriculum Committee.
 - a. Direct the development and implementation of the MNSc curriculum utilizing current guidelines [The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021), Standards for quality nurse practitioner education (6th ed.) (National Task Force on Quality Nurse Practitioner Education, 2022)], specialty standards, the Arkansas State Board of Nursing and national trends.
 - b. Eligible to serve as specialty coordinator for one of the advanced practice specialties.
 - c. Assist in the development and revision of MNSc courses and syllabi.
 - d. Assure clinical placements for students in the MNSc program.
 - e. Serve as a member of the CON Graduate Curriculum Committee and Graduate Council and attend Specialty Coordinators and Department meetings.
 - f. Provide input for the MNSc Program component of the strategic plan.
 - g. Collaborate with the Associate Dean for Academic Programs and Accreditation to develop a systematic evaluation plan for the MNSc program and preparing internal and external annual reports on program outcomes.
 - h. Provide input into budgetary and resource needs for the MNSc program.
 - i. Prepare annual program report and contribute to the preparation of external reports as needed.
2. In collaboration with Associate Dean for Academic Programs and Accreditation, implement appropriate processes and procedures for admission, enrollment, progression, withdrawal, and advising of MNSc students.
 - a. Participate in the recruitment, interviews, admission recommendations, and orientation of qualified students for the MNSc program.
 - b. Notify the Associate Dean for Academic Programs and Accreditation, in collaboration with faculty, of students in academic difficulty and/or unsatisfactory status.
 - c. Advise and orient students.
 - d. Identify, with input from faculty, students in the MNSc program to serve as representatives on the CON UAMS committees.
3. Contribute to the oversight of faculty teaching in the MNSc program.
 - a. Participate in recruitment, selection, orientation, and retention of quality faculty to teach in the MNSc program and make recommendations for hire to the Dean of the CON.
 - b. Provide input into the scheduling of MNSc courses and workload

- assignments of faculty teaching in the A-BSN program.
- c. Provide guidance to and input on the performance of education department faculty who teach in the MNSc program to the Department Chair as part of the annual review process.
 - d. Collaborate with the Associate Dean for Academic Programs and Accreditation and CON Student Services regarding any issues pertaining to the MNSc programs and courses.
 - e. Serve as counselor/advisor to individual students and faculty related to the MNSc program.
4. Faculty Role
 - a. Implement the role of a faculty member in teaching, research, and practice.
 - b. Maintain nurse practitioner certification and current APRN license in Arkansas.
 - c. Represent the CON at the University, state, regional, and national level.
 5. Other duties as assigned.

Revised July 2024

Q. JOB DESCRIPTION—DIRECTOR OF DNP PROGRAM

The Director of the DNP Program, a certified nurse practitioner with a doctoral degree, is responsible for leadership and oversight of the DNP program within the CON. The director member reports directly to the Associate Dean for Academic Programs and Accreditation for program management duties and to the respective department chair for faculty duties. The Director is responsible for leadership and oversight of the day-to-day activities of the DNP program, provides leadership in curricular development, contributes to strategic planning, oversees course scheduling and program evaluation, and contributes to student recruitment and retention efforts. Additional duties include the collection of data for accreditation and preparation of annual reports. The Director participates on appropriate CON committees and/or administrative teams. This individual works closely with the Director of MNSc program in the development and implementation of graduate policies and procedures.

The specific functions are to:

1. Provide leadership for the development, implementation, revision, and evaluation of the Doctor of Nursing Practice (DNP) program in collaboration with the Associate Dean for Academic Programs and Accreditation, MNSc Program Director, Specialty Coordinators, and Graduate Curriculum Subcommittee.
 - a. Direct and participate in the implementation, revision, and evaluation of the DNP curriculum in accordance with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), *Standards for quality nurse practitioner education* (6th ed.) (National Task Force on Quality Nurse Practitioner Education, 2022), specialty standards, national trends, and the Arkansas State Board of Nursing.
 - b. Eligible to serve as specialty coordinator for one of the advanced practice specialties.
 - c. Assist in the development and revision of DNP courses and syllabi.

- d. Assure clinical placements for students in the DNP program, including recruiting clinical sites and preceptors.
 - e. Serve as a member of the CON Graduate Curriculum Subcommittee and Graduate Council and attend Specialty Coordinators and Department meetings.
 - f. Provide input for the DNP Program component of the strategic plan.
 - g. Collaborate with the Associate Dean for Academic Programs and Accreditation and the Evaluation Committee to develop and implement a systematic evaluation plan to appraise the outcomes of the DNP program.
 - d. Develop and revise program policies as needed in collaboration with the College of Nursing's Leadership team.
 - e. Provide input into budgetary and resource needs for the DNP program.
 - g. Prepare the annual graduate program report and contribute to the preparation of external reports as needed.
2. In collaboration with Associate Dean for Academic Programs and Accreditation, implement appropriate processes and procedures for admission, enrollment, progression, withdrawal, and advising of DNP students.
 - a. Participate in the recruitment, interviews, admission recommendations, and orientation of qualified students for the DNP program.
 - b. Notify the Associate Dean for Academic Programs and Accreditation, in collaboration with faculty, of students in academic difficulty and/or unsatisfactory status.
 - c. Advise and orient students.
 - d. Identify, with input from faculty, students in the DNP program to serve as representatives on the CON UAMS committees.
 3. Contribute to the oversight of faculty teaching in the DNP program.
 - a. Participate in recruitment, selection, orientation, and retention of quality faculty to teach in the DNP program and make recommendations for hire to the Dean of the CON.
 - b. Provide input into the scheduling of DNP courses and teaching assignments of faculty teaching in the program.
 - c. Provide guidance to and input on the performance of education department faculty who teach in the DNP program to the Department Chair as part of the annual review process.
 - d. Collaborate with the Associate Dean for Academic Programs and Accreditation and CON Student Services regarding any issues pertaining to the DNP programs and courses.
 4. Faculty Role
 - a. Implement the role of a faculty member in teaching, research, and practice.
 - b. Maintain current nurse practitioner certification and APRN license in Arkansas.

- c. Represent the CON at the University, state, regional, and national level.
5. Other duties as assigned

Revised July 2024

R. JOB DESCRIPTION—GRADUATE SPECIALTY COORDINATOR

The Specialty Coordinator is a graduate prepared faculty member who holds an advanced practice license in their specialty where such a license is a requirement, national certification, and has a minimum of one year of graduate level teaching and specialty practice. The specialty coordinator facilitates and coordinates the advisement, teaching, and leadership responsibilities of the specialty. Duties of the specialty coordinator are a supplement to their faculty duties.

The specific duties and responsibilities of the specialty coordinator include:

1. Student Advisement
 - a. Participate in recruitment and new student orientation sessions. Communicate with prospective students, including following up with students who call wanting information regarding their specialty program.
 - b. Advise students in the specialty throughout their program. Develop their initial degree plans, update/revise degree plans each semester, and discuss issues/concerns related to progression.
 - c. Collaborate with the Associate Dean for Academic Program and Accreditation, Program Directors, and the Director of Student Services when working with transfer students; complete a gap analysis on all graduate students in the specialty. The Gap Analysis Form must be completed for students who are transferring Advanced Pathology and Physiology, Advanced Clinical Pharmacology, and Advanced Health Assessment Theory and Practicum.
 - d. Maintain accurate student records and documentation of student issues and forward documentation to the Student Services Office for official student files, as necessary.
 - e. Notify the Associate Dean for Academic Programs & Accreditation of any student who is unsatisfactory at mid-term and/or fails to maintain grades according to CON policies for progression. Advise students who are not able to progress in the program due to unsatisfactory grades.
2. Teaching responsibilities
 - a. Participate in the implementation, revision, and evaluation of the graduate curriculum in accordance with The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021), Standards for quality nurse practitioner education (6th ed.) (National Task Force on Quality Nurse Practitioner Education, 2022), specialty standards, national trends, and the Arkansas State Board of Nursing.
 - b. Assist faculty in the specialty in reviewing/revising the curriculum to ensure compliance consistent with regulatory and state/national certifying bodies.

1. Identify certification body or bodies and register as the program director. Each certifying body functions differently. However, each has specific content broken down into percentages of what is tested for on certification exams. The content is referenced to specific texts. It is helpful to use at least some of the references as course textbooks.
 2. Most certifying bodies provide a yearly program report per specialty. Often when students perform poorly, the content area in which the student is weak is listed. This information is useful in evaluating content and determining whether changes in teaching method or content are needed.
- c. Complete End-Of-Course reports for adjunct faculty.
 - d. Assist in securing clinical sites and preceptors for students. Ascertain if the CON has a clinical contract with the facility prior to students going to the clinical site (list of contracted clinical sites located in Sharepoint).
 - 1) Work with students and staff assigned to maintain clinical contracts at least 12 weeks before the semester starts to ensure the contract is fully executed at or before the time the semester begins.
 - 2) If needed, work with the department administrative assistance for contract resolution issues.
 - e. Submit a summation report on all courses in the specialty to the Graduate Curriculum Committee about revisions to course syllabi based upon student evaluations at the end of each semester the courses are taught.

An end-of-course report will be completed for each course taught during a semester. The report to the Graduate Curriculum Committee will come from these recommended revisions to the course.
 - f. Assist students in identifying their portfolio advisor prior to or upon enrollment in the Outcomes Portfolio course.
3. Leadership responsibilities
 - a. Complete assessments, reports, and licensure information required by state boards, national certifying and regulatory bodies.
 - b. Coordinate and lead the Specialty Advisory Community Group annual meeting.
 - 1) Maintain an active list of advisory group members for the specialty.
 - 2) Prepare the agenda for the meeting, provide a 15-20 minute overview of the current state of the specialty to the advisory group, and provide time for discussion.
 - 3) Maintain minutes of the meeting.
 - c. Maintain the POST database with current information on degree plans, graduation dates for all students in specialty, and student grades, and track IPE activities for students in the specialty.

- d. Attend and actively participate in the specialty coordinators' meetings.
 - e. Consult with specialty faculty on issues, concerns, needs, changes, etc. that need to be considered by the group prior to courses being taught again.
 - f. Maintain clinical practice hours for certification by either participating in the faculty practice plan or by practicing as an APRN after hours or on weekends. Adhere to CON policies and procedures for faculty practice hours or outside employment approval processes.
 - g. Attend local, regional, and/or national conferences in area of specialty and present papers or posters to promote visibility of the College.
4. Other duties as assigned.

Revised June 2024

S. JOB DESCRIPTION—DIRECTOR, NURSE ANESTHESIA PROGRAM

The Director of the Nurse Anesthesia Program, a certified registered nurse anesthetist with a doctoral degree, is responsible for leadership and oversight of the nurse anesthesia specialty within the College of Nursing's Doctor of Nursing Practice Program. This individual reports directly to the Associate Dean for Academic Programs and Accreditation for program management and to the Department Chair for faculty duties. The Director of the Nurse Anesthesia Program oversees daily operations of the program, assures compliance with the Council on Accreditation (COA) of Nurse Anesthesia Educational Program's Standards and Guidelines, and participates in the recruitment of qualified students and faculty. Additional responsibilities include the collection of data for COA and CCNE accreditation, and preparation of the annual report for COA and the College of Nursing.

The Director of the Nurse Anesthesia Program is required to have the following:

- Master's degree in nursing.
- Doctoral degree in nursing or related field from an accredited institution of higher education.
- A degree from an accredited program of nurse anesthesia.
- Current certification or recertification by the NBCRNA.
- Unencumbered APRN license.
- Teaching experience in a nurse anesthesia program and at least five years of clinical practice as a CRNA.
- Formal instruction in curriculum, evaluation, and instruction as well as experience with development and implementation of nurse anesthesia curriculum.
- Management/leadership skills; strong interpersonal skills.
- Demonstration of scholarship related activities.

The specific functions are:

1. Leadership Responsibilities
 - a. Provide leadership for the development, implementation, and evaluation of the Nurse Anesthesia program in collaboration with the Associate Dean for Practice and Director of the DNP program.

- b. Direct and participate in the development and implementation of the nurse anesthesia curriculum in collaboration with the Graduate Curriculum Committee, DNP Program Director, and Associate Dean for Practice.
 - c. Assist in developing and revising of nurse anesthesia program courses and syllabi in accordance with The Standards for Accreditation of Nurse Anesthesia Doctorate Practice Programs and The 2021 AACN Essentials.
 - d. Provide leadership for the CON's NAP program component in the strategic plan.
 - e. Develop, implement, and evaluate policies and procedures in collaboration with the Associate Dean for Academic Programs and Accreditation to develop a systematic evaluation plan to appraise Nurse Anesthesia program outcomes for assure compliance with accreditation standards.
 - f. Provide organizational structure through development, administration and assessment of program strategies and plan of operation for program effectiveness through confidential data stewardship in the maintenance of pertinent records (e.g., policies and procedures, student records, clinical experiences' records, evaluations, and academic and clinical schedules).
 - g. Mentor and lead the nurse anesthesia faculty team in the development, implementation, and assessment of documentation required for the accreditation process, annual reports and any miscellaneous accreditation reporting required.
 - h. Participate in recruitment, selection, orientation, and retention of quality faculty for the NAP programs and make recommendations for hire to the Associate Dean for Practice and to the Dean of the CON.
 - i. Recruit clinical residency sites and preceptors as necessary in collaboration with the faculty and college leadership.
 - j. Prepare and manage the program budget.
 - k. Communicates with the Council on Accreditation of Nurse Anesthesia Programs, the American Association of Nurse Anesthetists (AANA), and faculty.
 - l. Completes reports required by state boards and accrediting agencies.
2. Oversight of Student Activities
- a. Participate in the recruitment and interviewing of qualified students for the nurse anesthesia program.
 - b. In collaboration with Associate Dean for Academic Programs and Associate Dean for Practice, implement appropriate processes and procedures for admission, enrollment, progression, withdrawal, and advising of NAP students.
 - c. Serve as administrative advisor for nurse anesthesia students.
 - d. Notify the Associate Dean for Academic Programs of students in academic difficulty and/or unsatisfactory status.

- e. Identify, with input from program faculty, students in the nurse anesthesia program to serve as representatives on College of Nursing, UAMS, and related professional organization committees.
3. Teaching Responsibilities
 - a. Contribute to the oversight, workload assignments, and performance evaluation of faculty teaching in the DNP nurse anesthesia program.
 - b. Determine scheduling of Nurse Anesthesia courses.
 - c. Collaborate with the Director of DNP Programs, Associate Dean for Academic Programs and Accreditation, and CON Student Services regarding any issues pertaining to the Nurse Anesthesia programs and courses.
 - d. Organize and prepare students for pre-clinical orientation.
 - e. Prepare and teach assigned classes to students and assists with case conferences.
 - f. Coordinate the clinical program of graduate students, including scheduling with clinical instructors during the orientation process, determining student sites, and evaluation of clinical sites.
 - g. Perform clinical and didactic evaluation of students.
 4. Faculty Role
 - a. Implement the role of faculty member in teaching, practice, and scholarly activities.
 - b. Maintain current advanced nursing practice certification and retain APRN license in Arkansas.
 - c. Support the Nurse Anesthetist Program by performing all other duties as assigned; clinical time may not encumber program time.

Revised July 2024

T. JOB DESCRIPTION—DIRECTOR OF PHD PROGRAM

The Director of the PhD Program is responsible to the Associate Dean for Research of the CON and the Dean of the Graduate School for management of the program, and reports to the Department Chair for faculty duties. The responsibilities of the program director are to oversee and direct the activities of the PhD program and to represent the program within the UAMS Graduate School and at state and national meetings. The PhD Director received 20% release time to serve in this role.

The specific functions are to:

1. Oversee recruitment, selection, orientation, advise, and monitor progression of PhD in Nursing Science students.
2. Lead curricular development and revision of the PhD plan of study.
3. Carry out administrative tasks that promote the function of the PhD program.

- a. Develop course schedules and recommend faculty teaching assignments of PhD courses.
 - b. Conduct monthly meetings and annual retreat of the PhD Council to discuss program/student issues.
 - c. Update the CON PhD Student Handbook, and PhD sections of the CON Catalog and Student Handbook, as well as the graduate school catalog as required.
 - d. Identify faculty to conduct and oversee PhD Candidacy Exam administration twice each year.
 - e. Compile publications and presentations of students and graduates and complete the annual report of the PhD Program.
 - f. Coordinate and lead the PhD Program Advisory Board luncheon (odd years).
 - g. Provide oversight for assistantships and awards.
4. Graduate School–Related Communications:
- a. Serve as liaison between the PhD program and the Graduate School.
 - b. Request transfer of credit for courses taken outside UAMS.
 - c. Attend Graduate School program directors’ meetings as scheduled.
 - d. Submit names of PhD candidates who meet requirements for graduation to the Office of the University Registrar.
5. Assume additional roles/responsibilities.
- a. Implement the faculty role responsibilities of teaching, research, and service.
 - b. Represent the CON within the University, community, and the field of nursing locally, regionally, nationally, and/or internationally.
 - c. Actively participate in campus-wide networking activities.
 - d. Other duties as assigned.

Revised June 2024

U. JOB DESCRIPTION—DIRECTOR OF STUDENT SERVICES

The Director of Student Services provides administrative oversight for all activities conducted in the CON Student Services Office. This position reports directly to the Associate Dean for Academic Programs and collaborates with the dean, associate deans, and directors. This individual is proficient in FERPA and other federal laws pertaining to students and higher education. Leads, directs, and evaluates the work of personnel in the Student Services Office, and has daily oversight of all Student Services operations including recruitment, applications, admissions, scholarships, reception, and informatics. This individual monitors policies, programs, and services that support the CON’s mission in relation to student services, fosters applicant and student development, and ensures that student-focused programs are provided. This position provides problem resolution for student service issues.

The specific functions are:

1. Student recruitment, application, and admission.
 - a. Supervise student recruitment, application, and admissions processes.
 - b. Ensure recruitment events are in tandem with the CON strategic plan, determine events to be attended and approve material that will be distributed.
 - c. Oversee the application process by ensuring that the application system is functioning properly, make changes to the process in tandem with UAMS policies, and direct the preparation of applicant files.
 - d. Supervise pre-admission advising of BSN, MNSc, DNP, and PhD students.
 - e. Serve as the liaison with other universities, UAMS, and the CON in admissions issues. Clarify admissions process with those who counsel applicants to the programs, supervise the update of general education equivalency sheets, and answer specific inquiries regarding course exceptions for prerequisites.
 - f. Oversee the admissions process and supervises the calculation of grade point averages.
2. Student scholarship process.
 - a. Supervise student scholarship process by directing the Student Services Specialist.
 - b. Approve the award and disbursement process for all CON scholarships.
 - c. Serve as Chair for the Arkansas Graduate Nursing Loan Scholarship (AGNLS) program, hosting bi-annual meetings with representatives from participating Arkansas Universities.
 - d. Responsible for presenting loan requests, tracking awards, converting loans to scholarships, presenting special student requests, providing meeting minutes, and reporting to the Arkansas Legislature as required.
 - e. Serve as a non-voting member of the CON Awards and Scholarships committee.
3. Reception, communication, and informatics.
 - a. Oversee reception for the CON as well as reception for the Student Services Office by directing two Administrative Specialist III roles.
 - b. Ensure policies and procedures are in effect to promptly respond to incoming calls and emails, and that messages are delivered appropriately.
 - c. Interpret and update policies that pertain to students in conjunction with the CON Admission and Progressions Committee.
 - d. Monitor and communicate updates/changes with FERPA and other federal laws pertaining to students and higher education.
 - e. Prepare, maintain, and distribute the academic calendars.

- f. Ensure correct information is on the CON website.
 - g. Direct analysis of the CON Evaluation Plan to include annual surveys of graduates, current students, and employer focus groups.
4. Additional duties.
- a. Oversee student data and its distribution.
 - b. Contribute to the CON strategic plan and provide input on the budget.
 - c. Supervise completion of student services reports and enrollment projections for the purpose of strategic planning.
 - d. Oversee all aspects of pinning, hooding, and recognition and commencement with faculty and students.
 - e. Serve as administrative liaison between the CON and the campus by serving on university committees, including Student Registration/ Information Systems implementation teams.
 - f. Provide information to the UAMS Provost Office and CON Dean's Office as requested.
 - g. Other duties as assigned.

Updated May 2024

V. JOB DESCRIPTION— ACADEMIC COACH

The Academic Coach is a 12-month, 50% position in the CON. The Academic Coach will be responsible for providing remediation services and academic support to BSN students.

The specific functions are to:

- 1. Provide management, leadership, and educational support to students in the BSN program.
 - a. Ensure ATI preparation for students and implement remediation plans.
 - b. Work closely with the Associate Dean for Academic Programs, Director of the BSN Program, and BSN faculty to identify at-risk students.
 - c. Mentor and advise students in addressing any issues that may impair the students' academic success.
 - d. Teach test-taking skills, note taking skills, study skills, course strategies, critical thinking, time management, problem-solving, stress management and prioritization/organizational strategies to student to promote academic success.
 - e. Maintain records for all students counseled and collect data regarding student interventions, referrals, and successes.
 - f. Refer students to university counseling and academic support programs as appropriate.
- a. Other duties as assigned.

Revised June 2024

W. JOB DESCRIPTION – COORDINATOR OF THE INNOVATIVE PRACTICE & SIMULATION CENTER (IPSC)

The IPSC serves both graduate and undergraduate programs as needed; therefore the Associate Dean for Academic Programs and Accreditation has general supervisory responsibility of the IPSC Coordinator. The IPSC Coordinator manages the day-to-day operations of the IPSC, oversees IPSC staff members and/or student workers, and provides faculty development in simulation. The IPSC Coordinator collaborates with Course Coordinators, assisting in the planning and implementation of all the scheduled simulations, labs, and other learning activities as needed. This individual is also responsible for assisting faculty with students during additional practice times and may aid in demonstrating, teaching, and evaluation of IPSC learning activities.

The specific functions of the IPSC Coordinator are to:

1. Administrative duties.
 - a. Develop, review, and modify policies and procedures for the IPSC to ensure the IPSC functions in compliance with university and CON requirements and aligns with national standards for simulation.
 - b. Coordinate the scheduling of the IPSC services and facilities among the various programs of the CON.
 - c. Maintain collaborative working relationships with UAMS Simulation Center and the Clinical Skills Center.
 - d. Maintain IPSC usage records, inventory control, and submit official reports as requested.
 - e. Provide input into the CON budget for the IPSC. Ensure stocking, ordering, and cataloging supplies, along with ensuring set-ups for all scheduled activities.
 - f. Maintain theatres and equipment to optimal working levels. Assuring security of the IPSC.
 - g. Provide periodic evaluation of IPSC effectiveness.
 - h. Facilitate activities of the IPSC in collaboration with faculty.
2. Promote an environment that is conducive to effective teaching and learning.
 - a. Resolve problems that may occur in the usage of the IPC.
 - b. Enforce CON policy within IPC.
 - c. Promote a climate conducive to creative thinking and the teaching-learning process.
 - d. Assist students in the development of self-directive learning habits.
3. Coordination of Simulation duties.
 - a. Using UAMS CON syllabi of courses utilizing simulation and in conjunction with course faculty, the coordinator will perform an annual evaluation to maintain alignment with:
 - 1) 2021 AACN Essentials and CCNE Accreditation Standards.

- 2) The Arkansas State Board of Nursing Education, and
 - 3) The International Nursing Association for Clinical Simulation and Learning (INACSL).
- b. Prepare compendium of simulations in conjunction with course faculty.
 - c. Collaborate with course coordinators using simulation to:
 - d. Standardize simulations in consistent written format easily accessed in an established location.
 - e. Facilitate simulations as needed until faculty are vetted in executing simulations and debriefings.
 - f. Support scholarly application through simulation products.
 - g. Conduct ongoing faculty development in simulation creation, execution and debriefing for CE credit.
 - h. Develop and implement ongoing simulation evaluation program using valid and reliable tools.
 - i. Assist with IPE experiences as requested by faculty.
4. Supervises IPSC staff and/or student worker and participate in hiring, termination, evaluation, and time sheet validation.

Revised June 2024

X. JOB DESCRIPTION—COURSE COORDINATOR

The course coordinator, who is a faculty member, is responsible for working with the faculty group or team assigned to the course. Assignments are made based on program needs, academic preparation, and experience. The course coordinator is not required to perform all tasks of the courses. The faculty must share the responsibility for the course arrangements.

The specific functions are to:

1. Facilitate planning, implementation, and evaluation of the course.
2. Ensure that curriculum goals, level, and course objectives are met.
3. Ensure that evaluation of students is timely and consistent.
4. Evaluate availability, appropriateness, and quality of clinical facilities and submit requests for use through associate deans using appropriate documents.
5. Assure all clinical sites used have current clinical contracts.
6. Plan for the selection and implantation of activities in the CON Innovative Practice Center and all other clinical learning experiences and clinical sites, clearing all plans with appropriate associate dean for sharing across levels.
7. Maintain correct schedule as published.
8. Orient new faculty who are teaching in the course for first time.
9. Coordinate with other course faculty to c end-of-course report.

10. Submit an end-of-course report regarding course to the dean's office at the end of each academic semester. (Form found on SharePoint)
11. Submit names to the Associate Dean for Academic Programs & Accreditation for notification of mid- term unsatisfactory work.
12. Review all test items with faculty in course and coordinate changes in examination process or tests as appropriate.
13. Submit student course grades and all student evaluation documents completed, dated, and signed by faculty and student to the Registrar at the end of the semester.
14. Coordinate syllabus revision. Syllabus revision is the responsibility of the faculty members who are teaching the course. Major work should be accomplished during the progress of the course. Final revision should be forwarded to faculty assigned to the course to be reviewed the following term. (Major curriculum changes are made only with approval of the Curriculum Committee.)
15. Communicate, as appropriate, with nursing service personnel for utilization of clinical learning sites.
16. Assure that appropriate student, faculty, course, and clinical site evaluation processes occur. (Evaluation forms are located on SharePoint.) Ensure that letters of appreciation are sent to appropriate persons at end-of-course.
17. Provide all theory, practicum, and examination room requests to CON Room Scheduler by deadline.
18. Submit book requests from courses by deadline.
19. Work with course faculty members to incorporate ATI resources into course assignments, exams, and/or practicum experience (BSN only).

Reviewed June 2024

Y. FACULTY ROLES AND RESPONSIBILITIES

The CON faculty will support the philosophy, objectives, and missions of the CON and the University.

1. Requirements and qualifications
 - a. Master's degree in nursing with RN or APRN licensure and certifications if applicable.
 - b. Or graduate degree in another field that aligns with the mission (teaching, research, or service) for which the faculty member is hired.
2. Faculty positions are supervised by the following chain of command:
 - a. Department Chairs
 - b. Dean
3. Teaching Role
 - a. Participate in development and revision, as deemed necessary, of the nursing programs' philosophy and organizing framework.

- b. Plan, implement, and evaluate curricula that are consistent with the philosophy and objectives of the CON.
 - c. Create and maintain an intellectual environment conducive to critical thinking and significant learning experiences.
 - d. Select and maintain clinical learning environments appropriate for implementation of the curricula.
 - e. Use appropriate evaluative techniques as measures of teaching effectiveness and student performance.
 - f. Remain current with trends in higher education and nursing education.
 - g. Maintain clinical expertise in teaching area and/or one day per week faculty practice as APRN to maintain certification.
 - h. Participate in establishing and maintaining excellence in the educational programs offered by the CON.
 - i. Participate in continuing education to maintain competency.
4. Faculty researcher/scholar role.
 - a. Initiate, collaborate, and/or participate in clinical and/or educational research.
 - b. Disseminate research findings and scholarly endeavors to others through appropriate media and conferences.
 - c. Foster research and scholarship among students and peers.
 - d. Assist student and peers in dissemination of research and findings and scholarly endeavors.
 - e. Secure funding for research.
5. Faculty Service Role.
 - a. Participate in official functions of the CON, UAMS, and the University.
 - b. Assume responsibility for student recruitment, academic counseling, and program advising.
 - c. Interpret nursing to the community and to prospective students and their families.
 - d. Participate in faculty and committee assignments.
 - e. Demonstrate and encourage high standards of nursing practice and advanced practice.
 - f. Participate in activities that enhance health care planning and delivery in the community.
6. Implement the professional roles associated with an academic appointment.
 - a. Adhere to CON, UAMS, and University of Arkansas policies and procedures.
 - b. Meet deadlines or request deadline extensions in advance of deadlines.
 - c. Portray professional behavior and professional dress. UAMS Policy:

Dress Code/Appearance can be found under [All UAMS Policies & Procedures](#). Search by title.

Reconfigured July 2024

Z. JOB DESCRIPTION—FACULTY PART-TIME (40-80%)

A part-time, non-tenure track faculty member may be hired to teach, conduct research, and/or participate in the service missions of the CON. A graduate degree in their field is required. Individuals engaged in teaching nursing specific content must hold an unencumbered RN or APRN license in Arkansas.

The specific functions are:

1. Implement the faculty role responsibilities of teaching, research, and/or service. See Y. FACULTY ROLES AND RESPONSIBILITIES above.
2. Attending New Faculty Orientation and participate in faculty development activities as recommended by Department Chair.
3. Attend CON meetings, monthly Faculty Assembly, and department meetings.
4. If teaching is part of the role, complete training from the Office of Educational Development (OED) to learn the Blackboard Learning Platform.
5. Serve on college and university committees as recommended by department chairs.
6. Implement the professional roles associated with an academic appointment.
7. Model leadership through participation in professional organizations.
8. Contribute to scholarly inquiry, through presentations, publications, or grants as per workload effort.

Revised July 2024

AA. JOB DESCRIPTION—CONTRACT APRN CLINICAL FACULTY

The contract APRN clinical faculty member is currently certified and practicing in one of the APRN specialties and will assume a faculty teaching role on a semester-to-semester basis to provide clinical oversight of students enrolled in the same APRN specialty.

The responsibilities include:

1. Meeting with the specialty coordinator regularly to discuss the requirements of the clinical specialty course.
2. Participating in Blackboard training sessions to learn how to use grading rubrics, respond to students through Blackboard email, download and upload materials for the clinical course, and grade clinical paperwork.
3. Making required clinical sites visits with assistance of the specialty coordinator and/or other APRN faculty members, if needed, to learn how to evaluate students in clinical practice.

4. Attending meetings with the specialty coordinator and other faculty members in the course to discuss necessary revisions and/or changes in the clinical course.
5. Becoming familiar with Scholastic Non-Cognitive Performance Standards for students in the Student Handbook.
6. Immediately reporting to the specialty coordinator any students demonstrating unsafe or sub-standard practice in the clinical site.
7. Not taking vacation during the clinical contract period.
8. Communicating with the specialty coordinator as often as necessary to become successful in teaching.

Reviewed June 2024

BB. JOB DESCRIPTION—CONTRACT BACCALAUREATE FACULTY

The contract baccalaureate faculty is a currently licensed RN with a baccalaureate degree or higher and will assume the role of assistant clinical instructor or clinical instructor on a semester-to-semester basis to provide clinical oversight to BSN students.

The specific functions are:

1. Meeting regularly with the course coordinator to discuss the requirements of the course assigned.
2. Participating in Blackboard training sessions to learn how to use the learning management system (LMS) to grade student paperwork assignments, download and upload materials for the course, and communicate with students.
3. Attending the assigned clinical day(s) and hours assigned by the course coordinator to provide oversight for BSN students in the clinical environment which may include the UAMS Simulation Lab, the CON IPSC, or the hospital environment.
4. Making clinical assignments for students in the clinical setting to enhance student learning.
5. Teach and evaluate students and assist with skills in the clinical environment.
6. Grade student paperwork and other clinical assignments and returning them to students in a timely manner.
7. Report immediately any unsafe or sub-standard practice from students in the clinical site.
8. Become familiar with Scholastic Non-Cognitive Performance Standards for students in the student handbook.
9. Communicate inability to make a clinical day to course coordinator. If the contract faculty cannot make a clinical day, then the contract pay will be reduced proportionally based on the number of hours missed.
10. Communicate with the course coordinator as often as necessary to become an effective instructor.

Reviewed June 2024

CC. JOB DESCRIPTION—NURSE PRACTITIONER / CLINICAL EDUCATOR, REGIONAL CENTERS

The Nurse Practitioner/Clinical Educator's primary responsibility is to serve in the role of health provider to patients across the life span through active clinical practice, while a secondary responsibility involves serving as a nursing faculty in the role of clinical instructor/preceptor to the nurse practitioner students in Arkansas. The Nurse Practitioner/Clinical Educator reports to the regional program director and/or collaborating physician for clinical responsibilities, while faculty responsibilities are supervised by the Associate Dean for Academic Programs and Accreditation.

The specific functions are:

1. Clinical: Provide direct clinical management to patients at the regional center and clinics as specified.
2. Academic
 - a. Provide direct supervision, clinical instruction, and evaluation for assigned nurse practitioner students.
 - b. Identify and evaluate clinical sites, as well as identify and orient qualified preceptors for nurse practitioner student practicum.
 - c. Attend monthly faculty and/or scheduled meetings via videotelephony at the college (optional).
3. Consultation: Serve as resource person to individuals, groups, and/or agencies within the community, region, and state regarding health care.

Revised July 2024

DD. 9-, 10-, 11-MONTH FACULTY**Fall Semester**

1. 9-month faculty report to work on the Wednesday before the Monday or Tuesday the fall semester begins.
2. 10-month faculty report to work on August 1. If August 1 falls on the weekend, then faculty report to work on the first Monday of August.
3. 11-month faculty report to work on July 1. If July 1 falls on the weekend, then faculty report to work on the first Monday of July.
4. Both 9- and 10-month faculty are off the day after the Faculty Winter Retreat and Potluck. The Winter Retreat and Potluck occurs 2 days after grades are due.
5. 11-month faculty who do not earn vacation are also off the day after the Faculty Winter Retreat and Potluck.

Spring Semester

1. 9-month faculty report to work on the Thursday before the start of the spring semester.
2. 10-month faculty report to work on the Monday before the spring semester begins.

3. 11-month faculty who do not earn vacation report to work on January 2. If January 2 falls on the weekend or is a holiday, then faculty report to work on January 3.
4. 9-month faculty are off the day after commencement.
5. 10- and 11-month faculty end the spring semester on May 31. If May 31 falls on the weekend, then the semester will end on the last Friday of May.

Reviewed July 2024

EE. ANA STANDARDS OF PROFESSIONAL NURSING PRACTICE

Standards of Practice

The Standards of Practice describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The nursing process includes the components of assessment, diagnosis, outcomes identification, planning, implementation, which includes coordination of care and teaching/health promotion, and evaluation. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse's decision-making.

Standards of Professional Performance

The Standards of Professional Performance describe a competent level of behavior in the professional role, including activities related to ethics, advocacy, respectful and equitable practice, communication, collaboration, leadership, education, scholarly inquiry, quality of practice, professional practice evaluation, resource stewardship, and environmental health. All registered nurses are expected to engage in professional role activities, including leadership, appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society.

Competencies at the RN and advanced level can be accessed via: American Nurses Association (ANA). (2021). *Nursing: Scope and Standards of Practice* (4th Edition), Silver Springs, MD: ANA

Revised July 2024

SECTION II: OPERATIONS

This section of the Faculty Handbook provides commonly requested information on university and college operations. UAMS policies located under All UAMS Policies & Procedures. Search by title.

A. ACTIVE SHOOTER

ACTIVE SHOOTER PLAN FOR CON STUDENTS, FACULTY, AND STAFF

The UAMS CON is responsible for meeting institutional training requirements, to participate in campus-wide initiatives and to plan and carry out training and awareness activities for faculty, staff, and students on how to respond to campus Active Shooter emergencies.

The CON plans to comply with and implement this policy in the following way:

1. At orientation, all entering junior BSN students, MNsc and DNP students will be provided with general instructions on how to respond in case of an Active Shooter.
2. All new personnel (as determined in consultation with the UAMS Office of Emergency Preparedness) must attend Active Shooter training sessions planned and conducted by the Emergency Preparedness Committee.
3. The CON will require students sign up for the automated text system that will provide immediate notification and updates in case of an Active Shooter situation. Faculty and staff will be encouraged to do the same.
4. This plan is updated every two years and submitted to the Provost's office for review.
5. The CON will obtain the appropriate threat analysis information from the appropriate officials for the buildings where the majority of teaching occurs at the UAMS campus.

UAMS Policies: Code Active Shooter and Active Shoot Training for Academic Units are is located under [All UAMS Policies & Procedures](#). Search by title.

Emergency Procedures for Active Shooter Revision: 9/28/2022.

Purpose

To communicate how individuals should respond if they witness a violent act on UAMS owned or operated property.

Scope

All UAMS patients, students, employees, and visitors.

Policy

UAMS will constantly stay diligent and prepared for an attack by an Active Shooter or any person attempting to harm individuals at UAMS.

Procedure

Any threat or act of violence witnessed by a member of the campus community must be promptly reported to the UAMS Police Department by calling (501) 686-7777.

Information the caller should provide includes:

- a. Caller's name and Location
- b. Description of assailants

- c. Location of the incident (as specifically as possible)
- d. Number of assailants (if known)

In the event of an emergency situation requiring a secured campus, a Campus Lockdown Alert will be issued.

Other measures to be taken are contained in the Code Active Shooter procedure within the Emergency Operations Plan (EOP), which includes activation of the procedure, and the steps planned to notify the campus population.

References: Administrative Guide, 11.3.07; Workplace Violence Prevention Plan Administrative Guide, 11.3.06; Bomb Threat Plan – “Code White” Administrative Guide, 11.3.01; Building and Grounds Security

CODE ACTIVE SHOOTER

CALL UAMS POLICE AT 501-686-7777 AND 911

B. ADMINISTRATIVE STAFF SUPPORT

1. Sufficient time should be allowed for assigned tasks. Administrative staff have several faculty to whom they are responsible. Requests in writing should indicate date needed and number of copies, etc. Work should be assigned a specific due date.
2. The administrative staff are expected to proof their work for typographical errors, but final approval and responsibility rests with the faculty member submitting the material.
3. All memos, letters, and minutes of meetings will be returned to faculty for their signature.
4. Designated administrative staff will assist with syllabi.

C. AFFIRMATIVE ACTION

UAMS Policy: Affirmative Action is located under [All UAMS Policies & Procedures](#). Search by title.

D. ANTI-DISCRIMINATION

UAMS Policy: Anti-Discrimination is located under [All UAMS Policies & Procedures](#). Search by title.

E. BUDGET PROCESS: ADMINISTRATION AND FACULTY

1. The Associate Dean of Finance and Administration along with the dean, in collaboration with other associate deans, department chairs, and directors, prepares the annual budget requests. Faculty and staff input is solicited through respective departments or areas. Within the CON, final budget negotiations involve the dean and associate deans.
2. The CON's proposed budget is submitted through administrative channels for approval. College budget hearings are held with Provost and campus financial leadership. The dean negotiates the final budget with the Provost. The CON's budget

proposal may be put forward as submitted or with modifications; the negotiated CON budget is included in the university's budget request.

3. The Provost and Chancellor forwards the University budget to the System President and University of Arkansas Board of Trustees for approval. The last two steps in the approval process includes approval of the University of Arkansas System budget by the Arkansas Higher Education Coordinating Board and ultimately the Arkansas Legislature and Governor.

F. CONCURRENT AND CONTRACT FACULTY CONTRACTS; CLINICAL PRACTICE CONTRACTS; AND STUDENT AFFILIATION AGREEMENTS

Concurrent and Contract Faculty Contracts (for teaching)

To facilitate the paperwork process associated with the concurrent and contract faculty contracts in an efficient and timely manner, completion of contracts will occur three times a year. **Since the contract approval process may take up to 3 months to reach final signature status, department chairs must turn in requests by the following deadlines.**

1. Requests for summer contract or concurrent faculty are due to the CON business office administrative staff assigned to contracts no later than March 1.
2. Requests for fall contract or concurrent faculty are due to the CON business office administrative staff assigned to contracts no later than May 1.
3. Requests for spring contract or concurrent faculty are due to the CON business office administrative staff assigned to contracts no later than October 1.

Any contract requests for a given semester submitted after the aforementioned due dates will be submitted to the Associate Dean for Finance and Administration for recommended action.

Clinical Practice Contracts

To facilitate the paperwork process associated with the clinical practice contracts in an efficient and timely manner, please notify the designated employee in the CON business office regarding any new clinical practice contracts as soon as the credentialing process begins. If no credentialing process is required, notify the CON business office upon a verbal agreement confirmation between CON and the clinical practice site occurs.

Student Affiliation Agreements (hospitals, clinics, etc.)

A current listing of approved student affiliation agreements for hospitals, clinics, physician offices, etc. maintained on SharePoint by the assigned administrative assistant in charge of affiliation agreements. Prior to sending a student to a clinical site, faculty must ensure a current affiliation agreement exists for the clinical site. If no current affiliation agreement exists, the faculty will make a request for the agreement with the administrative staff in charge of affiliation agreements. Please see Section III-Education, #FF.

This process may take three months or longer to complete. As such, faculty should identify clinical sites at least three months prior to assigning students. Students cannot participate in clinical activities in a facility without a current affiliation agreement. The assigned administrative staff enters the agreement into the NTRACTS system. Once approved by the contracts legal department, the agreement is circulated using Docu-sign to clinical institution and the dean for signature. After an affiliation agreement has been signed by all parties, the assigned administrative staff member will post it on the SharePoint listing.

G. COMMITTEE/COUNCIL MINUTES GUIDELINES

1. An administrative staff member will be appointed to committees and councils to:
 - a. Record minutes
 - b. Submit a copy of minutes to the chair within two weeks of the meeting to ensure that corrections are made
 - c. Submit a copy of minutes to other committee members
 - d. Assist the chair in compiling committee reports, recommendations, and the annual report
 - e. Upload signed minutes to SharePoint.
2. All committee members will receive an electronic copy of the minutes via email prior to the next meeting by the chair or recorder.
3. Minutes will not be ready for uploading on SharePoint until the following are included:
 - a. Agenda and any attachments
 - b. Minutes with presider and recorder signatures
 - c. Documents from meeting including final revisions/changes resulting from committee's work
 - d. Any protest votes
4. Archived minutes will be stored on SharePoint.
5. Agenda/Minutes Format
 - a. Both agenda and minutes templates are located on SharePoint under Committee Forms.

H. COMMITTEE/COUNCIL REPORTS

Monthly Faculty Assembly Committee/Council Report

Completion of committee/council reports occurs by the chair of each committee or council and emailed to the chair of Faculty Assembly each month. The administrative staff assigned to Faculty Assembly subsequently attaches the report to the appropriate Faculty Assembly minutes.

The Faculty Assembly Committee Report Form is located on SharePoint under Committee Forms.

Committee/Council Annual Report

At the end of each academic year, chairs of all CON committees and councils complete a committee annual report, which summarizes business from the past academic year. This yearly report is due to the Associate Dean for Academic Programs and Accreditation at the end of May.

The Committee/Council Annual Report Template is located on SharePoint under Committee Forms.

I. COMMUNICATION

1. Telephone System

Each office has a telephone and an individual telephone number. Each phone is equipped with an answering service. The department assistant or the office of the Associate Dean for Finance and Administration can provide information on the operation of the voicemail system.

2. Long Distance Calls

Each office's telephone is programmed with the capability of making long distance calls in-state, as well as out-of-state, and will be billed to that telephone number for easy identification. Faculty and staff should refrain from making personal long distance calls on CON telephones. Please consider sending an email, when appropriate, to reduce long distance costs.

3. Messages

Each faculty member is required to provide the administrative staff in their department and the Student Services Office with the faculty member's telephone at the beginning of each semester. This enables the CON to quickly communicate with the faculty member in the event of an emergency.

J. COPIERS AND FAX MACHINES

The CON copiers have fax capabilities. These copiers are in the following locations. UAMS badges must be tapped on the copier in order to print copies. Fax cover sheets are located on SharePoint under General Forms. Promptly remove copies and fax messages. **Students are not allowed to use CON copy machines.** If a faculty member requires copies from a student, the faculty member or administrative staff member should make the copies. **Do not loan your badge to anyone to make copies or send fax messages.**

RAHN 5202	(Dean's Suite)	(501) 686-7998
RAHN 5206	(Practice Department Suite)	(501) 686-8695
RAHN 5251	(Science Department Work Room)	(501) 296-1765
RAHN 5229	(Business Office Work Room)	(501) 526-7989
RAHN 5239	(Student Services Suite)	(501) 686-7591
ED II 5/106B	(Education Department Work Room)	(501) 686-8350

K. CREDIT UNION

The UAMS branch of the UARK Federal Credit Union offers savings and loan services to

employees who have been accepted for membership. The credit union is located on the ground floor of the Central Building in room B112.

L. **EMERGENCY QUICK REFERENCE GUIDE**

Refer to the [UAMS Emergency Quick Reference Guide](#) for all codes and their procedures.

M. **EMPLOYEE GRIEVANCE**

UAMS Policy: Employee Grievance Procedure can be found under [All UAMS Policies & Procedures](#). Search by title.

N. **EVACUATION PLAN FOR 5th FLOORS OF ED II, RAHN, and SHOREY BUILDINGS**

4. Evacuation Plan is activated due to fire, explosion, bomb threat, poisonous gas, etc.

a. An alarm sounding within the buildings is cause for immediate evacuation of the entire building.

1) Evacuation is to be via one of the four stairwells located on each floor. Unless blocked, personnel and students should exit using the closest stairwell.

2) Elevators are not to be utilized at any time for evacuation purpose.

3) During drills, personnel remaining in their offices may result in the CON being required to pay a monetary fine.

ED II Fifth Floor Offices: Take the stairs to the first or ground floor and evacuate to the outside of the building or evacuate to the RAHN or Shorey Building.

RAHN Fifth Floor Offices: Take the stairs to the first or ground floor and evacuate to the outside of the building.

Shorey Fifth Floor Offices: Evacuate to the hospital or evacuate to the fifth floor of the ED II building and evacuate with faculty/staff on ED II fifth floor.

b. Personnel Monitors for Evacuation Procedures for CON

The following CON personnel will be stationed at the designated locations during evacuation:

ED 2 South Elevator

Personnel: BSN Program, Administrative Coordinator; Location: ED II 5/106

ED 2 North Elevator

Personnel: Education Department Executive Assistant; Location: RAHN 5234

RAHN Fifth Floor Elevator

Personnel: Dean's Office Executive Assistant; Location: RAHN 5202

RAHN West Hall

Personnel: Science Department Executive Assistant; Location: RAHN 5271

RAHN East Hall

Personnel: Practice Department Executive Assistant; Location: RAHN 5206

5. Severe Weather Emergency Plan

In the event of severe weather affecting UAMS, the campus-wide intercom system will activate SEVERE WEATHER notification. Employees shall close windows, window coverings and doors and move away from windows into protected internal hallways.

O. FACULTY FORMS

All faculty forms are located on SharePoint under General Info and Forms. Committee/Council forms are located on SharePoint under Committee Forms.

P. FITNESS CENTER

Employers may purchase a Fitness Center membership. The Fitness Center is open 24 hours per day via badge access. During normal working hours, CON employee may use their lunch or scheduled break time to exercise at the Fitness Center.

Q. HOLIDAYS

UAMS holidays can be found on the Human Resource Benefits website. On select holidays, all UAMS clinics and patient care services at locations throughout the state will be open. Faculty who have a practice agreement may be scheduled to work those holidays.

R. HONORARIUMS

If a honorarium is desired for a speaker or consultant who is scheduled to visit the CON, notify the Associate Dean for Finance and Administration at least six (6) weeks in advance to obtain authorization. The speaker or consultant will need to be approved as a vendor in the UAMS system.

S. INCIDENT/INJURY REPORTING

UAMS Policy: Employee/Student Incident/Injury Reporting is located under [All UAMS Policies & Procedures](#). Search by title.

T. INCENTIVE PLAN

There is the opportunity for faculty to participate in service, educational, and research activities that generate additional revenue for the CON. In those instances, faculty have an opportunity to share in the income generated from grants, service, and continuing educational offerings. See Section VI-

When the full-time faculty member with a full-time workload generates a minimum of 20% base salary income during the work week for scholarly endeavors in teaching, service, or research, the faculty member is eligible for a 10% salary supplementation plus \$3,000. Salary supplementation is based on additional income brought in by the individual over and above the initial terms of appointment. The incentive payment is discontinued once the external

funding ceases. Faculty who participate in the CON Practice Pay Plan and who are on the Practice Pay Plan are not eligible to participate the incentive plan.

1. Full-time faculty meeting eligibility requirements must request approval from the dean to participate in the incentive plan.
2. The incentive payment is discontinued once the external funding ceases.
3. The Leadership Council will serve as an internal advisory board for the CON incentive plan and will evaluate the plan, arbitrate conflicts, and serve as a resource for addressing situations not specifically described in the plan.
4. Participation in the incentive plan does not alter teaching load or other regular responsibilities such as committee work, attendance at organizational meetings, and other activities associated with the faculty role.
5. Fully funded faculty (80% extramurally funded) must teach a minimum of 3 - 6 credits per year and engage other duties in mission areas in accordance with rank.
6. University of Arkansas Board Policy 450.1 guides outside employment of faculty for compensation and external consultation.
7. Policies regarding grant submission and participation in other income-generating activities are subject to current CON and University policy.

U. INCLEMENT WEATHER

UAMS Policy: Inclement Weather is located under [All UAMS Policies & Procedures](#). Search by title.

Non-essential areas are those that do not have to function at all times. All colleges, including the College of Nursing, are considered non-essential areas. Faculty practicing at UAMS, Arkansas Children's, or other clinical sites should plan to work at the practice site unless notified by the clinical entity. See Inclement Weather in the Education section of the Faculty Handbook for information on conducting courses and clinical experiences during inclement weather.

V. INTRAMURAL AND EXTRAMURAL GRANTS

Refer to the Research section of the Faculty Handbook for information on intramural grant opportunities in the CON. Instructions on grant submissions are also available in Research section of the Faculty Handbook.

W. LEAVE OF ABSENCE WITHOUT PAY

Only the President of the University of Arkansas System Office is authorized to grant a leave of absence without pay, which may extend to a period of up to one year. The deans do not have the authority to grant leaves without pay.

UAMS Policy: Leave of Absence without Pay is located under [All UAMS Policies & Procedures](#). Search by title.

X. LIBRARY SERVICES

Little Rock Campus:

Library Collection

As the largest biomedical library in the state, the library provides access and licenses print and electronic knowledge-based resources to provide up-to-date scientific, clinical, and managerial information.

The library website provides access to:

- 22,000 full-text journals of which over 200 are nursing titles.
- 122 online databases, eBooks, reference, and various research material.

The UAMS Library serves the faculty, staff, and students of all UAMS colleges as well as the staff of the University Hospital. The collection and services are designed to meet the education, research, service, and patient-care missions of the main UAMS campus in Little Rock, as well as the Northwest campus, Arkansas Children's Hospital, and the Regional Centers. The Library also extends reference and borrowing privileges to healthcare practitioners throughout Arkansas, either directly or through UAMS Regional Center Libraries. Services and information are provided on-site in the Library as well as via the Library website, phone, email, social media, presentations, classes, and through participation on committees and research projects.

Personnel

The UAMS Library is staffed by eight faculty-ranked librarians and one faculty-ranked informationist. There are seven FTE paraprofessionals and technical staff. The Northwest Regional Campus has one faculty-ranked librarian. In addition, the Historical Research Center and Resource Management Department contains two faculty-ranked librarians, an archivist, and a public historian.

Checkout of Materials and Interlibrary Loans

Faculty, students, and staff must present an active UAMS student or employee badge to register before checking out books and media. Use of reference materials is restricted to the Library.

The interlibrary loan staff obtains needed materials not available from the UAMS Library from other libraries and commercial document suppliers. Interlibrary loan requests are submitted electronically through the ILLiad section of the Library website after a one-time registration. Interlibrary loans are without charge for UAMS faculty, staff, and students, unless copyright fees or other charges occur, in which event the borrower is notified about the charges before the material is ordered.

Printing and Scanning

Printing and copying are available in the library on the first floor. Black/white prints are \$0.10 per page, and color prints are \$0.20 per page.

Scanning may be done at any printer to convert prints into PDF documents that may be emailed to any email address. There is no charge for scanning.

Historical Research Center

<https://libguides.uams.edu/historical-research-center>

The Historical Research Center acquires, preserves, and provides access to rare and archival materials that document the history of medicine, and is the state's premier repository for medical history. The Center provides assistance to researchers in its fifth-floor reading room and provides presentations and exhibits on the history of the health sciences. The Center works closely with the UAMS Society for the History of Medicine and Health Professions.

Educational and Student Success Center

Located within the Library's third level, the Educational and Student Success Center provides services to students of all the colleges within the UAMS complex. Services include testing in a secure environment, as well as special testing for students requiring accommodations such as extended time or distraction-reduced/distraction-free testing. The Center also includes a writing center, presentation studio, and technical support for laptops and mobile devices. Laptops are available for use within the Library. Student Services faculty and staff provide assistance with study and testing skills and manage a peer-tutoring program.

Little Rock Campus:

The UAMS library's collection and services are designed to meet the education, research, service, and patient-care missions of UAMS.

Library facilities. The library occupies 44,000 square feet on three and one-half floors of the Education II Building. Some older materials are housed in a storage facility and are available upon request. The Library is open Monday through Sunday, and is staffed 65 hours a week. Students and residents may access the library 24/7 via badge swipe. The library has more than 50 computers available for faculty, staff, and students. The space includes the following:

- Active Learning Center (capacity 196 seats), configured with large monitors throughout the room for team-based group work;
- Historical Research Center and UAMS Archives;
- IVN Video conferencing (interactive video network);
- Three small conference rooms with smart technology displays;
- Seven small-group rooms with large monitors for group work;
- After-hours student/resident badge swipe throughout the facility; and
- Wi-Fi wireless connectivity throughout the Library.

Various study and research areas are available throughout the library, including designated quiet/silent study areas. Food and drinks are allowed throughout the Library, and vending machines are located in a small lounge located on the first level (also accessible after hours).

Library Website and Resources. The UAMS Library website serves as the gateway to the Library's online resources and services. The website provides access to bibliographic databases, evidence-based medicine and clinical summary tools, electronic

books (including a variety of medical specialty textbooks), various electronic reference and research materials, and electronic journals. Links to selected health-sciences websites are provided. The Historical Research Center (HRC), with its digital collection of photographs, documents, and other materials, is linked from the website.

The online catalog includes records for books, journals, and computer-based instruction programs, as well as records for materials in the HRC, Arkansas Children's Hospital Library, and other selected online catalogs in Arkansas higher-education institutions and other government and public entities.

Remote Access. When off-campus, UAMS employees and students use their UAMS user/domain account and password to access the Library's licensed electronic resources via the Library website. All Library web pages are optimized for mobile device use. In addition, clinical resources are available from various apps that are sponsored by vendors/publishers.

Library Services. The Library provides a wide variety of informational and instructional services, such as assistance in accessing and using information resources and services, presentations on topics of interest such as scholarly publishing and copyright, and workshops providing hands-on experience. Additionally, the Library provides specialized services such as research consultation and in-depth literature search assistance (Research & Clinical Search Services), support for meeting NIH Public Access Policy requirements, and assistance with copyright questions. Librarians are available to participate on research, education, and clinical teams. The College of Nursing has a designated librarian to assist with literature searches.

Northwest Campus:

The Northwest Campus Library is located on the first floor of the UAMS Northwest Campus facility and has one faculty-ranked librarian.

The Library is open Monday through Friday and is staffed 40 hours a week. Students and residents may access the after-hours areas 24/7 via badge swipe that includes computers/printer.

The facility includes the following:

- Total seating capacity of 88
- 12 computers available for student, faculty, and staff use
- WiFi wireless connectivity throughout the Library
- Small group conference room with smart technology display
- Silent study space
- Two computerized testing labs with a total of 48 computers.

Students, faculty and staff can request literature searches, individual/group instruction and systematic review/meta-analyses assistance. In addition, support is available for literature analysis and bibliographic management.

All physical materials from the Little Rock Library are accessible to UAMS affiliates upon request. Students, faculty, and staff use their UAMS user/domain account and password to access the Library's licensed electronic resources via the Library website.

Y. LOUNGE

The faculty/staff lounges are located in ED II 5/100E and RAHN 5276. Each lounge is equipped with tables, chairs, a refrigerator (in RAHN 5276 only), and a microwave oven. It is each person's responsibility to help keep the lounges and the refrigerator clean. Faculty and staff keys open the lounge areas.

Z. MAIL

1. All faculty mailboxes are located in ED II 5/100E. Faculty and staff are assigned a mailbox and furnished with a key to open the mail room.
2. The outgoing mail tub is located in ED II, 5/100E and is taken to the UAMS mailroom twice daily at approximately 10:30 a.m. and 2:30 p.m. Outgoing business mail should include the CON mail slot 529 and the name of the sender on the return address of the envelope so any returned mail can be redistributed to the individual without being opened. Mail is distributed twice daily at approximately 11:00 a.m. and 3:00 p.m.
3. If students desire to have course products returned to them by mail, it is their responsibility to provide the course instructor with a self-addressed stamped envelope.

AA. MEALS FOR GUESTS AND MEETINGS

1. If hosting a visitor of the CON by taking the individual out to eat, reimbursement will be for the cost of your meal and the visitor's. The original **itemized receipt** must be turned in to the Associate Dean for Finance and Administration. State guidelines allow reimbursement for reasonable tips, but reimbursement for alcohol is prohibited. Please notify the Finance Administrator in the CON Business Office of any meals **before** they take place so that approval can be sought.
2. If you are charged with setting up a meeting, and food is desired, approval from the Associate Dean for Finance and Administration is required in advance. **Food cannot be purchased with state or grant funds if the only attendees are state employees.**

BB. OFFICE GUIDELINES

1. Office assignments are made by the associate deans and/or department chairs. Faculty requests for office changes should be made in writing to the faculty member's supervisor. Window offices will be assigned based on title, rank, appointment, years of service, and percent effort.
2. Phone Numbers assigned to faculty will be retained if faculty change offices.
3. Furniture in each office includes a desk, chairs, filing cabinet, and bookcase. Furniture should not be moved from one office to another as all furniture is inventoried. Requests for additional furniture should be made through the respective

associate dean or department chair. Offices may be decorated by the occupant; however, adhesives in any form (tape, putty, glue, stickers, etc.) should **NOT** be used on walls and doors. 3M command strips are available in the CON Business Office; please use care when using the 3M command strips.

4. Keys

- a. Office and desk keys will be issued by a designated individual through the CON Business Office. Faculty keys open all central areas.
- b. Staff members have keys to suite, offices, and common file cabinets in their areas and are responsible for checking and locking doors at the beginning and ending of each working day. Faculty using offices AFTER hours or at other times are RESPONSIBLE for ensuring that doors are locked.
- c. Lost keys should be reported immediately to the CON Business Office. Employees are responsible for the charges associated with the replacement of lost keys.

5. Security

- a. Individuals are responsible for locking their offices and securing the contents. Watch for any individuals in the area you do not recognize; acknowledge their presence and ask if you can help. If you feel uncomfortable approaching the individual, ask another CON employee to assist you.
 - b. If locked out of your office, go to the dean's suite or any associate dean's suite to obtain assistance. If after hours, call campus security at (501) 686-7777.
6. Maintenance requests are submitted to the physical plant by the CON Business Office.
 7. Space Heaters must be approved by the Office of Occupational Health & Safety before being used. Please call (501) 686-5536 for approval.
 8. Heating and Cooling problems should be reported to the administrative assistant located in your office area; they will report- the problem to Campus Operations.
 9. Electrical Appliances are not allowed unless they are a three-pronged grounded cord and approved by the Office of Occupational Health and Safety.

CC. OFFICE SUPPLIES

The majority of office supplies may be obtained from the 5th floor ED II copy room, 5/108D. Items not routinely stocked should be requested from the CON Business Office.

DD. PARKING AND AUTOMOBILE REGISTRATION

All faculty, students, and staff of UAMS who park on campus at any time are required to register their vehicles and display a UAMS parking decal. The cost of parking varies by lot and can be found with the parking application. **Parking permits are requested through UAMS Parking Operations (501) 526-7275.**

W. PAYCHECKS

1. Faculty paychecks are issued on the last working day of the month; i.e., if the 31st is on a Sunday, payday would be on Friday, the 29th. Pay stubs can be viewed and

printed via Workday.

2. Faculty on 9-, 10-, or 11-month contracts will only be paid during the months worked.
3. Direct deposit to the financial institution of your choosing is required by UAMS.

EE. PERSONAL LEAVE

Personal leave is determined on an individual basis for faculty on 9-, 10-, or 11-month contracts. Faculty on 12-month contracts are expected to take vacation time. Prior approval from your immediate supervisor must be obtained.

FF. PROPER USAGE OF ELECTRONIC, COMPUTER, AND INTERNET RESOURCES

UAMS Policy: Computer Device Custodial Practices to Protect Confidential Information regarding proper usage of electronic, computer, and internet resources is located under [All UAMS Policies & Procedures](#). Search by title.

GG. PROTEST/NO PROTEST PROTOCOL

Purpose

The protest/no protest protocol is designed to expedite the work of the Faculty Assembly.

Procedure

1. This protocol may be used for any curriculum, bylaw, or other changes which require faculty passage. **The protest/no protest process is intended to focus on substantive changes, not editorial changes.**
2. The proposed change is distributed in writing with the current wording and the proposed wording and rationale for change. Any changes, especially in a long document, should be highlighted for changes in some manner such as italicized or bold type.
3. The document is distributed **seven (7)** working days prior to the vote.
4. Any full-time faculty or voting member is eligible to protest a proposed change, in writing, along with her/his rationale.
5. If five (5) or more protests are received **which address substantive changes** within **seven (7)** working days, the issue must be taken to the full faculty for discussion, withdrawn, or sent back to committee for modification. **Editorial changes will be forwarded to the committee which submitted the proposal and are not considered protest votes.**
6. If the proposal is resubmitted after changes, the process must be initiated in full again.
7. If less than five (5) protest votes are received within the **seven (7)** day working period, the item is considered passed without changes.
8. The recommendations are sent to Faculty Assembly by the chair of the recommending committee.
9. Send original protest no protest request to Assistant of Faculty Assembly. Send results of vote to Assistant of Faculty Assembly.

10. Not voting is considered no-protest.

HH. PURCHASING

Requests for goods or services must have prior approval of the Associate Dean for Finance and Administration before being processed. Requests for reimbursement of goods or services procured without prior approval will **not** be processed. This applies to all sources of payments (state, grants, faculty income accounts, chair/professorships). Purchasing guidelines may be found under Business Office on SharePoint.

II. RETIREMENT INVESTMENT PLANS

UAMS offers a choice of two retirement programs to all employees who work half-time or more through TIAA or Fidelity Investments. **UAMS Policy: Insurance and Retirement Plans (Eligibility and Enrollment)** can be found under [All UAMS Policies & Procedures](#). Search by title.

UAMS Policy: Voluntary Early Retirement for Non-Tenured Faculty and Staff can be found under [All UAMS Policies & Procedures](#). Search by title.

JJ. SERVER FILE ACCESS REMOVAL

Policy for removal of access to CON server space on hosp1serv1 for departing employees

1. On the day a CON employee goes through the departmental “checkout” procedure, the CON Business Office will email the individual regarding the employee’s last official day.
2. The appropriate designated individual in the CON will contact the UAMS Computer Help Desk to have the former employee’s access to the CON server removed, with the instructions to terminate the employee’s server access at the close of business on the employee’s last official day, unless CON administration has instructed otherwise. At this same time, the employee will be removed from all CON email list serves.
3. When an employee transfers to a new department, the employee’s PP drive is moved to the new departmental P drive area. However, if a user terminates completely from UAMS, then it will stay in its original location for 30 days. During the 30 days after an employee has left the CON and UAMS, the employee’s supervisor will contact IT security via the UAMS Computer Help Desk if the supervisor cannot locate the work files pertaining to the former employee’s projects on the G drive in order to verify if the files are on the employee’s P drive.
4. Files within the former employee’s P drive that need to be shared/accessed by others will need to be moved to a new location on the shared G drive. The employee’s supervisor will need to submit a request to IT security via the UAMS Computer Help Desk for this purpose.
5. When an employee has left the employment of both the CON and UAMS, the employee’s entire P drive folder will be deleted 30 days after the employees last official day (consistent with the IT policy).
6. It is the departing employee’s responsibility to make a backup of his or her files if

it is deemed appropriate that the employee can take a copy with him or her (for instance if a faculty member has a grant and the grant is leaving with the faculty member when the faculty member departs from the CON).

7. The Associate Dean for Finance and Administration will be notified prior to all drive deletions.

KK. SICK LEAVE POLICY (for all 100% positions; for positions less than 100%, sick leave is prorated)

1. Sick leave is earned at the rate of eight hours a month, 12 days a year. Sick leave may be accumulated up to 90 working days. Upon return, faculty must complete the leave request electronically on Workday.
2. UAMS policy states sick leave can be used for illness of employee and death or serious illness of a member of the employee's immediate family. Immediate family members are defined as spouse, children, parents, siblings, in-laws, and grandparents.
3. Leave requests are submitted electronically through Workday.

UAMS Policy: Sick Leave is located under [All UAMS Policies & Procedures](#). Search by title.

LL. SUBSTANCE ABUSE/FOR-CAUSE DRUG TESTING

UAMS is committed to ensuring that employees, students, and faculty have the information and resources necessary to keep our campus free from drug and alcohol abuse. Under federal law, UAMS is required to provide you with certain information regarding our campus and the effects of drug and alcohol use and dependency. The Drug-Free Schools and Communities Act Amendment of 1989 is federal legislation developed to eliminate illicit drugs and to initiate intelligent use of alcohol use on college campuses and communities.

UAMS policies prohibit the unlawful possession, use, and distribution of illicit drugs and alcohol on campus and provide for sanctions that include termination of employment or dismissal from academic programs. UAMS also provides employees and students with confidential and professional counseling, including treatment for drug or alcohol dependence, through the Employee Assistance Program and Student/Employee Health Services.

No employee or student of UAMS may report for their assignments and/or classes impaired by the use of alcohol or the use of controlled substances.

It is the underlying philosophy of UAMS that addiction to alcohol and/or other substances represents a disease state, and treatment of such problems is a legitimate part of medical practice. Employees or students with an addiction to drugs or alcohol are encouraged to seek help through the UAMS Employee Assistance Program or Student/Employee Health Service. Individuals who seek help through these resources will not be punished for seeking such help. However, appropriate disciplinary procedures linked to performance criteria are not precluded by this policy.

Nothing in this policy will preclude the medical or research use of alcohol or controlled substances. Cannabis use, even if the individual has a medical marijuana card, is not allowed. Violators of this policy will be disciplined up to and including termination.

UAMS Policy: Drug and Alcohol Testing (policy includes necessary forms) can be found under [All UAMS Policies & Procedures](#). Search by title.

UAMS Policy: Drug-Free Workplace is located under [All UAMS Policies & Procedures](#). Search by title.

MM. TITLE IX

UAMS Policy: Title IX, Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Sexual Violence, Stalking, Gender-Based Harassment and Retaliation can be found under [All UAMS Policies & Procedures](#). Search by title.

Questions regarding this policy may be directed to the campus Title IX Coordinator (501) 526-5641 or the UAMS Office of Human Resources (501) 686-5650.

NN. TRAVEL

The CON Travel Policy is located on the CON SharePoint website under Departments: Business Office: Travel.

<https://uams.sharepoint.com/sites/conteamsite/dept/Business%20Office/Forms/AllItems.aspx?id=%2Fsites%2Fconteamsite%2Fdept%2FBusiness%20Office%2FTravel%2FCollege%20of%20Nursing%20Travel%20Policy%202%2Epdf&viewid=11449402%2D8967%2D4a81%2D9226%2D263adc693dc9&parent=%2Fsites%2Fconteamsite%2Fdept%2FBusiness%20Office%2FTravel>

OO. TUITION AND FEE SUPPORT

1. General Guidance

UAMS College of Nursing is committed to supporting faculty who wish to attain their doctoral degree. As such, tuition and fee support may be provided to certain faculty members who are enrolled in the nursing DNP or PhD program within the university. Tuition and salary support is subject to CON's budgetary availabilities and may not be offered during any given semester if budget changes, such as reductions/cuts, elimination/freezing of positions, or other budgetary considerations deemed necessary by the CON's administration. Deviations and exceptions to any aspect of tuition and fees support may be made by the Dean.

2. Eligibility Guidelines

- a. The CON may revise the guidelines for tuitions and fees support eligibility at any time depending on budgetary considerations and/or needs of the College.
- b. Eligible faculty must be 100%, 12-month full-time faculty enrolled in the PhD or DNP nursing program at UAMS.
- c. Support may be in the form of tuition and fees, or a reduction in work effort, with full-time pay, equivalent to the cost of the tuition and fee support. Thus, individuals receiving financial support must continue to be employed 100%, for the duration of the program.
- d. A confirmation letter detailing the College's commitment to the faculty recipient, the faculty recipient's work and program requirements, and the terms of work or payback agreement for tuition and fee support received must be signed by the Dean, Associate Dean for Finance and Administration, and

the faculty recipient to execute support. Reconfirmation letters will be signed each year support is received.

3. **Employment and Financial Payback Obligations**

- a. Upon completion of the degree program, the faculty recipient must:
 - 1) Remain employed as a full-time faculty member within the College of Nursing at UAMS, carrying a full workload, for equivalent time the financial support or FTE reduction with pay was received: or
 - 2) Pay back equivalent funds in full within twelve (12) months from the date of resignation of the full-time faculty role within the College.
 - a) If a portion of the post-graduation commitment is carried out, the payback amount will be prorated.
 - b) Terms of the payback will be drafted and executed by the College of Nursing's Associate Dean for Finance and Administration.
 - c) Invoicing will occur from the College's business office and UAMS' treasurer office.
 - d) Funds from the final paycheck, following a faculty member's resignation from their full-time position in the College, may be withheld to cover a portion of the debt.
 - e) Failure to submit re-payment may lead to involvement with UAMS legal and/or withholding of state tax refund(s) to cover the debt incurred.

PP. VACATION AND WORKING FROM HOME

1. Faculty with less than 12-month appointments do not accrue annual leave days. Based on Board of Trustee policy, faculty on 12-month appointments and 100% effort earn a designed number of hours per month of annual leave time. For faculty on 12-month appointments with less than 100% effort, the annual leave hours are prorated.
2. Leave requests are submitted electronically through Workday.
3. The number of annual leave hours that can be accrued is based on Board of Trustee policy. Annual leave is cumulative; however, no employee may have more than 240 hours on December 31 of each year to carry over to the next calendar year. Unused leave time is lost. Accrued annual leave may be requested by an employee at any time. The appropriate supervisor will grant the request when it least interferes with the efficient operation of the department. Annual leave may not be accumulated while an employee is on leave without pay.
4. Upon termination, resignation, retirement, death, or other action by which a person ceases to be an active employee of the University, the amount due the employee or his estate from accrued annual leave or holiday leave shall be included in the final pay to the employee. No employee receiving such additional compensation shall return to University employment until the number of days for which he received additional compensation has expired.
5. The College of Nursing believes that faculty presence is important to foster

collegial relationships with others in the College and University. During normal business hours, faculty are expected to be available. In some instances, assignments may encompass evening or weekend hours. For example, a clinical assignment with students may involve evening hours (7am-7pm).

Department Chairs, in consultation with program directors, may approve requests from full-time faculty to work from home episodically or on agreed upon days based on the needs of the program and College. Departmental administrative assistants should be aware of how to reach the faculty member. While working from home, the faculty member must be consistently available by email or phone. If notified to come to campus, the faculty member should arrive at the College within 2 hours of the request. Faculty working from home should request sick time or vacation time if engaged in personal activities during regular work hours.

6. If a faculty member wishes to work a holiday and bank the holiday hours for later use, permission must be granted prior to the holiday by the supervisor. Faculty who work over a holiday are expected to work in their campus office for the day.
7. Twelve-month faculty, whether full- or part-time, must use vacation time if they want to be off during any student breaks.

SECTION III: EDUCATION

A. AIDS AND HIV

There are several UAMS policies relevant to occupational exposure. These policies can be found under All UAMS Policies & Procedures. Search by title. Policies include:

- UAMS Policy: Blood and Body Fluid Splashes
- UAMS Policy: Non-Discrimination in Admission and Retention of Students Known to Be Infected with a Blood Borne Pathogen (with or without symptoms)
- UAMS Policy: Needlestick/Sharps Injuries and Blood/Body Fluid Exposure
- UAMS Policy: Protection Against Occupational Exposure to Hepatitis B Virus (HBV) And Human Immunodeficiency Virus (HIV)

B. APPEALS FOR REINSTATEMENT BY STUDENTS

Students may appeal dismissal to the CON's Admission and Progression Committee. Appeals are considered on a case-by-case basis by the Committee. Recommendations of the Committee are made to the dean. The dean has final decision regarding reinstatement of students into the program. **See Academic Catalog.**

C. BLACKBOARD COURSES

The Office of Educational Development (OED) backs up Blackboard courses and generates new course shells each semester. Faculty are required to copy forward relevant materials or develop new materials for inclusion in the new Blackboard course shell. OED provides workshops and 1:1 instruction regarding Blackboard. See Teaching and Learning Support in this section of the Faculty Handbook for additional information.

Faculty are expected to open Blackboard courses for student access no later than 8 am on the first day of the semester. If a course is opened prior to this date, please notify students of course availability and note that other courses may not be opened until the first day of the semester.

D. BOOK ORDERS FOR COURSES, DESK COPIES, OTHER REFERENCE BOOKS

Required and/or recommended textbooks for courses are ordered by the course coordinator of each course through the UAMS Online Bookstore by the date established by the Associate Dean for Academic Programs and Accreditation (or designee) each semester. Book orders are due no later than November 1 for the spring semester, and April 1 for all summer and fall semester courses. Information on adoption of textbooks is available at: <https://libguides.uams.edu/onlinebookstore/faculty>

Faculty requiring a desk copy of a required text must complete the CON's Desk Copy Request Form, which is found in Sharepoint under General Information and Forms, and submit to the CON Business Office at the same time book orders are placed. The CON Business Office will order the desk copy. All complimentary copies or CON purchased books will be stamped as CON property and should be returned to the CON Business Office when no longer needed. The CON only purchases required books for faculty if complimentary desk copies are not provided by the publisher.

E. CLASS ADVISORS (BSN)

Students are assigned to academic houses upon entering the BSN program. Each academic house has two faculty advisors who serve as the students' advisors until the students graduate from the BSN program. Advisors meet at least once per semester with students. See CON Student Handbook regarding academic houses and advisors.

F. CLASSROOM AND AUDIO-VISUAL (AV) EQUIPMENT REQUESTS

1. Classroom and AV equipment requests are scheduled through the Student Services Office. Each semester, the Student Services Office send an email notification to faculty regarding deadlines for submitting classroom and equipment requests.
2. When the classroom assignments are confirmed by the Office of Educational Development, faculty will be notified.
3. During any semester, faculty requests for additional classrooms or AV equipment may be submitted to the Student Services Office 72 hours prior to date and time needed. The faculty will be notified of the response.

G. CLINICAL HOURS PER PRACTICUM COURSE

The formula for determining total credit clinical hours per semester is based on the credit to clinical hours ratio x 15. See Academic Catalog for specific credit to clinical hours ratio for each program.

H. CLINICAL SITE EVALUATION

Clinical site evaluations must be done yearly by students and faculty and attached to the end-of- course reports. Faculty will review all clinical site evaluations and make recommendations for change in the end-of-course report. The Clinical Site Evaluation Form is located on SharePoint.

I. COURSE CHANGE OR NEW COURSE

Faculty approval will be obtained for curricular changes. Decisions regarding the addition of a new course or a change in a current course are the responsibility of the CON Curriculum Committees. After approval has been given by Faculty Assembly, the chair of the respective Baccalaureate or Graduate Curriculum Committee will complete the GUS Course Catalog Form located on SharePoint under General Information and Forms/Course Related Forms, and submit the form to the Office of the University Registrar.

Term Offered Deadline to Submit Form to Office of the University Registrar

Fall Semester	February 1 (same calendar year)
Spring Semester	September 1 (preceding calendar year)
Summer Semester	December 1 (preceding calendar year)

J. CURRICULUM REVISION GUIDELINES (Initiating Curriculum Revisions)

1. Faculty may initiate curriculum revisions.

2. Faculty initiating curriculum revision shall discuss changes with the appropriate course coordinator, program director, and Associate Dean for Academic Programs and Accreditation. After evaluating the suggested changes in relation to the CON philosophy, program organizing framework, and overall curriculum model, the above mentioned individuals will make a recommendation regarding moving forward.
3. Individual/Group initiating revision contacts the chair of the appropriate curriculum committee about proposed changes.
4. Chair of the curriculum committee sets a timetable for the revisions to go forth to the appropriate curriculum committee and the faculty.

Presenting Curriculum Revisions

1. Faculty Forums

To receive input from the faculty, the faculty suggesting the changes will make a formal presentation using the guidelines below.

2. Curriculum Committee

A formal presentation to the curriculum committee will be made by the faculty suggesting the changes using the guidelines below.

3. Council Meeting

Curriculum committee recommendations will be discussed at Baccalaureate or Graduate Council meetings before going to Faculty Assembly for a vote.

4. Faculty Assembly

A formal presentation to the faculty at the Faculty Assembly meeting will be made by the faculty suggesting the changes using the guidelines below.

Guidelines for Presenting Curriculum Changes

Documents

The standard components as outlined in the Guidelines for Course Syllabi will constitute the document to be presented to the curriculum committee and the faculty. In addition, recent course evaluations should be available. Refer to the Curriculum Checklist found in Sharepoint Under General Info and Forms/ Course Related Forms.

Presentation and Approval of Proposed Curriculum Changes

1. Faculty suggesting the changes will make a formal presentation to the following groups:
 - a. Curriculum Committee

Once the faculty has approved the changes, the Chair of the Baccalaureate or Graduate Curriculum Subcommittee prepares the final document for the course and presents it to the Baccalaureate or Graduate Council for approval.
 - b. Council Meeting

Curricular changes approved at the Curriculum Subcommittee are reviewed by members of the Baccalaureate or Graduate Councils as appropriate. Approved documents are submitted to the Chair of the Faculty assembly for presentation to the entire College of Nursing faculty.

- c. Faculty Assembly
 - The Chair of the curriculum committee brings forth the motion.
 - Faculty suggesting the curricular changes present the proposed changes to members of the Faculty Assembly.
 - The Chair of Faculty Assembly directs the discussion and takes the vote when the question is called or discussion is completed.
 - The approved course changes will be attached to Faculty Assembly minutes. The program directors and Associate Dean for Academic Programs and Accreditation, in conjunction with course faculty, are responsible for implementation of the changes.
2. Presentation Format
 - a. Describe how the course(s)/program relate to the mission, philosophy, organizing framework, conceptual model of the CON.
 - b. Describe the course/program.
 - c. Discuss how the objectives relate to the major concepts and unifying themes outlined in the philosophy of the CON and organizing framework for graduate or undergraduate program as appropriate.
 - d. Discuss other components related to changes (i.e. course outline, student evaluations, and previous course evaluations).

K. DEAN'S LIST

Names of students in the College of Nursing programs whose academic performances have been superior are recorded on the Dean's List. Each qualifying student will receive a letter of congratulations from the Dean of the CON. This recognition will be granted to a student at the end of the semester in which the following qualifications have been met:

1. The student was enrolled full time (≥ 12 hours) for the whole semester (fall & spring) in an undergraduate nursing program.
2. The student was enrolled for at least five (5) hours for the whole semester (fall & spring) in a graduate nursing program.
3. The student had at least a 3.75 grade point average for the semester.
4. The student had no Ds, Fs, or Is on the semester grade report.

Revised July 2015

L. DISABILITY ACCOMMODATION/SPECIAL TESTING ACCOMMODATION

UAMS Policy: Student Accommodation can be found under [All UAMS Policies & Procedures](#). Search by title.

When a qualified student with a disability requests accommodation, every reasonable effort will be made to provide the accommodation, adjustment, and/or auxiliary service, as long as the accommodation(s) do not alter the fundamental objective of a course or violate the program's technical standards.

Students with a disability that need accommodations should follow the student policy and contact the UAMS Title IX/ADA Coordinator to schedule an appointment to discuss their needs. Students should make arrangements as soon as possible so accommodations can be made in a timely manner.

The UAMS Title IX/ADA Coordinator provides recommendations for student accommodations to the Association Dean for Academic Programs and Accreditation who disseminates these recommendations to appropriate faculty. The faculty arrange for the recommended testing and other accommodations.

M. END-OF-COURSE REPORT

The End-of-Course Report form is located on SharePoint under General Info and Forms/Course Related Forms. At the end of each semester, each course coordinator must upload to SharePoint a copy of the end-of-course report with all attached documents and signatures of the course coordinator and program director.

N. EXAM POLICIES

See the CON Handbook in Sharepoint.

O. EVALUATIONS FOR COURSES AND FACULTY

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role.

P. FACULTY CO-SIGNING STUDENT DOCUMENTS ON PATIENT RECORDS

1. Prior to placing students in clinical facilities, faculty should review clinical affiliation agreements to assure the college and students are in compliance with terms of the affiliation agreement.
2. Faculty are responsible to knowing and completing any training required by the institution, including training related to accessing and documenting on patient records, for each institution in which they have oversight of students.
3. Depending upon the clinical agency, students and faculty may not have direct access to the patient record.
4. In general, faculty do not co-sign student progress notes in the official medical record because they are not paid agents of the institution.

UConnect (EPIC) is the UAMS request form for student Epic access. The completed form should be faxed (501-603-1369) or emailed to ITSecurityAdmin@uams.edu. Access the form online at: chrome-extension://efaidnbnmnibpcajpcgclclefindmkaj/https://securityrequest.uams.edu/content/documents/Student_Uconnect.pdf

Q. FACULTY-TO-STUDENT RATIOS

1. Didactic Courses (undergraduate and graduate)

- a. Faculty-to-student ratios in didactic online courses are recommended not to exceed 1:25. If student numbers exceed 25, the faculty's workload will be adjusted.
 - b. Faculty-to-student ratios in live/classroom-based didactic courses are recommended not to exceed 1:50. If student numbers exceed 50, the faculty's workload will be adjusted.
2. Practicum Courses
- a. Undergraduate courses: faculty-to-student ratios will be compliant with the Arkansas State Board of Nursing Rules and Regulations which state a 1:8 ratio for acute care settings, 1:10 ratio for non-acute care settings, and 1:15 in community settings where students have indirect or direct patient care with a community partner. The ratio of preceptor to student shall not exceed 1:2.
 - b. Graduate courses: faculty-to-student ratios will strive to be compliant with recommendations by National Task Force.
 - 1) The recommended ratio for indirect faculty supervision, which encompasses coordinating the clinical experience, interacting with the preceptor, and evaluating the student, is 1:8. Ratios may vary relative to practice areas, the individual faculty member, use of technology, curriculum design, innovative clinical education models, and institutional policy. The intent of the faculty/student ratio designation is based on the premise that preparing competent healthcare providers is a faculty intense process that requires considerable faculty role modeling and direct student evaluation to determine competence.
 - 2) The recommended on-site faculty/graduate student ratio (direct supervision) is 1:2 if faculty are not seeing their own patients and 1:1 if faculty are seeing their own patients. Variation in faculty/student ratios for direct supervision may exist and should be structured to ensure safety and quality care while maintaining integrity of educational experiences. Variations in this ratio might occur with use of innovative teaching models, such as a master teacher with student clinical groups, front-loading course content followed by concentrated clinical time, use of a clinical immersion experience as the final part of the NP program, and interprofessional team-based clinical experiences.

References

- Arkansas State Board of Nursing Rules (2022). Chapter Six: Standards for Nursing Education Programs. Retrieved at https://www.healthy.arkansas.gov/images/uploads/pdf/Rules.Chapter06-Effective_5-15-22.pdf
- 2022 Standards for Quality Nurse Practitioner Education (6th edition). A report of the National Task Force on Quality Nurse Practitioner Education. <https://www.nonpf.org/page/NTFStandards>

R. FOOD PANTRY

The Stocked & Reddie Food Pantry provides nutritious food to UAMS students and UAMS and Arkansas Children's Hospital employees who may have difficulty obtaining fresh produce and balanced meals for themselves and their families. Registered students and employees can visit Stocked & Reddie twice per week to bring home groceries to supplement up to three meals for each member of their household. Register at: <https://uams.edu/campusopsstaging/depts/nut/forms/Register>

In Little Rock:

401 South Monroe Street (rear of building); Phone: 501-412-9642; 501-686-7213.

Hours of Operation: Mondays and Thursdays noon-6pm (pantry hours)

In Northwest Arkansas, the Jane B. Gearhart Full Circle Food Pantry serves UAMS and University of Arkansas students and employees providing a three-day supply of groceries and personal care items, up to twice per week for the entire household. To learn more or register: <https://service.uark.edu/services/pantry/>

In Fayetteville:

324 Stadium Drive, WAHR C204, Bud Walton Hall; Phone: 479-575-7693

Hours: Mondays 11 am – 3 pm; Wednesdays 3 pm – 6 pm; Thursdays 10 am – 2 pm.

S. GRADE CHANGE POLICY

Faculty may request official changes to grades already posting in GUS by submitting the official Change of Grade Form found on the [Office of the University Registrar \(OUR\)](#) website, under Forms. All signatures are required prior to submitting the form to the OUR for processing.

T. GRADING OF ASSIGNMENTS AND RESPONSE TO STUDENTS

Faculty are expected to respond to student emails and grade assignments in a timely fashion to foster student progression in the course. If an assignment is a building assignment, students should receive feedback prior to the due date of the next assignment.

U. GUS (GATEWAY FOR UAMS STUDENTS)

UAMS Policy: GUS Security Access can be found under [All UAMS Policies & Procedures](#). Search by title.

Implementation of Workday for Students is scheduled to occur in the 2024-2025 academic year. Workday for Students will replace GUS.

V. INCOMPLETE GRADES

Refer to the Academic Catalog for policies regarding incomplete grades. Information for CON students can be found in the [CON section of the Academic Catalog, while information for PhD students is found in the Graduate School section of the Academic Catalog.](#)

W. INNOVATIVE PRACTICE AND SIMULATION CENTER (IPSC)

Using state-of-the-art equipment, the UAMS College of Nursing's Innovative Practice and Simulation Center (IPSC) provides a safe learning environment for comprehensive skills labs and innovative simulations that are evidence-based and culturally sensitive. provide skills and simulation learning opportunities for nursing students at every stage of their education. The IPSC, located on 5th floor of the Education II and Shorey buildings on the main campus at Little Rock, is staffed from 8 am – 4:30 pm Monday through Friday with afterhours access available. A description of the IPSC in Little Rock, hours of operation, and personnel can be accessed at:

<https://nursing.uams.edu/current-students/resources/nursing-learning-resource-center/>

The IPSC Facilities on the Little Rock Campus

The IPSC in Little Rock is approximately 6000 square feet and has six separate lab areas. The lab consists of an operating suite, and two hospital simulated labs with a total of 15 inpatient beds. Each bed is equipped with suction and oxygen capability. There are privacy curtains that separate each bed to provide patient simulated privacy. There are 20 low fidelity simulators that are full bodied mannequins and have multi-purpose skill ability such as starting IVs, tracheostomy placement, NG/OG placement, Foley catheter placement, and various other nursing skills.

The IPSC is equipped with task trainers for task-oriented skills, such as starting IVs, inserting Foley catheters, and performing central line IV dressing changes and intubations. The Medication Labs consist of two simulated medication rooms with computer access for mock patient Electronic Medical Records, medication supply stations, and medication Pyxis machines.

The Shorey Lab area is a simulated outpatient setting that provides 16 exam tables. A nurse anesthesia skills practice room is also available in the Shorey area.

1. Use of Innovative Practice & Simulation Center—Policies and Procedures

a. Purpose

The policies and guidelines for use have been compiled to ensure that the CON IPSC is maintained as a professional clinical learning environment for nursing students of various levels and stages of the nursing curriculum. The policies included here are intended to ensure equitable access and an optimum experience for everyone using the center.

b. Use by departments outside the CON

Currently, the CON IPSC is primarily used for the CON programs. However, use by an outside department is negotiable depending on availability and type of experiential learning needed. The CON IPSC coordinator is the contact for requested use of the lab or questions about the lab.

****Only currently enrolled students are allowed to utilize the CON Innovative Practice & Simulation Center.****

c. Scheduling

The process for scheduling the IPSC is listed below:

- 1) Faculty members should request use of the IPSC using the IPSC Spring and Fall Early Event Lab Request Forms found on SharePoint. The early event reservation forms are emailed to

faculty at the beginning of each semester with scheduling deadlines outlined below. The Spring form can be used for Summer reservations.

- 2) Faculty fills out the IPSC Early Event Lab Request Form with the completed information pertaining to the date of the lab, lab times, type of lab equipment requested, and designated rooms requested. The Lab Request Form must be emailed to IPSC coordinator.
- 3) Faculty must give the IPSC staff a minimum of a 2-week notice for special lab requests or for an additional lab not associated with a regularly scheduled course lab. Special lab requests must be discussed with the IPSC Coordinator to assure availability.
- 4) Once the IPSC coordinator receives and reviews the form, an email will be sent to the faculty with a confirmation of the request. If there are conflicts or questions about a request, the IPSC coordinator will contact the faculty member to discuss the issue.
- 5) The IPSC assistants will be responsible for set up and break down of requested labs. The faculty is responsible for facilitating their individual labs, making sure that the equipment and mannequins are used properly, and leaving the area clean and trash emptied. If High Fidelity Simulation Equipment needed is not available in the IPSC, the faculty coordinates with the UAMS Simulation Center (501) 686-7967.
- 6) Simulations must be scheduled using the IPSC or UAMS Simulation Center Early Event Reservation forms. IPSC simulation development must occur 2 - 4 months in advance of the event. Simulated Patient hire is accomplished through the IPSC Coordinator and the UAMS Simulation Center. Contact the IPSC Coordinator by email or (501) 686-7967.

d. Course IPSC Scheduling Deadlines

There are certain deadlines for scheduling core curriculum courses. These deadlines are listed below:

February 15 for summer courses

March 15 for fall courses

September 15 for spring courses

e. Equipment Check Out

Faculty and Students may check out certain types of equipment for one week intervals from the IPSC to be used in health related community settings. The process for checking out equipment is listed below:

- 1) Faculty member or student must request equipment check out by filling out the IPSC Equipment Request Form. Students can request this form from the IPSC coordinator. Faculty can obtain the form from SharePoint. Forms are also available at the front desk of the IPSC.

- 2) The form should be emailed to the IPSC coordinator for review and approval.
- 3) Once the equipment request has been approved by the IPSC coordinator, a confirmation email will be sent to the faculty or student.
- 4) The lab staff will prepare the equipment request and have it ready for pickup on the requested date and time.
- 5) An extension of a sign out can be permitted. Students may be allowed to check out some equipment depending on their intended usage. This will be approved on a case-by-case basis. Individuals checking out equipment will be responsible for any lost or damaged equipment.

f. Nursing Students Use of Lab Outside of Scheduled Class/Labs

Any student who wishes to utilize the IPSC for remediation or practice must make an appointment with the lab prior to use. This is to ensure lab availability and that the equipment and supplies can be set up prior to the student's usage. If faculty recommend student use of the IPSC outside of regularly scheduled course time, please notify the IPSC staff so they are aware of potential student use. The lab can be contacted via email or phone to request usage from the faculty and/or student. When entering the lab, students should check in at the desk and let the lab coordinator know that they are there and log their student information in on a sign in sheet.

UAMS CON ID Badge is required to access the ISPC. Students will be responsible for any lost or damaged equipment while using the lab.

g. UAMS Simulation Center

The CON has full access to the UAMS Simulation Center. The UAMS Simulation Center is designed to provide the CON and other colleges with high tech simulations and debriefing sessions. The UAMS Simulation Center is fully staffed and open 5 days per week. Faculty who wish to utilize the UAMS Simulation Center must contact the center directly at (501) 603-1864 and reserve space using the UAMS Simulation Center Early Event Reservation Forms. The UAMS Simulation Center also provides faculty simulation training and will assist faculty in the development of simulated scenarios. To avoid a duplication of effort, faculty must inform the IPSC Coordinator before scheduling simulation development in the UAMS Simulation Center.

h. Priority of Scheduling

Priority of Scheduling will be based on faculty who submit requests by the course scheduling due dates. It will be on a first come, first serve basis. If one or more faculty requests the lab at the same date and time, a meeting will be called to discuss ways to accommodate both requests. Scheduling priority for the IPSC will be based on certain required courses that must utilize the lab as part of their curriculum.

i. Cancellation Policy

Cancellation of a requested lab should occur as soon as possible so that the IPSC can be utilized for another course, student practice, or remediation.

j. Hours of Operation

Typically, the IPSC is open from 8 am – 4:30 pm. However, the IPSC hours vary each week based on the needs of the center. Open lab hours are scheduled based on availability of the lab (i.e., scheduled classes and activities). If you would like to utilize the IPSC or are needing equipment please utilize the request forms provided on SharePoint. If your need is on short notice, please contact the IPSC coordinator by email or (501) 686-7967 to see if your request can be accommodated.

k. Professional Behavior

Users of the IPSC are expected to act professionally, consistent with expectations for actual clinical settings at all times. In addition, no food or drink is allowed, with the exception of bottled water containing a lid. The water must be kept in the storage shelves by the main lab entrance and utilized during breaks. Noise levels should be kept at a minimum, as there may be many individuals in the lab at the same time.

l. Emergencies

The campus emergency number is (501) 686-7333 for medical emergencies. You must give the operator the building, floor, and room numbers (ED 2, 5/107). If any student has an allergic reaction (latex or other) or any other medical emergency, the faculty member should be notified immediately. Campus security is available 24 hours a day. UAMS Police Department phone number is (501) 686-7777.

m. Lost and Found

If an item is left or lost in the CON IPSC, it is briefly stored on the bookshelves in the lab. Call or email the IPSC staff to report lost items. Items will be donated or disposed of after a week of not being claimed.

Northwest Arkansas Lab and Simulation Center

In 2022, a state-of-the-art 3,400-square-foot simulation center was built to provide students with hands-on experiences in a controlled environment. The space includes 12 patient beds, multiple high-fidelity manikins, low-fidelity task trainer, medication preparation room with fingerprint-activated Pyxis medical access system, interactive video connections for access to distance and rural sites, control rooms, briefing conference rooms, and digital health units.

Contact the administrative assistant for the Accelerated BSN program on the Northwest Arkansas campus for directions on scheduling a learning activity in the center.

X. INTERPROFESSIONAL EDUCATION (IPE)

The Office of IPE contributes to the curriculum development, scholarship productivity, research infrastructure and collaborative practice environment across all five UAMS colleges and the graduate school. The office coordinates an interprofessional curriculum that is a graduation requirement for all UAMS students starting with those incoming in the fall 2015. The focus on IPE aligns with the Quadruple Aim approach to health care

performance, that is: improving the patient experience, improving the health of the population, decreasing the cost of care, and improving provider satisfaction/wellness.

The Quadruple Aim IPE curriculum framework consists of seven core activities designed to create relevant learning elements for interprofessional groups of students at novice, intermediate, and advanced levels. It is estimated that all three phases are completed through approximately 22.5 total contact hours. IPE activity timelines for each nursing program can be found at: <https://ipe.uams.edu/college-of-nursing-timelines/>

The Office of IPE also offers faculty development and grant opportunities. To learn more, go to: <https://ipe.uams.edu/>

Y. LEARNING SERVICES

All students who need additional academic assistance might benefit from a referral for academic support services. In Little Rock and Northwest Arkansas there are learning specialists to assist students in all programs. The learning specialist in Little Rock is located in the Student Success Center (<https://studentsuccess.uams.edu/>) within the Library, while the learning specialist in Northwest Arkansas is housed in the Educational and Student Success Center (<https://nwa.uams.edu/colleges/student-services/>). Please review services available by accessing these websites. BSN students in Little Rock should also be referred to the CON's Academic Coach who will work with the learning specialist on the Little Rock campus to develop a plan to support students.

Z. MESSAGES TO STUDENTS

Messages and other communications to individual students will be sent via email to the student at their UAMS email address. **Important information the College needs to convey will be sent to their UAMS email account and only their UAMS email account.** It is the responsibility of the student to check their UAMS email account daily for such messages. In the case of **emergency** messages, every effort is made to facilitate transmitting the message directly to the student.

AA. MIDTERM NOTIFICATION OF UNSATISFACTORY ACADEMIC STATUS (Baccalaureate and Graduate)

Any undergraduate or graduate student who is demonstrating unsatisfactory academic progress will be officially notified at mid-term or as soon as possible after the academic problems are identified. The notification applies to all courses in the baccalaureate and graduate programs, whether the course is scheduled for a full semester or for one session of a semester. The procedure for the official notification is as follows:

1. The Associate Dean for Academic Programs and Accreditation will send an electronic notification to faculty that unsatisfactoriness are due. Faculty will send back the course number, course name, and the names of any student who is making unsatisfactory academic progress in a "confidential" email.
2. The student is notified via email and certified letter of unsatisfactory academic status by the Associate Dean for Academic Programs and Accreditation. Copies are sent to appropriate program directors, specialty coordinator, course coordinator, and student file.
3. The faculty member to whom the student is assigned will be responsible for counseling the student as soon as possible on the nature of the academic

difficulties and the necessary actions for improving academic status.

BB. MINIMUM ENROLLMENT IN CLASSES

Courses in all programs are offered based on available resources. The minimum enrollment policy for the CON is as follows:

1. For a nursing course to be taught, 10 or more students typically must be registered for the course with the exception of PhD courses.
2. The decision to cancel a class because of inadequate enrollment will be made by the dean upon recommendation from the Associate Dean for Academic Program and Accreditation and/or program director.
3. The students enrolled in the canceled course will be notified immediately and advised about other courses available that semester.
4. Exceptions to minimum class size may be made by the Dean.

CC. OUTCOME EVALUATIONS: STANDARDIZED TESTS AND COMPETENCY EVALUATIONS—GENERIC AND ACCELERATED BSN PROGRAM

It is important to the students and faculty that we engage in examination of both the students and the program. Consequently, standardized testing occurs during the junior and senior years of the generic BSN program. Students are required to take these examinations as scheduled. If a student is unable for any reason to take these exams at the time scheduled, the student must submit a written statement to the director of the program. This statement must include a date prior to the end of the semester for make-up which is mutually agreeable to the student and the program director. Failure to complete the exam before the official end of the semester will result in a zero for the exam. See Academic Catalog and Student Handbook for procedures.

DD. PROGRESSION, PROBATION, SUSPENSION, WITHDRAWAL, AND DISMISSAL

These policies are located in the [CON Student Handbook](#), [PhD Student Handbook](#), the [CON section of the Academic Catalog](#), and the [Graduate School section of the Academic Catalog](#).

EE. REQUESTING SITES AND WORKING WITH CLINICAL AGENCIES FOR BACCALAUREATE AND GRADUATE PROGRAMS

Confirm clinical affiliation agreement is in place between the clinical agency and UAMS College of Nursing.

Baccalaureate Program

1. The Director of the Program notifies faculty of the due dates for clinical requests
2. The Director of the BSN Program, working with the course coordinators and faculty, will determine the following:
 - a. Agency
 - b. Areas
 - c. Type of experience

- d. Number of students in each area
- e. Days of the week and specific hours in each area
- f. Exact dates students will be providing care in the area
3. When scheduling is completed, the director will send the agency confirmation of the arrangements.
4. At the beginning of the semester in which the agency is to be used, it is the responsibility of the course coordinator or designee to confirm the arrangement, including the following specific information:
 - a. Program name, course number, and name of course
 - b. Dates of experience
 - c. Numbers and/or names of students
 - d. A description of the learning experience planned and a copy of the course syllabus or objectives
 - e. Name and phone number of faculty member
 - f. Description of the faculty role in supervising the students
 - g. Plans for evaluation of the experience by faculty, students, and agency personnel
5. In addition, faculty are expected to visit the agency, plan a time for orientation of faculty to agency, and negotiate a time for orientation of students to the agency, if necessary.
6. Copies of all correspondence with the agency should be maintained in a file by the course coordinator.
7. Course coordinators are responsible for sending letters of appreciation.
8. At the conclusion of the student experience, each faculty will evaluate the clinical site in the end-of-course report.

Note: When arrangements are made with agencies for individual student experiences, not group experiences, it is the responsibility of the faculty, after consultation with appropriate program director, to negotiate, confirm, and evaluate these arrangements. Copies of all correspondence must be maintained in a file by the course coordinator.

Graduate Program

1. The program's Administrative Assistant (AA) will process the student clinical practicum requests and ensure a current Clinical Affiliation Agreement (CFA) is in place.
2. If the CFA is not in place, the AA will process and facilitate the CFA with the clinical organization. Once completed and received, the CFA will be submitted through the NTracts system, processed by the UAMS contract team for review and approval, and submitted to the dean for signature.
3. The faculty will ensure that all preceptor agreement forms are received and completed before the student enters the practicum setting. (The CFA and preceptor agreement forms must be completed before the student begins clinical practicum courses).

4. The preceptor handbook, course objectives, student, faculty, and preceptor responsibilities are available via Typhon for preceptors before the student enters the clinical practicum experience.
5. Faculty are responsible for reviewing and signing all assessments and survey evaluations (clinical site, preceptor, self, clinical evaluation tool) submitted in Typhon each semester.
6. Correspondence with preceptors and clinical agencies is maintained in Typhon. CFAs are housed online in the NTracts system.

Filing of Agency Agreements

Agency agreements (contracts) are kept securely in the NTract system, and a master list is on SharePoint. Faculty must be sure that the CON has an existing agency agreement with any agency which is used for student learning experiences. All new agency requests must be made to the appropriate administrative assistant a minimum of three (3) months prior to student placement.

FF. RETAINING STUDENT EXAMS AND PAPERS

1. Formal written papers will be kept one year after students' graduation.
2. Computer test results will be housed in electronic database (eg. Blackboard or ExamSoft) per university policy.

GG. SCHEDULING 5th FLOOR CONFERENCE OR TESTING ROOMS IN ED II AND RAHN

Conference rooms and the private testing room are scheduled through departmental administrative assistants. CON conference rooms are not to be scheduled for classroom use except in an emergency. Should this occur, confirmation must be obtained through the respective associate dean.

HH. SELECTING AND MAINTAINING FILES FOR PRECEPTORS FOR BACCALAUREATE AND GRADUATE PROGRAMS

All faculty must follow the Preceptor Process located on SharePoint under [Preceptor Information](#).

II. SELECTION AND ARRANGEMENT OF NEW CLINICAL EXPERIENCES

Process for Selection and Arrangement of New Clinical Experiences

Formal agency agreements between the CON and clinical institutions include use of the clinical site by all programs of the CON, unless separate agreements for each program are required by the clinical institution. The faculty should be familiar with the special and general requirements of the agency for faculty and students. If faculty have questions about agencies with which the CON has contracts for student clinical experiences, the faculty should contact the Administrative Assistant for the Science/Practice Department and/or the Associate Dean for Practice and Community Engagement.

1. Prior to selection of an agency, the course coordinator and course faculty need to examine the agency based on the following criteria. The clinical agency:
 - a. Maintains appropriate accreditation approval.
 - b. Has policies and procedures that are congruent with current

standards of practice.

- c. Provides a daily census of clients with a variety of client care problems to provide a range of student learning experiences so that students can achieve the behaviors identified in the program and course objectives.
- d. Provides an environment conducive to learning and individualization of students' learning experiences.
- e. Provides faculty and student orientation to the agency.
- f. Provides assurance that faculty are responsible for the student education activities.
- g. Maintains and provides access to client records.
- h. Collaborates with faculty and students in the evaluation process.
- i. Provides sufficient resources for students such as equipment and supplies for nursing care, conference rooms, library, etc.
- j. Permits assignment of a reasonable size group per instructor.

Note: If faculty is unable to identify definitively the answers to above criteria, please specify a need for further data to be gathered by the faculty.

2. After the faculty member deems the clinical site appropriate for student learning, the faculty member or program director initiates the process for obtaining an affiliation agreement between UAMS CON and the agency.

Initiation of contract agreement should occur at least 90 days prior to student placement.

JJ STUDENT ADMINISTRATION OF CHEMOTHERAPY DRUGS

No students, regardless of program, may administer chemotherapy classified medications.

KK. APPLICANT ADMISSION DETERMINATION

The admission criteria for all nursing programs are located in the [CON section of the Academic Catalog](#) and on the [CON website](#).

Faculty participate in applicant interviews. The Admissions and Progressions Committee members make recommendations regarding admission of applicants.

BSN Admission Process

Applicants to the BSN program are recommended for admission based upon GPA, ATI TEAS scores, and interview score. The interview questions are standardized with each applicant receiving the same questions. SharePoint under [Interview Guides and Questionnaires](#). Two faculty participate in the applicant interview. Each faculty scores the applicant independently. Both faculty scores are combined and averaged for the interview total score (up to 45 points). Interview scores are sent to the Director of Student Services who enters the applicant's GPA, ATI TEAS score and interview score. A final score is calculated score based upon a proprietary ranking formula.

The number of students offered admission to the nursing programs is based upon

budget, physical and clinical resources, and faculty. Admission to the nursing programs occurs once per year.

MNSc and DNP Admission Process

Following the application deadline, the Director of Student Services will rank all qualified applicants by the GPA calculated from the last 60 hours of undergraduate coursework. Each specialty will be designated the number (N) of students to be accepted, with interviews to be conducted with N x 2 of the qualified students. The Director of Student Services will send lists of applicants (not including GPA) to the specialty coordinators. *Applicants with same GPAs within N- limit will be interviewed (e.g. If GPA of 3.5 is the N-cut off, all applicants with a 3.5 and above will be interviewed.). The MNSc and DNP holistic admission rubric and interview questions follow.

INTERVIEW GUIDE

1. Tell me your perceptions of a [your specialty here] NP.* How did you arrive at that perception?
2. Explain how your experiences has prepared you to become a [your specialty here] NP.*
3. Comment on your qualifications, readiness, and strengths for graduate studies in nursing. How will these strengths and skills contribute to your graduate education and APRN career?
4. What will present as challenges to you as a graduate student? What strategies have you put in place to mitigate these challenges?
5. Tell us about some life experiences that have contributed to your growth, such as (but not limited to) community service, adversity, travel, education, and work with underserved populations.
6. What are some life experiences you have had in leadership roles and in professional organizations?
7. How will obtaining a DNP degree help you meet your professional and personal goals?
8. Five years from now, you're a NP*, what does your practice/career look like? What is your setting? What is your population? What services are you providing?
9. Why should you be chosen over the other applicants? Brag on yourself.

*NP may be substituted with administrator, case manager, or educator. A separate interview guide is available for applicants to the DNP nurse anesthesia program. See SharePoint under [Interview Guides and Questionnaires](#).

HOLISTIC ADMISSIONS RUBRIC FOR GRADUATE APPLICANTS (EXCEPT NURSE ANESTHESIA)					
	10	8	6	4	2
Nursing GPA	3.9-4.0	3.75-3.89	3.5-3.74	3.25-3.49	3.0-3.24
Natural Science GPA	3.9-4.0	3.75-3.89	3.5-3.74	3.25-3.49	3.0-3.24
Completed Graduate OR Cumulative GPA	3.9-4.0	3.75-3.89	3.5-3.74	3.25-3.49	3.0-3.24
	5	4	3	2	1
Application Essay: Professional Development Goals In 250-500 words, describe your professional development goals.	No errors in punctuation, spelling, grammar, capitalization, sentence structure or word usage. Well written with critical thinking, convincing case for program fit.		Some errors in punctuation, spelling, grammar or capitalization. Errors in sentence structure or word usage. Substance is lacking in narrative and program fit.		Multiple errors in punctuation, spelling, grammar or capitalization. Errors in sentence structure or word usage. Substance is very poor in narrative and program fit.
Letter of Recommendation 1: required from professional management or faculty	Excellent quantitative and narrative recommendations; credible recommenders from academics/ healthcare		Mix of excellent and good ratings with comparable narrative from credible recommenders		Several average or below ratings suggest areas of concern; recommenders have limited, current knowledge of applicant's abilities
Letter of Recommendation 2: required from professional management or faculty	Excellent quantitative and narrative recommendations; credible recommenders from academics/ healthcare		Mix of excellent and good ratings with comparable narrative from credible recommenders		Several average or below ratings suggest areas of concern; recommenders have limited, knowledge of applicant's abilities
INTERVIEW RUBRIC (See Interview Guide)					
	5	4	3	2	1
COMMUNICATION How would you rate the ability of the applicant to communicate effectively?	The applicant is an outstanding communicator with clear goals and aspirations		The applicant is able to communicate their answers effectively		The applicant poorly articulates his/her thoughts: he/she does not inspire confidence
UNDERSTANDING OF ROLE	The applicant has a thorough understanding		The applicant has an understanding of the		The applicant has a poor understanding of the roles

How would you rate the applicant's understanding of the role and primary responsibility of an APRN? Do they effectively communicate the important of the role?	of the role as an APRN. Applicant has done extensive research. (Ex. Evidence- based, AACN, contacted CON). Applicant is able to articulate the importance of role.		responsibilities of an APRN. Applicant has done moderate research into the role of an APRN. (Ex. has spoken to friends, anecdotal information).		and responsibilities of the APRN/NA, nationally much less in the state of Arkansas; and therefore does not communicate their importance effectively.
UNDERSTANDING OF SPECIALTY What knowledge does the applicant have regarding the chosen specialty practice?	Has a sound career plan and timeline, and is aware what will be available for them in the specialty upon graduation. Career goals congruent with chosen specialty.		The applicant has some knowledge of specialty, but is unsure of goals. Is aware of options but is unable to articulate a tentative plan.		Unable to articulate career goals related specialty, nor seemed to be aware of specialty options.
ROLE EXPERIENCE How well does their experience prepare them for the chosen population foci or specialty?	Excellent experience that is applicable to chosen population foci/specialty.		Moderate amount of experience that is applicable to chosen population foci/specialty.		No professional experience that is applicable to chosen population foci/specialty.
PROFESSIONALISM Dress, promptness, demeanor, articulate, personal accountability	Excellent in dress, promptness, demeanor, articulation, and personal accountability.		Applicant exhibits some professional behavior, but not all criteria are met.		Lack of professional dress, poor time management; in-appropriate demeanor; poor personal accountability.
CHALLENGES/ STRATEGIES How well does the applicant articulate their own challenges or weaknesses? How do they plan to manage challenges?	The applicant verbalizes knowledge of personal weaknesses and able to identify strategies to mitigate challenges.		The applicant verbalizes challenges, but unable to identify plan to manage challenges.		The applicant verbalizes no insight into own weaknesses, and verbalizes no plan for management.
STRENGTHS	The applicant verbalizes		The applicant verbalizes		The applicant does not

How well does the applicant articulate their own strengths/ skills that set them apart from other student applicants?	and uses examples of how he/she has great strengths/skills and should be considered over another applicant.		some strengths/skills but has difficulty articulating how they are different.		seem to have or verbalize any strengths/skills about themselves.
Life experience (subjective): Including, but not limited to service, honors, focus on underserved populations. <i>Also as noted in CV and letters of recommendation.</i>	Significant/extensive community service, social experience that demonstrates persistence, ability to overcome challenges, and suggests potential contributive value to serve the underserved		Some community service, social experience that demonstrates persistence, ability to overcome challenges, and suggests potential contributive value to serve the underserved		No contribution to community, unable to identify life experiences that have built perseverance and resiliency
Life experiences (objective): Including, but not limited to leadership roles, professional service. <i>Also as noted in CV and letters of recommendation.</i>	Noted positions of leadership, active in professional organizations.		Some mid-level leadership roles, member of professional organizations; noted in CV, minimal mention in letters of recommend.		No positions of leadership, no activity in professional organizations

Other Criteria	1	0
>1 year experience as RN	Yes	No
Certified RN	Yes	No
Military experience	Yes	No
HRSA indicators* or first generation college	Yes	No
Lives in rural county	Yes	No

* HRSA disadvantaged student indicator

Essay, letters of recommendation, and CV will be collected by Admissions office and distributed to specialty coordinators prior to scheduling interviews.

TOTAL POINTS POSSIBLE: 95

LL. STUDENT ADVISEMENT**Baccalaureate Program**

All faculty teaching in the baccalaureate program serve as a faculty advisor for one or more BSN students. Faculty advisors are assigned to students upon their entrance to the program and advise the same students throughout the program. The advisor is responsible for academic advising and guiding the student with service and Interprofessional Education (IPE) activities that are required prior to graduation. The advisor also acts as a mentor, coach and provides the student with information regarding CON policies and procedures related to their educational success. The advisor and student are required to communicate at least once a semester. Advisors are available to students during office hours and by appointment.

The Director of the program advised all students who have been unsuccessful in a course or who are out of normal curriculum sequence due to personal reasons.

Faculty Advisor Role:

1. Meets with advisees at least once per semester and has designated office hours to meet with student advisees.
2. Informs students of administrative procedures and resources within the CON
3. Help students develop good study habits and refers students to Academic Coach and/or Student Success Center for academic support.
4. Monitor and approves community service hours/activities, and IPE activities required for graduation.
5. Offers career and future educational guidance.
6. Responds to students' needs and personal academic problems, including referrals to Student Wellness Program (501-686-8408), Student Success Center, and other resources as needed.

MNSc Program

The specialty coordinator serves as the advisor for students in the specialty. Once students are admitted to the master's program, they are assigned an academic advisor. Students are notified of their advisor in the admission letter they receive from the CON. The faculty receives a list of their assigned advisees from the Student Services Office.

Prior to enrollment, the advisor meets with the student, designs the plan of study, reviews pertinent program policies and procedures, and provides guidance and regarding IPE and service requirements for graduation. The advisor meets each semester with the student to review student progress and any revisions to the student's program of study as needed.

DNP & PhD Programs

The DNP Program director or specialty coordinator serve as the advisor for DNP students. Prior to enrollment, the advisor meets with the student, designs the plan of study, reviews pertinent program policies and procedures, and provides guidance regarding IPE requirements for graduation. The advisor meets each semester with the student to review student progress and any revisions to the student's plan of study as needed.

The Director of the PhD Program serve as the academic advisor for PhD students,

develops the plans of study, and meets each semester with students to discuss progress and any revisions to the plan of study.

MM. STUDENT CLINICAL PERFORMANCE EVALUATIONS (BSN, MNSc, and DNP)

1. Clinical evaluations are a permanent part of the student's record; therefore, these should be completed in blue or black ink or in a Word document.
2. All clinical evaluations must have a clearly written name of both the student and faculty completing the form; each evaluation form must be dated and signed by both student and faculty.
3. Every student must have the current evaluation form used in the course completed for the record. There may be additional materials submitted also. The form should indicate:
 - a. Name of preceptor, if applicable
 - b. Setting
 - c. Type of patients cared for in setting (unit)
 - d. Student's personal objectives (varies by course)
4. If a long narrative is prepared for any reason, it should be attached to the evaluation form.
5. At the conclusion of the course, the evaluations must be submitted (arranged alphabetically) to the course coordinator/specialty coordinator. The Associate Dean for Academic Programs and Accreditation will be notified if grades and evaluations are not submitted by the due date.

Note: All clinical evaluation forms must contain sufficient written documentation to support the grade awarded. These documents also provide the source for written recommendations beyond the letter grade award. A notation regarding student's strengths and weaknesses should be included.

6. It is the faculty's responsibility to document grades. Faculty must keep regular notes of specific behaviors observed in the clinical area. This data should be reviewed with the student in clinical on a regular basis, and signed and dated by faculty and student. Samples of this data regarding behavior should be transferred to the final clinical evaluation form.

Revised June 2017

NN. STUDENT FORMAL COMPLAINTS (see Student Handbook for policies)

Definition of and procedure for disposition of formal complaints

1. Formal complaints are those concerns documented in writing by students in one of the following manner:
 - a. Initiation of discrimination or non-discrimination grievance as described in the UAMS CON Student Handbook for undergraduate or graduate students and the UAMS Graduate School Student Handbook for PhD students.
 - b. Written concerns/petitions submitted to the dean or Associate Dean for Academic Programs and Accreditation.

2. Procedure for reviewing and maintaining records of formal complaints
 - a. Formal grievances and their disposition will be maintained in the Office of the University Registrar in the student's permanent file under lock and key, and in the dean's Office. Access will follow FERPA guidelines to student records.
 - b. Annually, formal complaints will be reviewed by the associate deans and dean for purposes for tracking any trends and problem solving.

OO. STUDENT AND EMPLOYEE HEALTH SERVICES

Guidelines located in the current [CON Student Handbook](#).

PP. STUDENT INCLEMENT WEATHER POLICY

For students, when UAMS operates under inclement weather designation (inclement weather all areas open OR inclement weather non-essential areas closed), all on-campus classes are cancelled, and the library is closed. The CON dean notifies faculty and students of inclement weather via their UAMS email. Course faculty correspond with students regarding expectations related to course and clinical during the inclement weather. Online classes continue as planned; faculty may use online delivery in lieu of on-campus instruction during inclement weather. Faculty overseeing student clinical decide whether clinical experiences are cancelled or continue. Students should exercise judgment, and prioritize safety, when traveling to clinical sites during inclement weather. **UAMS Policy: Inclement Weather Personnel** can be found under [All UAMS Policies & Procedures](#). Search by title.

QQ. STUDENT INSPECTION OF ACADEMIC RECORDS (FERPA)

UAMS Policy: Family Educational Rights and Privacy Act (FERPA) found under [All UAMS Policies & Procedures](#). Search by title.

RR. STUDENT TESTING POLICY (BSN)

Purpose

Provide continuity and validity of course exams; increase test security; decrease potential for grade inflation. Faculty will be expected to uphold this policy for all courses.

1. Standardized ATI Final Exams: All ATI final course exams will be administered through the ATI website. ATI standardized exams cannot be administered using the Examsoft software and require testing on a UAMS computer. Faculty will be responsible for proctoring all ATI exams in their courses. Dr. Nicole Ward serves as the ATI champion and capstone coordinator for the traditional BSN program. She is not responsible for proctoring the ATI final exam, but will provide faculty with the exam access code and benchmarks, and will be available for support during testing times. ATI standardized final exams are a product of ATI. Questions cannot be altered, bonus points cannot be awarded, or otherwise have points credited to the student.
2. Course Module Exams, including course final: All course module exams will be administered via ExamSoft. All questions will be selected from a validated test

bank. If a faculty chooses to create a new exam question it must go through the test validation process. At least, 10% of each course exam should contain questions from ATI resources. Each course exam will contain at least 20% new questions from the test bank to ensure that exams are different each time they are given. Time limits for exams correlate with standardized tests and NCLEX parameters, with students allotted 1.5 minutes per question.

Points are awarded back on an exam based on the following:

- a. accepting alternate answers: May occur if the statistics demonstrate that the question was not valid via statistical analysis.
- b. incorrectly keyed questions: If course faculty discovers that an answer has been mis-keyed, the question should be omitted from the exam and the total exam points possible should be adjusted.

3. Test Validation & Item Analysis:

- a. developing test questions: Faculty may develop their own test questions, but must follow a validation process prior to adding them to an exam. The process is outlined below. Blooms or Krathwohl's Taxonomy should be used when developing various levels of test questions.
- b. expert panel review: Once the question(s) are written, they must undergo panel review. This panel consists of at least three faculty members with expertise in the subject. Other faculty members may review test questions for clarity, errors, structure, etc. The panel reviewing test items should take into consideration the Content, Difficulty, Relevance to the course material and objectives, and format.
- c. validation process:
 - 1) Incorporate a newly written question into the appropriate exam, but do not attach a score point/percentage to the question. These questions will be non-scored and added in addition to the usual number of questions for the exam. For example: If your test will have 75 questions and you have two questions to validate, there will be 77 questions on the test, but only 75 of the questions will be worth points.
 - 2) Each question should be tested with at least three student exams and the questions should show at least 70% accuracy as the correct answer by students on each exam in order to be considered a valid question. If the question is not valid with a 70% on all three exams, the question should be reviewed, revised, and retested. Once the question is deemed valid, it can be added to the test bank in the Blackboard course.
- d. test item analysis:
 - 1) Test item analysis should be done after each exam. The team should meet to discuss each test question and evaluate the statistical data for each question item on the exam. If the faculty is not familiar with this process, they should contact one of the ExamSoft super users in the BSN program. Then, the faculty will need to seek additional ExamSoft training to become competent with the functionality of Test item analysis.

- 2) Once the course team has reviewed the exam, a document of any changes to test scores will be kept in ExamSoft. Changes to the exam scores will be made based on this faculty policy for student testing.
4. **Test Review:** With Blackboard and ExamSoft, all students have the ability, and opportunity, to review their exam immediately after the test in the testing lab. Only students who fail exams are required to meet with their faculty to discuss weak areas of content and obtain referral for remediation. Any student who fails an exam should be referred to the Academic Coach and Student Success Center after meeting with course faculty. Students are not allowed to review their test privately.

References

1. Exam Design Inc (2007) Retrieved from <http://examdesign.com/Primer.aspx> on August 15, 2013.
2. Krathwohl, D.R., Bloom, B.S., and Masia, B.B. (1964). *Taxonomy of educational objectives: Handbook II: Affective domain*. New York: David McKay Co. Retrieved from <http://classweb.gmu.edu/ndabbagh/Resources/Resources2/krathstax.htm> on October 14, 2013.
3. Oermann, M.H. & Gaberson, K.B. (2006). *Evaluation and testing in nursing education*. (2nd Ed.) New York: Springer Publishing Co.

Revised June 2017

SS. SYLLABI DEVELOPMENT GUIDELINES

Required components of the course syllabus can be found on the Syllabus Template and the Baccalaureate and Graduate Curriculum Checklists located on SharePoint under [Course Related Forms](#). Syllabi used in previous years are also available on SharePoint.

To ensure uniformity of material presented in course syllabi, the following guidelines will be used:

For Same Course Number / with Multiple Sections

1. The required syllabus components must be consistent and are based on the respective baccalaureate or graduate curriculum checklists.
2. Teaching methodologies and evaluation strategies may vary but course rigor must be equivalent.
3. Changes to any of these required components must be presented to and approved by the appropriate curriculum committee.
4. After the required components have been addressed, the faculty may include any other material pertinent to the course in the syllabus.

Note: Students will be expected to follow the guidelines as listed in *Publication Manual of the American Psychological Association* (latest ed.) (Washington DC: American Psychological Association)

TT. SYLLABUS PREPARATION

1. Course coordinators are responsible for collaborating with course faculty to prepare the course syllabi for the next semester. Once faculty assignments are made, the department chairs will notify the course coordinators of the schedule as to when syllabi revisions are to be given by the faculty to department administrative assistants.
2. All faculty teaching in the course have input into syllabi content. Faculty teaching individual sections of courses work together to ensure consistency in syllabi.
3. Syllabi content must be consistent with the approved Syllabus Template, which is reviewed annually by the curriculum committee.
4. The administrative assistant assigned to each department is responsible for uploading all syllabi for that department onto SharePoint each semester.
 - a. A schedule will be posted or distributed for syllabi revision. All course syllabi will be submitted on dates as scheduled. If it is impossible to adhere to the posted schedule, extensions may be granted by the respective associate dean. The schedule will be posted as soon as course assignments are made.
 - b. Syllabi revisions should be submitted to the administrative assistant with easy to follow instructions using “track changes” in Word. If the assistant has difficulty following the revisions as submitted, the syllabus will be returned to the faculty to be redone.
5. After the changes are made from the first proofing of the syllabus, the syllabus should not undergo reordering or major revisions (i.e., all major revisions of the syllabus are submitted to the administrative assistant the first time). When the syllabi are completed, faculty give the syllabus to the designated administrative for uploading into SharePoint.
6. Faculty load the final syllabi (in Word or pdf) into their Blackboard course.

Instructions for preparing syllabi are located on SharePoint under [Course Related Forms](#).

UU. TEACHING AND LEARNING SUPPORT**A Subdivision of Academic Affairs**

The Teaching and Learning Support Subdivision includes three primary groups, the Office of Academic Services, the Office of Educational Development, and the Centers for Simulation Education. Each of these groups sponsors multiple programs to support to faculty and students across the UAMS.

1. **Office of Academic Services (OAS):** Academic Services is composed of three support departments: Room scheduling, Lab Support, and Instrumentation Repair. For more information: <https://oas.uams.edu/> or contact 501-686-5576.
2. **Office of Educational Development (OED):**
The OED focuses on improving the teaching and learning experience at UAMS by providing consultation and services to enhance teaching skills and educational scholarship, eLearning, instructional design, and evaluation. These

free services and resources include faculty development workshops, Blackboard and Collaborate support, interactive module development, and video recording and editing. For more information: <https://educationaldevelopment.uams.edu/>

3. **Centers for Simulation Education:** The UAMS Centers for Simulation Education is dedicated to patient safety and excellence in health care. Facilities include the Center for Clinical Skills Education and the Simulation Center (in Little Rock) and the Walker Center (in Northwest Arkansas). To learn more: <https://uamshealth.com/simulation-education/about-us/>
 - a. The Simulation Center offers high quality simulations that provide a realistic environment to develop teamwork, leadership, communication, and procedural skills. <https://uamshealth.com/simulation-education/simulation-center/>
 - b. The Center for Clinical Skills Education is a state-of-the-art facility for teaching and assessing clinical communication and clinical skills, including offering Objective Structured Clinical Exams (OSCE). The Clinical Skills Center recruits, trains, and manages simulated or standardized patients) for instructional and assessment exercises. <https://uamshealth.com/simulation-education/center-for-clinical-skills/>
 - c. The Walker Center includes clinical space to work with standardized patients and a clinical skills room with partial task trainers to support skills and simulated tasks. <https://uamshealth.com/simulation-education/walker-center/>

VV. TEXTBOOK SELECTION

Decisions regarding textbook selection for graduate and undergraduate courses are made by discussing textbook options with department faculty and faculty teaching in the respective course(s). See BOOK ORDERS FOR COURSES, DESK COPIES, OTHER REFERENCE BOOKS in this Education section of the Faculty Handbook.

WW. UNPROFESSIONAL CONDUCT OF STUDENT

When an incident occurs that constitutes a violation of Academic Professionalism Standards, or when such an incident is discovered, the faculty member shall immediately notify the student and instruct the student to leave the clinical or classroom setting (if appropriate). Refer to the Student Handbook for investigation and evaluation of unprofessional conduct of students.

If an event occurs that is in violation of the UAMS Code of Conduct, the UAMS policy for Code of Conduct will be followed within the College of Nursing. (UAMS Policy 2.2.14 Student Code of Conduct).

The College of Nursing reserves the right to dismiss a student at any time due to student actions constituting unprofessional behaviors or Code of Conduct Violations. Each student, by his/her own application and acceptance of admission to the College, recognizes this right of the University and College.

The student may appeal disciplinary decisions through the standard appeals process of the College and UAMS.

October 4, 2023

XX. UNUSUAL INCIDENTS INVOLVING STUDENTS POLICY (i.e. injury/accidents)

For the legal protection of students, faculty, the CON, and the clinical agencies, the following policy is in effect:

1. All unusual incidents/accidents in which student and/or faculty are involved during the course of the educational program **must** be documented.
2. If a student is involved in an unusual incident related to patient care, complete the appropriate form of the agency and forward through agency channels. The student and faculty signature must be on the form. **Keep a copy** and submit the form to the Associate Dean for Academic Programs and Accreditation.
3. If a student is injured while in the patient care setting, complete the agency's incident/accident form and process through the appropriate agency channels. Keep a copy of the form and contact UAMS Student Employee Health Services for recommendations regarding treatment. If there is treatment needed, send the student to Student Employee Health Services or the ER as appropriate. Students are responsible for any costs incurred. Document in the student's folder the referral of student to Employee Health or ER. Follow up on treatment process and disseminate follow-up information appropriate program director and the Associate Dean for Academic Programs and Accreditation.
4. After review by the program director and Associate Dean for Academic Programs and Accreditation, the dean will be informed, and a copy of the incident will be filed in the student's permanent file. All copies of this document must be clearly written, understandable, factual, and legible.

YY. WITHDRAWAL FROM A COURSE/SCHOOL

The course withdrawal policy is located in the [CON section of the Academic Catalog](#) and the [Graduate School](#) section of the Academic [Catalog](#). Drop dates are located on the undergraduate and graduate class schedules each semester.

SECTION IV: RESEARCH

I. RESEARCH MISSION AND GOALS

Mission Statement

The research mission of the UAMS College of Nursing is to improve human health and well-being and advance health equity through innovative, interdisciplinary scientific discovery.

Vision Statement

Our vision is healthy people and communities through empowered nurses using scientific discovery.

Definitions & Common Acronyms

- ADR: Associate Dean for Research
- CON: College of Nursing
- HIPAA: Health Insurance Portability and Accountability Act
- IRB: Institutional Review Board
- MUSE: Grants submission portal and management system
- ORSP: Office of Research and Sponsored Programs
- OSPAN: Office of Sponsored Programs Administrative Network
- Pre-award: Services that facilitate grant proposal creation and submission, prior to a grant award being received
- Post- award: Services that support grants management activities after a grant award has been received
- TRI: Translational Research Institute
- UAMS: University of Arkansas for Medical Sciences

Goals

The CON Research Support Office, led by the Associate Dean for Research supports CON faculty members' commitment to the scholarship of teaching, practice, and research as major responsibilities of the profession and provides the environment to assist faculty productivity towards reaching those goals. Research and scholarship provide a natural bridge between practice and education for generating and translating nursing knowledge.

II. SUPPORT SERVICES

The CON Research Support Office offers the following pre-award services:

1. **Application Checklist Development and Management:** In coordination with OSPAN, the CON Research Support Office will develop a comprehensive checklist containing all required components for a grant application. Recommended intermediate (draft) and final due dates will also be included on the checklist and the CON Research Support Team will check in with the applicant periodically to ensure that the submission is on track.
2. **External Pre-reviews:** The CON Research Support Office will facilitate identifying and contacting external experts to conduct a comprehensive pre-review of extramural grant applications. The CON Research Support Office offers reviewers an honorarium for their services. If an appropriate external pre-reviewer cannot be identified, an internal (UAMS) pre-reviewer can be used.
3. **Mock Study Section:** This is a service offered through the UAMS TRI. The CON Research Support Office can assist with submitting a request for CON faculty members as well as preparing documents for the Mock Study Section.

4. **General Formatting Support:** (e.g., tables, graphs, margins, headers, etc.): The CON Research Support Office can review documents to ensure consistent and correct formatting throughout grant application sections.
5. **Budget & Budget Justification Preparation:** In coordination with OSPAN, the CON Research Support Office can assist with preparing draft budgets and advising on budget adjustments
6. **Human Subjects and Clinical Trail Information:** The CON Research Support Office provides assistance with determining if a project meets the NIH definition of a clinical trial, as well support for completing the Human Subjects Protections sections for grant applications when needed.
7. **Data Management and Sharing Plan Development:** The CON Research Support Office will provide a template and coordinate with the UAMS Data Management and Sharing Advisory Group to assist with the preparation of a Data Management and Sharing Plan that is in compliance with the NIH guidance.
8. **Facilities and Resources:** The CON Research Support Office can assist with correct formatting and, if applicable, compiling facilities and resources information from multiple sites. Template documents with boilerplate language are available.
9. **Equipment:** The CON Research Support Office can help format equipment descriptions and, if applicable, compile equipment information from multiple sites.
10. **Letters of Support:** The CON Research Support Office offers assistance with development of template letters of support and requesting letters of support, and/or managing the collection of these letters (e.g., following up with collaborators).
11. **Biosketch Assistance:** In coordination with OSPAN, the CON Research Support Office can assist with reviewing biosketch format as well ensuring that all funding agency requirements are met.

The CON Research Support Office offers the following post-award services:

1. **Development of a REDCap database to collect and manage study data:** Faculty can work with the post-award Program Manager, to develop an appropriate REDCap database to manage study data. The post-award Program Manager can provide consultations on design and coordinate with the UAMS REDCap administrator to develop a customized data collection tool.
2. **IRB Support:** The CON Research Support Office can provide templates (e.g., protocol, consent forms, assent forms, etc.), guidance, and training on the IRB submission process. Faculty should contact the post-award Program Manager with any questions regarding IRB Submission.
3. **Study Recruitment assistance:** The CON Research Support Office can liaise with various groups on campus and external stakeholders to connect faculty to populations of interest within the state, as well as assist with connection to national databases and tools for recruitment of participants in health related research..
4. **Research Mentoring:** The ADR is available to provide research mentoring as well as connections to external and internal mentors for faculty as needed. To schedule a consultation meeting, faculty should contact the ADR.
5. **Assistance with Budget Revisions and Purchasing Questions:** Faculty can work with the Research Program Manager to prepare documents needed for a budget revision, No Cost Extension Request, or other financial related modification after being notified of funding.
6. **Shadow Budget Management:** The CON Research Support Team can provide faculty with a template for developing an internal budget for tracking grant expenses (i.e., "Shadow Budget"). In coordination with OSPAN, the CON Research Support team will assist faculty with reviewing monthly expense reports and tracking expenses for internal record keeping purposes and to ensure accuracy of institutional grant expense reports.

7. **General Support from Research Assistants/Clinical Coordinators:** The CON Research Support Office will provide support for identifying and training a research assistant, or clinical coordinator, if needed. Depending upon availability and current staffing, the CON Research Support Office can offer faculty support from Research Assistants within the department. Interested faculty should contact the ADR to discuss. Research Assistants can assist with data collection, data management, recruitment, literature searches, etc.

Statistical Assistance, Consultation, and Collaboration

The CON Research Support Office has established a Biostatistics Committee through a collaborative agreement with the UAMS Department of Biostatistics and external contractors to support CON faculty and doctoral students with the development of rigorous research proposals and data analyses. The following services are provided to CON faculty on request (and to doctoral students by request of their program directors, project chairs, or dissertation chairs):

1. Consultation with the committee regarding research design and analysis questions;
2. Connecting faculty with a specific biostatistician to consult and partner with for development of the statistical aspects of research design, data collection and data analysis for their project;
3. Providing assistance with the development of data collection instruments, and building data collection databases;
4. Facilitating consultation meetings and tracking products developed as a result of collaboration with biostatisticians;
5. Assisting with the preparation of products such as manuscripts, scientific presentations, and abstracts.

To submit a request for a biostatistics consultation or to initiate a service request, submit here: [CON Biostatistics Request Portal](#). General questions can be directed to the Research Program Manager.

III. CON RESEARCH SUPPORT OFFICE PERSONNEL AND ROLES

The CON Research Support Team provides a range of services to support CON faculty members with both pre- and post-award grants management services, support for manuscripts, presentations, and other scholarly products, and general research program support. These staff include:

Pre-Award Support

Research Program Manager (One position)

The Research Program Manager provides faculty with pre-award support for grants management for internal and extramural funding mechanisms in conjunction with OSPAN, ORSP, and Grants Accounting. Examples of grants management support include, but are not limited to, development of comprehensive grant timelines and application requirement checklists, budget development, and formatting and development of supporting documents for grant applications. The Research Program Manager also provides support for research processes such as managing action items from research consultation and committee meetings. The Research Program Manager also serves as the liaison between faculty and UAMS research support entities e.g., TRI, CON Business Office, OSPAN, etc.

Post-Award Support (One position)

Program Manager (one position)

The Program Manager is responsible for managing individual faculty research projects and

various college-wide research processes developed through the office of the ADR within the College of Nursing (CON). The Program Manager is specifically responsible for the development of REDCap databases to support data collection, coordination of post-award duties such as project implementation, project reporting and regulatory compliance, and support for IRB protocol development and management. Daily responsibilities include project management in support of multiple CON faculty members and liaising with partners and colleagues across CON and within UAMS, as well as external collaborators. The position will provide post-award grants management support for intramural and extramural funding mechanisms including support for budget management and some data collection duties. This position will complete other duties as assigned by the Research Program Manager or the ADR.

Research Assistants (Multiple positions, as funded on grant awards)

Research Assistants provide support for individual research projects. Support may include coordination with the Program Manager to manage IRB submission including regulatory document management and management of continuing review, data collection, data management, development of recruitment materials and the management of subject recruitment efforts. Additional study related duties include maintaining all study files and tracking study supplies and expenses. Faculty may also ask the Research Assistant to complete literature reviews, prepare posters, presentations and abstracts and assist with conference preparation.

Clinical Coordinators (Through the UAMS Cancer Institute)

Faculty may budget for clinical coordinator support on their cancer-focused grant applications. Clinical coordinators can be accessed through the UAMS Cancer Institute, as applicable. Clinical coordinators can provide support with patient recruitment activities, scheduling study visits, consenting research participants, and running study visits.

PhD Student Research Assistants

It is possible that limited assistance may be available if there is a PhD student who was awarded a graduate school assistantship. PhD students who have an assistantship work 14 hours per week and report to the PhD Program Director for assignments. PhD Students may assist with data collection, literature searchers, presentation or publication development, or data cleaning. Faculty may contact the PhD Program Director to determine if requesting assistance from a PhD student is feasible for their respective study.

IV. GRANT SUBMISSION PROCESS

Extramural and Intramural Funding

CON faculty in all departments are encouraged to develop and submit both extramural and intramural applications for funding to support the development of their research programs, and/or to improve education and practice, within the college. The following policies and processes apply to all funding options **except the CON Intramural Grants Program** including:

1. Extramural Federal Funding
2. Extramural Non-Federal Funding
3. Intramural Funding through campus-level centers (e.g., TRI, COBRE Centers, Cancer Institute, etc.)

Note that the grant submission policies and processes for the CON Intramural Grants Program are outlined in Section 4.

Grant Submission Process and Requirements

Purpose

The following information describes the required submission process for all CON faculty who wish to submit grant applications for extramural funding or for non-CON intramural funding. For questions about this process, please contact the ADR. Each numbered item listed below corresponds to the numbers within **Figure 1**. Steps 6 and 7 are taken from the UAMS Administrative Guide 16.1.14. These approval time points are critical for ensuring that all department, college, and OSPAN personnel who are involved in providing review and/or support for grant submissions have adequate time to conduct thorough reviews and provide appropriate support services. This process also ensures that the submitting faculty member has adequate time to make identified corrections as needed.

1. **Enter request to Submit Grant Application in Grants Tracking Portal.** All faculty must submit information regarding planned grant applications through the [CON Grants Tracking Portal](#). If a CON faculty member is a Co-investigator (Co-I) and the Principal Investigator (PI) is also in CON, then only the PI needs to submit to the grants tracking portal. If the CON faculty member is the PI, or is Co-I on a grant application outside of CON, or is the PI on a subaward from an external institution, then the CON faculty member is responsible for entering the grants information in the CON grants tracking portal. All grant applications, regardless of funding mechanism or amount, must be submitted in the grants tracking portal in order to move forward. As soon as faculty have preliminary plans for submitting a grant, they should submit their information in the portal. This will generate a request to the faculty member's department chair and the ADR to approve their intent to submit a grant. Faculty will be given a code to access the submission at any time to edit information as needed. The purposes of the grants tracking portal are: 1) to create a comprehensive accounting of all grant activity within the college to support short and long term fiscal planning; 2) to factor into faculty workloads on a semester and annual basis; 3) to notify CON leadership of upcoming necessary grant reviews and approvals (especially with regard to budget reviews); and 4) to assist the CON Research Support office with planning for needed support services in order for the faculty member to develop and submit the grant.
2. **Department Chair & ADR Review and Recommendation regarding Submission.** After submission through the grants tracking portal, each faculty's respective department chair and the ADR will receive an email notification. The relevant department chair and the ADR will be prompted to log into REDCap to review the submission information and either recommend or not recommend the planned submission to move forward. If a faculty member's department chair or the ADR does not recommend a faculty's plans to submit, they will document the rationale in the REDCap approval form. Faculty will be contacted and provided with the reason why the submission was not recommended. The faculty member and the department chair and/or ADR will discuss any concerns regarding the planned submission (i.e., need for pilot data, faculty workload conflict, etc.)
3. **3 + Month Checklist Created by CON Research Support Team in Alignment with OSPAN/ORSP Guidelines.** Ideally, all grants being submitted for extramural funding (and applicable intramural grants) should adhere to a minimum 3-month timeline with incorporated intermediate deadlines to meet the funding agency submission deadline. Ideally, and with enough notice, the CON Research Support Office will review a funding opportunity and develop a comprehensive checklist and timeline with the faculty member and OSPAN based on the funding opportunity requirements. The

CON Research Support Office will send periodic reminders of intermediate deadlines to investigators. The purpose for adhering to a 3+ month timeline is to ensure a quality proposal with sufficient time for pre-review prior to official submission to the funding agency by ORSP.

Note: There may be some circumstances where a 3+ month timeline is not possible (e.g., a rapid response funding opportunity, short deadlines by specific federal and non-federal funding agencies, etc.). In these cases, the CON Research Support Office will work with the faculty member to provide as much support as possible to facilitate meeting institutional and funding agency deadlines.

4. **OPTIONAL: CON Research Support Office Assistance.** The CON Research Support Office offers the following grant application support services:

- Application Checklist Development and Management
- Coordination of External Pre-Reviews*
- Coordination of Mock Study Sections (through the TRI)
- General Application Formatting Support
- Budget/Budget Justification Preparation
- Human Subjects and Clinical Trials Information
- Facilities and Resources
- Equipment
- Letters of Support
- Biosketch Development and Editing Assistance
- Data Management and Sharing Plans
- Biostatistics Assistance

Note: *Unless approved by the ADR, external pre-reviews are REQUIRED for all initial extramural federal, and substantial non-federal, research applications being submitted. For revised and resubmitted applications, the pre-review is strongly encouraged, but optional (because funding agency reviewer comments are provided). External pre-review for non-federal applications are offered, but optional. See item 6 below for more information.

These services are offered to all CON faculty who are submitting grant applications. Assistance will be offered in coordination with OSPAN partners and with the CON Business Office. (For example, the CON Research Support Team will collaborate with the CON Business Office and OSPAN as budgets are developed.) Faculty are encouraged to utilize these services, but assistance is optional except as noted above. See the Support Services Section (Section II) above for more detailed explanations of these services.

5. **Extramural Pre-Review (REQUIRED for all Federal Research Applications and all substantial Non-Federal Research Applications).** The CON Research Support Office will coordinate external pre-reviews for all federal research grant applications and all substantial non-federal research grants (e.g. Betty Irene Moore Fellowship, Robert Wood Johnson Foundation). Input from investigators and department chairs will be sought for identifying appropriate external reviewers. At least one external pre-review is required for these types of proposals. The purpose of these reviews is to obtain constructive scientific feedback before submitting to the funding agency and to gauge fundability from an external expert. Reviews are coordinated through the CON Research Support Office and reviewers (who will be processed as vendors) are

offered a payment for completing pre-reviews.

After review scores are received, the ADR, Dean or Department Chair will recommend whether an application should or should not be submitted to the funding agency on the original timeline and due date. This recommendation will be based on the reviewer comments and the preliminary score received. If an application needs substantial revisions, it may be recommended the application be revised and submission be delayed to the next submission opportunity.

If faculty are submitting a revised application, an external pre-review is strongly recommended, but not required if the funding agency provides a summary statement critique. In this case, the purpose of the pre-review is to evaluate whether the PI has adequately addressed the previous review panel's critique and recommendations as described in the summary statement. In some cases (e.g. short turn-around time), the external pre-review can be substituted with an internal review on a case by case basis as needed. If the funding agency does not provide a written critique, then an external pre-review (or internal pre-review as applicable) will be required prior to resubmission.

6. **Routing Grants through MUSE for College, OSPAN, and ORSP Review and Sign-off**

Overview

MUSE is the UAMS institutional portal used for submitting and managing grant submissions. ALL grants being submitted for extramural funding are required to be routed through MUSE. Extramural funding proposals include (but are not limited to) proposals being submitted to federal funding agencies (e.g., NIH, USDA, HRSA), private foundations (e.g., SNRS, Blue & You), and fellowship applications. While grant proposals for Intramural funding do not need to be submitted through MUSE, both OSPAN and the CON Research Support Office will provide support for intramural grant submission preparation as needed. To ensure CON faculty are following institutional guidelines, the CON Research Support Team will confirm if a proposal needs to be routed through MUSE after it is entered through the CON Grants Tracking Portal. The actual MUSE submission is completed by OSPAN, not the faculty member.

Note: If funded, intramural grants are entered into MUSE by OSPAN at the time of receipt of award for account set up and tracking.

Grant Routing Timeline

Per the FAQ guidance from the office of the Vice Chancellor for Research and Innovation (released via email in May 2024) faculty are required to submit their “best and final” versions of all required components of their grant application by 7 business days in advance of funding agency due date. Documents submitted should include: final budget and justification, biosketches, letters of support (subawardees/subcontractors), facilitates, resources, and equipment, project narrative and summary, vertebrate animal section, human subjects section, data management plan, resource sharing plan, authentication of key reagents, and all other proposal documents required by the sponsored that are not included in the final narrative. **The only exception to this timeline is the project narrative section (Specific Aims and Research Strategy), which may be submitted as late as 2 business days prior to the funding agency due date.** Once the documents are submitted to OSPAN and the OSPAN administrator uploads them into MUSE, the routing and

approval process is initiated. The PI receives a MUSE system-generated notice to approve their project for review. Once the PI starts the approval routing process, the proposal will be sent through MUSE for college level approvals in the following order:

- Approval Step 1: ADR's Office
- Approval Step 2: CON Business Office
- Approval Step 3: Dean's Office

During the routing process, department and college leadership will review the overall application and budget and either approve them or request changes. The OSPAN representative also conducts their review of the documents for compliance with funding agency requirements. If issues are found, the OSPAN representative will also contact the faculty member to make changes as needed.

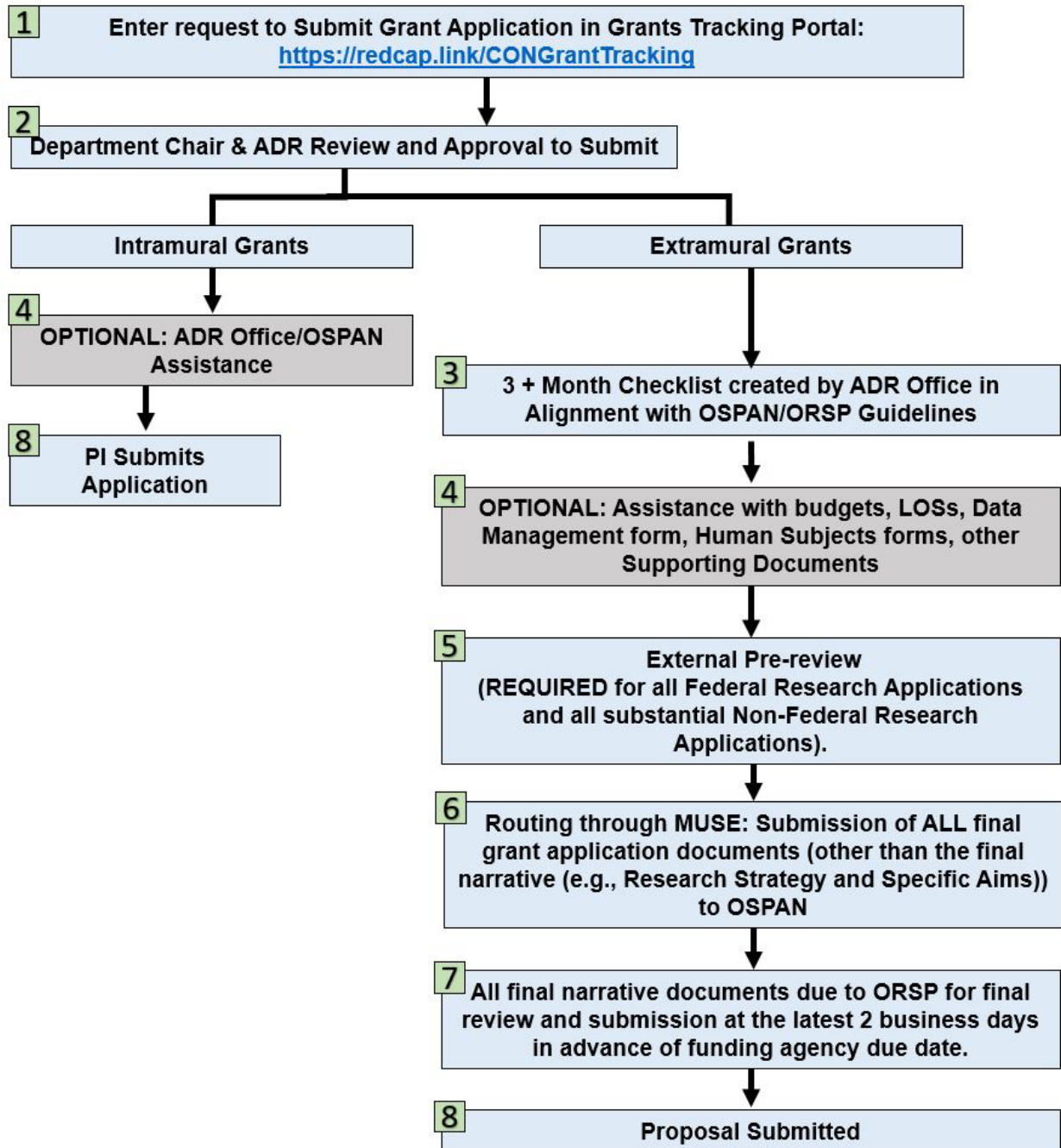
After final college and OSPAN approval, the application will be routed by **OSPAN** to **ORSP** for final review and submission by 2 business days prior to the funding agency deadline at the latest. If the PI hasn't submitted the project narrative (Specific Aims and Research Strategy) yet, those documents are due to OSPAN by the 2 business days deadline as well.. **(Step 8). These timelines are required per UAMS Administrative Guide 16.1.14.** If application documents (outlined above) are not submitted to OSPAN by the 7- business day deadline, or the final project narrative (e.g., research strategy and specific aims) is not submitted to OSPAN by the 2-business day deadline, the ADR, will determine that a proposal cannot move forward per institutional requirements. If a faculty member (PI) encounters compelling extenuating circumstances that significantly impact their ability to meet with the 7 business days or 2 business days deadlines, they may submit an extension request directly to the Vice Chancellor for Research and Innovation, who will review the request and render a final decision. Note that neither the Dean nor the ADR can approve grant application extension requests.

7. **As noted above, the final project narrative must be submitted to ORSP (via OSPAN) at least 2 business days in advance of funding agency due date.** To ensure that applications are uploaded to Grants.gov (or appropriate funding agency site) in a timely manner, ORSP requires all final documents to be reviewed and approved by their office a minimum of 2 business days before the funding agency's submission deadline. At this point, only changes requested by ORSP can be corrected. No other additions or adjustments can be initiated by the PI or other key personnel. This allows for adequate institutional final review and sign off. This also allows the PI time to receive a final preview PDF document of the entire proposal for review and to correct potential errors before is sent to the funding agency (if done immediately). *Note: It is preferred that ALL application documents (including the project narrative documents, i.e. the research strategy and specific aims) are submitted 7 business days prior to the funding agency deadline.*

The sooner the PI approves (or corrects) the final PDF, the sooner OSPAN and OSRP can submit the application officially to the NIH or other funding agency. This will then generate a warnings and errors cascade from the NIH or other funding agency that requires PI review as well. Once submitted in ASSIST to the NIH (or other government agency), if system-generated warnings and/or errors are generated, the PI can request the application be withdrawn to correct errors (if necessary) or allow the application to move forward with the errors. If error correction is needed, changes **MUST** be completed within the 2-day window and the application re-uploaded to ASSIST by OSPAN. Once the 2 business days are ended, there is no opportunity for any further error corrections or re-submission.

8. **Proposal Submitted.** The proposal will be submitted by the authorized official of UAMS (via ORSP). In some specific cases (typically in the case of intramural grants and some foundation or fellowship applications), the PI will submit the proposal themselves. In those circumstances, the PI should contact the CON Research Support office for guidance. When an intramural or extramural funding source releases a funding opportunity without sufficient lead time to adhere to the CON 3+ month timeline, contact the ADR for guidance. Exceptions can be made on a case-by-case basis.

Figure 1. CON Grant Submission Process and Requirements



V. POST AWARD PROCESS

Kick Start Meetings

Once funded, all PIs are required to attend a “Kick Start” meeting coordinated by UAMS Research Administration. The purpose of these meetings is to facilitate a more efficient and timely grant awards account setup. The meeting will be attended by the responsible OSPAN Research Administrator (RA), Grants Accounting representative, the Principal Investigator named on the award notification, and the relevant Department or College Business Administrators responsible for primary grants administration support. Meetings will occur within 15 business days of receiving the award notice. After these meetings take place, the appropriate offices will establish an account for the awarded grant.

All funded grants (Intramural and Extramural) are set up through MUSE. This allows for internal record keeping and the generation of an account number so that expenses can be posted to a grant. OSPAN will provide monthly reporting and monitoring on all funded grants.

CON Services Offered

After grants are funded, the CON Research Support Team will continue to provide support to faculty. As noted on page 2 of the section IV: Research, support may include the following:

- Development of a REDCap database to collect and manage study data
- IRB Support
- Recruitment assistance
- Research Mentoring
- Assistance with Budget Revisions and Purchasing Questions
- General Support from Research Assistants

Principal Investigator Post-Award Responsibilities

Grants and contracts for research at UAMS are awarded to the Board of Trustees of the University of Arkansas. The University is responsible for the administration of the projects. Administrative authority may be delegated through the Dean to the ADR. With a view toward successful operation of the project, OSPAN and ORSP personnel will assist the PI in fulfilling grant/contract requirements. In the discharge of PI responsibilities as the University's grant/contract agent, the technical requirements and the day- to-day administration of the project fall under their purview.

The PI's responsibilities include:

1. Compliance
 - a. Completing, to the best of your capability, the project obligations as contracted with the sponsor agency.
 - b. Adhering to the UAMS and the CON policies and procedures, unless those are superseded by the sponsor's regulations and are so accepted by the University.
 - c. Ensuring that any humans and/or animals involved in project activities under the grant or contract are treated in accordance with the sponsor's and the University's policies.
 - d. Ensuring completion of any other award requirements stipulated by the award agency.
 - e. Securing IRB approval and submitting appropriate documents and maintaining IRB approval.

2. Operations/Conduct
 - a. Managing the project according to the approved statement of work and budget published in the awarding document.
 - b. Working with the Associate Dean for Research, the PI will contact the Director of ORSP and Bioventures regarding award-developed inventions and potential patents.
 - c. Providing care and maintenance of property procured under the terms of the award in accordance with the sponsor's and the University's equipment and material care and maintenance requirements.
3. Budgets
 - a. Supervising expenditures in conformity with the budget approved by the sponsor, or where required, requesting prior approval re-budgeting through OSPAN for desired deviations from the published budget.
 - b. Initiating the necessary documents requesting travel, purchase requisitions, payroll authorizations for project employees, and any other forms required to authorize encumbrances.
 - c. Completing and reviewing reports of accounts and expenditures, including monthly petty cash reports for the Treasurer's Office.
 - d. Ensuring that any award cost-sharing requirements are fulfilled for the project.
4. Reporting
 - a. Completing time-and-effort reports as required for the project.
 - b. Completing and submitting reports that may require central administration certification, through ORSP in accordance with the sponsor's schedule.
 - c. Submitting to ORSP for review and signature, prior to transmittal to the sponsor agency, any written communication that would modify the grant or contract, or the performance of the PI or the University in any manner.

Closeout Meetings

At the end of the award period, all PIs will be required to attend a Closeout meeting. The purpose of this meeting is to facilitate a more efficient and timely close out and set up of continuation awards. The meeting will be attended by the responsible Grants Accounting Representative, OSPAN RA, the Principal Investigator named on the award notification, and the relevant Department or College Business Administrators responsible for primary grants administration support. The meeting will be held at least 30 days prior to the end date of the grant close out reporting period.

VI. INSTITUTIONAL GRANT OPPORTUNITIES AND NON-CON SUPPORT

UAMS Division of Research and Innovation

The Division of Research and Innovation provides leadership in formulating and enacting strategies to expand system-wide research activities. As part of that effort, the UAMS Research Committee (composed of representatives from all UAMS colleges, the Academic Senate, and Graduate School) meets monthly to discuss research policy, processes, strategic planning, grant submissions, and collaborative research initiatives.

The division also co-hosts a quarterly [Showcase of Medical Discoveries](#) scientific poster and collaboration event to connect clinical/basic science faculty members and stimulate research collaboration. To learn more about important UAMS research foci, check out past Showcase events. These events strengthen state-wide collaborations and increase research diversity throughout the University of Arkansas system. Additionally, as a member institution of the

[Arkansas Biosciences Institute](#) Scientific Coordinating Committee, R&I provides biomedical research guidance on ABI scientific endeavors.

The division is highly supportive of the Winthrop P. Rockefeller Cancer Institute and its efforts to obtain National Cancer Institute designation. Together we are recruiting top cancer researchers and connecting them with current faculty teams. Similar key partnerships exist with the [Arkansas Children's Research Institute](#) and [Central Arkansas Veteran's Healthcare System](#). The division works closely with the [Translational Research Institute](#) to accelerate the translation of cutting-edge research results into health care advances, such as through joint sponsorship of grant-writing workshops. Moreover, vital intellectual property transfer/commercialization interests of research faculty are promoted and facilitated via [BioVentures](#) into products that benefit human health.

Translational Research Institute (TRI)

The professional staff of the TRI helps clinical and translational research investigators navigate the research infrastructure at the UAMS main campus, UAMS Northwest Campus, Arkansas Children's Research Institute, and the Central Arkansas Veterans Healthcare System. To request assistance, submit a request through the TRI Services portal: [TRI Services](#).

Services and information is available on:

- a. Biostatistics assistance;
- b. Community and stakeholder engagement;
- c. Data Safety Monitoring Board;
- d. Mock study section review;
- e. Research forum;
- f. Informatics;
- g. Recruitment – Participant Registry;
- h. Editing services for grants.

OSPAN Services

OSPAN offers services during the preparation of proposals, proposal submission, and support for pre-award and post-award phases of sponsored program (research grants) management. Faculty should work with the Office of the ADR to request OSPAN services. After an initial consultation meeting with the ADR and the Research Program Manager, the Research Program Manager will contact OSPAN to set up an initial meeting. The Research Program Manager and OSPAN staff will coordinate to ensure that appropriate services are provided and request forms are completed both through the REDCap CON Grant Tracking portal and through OSPAN.

To initiate this process, contact the Research Program Manager.

The following OSPAN services are available to assist faculty in preparing grant proposals.

1. OSPAN will review the final proposal for formatting prior to submission to funding agency. OSPAN staff will ensure that all formatting is accurate based on funding agency guidelines. If submitted with enough lead-time and if requested, OSPAN will work with UAMS scientific editors (SciCom) to review and edit the grant application for content.
2. Preparing and Submitting the Proposal

In coordination with the Research Program Manager, OSPAN staff will assist with the following:

- a. Developing a timeline for proposal completion;

- b. Preparing a checklist of documents which must be submitted with the proposal;
- c. Coordinating the preparation of biosketches, other support information, grant face page, and budget pages;
- d. Preparing budget and budget justification;
- e. Preparing standard language for sections of grant applications, such as description of facility;
- f. Being knowledgeable about the RFA instructions regarding proposal format including font size, spacing, number of pages, mailing directions, and required documents for submission;
- g. Preparing final pagination;
- h. Entering proposal into MUSE;
- i. Submitting proposal for final UAMS signatures.

VII. CON INTRAMURAL GRANTS

CON Intramural Grants Program

The CON Intramural Grants Program has two mechanisms for providing funding to support scholarly work of College of Nursing faculty. The first is a pilot study mechanism that funds research projects with budgets at a maximum of \$50,000. A major objective of this program is to provide seed money for developing preliminary data in support of a subsequent extramural research grant application. It is also expected that the results of funded projects will be submitted for publication when completed.

The second type of funding opportunity available through the CON Intramural Grants Program is geared towards smaller scale education-focused or quality-improvement focused projects. A maximum of \$10,000 dollars will be available for these projects. These projects are focused on practical application and are not required to provide a foundation for future extramural funding (although the data can be used to support such an application if desired and warranted). It is expected, however, that the results of funded projects will be submitted for publication when completed.

The number of Intramural Grant Awards (both the pilot study funding mechanism and the education/quality-improvement focused projects) will be dependent on the amount of funding available each year. If outside funding has been secured for a research project, intramural grant funding may be applied for to supplement an extramural funding budget, but may not duplicate that funding. A full proposal per the guidelines below will be required and reviewed using the review criteria outlined for each type of intramural grant. **Intramural grant funds are not available to support dissertation research.**

Refer to Table 1. CON Intramural Grants Program Funding Types and Requirements table below for more information.

Table 1. CON Intramural Grants Program Funding Types and Requirements		
Funding Type	Research Pilot Study	Education/Quality Improvement
Funding Amount	\$25,000 - \$50,000*	\$5,000 - \$10,000*
Purpose	To provide seed money for pilot studies aimed at collecting preliminary data to support a subsequent extramural grant application.	To provide funding for small scale education-focused or quality-improvement projects.
Eligibility	<ul style="list-style-type: none"> • Full time CON faculty • Cannot be PI on another CON grant at the time of funding initiation 	
FTE Commitment	<ul style="list-style-type: none"> • FTE coverage allowed • Faculty must discuss planned FTE% with their Associate Dean and/or Department Chair to obtain permission • Teaching time may be bought out based on discussion with faculty's supervisor 	<ul style="list-style-type: none"> • No FTE coverage allowed • Must obtain approval from Associate Dean and/or Department Chair
Minimum Required Products	<ul style="list-style-type: none"> • Manuscript • Submission to an extramural grant mechanism within 6 months of project completion or whenever the soonest deadline is for the Extramural grant mechanism • Submit a poster and attend the annual UAMS ABI meeting. If the meeting is outside of Little Rock (i.e. Fayetteville), the ADR office will cover travel costs. 	<ul style="list-style-type: none"> • Manuscript • At least 1 scholarly product (e.g., abstract, manuscript, presentation)
Funding Period	<ul style="list-style-type: none"> • 1 year 	<ul style="list-style-type: none"> • 1 year
Meeting Requirements	<ul style="list-style-type: none"> • Quarterly check in meetings with the Associate Dean for Research (ADR) • At least one consultation meeting with the CON Biostatistics Team prior to submitting application (and more if needed) 	<ul style="list-style-type: none"> • Quarterly check in meetings with the Associate Dean for Research (ADR) • If applicable, at least one consultation meeting with the CON Biostatistics Team prior to submitting application (and more if needed)
Review Committee Requirements	<p>Each project's review committee consists of 3 members and the ADR (non-voting member). The 3 members of the review committee will be:</p> <ul style="list-style-type: none"> • Primary Reviewers (2): <ul style="list-style-type: none"> ○ External to CON And/or ○ Current or history of extramural funding in the applicant's area of research focus • Secondary Reviewer (1): <ul style="list-style-type: none"> ○ Member of the CON Research Committee or CON faculty member with required expertise. 	<p>Each project's review committee consists of 3 members and the ADR. The 3 members of the review committee will be:</p> <ul style="list-style-type: none"> • Primary Reviewers (2): <ul style="list-style-type: none"> ○ CON faculty members with relevant expertise or members of the CON Research Committee • Secondary Reviewer (1): <ul style="list-style-type: none"> ○ Research Committee Member ○ Other UAMS, UA System or CON reviewer as applicable (e.g., Office of Educational Development)

*Number of awards and amount of funding available each year is dependent on amount of funding available to support the CON Intramural Grants Program

Conditions of Eligibility

Awards will be made to full-time faculty members of the CON. Eligible faculty members may not be the Principal Investigator on more than one CON Intramural Grant at a time.

Application Process

A **letter of intent (LOI)** to the ADR must be received at least one month prior to the grant submission date (see CON Intramural RFA Timeline below). In order to apply for intramural funding, faculty submit their request through the [CON Grant Tracking Portal](#). Faculty will submit their one-page LOI and application information through the CON Grant Tracking portal. When submitting through the portal, faculty should indicate that they are applying for a CON Intramural Grant. Faculty is encouraged to work closely with the ADR during the process of preparing the grant application. Refer to Table 2. Application Requirements for the required components for each application type (Research Pilot Study and Education/Quality Improvement).

Table 2. Application Requirements	
Research Pilot Study*	Education/Quality Improvement
<p>Note Research Pilot Study applicants should follow the same guidelines as outlined for an NIH R03</p> <ol style="list-style-type: none"> a. Abstract (limited to 30 lines of text) b. NIH Biographical Sketch of PI and Key Research Personnel c. Specific Aims (1 page) – state the goals of the proposed research and summarize expected outcomes d. Research Plan (6 pages total) sections include: <ol style="list-style-type: none"> i. Significance ii. Innovation iii. Approach e. 7th page describing next steps for application (e.g., R01, other extramural funding mechanism) f. Budget and justification to describe research needs, to include equipment, RA assistance, and travel <p>*All application components should follow the NIH SF424 (R&R) Application Guide</p>	<ol style="list-style-type: none"> a. Abstract (limited to 30 lines of text) b. Project Narrative (Limited to 3 Pages) <ol style="list-style-type: none"> i. Need or Problem Statement ii. Purpose/Objectives iii. Proposed plan of work/Methods iv. Evaluation plan v. Dissemination plan vi. Timeline (not included in page limit) c. NIH Biographical Sketch of PI and Key Research Personnel d. Budget and justification to describe research needs, to include equipment, RA assistance, and travel
<p>Upon submission, ADR staff will complete an application completeness check. Applicants will have 48 hours to submit any missing or revised documents. If applications are not resubmitted within 48 hours or are still incorrect, applications will be withdrawn from consideration.</p>	

Application Timeline

The timeline for application submission is detailed below. Refer to Table 3. Research Pilot Study and Education/Quality Improvement Timeline for the fall and spring release dates. Please note, on a case-by-case basis, these dates may be adjusted to accommodate applicants’ schedules.

Table 3. Research Pilot Study and Education/QI Timeline			
<u>Fall Release Dates</u>	<u>Spring Release Dates</u>	<u>Application Step</u>	<u>Timeframe/Notes</u>
August 11	February 1	RFA released	Applicants have approximately 3 weeks to prepare LOI
First week in September	Third week in February	LOI due by 8:00 pm	ADR Office/Review Committees review and make decision about inviting applicants for full submission (~ 1 week)
Second week in September	March 1	Applicants notified whether or not they are invited to submit a full proposal application.	Applicants should contact the CON Intramural Planning Committee to request a consultation as needed. Applicants should also complete consultation with CON Biostatistics Committee .
Third Friday in November	First Friday in May	Full proposal applications due by 8:00 pm <i>*Refer to application preparation checklist for specific components due</i>	Applicants have approximately 10 weeks to prepare application
December 2	Third week in May	Applicants notified of their scores and funding decision	Review committee has 2 weeks to review
December 2 – Second week in January	May 20 – July 1	Selected applicants work on remaining components (i.e. IRB Approval, IACUC Approval, IBC Approval, etc.)	Depending on IRB approval, awardees can begin projects and complete study start up activities (ordering supplies, budget set up, etc.).
Second week in January	July 1	Anticipated official project start date	All awardees will receive official award notification by this date if not sooner. (Can vary based on account set up, IRB approval, etc.)

Review Process

Upon receipt, applications will be referred to the CON Intramural Grants Committee for evaluation. The CON Intramural Grants Committee will assemble review panels to provide a comprehensive review of all complete applications received. Separate review panels will be established as needed for the two types of CON Intramural Grant Funding Opportunities. The pilot study review panel will consist of external and intramural individuals with expertise in the applicant’s field of study. The education-focused or quality-improvement applications will be reviewed by qualified senior faculty within the College of Nursing Education and or Practice Departments and/or personnel from the UAMS Office of Educational Development (OED).

Applications will be evaluated by the Research Committee and review panel on the basis of the criteria outlined in Table 4.

Table 4. Review Criteria	
Research Pilot Studies	Education/Quality Improvement
<ul style="list-style-type: none"> a. Scientific merit based on NIH scoring system b. Potential for subsequent extramural funding; must identify an explicit funding mechanism and how the data collected for this pilot study will be used as preliminary data for the extramural application; c. Appropriateness of the budget; d. Potential to generate a peer-reviewed publication. 	<ul style="list-style-type: none"> a. Clarity of need statement b. Clarity of project objectives/goals c. Appropriate methodology for the planned project d. Evaluation methods for assessing objectives/goals e. Feasibility of timeline f. Appropriateness of budget requests and allocations g. Potential impact on UAMS students, curriculum, and educational mission. h. Degree of innovation or application of evidence-based practices in new areas

Applications will be rated:

1. **Approved for Funding.** Some revisions may be requested by the review panel before release of funds.
2. **Invited resubmission.** Invited resubmission can occur after receiving reviewer critiques and will then be reviewed within a month for potential expedited funding or can be submitted in the next funding cycle.
3. **Not Approved.** Applications that are not approved on first submission are not discouraged from resubmission, but may require major rewriting of the application and can be submitted in the next funding cycle.

Post-Approval Process

Applicants will be notified of funding decision via email. Applicants will be asked to schedule a startup meeting with the CON Research Support Team to discuss start up logistics. All awardees will be required to:

- 1) The PI must complete the necessary UAMS IRB and HIPAA forms and obtain UAMS IRB permission before initiating the study. A copy of the UAMS IRB approval must be filed with the ADR Office 60 days after notification of the funding decision.
- 2) The PI must set up a shadow budget for internal budget monitoring. During the start-up meeting, the CON Research Support team will assist by providing a template and explaining the process for tracking expenses.

Annual Reporting

Following the completion of the project and annually thereafter, the following products will be tracked to document program effectiveness.

The following items will be requested annually from all awardees regardless of type of project funded:

- a. List all publications submitted in press and published.
- b. List all related presentations and published abstracts.
- c. List related extramural or intramural grant applications and awards (if applicable).
- d. Any related clinical trials research (if applicable).
- e. Presentations/Seminars/Workshops/Continuing Education
- f. Any students working on related research projects

- g. Any publicity (e.g., media, press releases, etc.) related to the research
- h. Any Scientific Review related to the research (e.g., serving on scientific review groups, editorial review boards)
- i. Include a copy of each grant abstract or manuscript. Acknowledgment of the source of support is expected in publications and presentations resulting from the pilot study grant program.

VII. NEW FACULTY SUPPORT

Depending on available funding, and with approval from the Dean, funds from the office of the ADR may be made available to new faculty to support the establishment of their research programs as part of their employment offer. Specific support will be specified in their Letter of Offer and may include support for a research assistant, postdoctoral fellow or graduate student, funding for a pilot or feasibility study, and/or support for requested equipment, supplies or other research needs.

VIII. INSTITUTIONAL POLICIES

A. UAMS POLICY: COST SHARING

UAMS Policy: Cost Sharing can be found under [All UAMS Policies & Procedures](#). Search by title.

B. UAMS POLICY: FINANCIAL MANAGEMENT OF SERVICE CENTERS

UAMS Policy: Financial Management of Service Centers can be found under [All UAMS Policies & Procedures](#). Search by title.

C. UAMS POLICY: SUBRECIPIENT MONITORING

UAMS Policy: Sub recipient Monitoring can be found under [All UAMS Policies & Procedures](#). Search by title.

D. NIH PUBLIC ACCESS POLICY

Articles supported by NIH funds must be deposited in PubMed Central. A copy of the letter investigators should use when submitting a manuscript reporting NIH-funded research to a journal can be found on the [UAMS Library](#) website under Publishing & Copyright; Guidelines for UAMS Faculty, Staff and Students Using Copyright Materials; NIH Public Access; Related Information.

Link to the letter: [Letter to Publishers for NIH Funded Research](#)

E. UAMS DATA MANAGEMENT AND SHARING POLICY GUIDANCE

UAMS Advisory Committee for Data Management and Sharing Policy was formed to develop a campus wide policy on data management in response to NIH mandate. NIH requires submission of Data Management and Sharing Plans for all submissions for funding effective January 25, 2023. The main goal of this committee is to develop guidance for UAMS investigators to ensure compliance. View the guidance and resources here on the UAMS [Data Management and Sharing Policy](#) website.

SECTION V: SERVICE

A. FACULTY PRACTICE AS A CON EMPLOYEE

1. Faculty who practice through a practice/service contract held by the CON will be paid based upon the College of Nursing Practice Pay Plan. The CON Faculty Practice Pay Plan provides 10% supplement to base pay plus \$3,000 annually. Faculty participating in the Practice Pay Plan are not eligible for the CON Incentive Plan.
2. Practice sites and salaries are negotiated among the faculty member, prospective site, Dean, Associate Dean for Practice and Community Engagement, and Associate Dean for Finance and Administration.

B. FACULTY PRACTICE DEFINITION AND POLICY

Faculty practice activity encompasses direct nursing services to individuals and groups, and administration, 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 CON is the belief that teaching, research, practice, and service must be closely integrated to achieve excellence. Faculty practice provides a vehicle through which faculty implement these missions.

This policy governs faculty service regarding malpractice insurance, fees, and contract agreement and serves as a guideline regarding faculty service/practice contractual agreements by the CON. Fees collected as a result of the faculty service/practice will be assigned directly to the CON. To qualify for a faculty service/practice contract, a faculty member must generate at least 20% of their contracted salary in exchange for each day of service/practice during the work week.

1. Faculty with a 100%, 12-month faculty appointment in the CON:
 - a. Contractual agreement may be within UAMS or with an external organization, such as a group or individual provider practices, hospitals, health department, or other agencies. The dean signs all contractual agreements/ memorandums of understanding on behalf of the CON.
 - b. 12-month contract for faculty practice.
 - c. UAMS will provide malpractice insurance for faculty members who practice under a contractual agreement held by UAMS.
 - d. If the contractual agreement for practice is outside UAMS, contact the CON Business Office regarding attainment of malpractice insurance. Under no circumstances should the faculty member practice without current and valid malpractice insurance.
2. Faculty with a 12-month, but less than 100% faculty appointment in the CON:
 - a. Faculty who practice outside of their appointment in the College of Nursing are independent contractors who work as non-UAMS employees; thus, they must provide their own malpractice insurance for their external practice.

- b. Faculty must schedule their external practice around duties required for their UAMS faculty role.
- c. Funds generated from the external practice are retained by the faculty member. Faculty are ineligible for the faculty practice pay plan.
- d. University of Arkansas Board Policy 450.1 guides outside employment of faculty for compensation and external consultation.

SECTION VI: FACULTY

A. APPOINTMENT, PROMOTION, AND TENURE GUIDANCE

(approved 11/13/2024)

Faculty in the College of Nursing are recognized for their accomplishments in teaching, research, and service through attainment of promotion and/or tenure. In keeping with the promotion and tenure policies established by the University of Arkansas (Board of Trustees Policy 405.1), promotion and tenure in the College of Nursing (CON) is based on merit and academic excellence.

During the 2023-2024 academic year, the CON's process and criteria for appointment and promotion were revised, and the new criteria accepted by CON faculty. Thereafter, criteria and guidance were reviewed by the UAMS Associate Provost, and UAMS Counsel, the System General Counsel and System Vice President for Academic Affairs, and the UAMS Provost and Chancellor. Upon the recommendation of the UAMS Chancellor, CON's the APT guidance and criteria were approved by the University of Arkansas System President in November 2024. Faculty will have the option of using the old criteria or new criteria for a two-year period, ending in June 2026. The purpose of these guidelines is to establish the criteria and processes with regard to promotion and tenure.

Appointment to and promotion with or without tenure within the College of Nursing at the University of Arkansas for Medical Sciences is an agreement to partner for the shared benefit of the faculty member, the CON, the University of Arkansas for Medical Sciences (UAMS), and the University of Arkansas System. This includes stakeholders in the outcomes of nursing care in the state. The University of Arkansas System supports entrepreneurship in research, education, clinical care, and service as does UAMS. The University of Arkansas System supports the inclusion of innovation and entrepreneurship activities, such as patenting and the commercialization of research, in institutional policies related to hiring, promotion, tenure and faculty pre- and post-tenure evaluation, where applicable to the academic discipline. (See Board of Trustee Resolution, included in the Faculty Handbook.)

The CON is dedicated to facilitating an environment of excellence in teaching, research, and service while providing the means for freedom of academic expression, innovation, entrepreneurship, and inquiry to the benefit of the state of Arkansas and the nation. Within the mission of research/scholarship, education, and service, the faculty support the values of UAMS including Diversity & Respect, Excellence, Safety, Integrity, and Caring, through a philosophy of cultural humility as defined in the CON Faculty Handbook.

In the College of Nursing, appointment, promotion and/or tenure requires a graduate degree in nursing or a related field; a terminal degree may be required based on duties and rank. Eligibility for promotion and tenure is based upon the criteria for achievement of the academic rank sought/desired as specified by the University of Arkansas Board of Trustees, UAMS, and the CON. The President of the University of Arkansas System shall decide whether to confer tenure after receiving the recommendation of the department chair, after consultation with the departmental faculty, in addition to recommendations of the CON Promotion and Tenure Committee, the dean, the provost/chief academic officer, and the chancellor (UA Board Policy 405.1).

The creation and dissemination of new knowledge is a central focus of the CON for the value it brings to the citizens of Arkansas through teaching, service, provision of nursing care, and innovative improvements in health and well-being. Hence, a faculty's advancement beyond initial appointment on the tenure track requires demonstration of their innovative and progressive impact within their mission. For this reason, once initial appointment is made, publications and other scholarly work will only be included for consideration for promotion/tenure after the date of appointment and/or after most recent promotion.

Service, teaching, and research through collaboration within and outside the CON is encouraged for the advancement of faculty. Examples of contributions to the team may be through multiple sources. The examples and criteria provided in this document are not meant to be exhaustive, only exemplary. Further, this document is not a checklist for promotion or tenure. The candidate for promotion and/or tenure is tasked with making their justification for advancement based upon examples of contributions to the field.

The Appointment, Promotion and Tenure (APT) committee carries out its duties to the faculty by maintaining the standards and criteria put forth by the University of Arkansas, UAMS, and the documented policy and values of the College of Nursing. The documentation of innovative and progressive scholarship requires that faculty receive outside recognition with ongoing effort to fulfill the mission of the CON and the University mission through teaching, service, and/or scholarship. The APT committee will review all incoming applications for appointment and all faculty seeking promotion and tenure. Confidential recommendations will be made directly to the Dean. The membership, duties, and responsibilities of the APT committee are outlined in the Faculty Handbook.

Current CON policies and procedures are based on the U of A Board of Trustees *Policy 405.1: Appointments, Promotion, Tenure, Non-Reappointment, and Dismissal of Faculty* and UAMS campus general guidelines on promotion and tenure. This policy supersedes all existing CON policies concerning appointment, promotion, tenure, non-reappointment, and dismissal of faculty. Promotion and tenure are separate processes within the CON and overseen with approvals by the U of A system. These will be discussed below.

1. Faculty Rank and Tracks

The College of Nursing recognizes various faculty ranks which have significance with regards to qualifications, benefits, rights, and responsibilities. These ranks include Instructor, Assistant Professor, Associate Professor, and Professor. Both tenure and non-tenure tracks are available in the College of Nursing. Criteria for each faculty rank are provided in this document.

Three additional academic ranks are recognized by the University of Arkansas System: Distinguished Professor, University Professor, and Emeritus Status. See UA System Board Policy 470.1 and UA System Board Policy 475.1).

2. Promotion

- a.** Promotion in the CON is advancement to a rank with greater expectation for scholarship/research, education and service than previously held. The change in rank, with associated title, is based on merit. All promotions must be approved by the Board of Trustees and become effective with the next year's appointment following action of the Board of Trustees

unless a different effective date is approved by them for a specific case.

- b. Promotion in academic rank shall be based primarily on the accomplishments of the individual while in their most recent rank. No minimum time in rank is required before a faculty member is eligible for promotion, nor is there a maximum time an individual may remain in a given rank except as limited by U of A Board of Trustees *Policy 405.1: Appointments, Promotion, Tenure, Non-Reappointment, and Dismissal of Faculty*. However, individual accomplishments and potential for continued value to the university are required for promotion. (See rules on tenure appointments.)
- c. Criteria and evaluative procedures for promotion to each rank, as included in this document, have been recommended by the faculty of the CON in accord with criteria and standards recommended by the campus faculty through its governance structure with the concurrence of the dean and the Chancellor of UAMS, and have been approved by the University of Arkansas System President.
- d. Tenure and non-tenure track and full-time and part-time faculty may seek promotion, except no faculty member in a tenure-track position shall be promoted to the rank of associate professor or higher without also being granted tenure. Review for promotion is initiated by the faculty member seeking promotion. The process of applying for promotion is outlined under **Faculty and APT Committee Responsibilities**.

3. Tenure

Tenure, the right to a continuous appointment, is granted to faculty who seek and are eligible upon successful completion of a probationary period. Normally, the probationary period is for six years of satisfactory performance. However, there is no minimum probationary time. Faculty member may apply for tenure anytime during the probationary period.

- a. Under typical circumstances, the probationary period may not extend beyond seven years. During the first six years of tenure track service, a faculty member may request a one-year suspension of time towards their final disposition of tenure as specified by University of Arkansas board policy 405.1. For each academic year in which a full-time appointment is held, the faculty member accrues a year of service which applies toward the total probationary period. An initial appointment of less than one year will be considered as a full year of service in determining maximum number of years in probationary status, except that appointment for summer sessions will not be considered in determining the number of years in probationary status. Time spent on an off-campus duty assignment or leave-of-absence without pay does not apply toward the probationary period.
- b. During the first six years of the probationary period, a tenure-track faculty may request that the probationary period be suspended for one year based on the reason set forth below. The reasons for such a request are the same as provided under the Family and Medical Leave Act and are as follows: (1) the birth of a child to the faculty member or spouse and the

child's care during the first year (2) the adoption of a child by the faculty member or placement in the faculty member's home of a foster child within the first year of placement; (3) the care of the faculty member's spouse, child, or parent with a serious health condition; (4) the serious health condition of the faculty member that makes the faculty member unable to perform the functions of his or her job; (5) a qualifying exigency arising from the military deployment of an employee's spouse, son, daughter, or parent to a foreign country; (6) to care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of that service member. (UA Board Policy 405.1)

- c. An individual in a tenure-track position who was not awarded tenure within any of the first five academic year or fiscal year appointments must be evaluated for tenure as set forth in Section IV.A. [Board Policy 405.1](#) during the sixth appointment unless an extension has been approved.
- d. Only full-time faculty on tenure-track with ranks of associate professor, professor, University professor, and distinguished professor are eligible to be awarded tenure. A tenure-track assistant professor is eligible to seek tenure accompanied by a concurrent promotion to associate professor. Faculty and other employees with the following titles are ineligible to be awarded tenure: adjunct or visiting faculty, lecturers, and research associates or research assistants. Not all faculty, regardless of title, are tenure track. Only faculty with titles of assistant professor, associate professor or professor who have sought and been given tenure-track status by the dean can subsequently apply for tenure.
- e. Other administrators and staff whose primary duties do not involve teaching regularly scheduled credit-hour courses, but who occasionally teach courses, are not eligible for tenure and do not acquire credit for service toward tenure for such teaching activities.
- f. Tenure rights apply to the area(s) of the faculty member's expertise and in the academic unit(s) in which his/her position is budgeted. For faculty awarded tenure within the CON, the academic unit is the CON. Should a faculty member change their appointment status, (e.g., drop to part-time or less) tenure (the right to a continuous appointment) may be rescinded, as it only applies to that portion of time specified at the time of in which tenure was awarded. Tenure rights are confined to a particular academic department or college at a particular campus and are not applicable, or transferable to, another college, department, or campus of the University of Arkansas.
- g. Initial appointment to the rank of associate professor, professor, University professor, or distinguished professor may be with or without tenure. ,
- h. Upon the recommendation of the department chair, after consultation with the departmental faculty and APT Committee, and with concurrence of the dean, the senior vice chancellor for academic affairs/provost, and the Chancellor, new appointees at the rank of associate professor, professor, University professor, or distinguished professor, who possess the requisite qualifications, may be granted immediate tenure. Immediate faculty tenure may also be granted, under this same procedure, in connection with the hiring of senior leadership positions (UA Board Policy, 405.1). UAMS

Academic Affairs Policy 2.3.6, 2023, establishes the process and procedures for recruitment-related requests for tenure as a condition of hire. This policy can be found under ([All UAMS Policies & Procedures](#)). Search by title.

- i. Faculty who are not awarded tenure upon their initial appointment, but desire to obtain tenure, are placed on tenure-track and may seek tenure during any time during the probationary period.
- j. Faculty members in tenure-track positions are advised to begin preparation for tenure review upon hire. They are advised to meet with their department chair to gain evaluation on their readiness for promotion.
- k. Tenure track faculty shall be notified by the dean of their tenure clock status on an annual basis. A notification will be sent to all faculty consisting of items designating appointment date, tenure track, non-tenure track, date of last promotion, rank, worksite, year to submit tenure packet, academic year of tenure decision, and tenure. Faculty members in tenure-track positions shall be advised by the Dean of the College of Nursing of the timeline when decisions affecting tenure are to be made.
- l. Review for tenure is initiated by the faculty seeking tenure. Tenure track faculty may seek guidance from the Chair of their Department, the Chair of the Appointment Promotion and Tenure Committee, and the Dean of the College of Nursing.
- m. Faculty members shall receive a notice from the president affirming or denying the acquisition of tenure rights.
- n. Tenure becomes effective at the beginning of the 9-, 10-, 11-, or 12-month appointment period following the president's action granting tenure (July 1 for 11- or 12-month appointments and the beginning of the fall semester for 9- and 10- month appointments).
- o. An individual in a tenure-track position who was not awarded tenure within the first five full-time academic year or fiscal year appointments must be evaluated as specified in U of A Board of Trustees *Policy 405.1: Appointments, Promotion, Tenure, Non-Reappointment, and Dismissal of Faculty* during the sixth appointment. If he/she was not approved for tenure, the seventh appointment shall be a terminal appointment.
- p. No faculty awarded tenure shall lose tenure rights by acceptance of leave-of-absence or by appointment to a University of Arkansas administrative position.
- q. Faculty holding tenure rights may be dismissed for cause only after the procedures prescribed in U of A Board of Trustees *Policy 405.1: Appointments, Promotion, Tenure, Non-Reappointment, and Dismissal of Faculty* have been followed.
- r. Although a part-time faculty member is not eligible for tenure, a full-time tenured faculty member may request a change to part-time status (at least 50% or greater appointment) with retention of tenure. Granting this request will be the institution's prerogative with approval by the department chair and dean. A part-time, tenured faculty member does not have the right to return to full-time, tenured status. Such a change would be the institution's prerogative (UAMS Policy 2.3.2)

4. Appointment, Promotion, and Tenure (APT) Committee Process & Procedures

- a. The APT Committee shall be a standing committee of the CON.
- b. Composition of the Appointment Promotion and Tenure (APT) Committee:
 - 1) The APT Committee shall be constituted as described in the CON bylaws.
 - 2) A member of the APT Committee who seeks promotion shall recuse themselves from the committee during discussions of their application.
 - 3) In the event a committee member resigns or is unable to complete the term of membership, the faculty shall elect a new member to fill the vacancy.
- c. This committee shall evaluate those faculty members who wish peer review of their eligibility for appointment, promotion, and/or tenure. The Committee will discuss each application in strictest confidence.
- d. The APT Committee shall review all submitted materials from such faculty member according to the written college and university criteria and make recommendations for promotion and/or tenure to the dean.
- e. All applicants being considered for **initial appointment** at a rank higher than the entry rank (assistant professor rank for tenure track and clinical instructor rank for the clinical track) shall be evaluated by the APT Committee according to the written College and University criteria (UAMS Policy: Procedure for Approval of Initial Faculty Appointments and Changes in Faculty).

Table 1. Track and Rank reviewed by AP&T at initial appointment.

Track	Rank	AP & T Review
Tenure	Assistant professor	No
Tenure	Associate professor	Yes
Tenure	Full Professor	Yes
non-tenure	Instructor	No
non-tenure	Assistant professor	Yes
non-tenure	Associate professor	Yes
non-tenure	Full Professor	Yes

- f. For applicants requiring an APT review upon hire (see table 1 above), or if a review is specifically requested by the dean or applicant, the dean will provide the APT chair with the rank, track, and position for which the applicant has applied based upon the applicant’s CV.
- g. To evaluate qualifications for the initial appointment, members of the APT committee will interview any applicant requiring or requesting an APT review (see above table).

- h. The APT chair will forward the recommendation for *initial* appointment to the dean within 10 business days of the applicant's APT interview.

5. Faculty and APT Committee Responsibilities.

a. Tenure Track Faculty Responsibilities:

Important Dates:

- 4th Monday of January in 3rd year: preliminary review materials due to APT (required for tenure-track faculty)
- 4th Monday of April: Letter of intent to submit promotion/tenure portfolio (due to Dept Chair and Chair of APT)
- 1st Monday of August by 5pm: Final electronic portfolio due to APT (No Late acceptance)

- 1) At the time of annual review, the faculty member should seek input on their status regarding promotion and tenure. The annual review conference for each faculty member shall include a discussion of the faculty member's goals as they relate to promotion and tenure. The annual review report shall reflect the faculty member's progress toward promotion and/or tenure with suggestions for meeting the criteria.
- 2) In the third year of service, tenure track faculty are **required** to submit a preliminary portfolio. The portfolio is due to the APT chair by the fourth Monday of January. Reviews will occur only in the spring semester.
- 3) By the fourth Monday of April, a faculty member planning to submit his/her portfolio for the upcoming APT portfolio submission deadline shall submit a letter of intent for portfolio submission to the appropriate associate dean/department chair and send a copy of the letter to the chair of APT. The faculty member is encouraged to seek guidance from the associate dean/department chair to determine his/her readiness for portfolio submission.
- 4) A faculty member going up for tenure may also request a portfolio review during the year prior to submission of their portfolio for feedback.
- 5) A letter of recommendation from the faculty member's supervisor (associate dean/department chair) is requested by the faculty member. Supervisors typically request to review the faculty member's portfolio as part of their determination of whether they recommend the faculty for review. Faculty who receives a letter of recommendation from their supervisor include the letter the portfolio they submit to the APT Committee.
- 6) A faculty member who receives an unfavorable recommendation from their appropriate administrator may elect to request portfolio review by the APT Committee. To do so, the faculty member should send a written request for committee review to the Chair of the APT Committee with copies to the appropriate administrator and the dean, no later than the first Monday of August. A faculty

member who has not received a favorable recommendation from their appropriate administrator and who DOES NOT request committee review in writing will not be reviewed by the committee.

- 7) It is the responsibility of the faculty members seeking peer review for promotion and/or tenure to prepare and submit their portfolio of accomplishments. The portfolio should be prepared according to the guidelines for the preparation of an appointment, promotion, and/or tenure portfolio.
 - a) The portfolio shall be submitted to the Chair of the APT Committee no later than 5:00 pm, CST, on the first Monday of August.
 - b) Confirmation of receipt of portfolio will be sent to applicant by the chair.
- 8) A list of references shall be included as part of the portfolio due on the first Monday of August. References should be selective and include persons who can speak directly to the faculty member's contributions as they relate to the criteria for promotion and/or tenure. These individuals should hold a rank that is equal to or higher than that sought by the applicant. References may be internal or external to the college and institution. Faculty seeking the rank of associate or full professor should include a minimum of three references who can speak to the faculty member's contribution at a national or international level; this is required. For each person listed, indicate
 - a) Name and credential
 - b) Title and institution
 - c) Detailed mailing address including zip code
 - d) Email address
 - e) Phone number including area code; indicate office, home, or mobile number.
 - f) The nature of your relationship with the individual or the role in which you are known to the individual.
 - g) The set of criteria (teaching, research, or service) that the individual can best address.
- 9) Unsolicited information, written and/or oral, should not be submitted to the committee.
- 10) If the faculty member is not recommended for promotion and/or tenure by the APT Committee or the dean, the candidate may choose to withdraw from further consideration. The request for withdrawal from consideration of promotion and/or tenure must be provided in writing to the Chair of the APT Committee and the dean prior to recommendations being submitted to the provost and chancellor.
- 11) If desired, the faculty member who receives a negative

recommendation may initiate the appeals procedure within five working days after the receipt of the dean's recommendation. Appeals are handled through the UAMS appeals procedures outlined in U of A Board of Trustees *Policy 405.1: Appointments, Promotion, Tenure, Non-Reappointment, and Dismissal of Faculty*. Appeals Policy: <https://www.uasys.edu/wp-content/uploads/sites/16/2018/04/405.1-Appts-Promotion-Tenure-etc.pdf>

b. Non-tenure Track Faculty Responsibilities

Important Dates:

- | |
|---|
| <ul style="list-style-type: none"> ○ 4th Monday of January: preliminary review materials due if sought (not required) ○ 4th Monday of April: Letter of intent to Chair/Chair of APT due ○ 1st Monday of August by 5pm: Final electronic portfolio due |
|---|

- 1) At the time of annual review, the faculty member should seek input on their status regarding promotion. The annual review conference for each faculty member shall include a discussion of the faculty member's goals as they relate to promotion. The annual review report shall reflect the faculty member's progress toward promotion with suggestions for meeting the criteria.
- 2) Non-tenure track faculty are encouraged but not required to submit a preliminary portfolio for review at least one year prior to requesting promotion. *The portfolio is due to the APT chair by the fourth Monday of January if a preliminary review is sought. Reviews will occur only in the spring semester.*
- 3) *By the fourth Monday of April, a faculty member planning to submit his/her portfolio for the upcoming APT portfolio submission deadline shall submit a letter of intent for portfolio submission to the appropriate associate dean/department chair and send a copy of the letter to the chair of APT. The faculty member is encouraged to seek guidance from the associate dean and/or department chair to determine his/her readiness for portfolio submission.*
- 4) A letter of recommendation from the faculty member's supervisor (associate dean/department chair) is requested by the faculty member. Supervisors typically request to review the faculty member's portfolio as part of their determination of whether they recommend the faculty for review. Faculty who receives a letter of recommendation from their supervisor include the letter the portfolio they submit to the APT Committee.
- 5) A faculty member who receives an unfavorable recommendation from their appropriate administrator may elect to request portfolio review by the APT Committee. To do so, the faculty member should send a written request for committee review to the Chair of the APT Committee with copies to the appropriate administrator and the dean, no later than the first Monday of August. A faculty member who has not received a favorable recommendation from

their appropriate administrator and who DOES NOT request committee review in writing will not be reviewed by the committee.

- 6) It is the responsibility of the faculty members seeking promotion to prepare and submit their portfolio of accomplishments. The portfolio should be prepared according to the established guidelines and criteria.
 - a) The final portfolio shall be submitted to the Chair of the APT Committee no later than 5:00 pm, CST, on the first Monday of August.
 - b) Confirmation of receipt of portfolio will be sent to applicant by the chair.
- 7) A list of references shall be included as part of the portfolio due on the first Monday of August. References should be selective and include persons who can speak directly to the faculty member's contributions as they relate to the criteria for promotion. These individuals should hold a rank that is equal to or higher than that sought by the applicant. References may be internal or external to the college and institution. Faculty seeking the rank of associate or full professor, a minimum of three references who can speak to the faculty member's contribution at a national or international level are required. For each person listed, indicate
 - a) Name and credential
 - b) Title and institution
 - c) Detailed mailing address including zip code
 - d) Email address
 - e) Phone number including area code; indicate office, home, or mobile number.
 - f) The nature of your relationship with the individual or the role in which you are known to the individual.
 - g) The set of criteria (teaching, research, or service) that the individual can best address.
- 8) Unsolicited information, written and/or oral, should not be submitted to the committee.
- 9) If the faculty member is not recommended for promotion by the APT Committee or by the dean, the candidate may choose to withdraw from further consideration. The request for withdrawal from further consideration of promotion must be provided in writing to the Chair of the APT Committee and the dean prior to recommendations being submitted to the provost and chancellor.
- 10) If desired, the faculty member who receives a negative recommendation may initiate the appeals procedure within five working days after the receipt of the dean's recommendation. Appeals are handled through the UAMS appeals procedures outlined in U of A Board of Trustees *Policy 405.1: Appointments*,

Promotion, Tenure, Non-Reappointment, and Dismissal of Faculty. Appeals Policy: <https://www.uasys.edu/wp-content/uploads/sites/16/2018/04/405.1-Appts-Promotion-Tenure-etc.pdf>

c. APT Committee responsibilities

Important Dates:

- 4th Monday of January: preliminary 3rd year review materials due (if applicable)
- Spring semester: review of 3rd year and preliminary materials done by APT.
- 4th Monday of April: Letter of intent to Chair/Chair of APT due
- 1st Monday of August by 5pm: Final electronic portfolio due to APT
- Before 3rd Monday of August, after receipt of final portfolio, notify of missing documents if necessary.
- 4th week of August meet to assign reviews within APT.
- 2nd week of October finalize reviews.
- 1st week of November send recommendations to the Dean.
- 2nd week of November send recommendations to the faculty applicant.

- 1) APT Committee will host a new faculty orientation during the first or second semester of each academic year for new employees and faculty seeking promotion and/or tenure.
- 2) The APT Committee will provide individuals a written, confidential, non-binding critique of their third-year, promotion, or promotion with tenure portfolios. A faculty member may request a meeting with the chair of the committee to discuss the assessment. Faculty are encouraged but not required to share the critique with their administrators.
- 3) When faculty submit their portfolio for promotion and/or tenure, the Chair of the APT Committee will notify the faculty of receipt of their application portfolio through secure electronic means.
 - a) Within two weeks of receipt, chair/designee reviews the portfolio for completeness and adherence to guidelines as specified in the Faculty Handbook.
 - b) The Chair may request the faculty provide incomplete information found missing within their portfolio within the two-week period after receipt. Portfolios that are incomplete or not following specified guidelines will not be reviewed.
 - c) The Chair will request confidential letters of reference from three to five designated individuals identified in the portfolio with a request for a completed review within four to six weeks.

- d) The Chair will request one or two external reviewers to review portfolio to provide anonymous recommendations (also with a four-eight week return timeline) if the faculty is seeking associate or full professor rank with tenure. External review request letters will be sent with the portfolio and UAMS/CON criterion for rank/tenure as desired. External reviewers will be at or above the rank that applicant is seeking and will remain anonymous to the applicant and others external to the review process.
 - e) The APT Committee may seek additional supporting materials as deemed necessary for an accurate review.
 - f) The chair of the committee will request confidential letters of reference from among those provided by the faculty member. If the faculty member is being considered for both promotion and tenure, individuals providing references may be asked to speak to each. The college's criteria for promotion and tenure will accompany the request.
 - g) APT committee will assign portfolios to appropriate track (non-tenure or tenure) and develop a timeline for review by the committee during the September meeting.
 - h) Committee members will review portfolios against criteria and each member will complete a written review and recommendation using the APT review template before the *October meeting*.
 - i) APT committee will meet to discuss recommendations until a majority vote is reached in the October meeting(s).
 - j) The APT Committee shall forward its written recommendations, with reasons, to the dean no later than the *first Monday of November and to the faculty member no later than the second Monday of November*.
- 4) The dean shall send his/her recommendations to the faculty member and the provost. The dean's and the APT Committee's recommendations will be sent to the provost, who will then forward these, along with his/her own recommendation, to the provost and chancellor.
 - 5) Subsequent recommendations by the Provost are forwarded to the Chancellor whose recommendation is forwarded to the UA System President whose approval is required before the promotion and/or tenure becomes official July 1st of the year following the request.
- d. Criteria for Reappointment, Promotion, and/or Tenure**
 Reappointment to a given rank requires that the individual meets the requirements of that rank and shows good year-to-year progress. An individual's work will be evaluated not only for the merit of accomplishments but also for commitment to and participation in total program goals.
 - e. Criteria for Tenure**

The criteria for tenure are denoted below. Each faculty member seeking tenure is tasked with providing evidence for meeting the tenure criteria through an organized and systematic articulation of their expertise within their portfolio in areas of teaching, research/scholarship, and service. Tenure denotes the right to continuous appointment as a member of the faculty. Tenure also denotes recognition by the institution that the individual has demonstrated professional and personal integrity, as well as intellectual qualities which are important for the growth and quality of the program, the institution, and the larger nursing community.

The following criteria will be used to evaluate faculty for tenure. Evidence of:

- 1) Consistent contributions to the development and achievement of college goals.
- 2) Continuous professional growth and potential for continued growth in productivity.
- 3) Expertise in teaching and in area of specialization.
- 4) Recognition of expertise with reputation beyond the UAMS college.
- 5) Evidence of a consistent trajectory of scholarly inquiry.
- 6) Continuous and effective leadership within the college and larger community.
- 7) Implementation of these criteria will apply to tenure track faculty as of fall 1996.

f. Appointment, Promotion, and Tenure Criteria

General Guidelines

The faculty member should be clear as to their tenure track/non-tenure track status. A faculty who seeks appointment and approval to enter the tenure track from the dean of the CON should first schedule an appointment with their department chair. Experience in teaching at previous ranks or teaching experience in an area that requires equivalent knowledge and skill is required for appointment or promotion to any rank. The department chair can make recommendations to the faculty regarding their potential for transition to tenure track.

The guidelines that follow are for the faculty to use for general understanding of how they might meet criteria. These are not a check-off list but a guide for understanding the depth of scholarship, teaching, and service necessary for advancement. Further, these are not the only examples that could be used. If in doubt about the application of an activity to a portfolio, faculty members are advised to contact a member of the AP&T or their department chair for clarification. It is required that the faculty adapt their portfolio to articulate the strengths they bring to the CON; thereby, creating a substantive argument for their unique and lasting contributions.

EDUCATION CORE CRITERIA			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
<ul style="list-style-type: none"> Advanced degree required Participates in didactic and/or clinical teaching. Knowledge and skills in the teaching arena. Effective communication and interpersonal skills. 	<ul style="list-style-type: none"> Advanced degree required Participation in course, curriculum, and/or program development and revision. Current and in-depth knowledge in area of nursing specialization. Initiates or develops innovative teaching strategies. 	<ul style="list-style-type: none"> Advanced degree required Leadership in course, curriculum, or program development, implementation, and evaluation activities. Leadership, mastery, and innovation in teaching and teaching strategies using current research and theoretical foundations in own specialty area. 	<ul style="list-style-type: none"> Terminal degree required On-going leadership in course, curriculum, or program development, implementation, evaluation, and accreditation activities. Ongoing leadership, mastery, and innovation in teaching and teaching strategies using current research and theoretical foundations in own specialty area.
EDUCATION PRIMARY MISSION			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
<ul style="list-style-type: none"> Advanced degree required Knowledge of foundational teaching principles. Evidence-based didactic/clinical teaching for courses in specialty. Demonstrates beginning ability to facilitate student learning and satisfaction 	<ul style="list-style-type: none"> Advanced degree required Integrates teaching principles in courses. Participation in course or curriculum development/program accreditation. Disseminates innovative teaching strategies to peers. Demonstrates student learning and satisfaction. 	<ul style="list-style-type: none"> Advanced degree required Investigates the use of teaching principles in courses. Leadership in course or curriculum development/program accreditation. Disseminates the use of innovative teaching strategies. Demonstrates student learning and satisfaction. Serves as resource for course and/or curriculum development 	<ul style="list-style-type: none"> Terminal degree required Educational leadership at the regional and national levels. Mentorship to junior faculty in course or curriculum development. Generates, synthesizes, and disseminates innovative teaching strategies. Demonstrates student learning and satisfaction.
Required information in CV pertaining to Education Core and, if applicable, education as primary mission			
<ul style="list-style-type: none"> Updated Curriculum vitae listing the following: <ul style="list-style-type: none"> Courses taught Level of courses (BSN, masters, doctoral) Semester / year / institution Role in course Examples of each of the above items, as applicable, focusing on examples that represent your best work, should be present in your portfolio Examples of how your educational activities contributed to entrepreneurship, if applicable 			
Required Documents—for Education Core and, if applicable, education as the primary mission			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>

<ul style="list-style-type: none"> • Description of activities developed to facilitate student learning 	<ul style="list-style-type: none"> • List of courses taught, indicating course coordination, if applicable, and/or other educational instruction. • Peer, administration, and student evaluations that demonstrates teaching effectiveness. • Examples of teaching products. 	<ul style="list-style-type: none"> • List of courses taught, indicating course coordination, as applicable, and/or other educational instruction. • Peer, administration, and student evaluations that demonstrates teaching effectiveness. • Examples of teaching products. 	<ul style="list-style-type: none"> • List of courses taught, indicating course coordination, if applicable, and/or other educational instruction. • Peer, administration, and student evaluations that demonstrates teaching effectiveness. • Examples of teaching products.
<p>Suggested examples of Education Mission Supporting Evidence (Feel free to include examples of supporting evidence not listed here, if they best illustrate your accomplishments)</p>			
<p><i>Instructor</i></p>	<p><i>Assistant Professor</i></p>	<p><i>Associate Professor</i></p>	<p><i>Full Professor</i></p>
<ul style="list-style-type: none"> • Utilization of evidence-based practices in teaching and evaluation in didactic and/or clinical setting(s). • Teaching evaluations that demonstrate effective teaching effectiveness. 	<ul style="list-style-type: none"> • Participation in course, curriculum, and/or program development and revision. • Participation in faculty development activities and integrating concepts/methods learned into mission driven activity or activities. • National certification in teaching area. • Awards or honors for teaching and/or advising. 	<ul style="list-style-type: none"> • Leadership in curriculum committee • Leader in/participation in major course revision based on new scientific evidence or teaching methodology • Review/critique current educational publication materials or educational program • CNE certification • University/other honors or awards for teaching and/or advising 	<ul style="list-style-type: none"> • Formal mentorship for junior faculty/graduate students in teaching • Lead workshop in teaching • Leadership in program/accreditation • National recognition in teaching • Quality Matters online course reviewer • Program or institutional accreditation reviewer • National teaching award recipient • Awards or honors for teaching and/or advising • Educational consultation

RESEARCH CORE CRITERIA			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
<ul style="list-style-type: none"> Advanced degree required Utilization of research principles in area of specialty 	<ul style="list-style-type: none"> Advanced degree required Collaborates in scholarly work Evidence of first author and/or co-author on peer-reviewed papers Presentations and/or posters, at professional meetings or participation in scholarly activities 	<ul style="list-style-type: none"> Advanced degree required Consistent record of first/senior* or co-authored, peer-reviewed publications Mentorship of students and/or faculty in scholarly activity Participation as PI, Co-I or Collaborator in funded scholarly activity 	<ul style="list-style-type: none"> Terminal degree required Continuous record of first/senior and co-authored peer reviewed publications Regional and/or national reputation for excellence in research/scholarly activity, demonstrated through scientific presentations at meetings of professional organizations Ongoing record of mentorship of faculty and students in research/scholarly activities Participation as PI, Co-I or Consultant in extramurally funded scholarly activity
<p>PI = Principal investigator; PD = Program Director; Co-I = Co-investigators. Research grant refers to funding for scientific research; program grant refers to funding for a program or project; scholarship grant typically refer to financial support for education or training; practice contract refers to an employment agreement.</p> <p>*First or senior author is dependent on specific journal requirements. In some journals, senior author conveys that the work was done in that individual's lab or research program while the first author is another faculty member, postdoc or PhD student.</p>			
RESEARCH PRIMARY MISSION			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
<ul style="list-style-type: none"> Research-focused doctoral degree required; or enrolled in a PhD program or other research-focused doctorate Participation in grants/research individually and/or as part of a team. Participation on peer-reviewed papers or presentations or posters, etc. 	<ul style="list-style-type: none"> PhD (or other research-focused doctoral) degree required PI on internal grant, or co-investigator on extramural or large program grant 	<ul style="list-style-type: none"> PhD (or other research focused doctoral) degree required Regional and/or national excellence in research/scholarly activity demonstrated through scientific presentations at meetings of professional organizations Mentorship of faculty and students in research Leadership in promoting the research mission and vision of the college PI on an extramural research grant and/or project leader of a major component of a program grant 	<ul style="list-style-type: none"> PhD (or other research focused doctoral) degree required Consistent mentorship of faculty and students in research Consistent leadership in promoting the research mission and vision of the college PI on national/federal extramural research grants and/or leader/program director on major component of multiple program grants Excellence in research innovation

Required Documents—for Research Core and, if applicable, research as the primary mission			
<ul style="list-style-type: none"> Updated Curriculum vitae listing status of the following (submitted, in review, published) <ul style="list-style-type: none"> peer review and invited papers submitted and publications peer review and invited presentations, posters, other professional activities (e.g. serving on review panels, etc.) presentations, posters, and/or other student-led projects under your direction intramural and extramural grants submitted and/or funded (agency, amount, role on grant) Examples of each of these items above, as applicable, focusing on examples that represent your best work, should be present in your portfolio Examples of how your research contributed to entrepreneurship, if applicable 			
Suggested examples of Research Mission Supporting Evidence (Feel free to include examples of supporting evidence not listed here, if they best illustrate your accomplishments)			
Instructor	Assistant Professor	Associate Professor	Full Professor
<ul style="list-style-type: none"> Degree attainment Scholarly products and role on each 	<ul style="list-style-type: none"> Evidence of research funding via award notice/other written documentation First/senior author of refereed presentation(s) at local/state levels. Refereed podium or poster presentations at local, state, or higher levels. At least one first/senior author presentation. Author of peer-reviewed publications and/or book chapters, clinical practice guidelines, or other written scholarly contributions. Scholarly publications (i.e., editorial, pamphlet, clinical procedure or policy, patient-education materials, etc.). Published book chapters, editorial pieces, educational pamphlets, Online web training, evidence-based patient materials, or scholarly written materials. Participation in grants/research programs Evidence of role in scholarly project (role in development, implementation, and/or evaluation of activity); writing manuscripts as team member Completion of formal post-doctoral program External grant review with fundable score 	<ul style="list-style-type: none"> First/senior author of refereed or invited presentations at regional or national levels. Consistent blend of first/senior and co-author of peer-reviewed publications such as refereed journals, book chapters, clinical practice guidelines or other written scholarly contributions. Evidence of the impact of the scholarly work includes but is not limited to citation history; impact factor of journals, changes in health, education, practice, policy and/or professional guidelines. Participation as PI/Co-I/Consultant in funded scholarly projects; secures funding; Evidence of role as PI/Co-I/Consultant on funded research grants Documentation of serving as grant or abstract reviewer for professional organizations Document showing participation as reviewer for research studies submitted for journal publication Involvement of PhD students in your research 	<ul style="list-style-type: none"> Leadership role with refereed or invited presentations at national or international levels. Consistent blend of first/senior and co-author of peer-reviewed publications such as refereed journals, book chapters, clinical practice guidelines or other written scholarly contributions. Increase in peer-reviewed publications for the span of time in between promotions with some first, senior or corresponding authorship. Documentation of other scholarly publication includes, but not limited to, invited publications in professional journals; textbooks; book chapters; health care articles for lay press, or other types of written scholarly publication. PI/Co-I in funded scholarly projects; increased competitiveness and complexity of funding. Grant award notices as named PI Documentation of serving on NIH or similar study section Serve on editorial board for scientific journal (service or research, or both, depending on responsibilities and journal) Involvement of PhD students in your research

SERVICE CORE CRITERIA			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
<ul style="list-style-type: none"> Advanced degree required Participates in mission-driven* service at college, University, or within the community. Participation as a member in a professional organization. 	<ul style="list-style-type: none"> Advanced degree required Participates in and demonstrates beginning leadership in mission-driven* service at local or state levels. Recognized at local, or state level for expertise in the service arena. 	<ul style="list-style-type: none"> Advanced degree required Participates in mission-driven* service at the regional or national levels. Leadership in activities that provide service at the regional or national levels. Leadership at campus and/or institutional level 	<ul style="list-style-type: none"> Terminal degree required Participates in mission-driven* service at national or international levels. Leadership in developing collaborative internal and external relationships. Leadership involvement in special projects approved by CON Administration. Consistent pattern of leadership roles to include mentoring students and colleagues.
SERVICE PRIMARY MISSION			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
<ul style="list-style-type: none"> Advanced degree required Participates in clinical practice, healthcare organizations and/or college committees, and/or special assignments. Participates and collaborates with colleagues to develop leadership in professional organizations at local levels. 	<ul style="list-style-type: none"> Advanced degree required Leadership in clinical practice, healthcare organizations and/or college committees, and/or special assignments. Leadership in professional organizations at the local or state levels. Demonstrates provision of service to the community on local and state levels. 	<ul style="list-style-type: none"> Advanced degree required Advanced leadership in clinical practice, healthcare organizations, college, university and/or special assignments. <ul style="list-style-type: none"> Leadership in professional organizations at the regional or national levels. Recognized at regional or national level for expertise in the service arena. Engagement in special projects approved by CON Administration Advises and/or mentors students or colleagues. 	<ul style="list-style-type: none"> Terminal degree required Leadership in clinical practice, professional organizations at regional, national, and/or international levels. Mentorship of colleagues at the state, regional, national, and/or international levels. Expands scope/depth of leadership activities that demonstrate impact at the national or international level. Recognition as an expert in chosen service area by professional colleagues at the national or international level.
Required Documents—for Service Core and, if applicable, service as the primary mission			
<ul style="list-style-type: none"> Updated Curriculum vitae listing the following: <ul style="list-style-type: none"> Organization or sponsoring agency Terms of service (dates) Role Elected / appointed / volunteer Examples of each of these items above, as applicable, focusing on examples that represent your best work, should be present in your portfolio Any examples of how your service contributed to entrepreneurship, if applicable. 			

Suggested examples of Service Mission Supporting Evidence (Feel free to include examples supporting evidence not listed here, if they best illustrate your accomplishments)			
<i>Instructor</i>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
<ul style="list-style-type: none"> • Community organization volunteer. • Facilitates volunteer clinical activities with students (e.g., university flu shot clinics). • Professional organization membership. 	<ul style="list-style-type: none"> • Membership in college and/or university committees • Abstract review board(s) member. • Facilitates student involvement in local and state service activities. • Community organizational board(s) appointment. • Expert testimony on local/state level. • Certificate/letter of appreciation from local/state organization. • Provides CEU programs (e.g., Nurse Planner). • Serves on faculty searches. • UAMS student-led clinics volunteer. • Advisor for student organizations. 	<ul style="list-style-type: none"> • Leadership in mission driven interprofessional service/practice • Leadership of college/university committee, subcommittee or taskforce. • Regional or national committee membership. • Mentorship and/or preceptorship. • Scholarly reviewer (e.g., grant, journals). • Program planning for local/state conferences. • Provides expert testimony on regional/national level. • Professional organization(s) officer. • Board(s) member. • Provides CEU programs (e.g., nurse planner, presenter). • Coordinates and/or serves on major faculty searches. • UAMS student-led clinics volunteer. 	<ul style="list-style-type: none"> • Service leadership in national or international projects/committees. • Consistent leadership in mission driven interprofessional service/practice • Leadership contribution recognized by peer review, appropriate awards, election to major offices, etc. • Significant outcomes or products of leadership areas, (e.g., policies, programs, conference proceedings). • Mentorship and preceptorship. • Scholarly reviewer (e.g., grant, journals). • Editorial board member. • Expert testimony on national or international level (white paper, congressional document, federal document, international agency). • Fellow of professional organization. • National and/or international clinical expert consultant. • Significant outcomes or products of leadership areas, e.g., policies, programs, conference proceedings.

INDIVIDUALS SEEKING PROMOTION IN 2025 MAY USE PREVIOUS AP&T CRITERIA OUTLINED BELOW (9/2023).

TENURED/TENURE-TRACK CRITERIA BY TEACHING MISSION AND RANK			
	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Full Professor</i>
C O R E	<ol style="list-style-type: none"> 1. Demonstrates mastery of skills and knowledge of content and research in own clinical specialty area. 2. Demonstrates skills and knowledge in course development, teaching, and evaluation. 3. Designs and implements instruction, including classes, clinical assignments, and student assignments, to reflect clarity, creativity, appropriate educational level of student, reasonable teaching methods, and appropriate evaluation procedures. 4. Demonstrates organized classroom presentations appropriate to course objectives and learning needs of the students. 5. Demonstrates effective communication and interpersonal skills to develop collaborative relationships within the college and other settings. 6. Applies current research and theory in classroom and clinical teaching. 	<ol style="list-style-type: none"> 1. Demonstrates mastery of current content in related support/core courses. 2. Uses innovative teaching strategies. 3. Participates in course and curriculum development, implementation, and evaluation. 	<ol style="list-style-type: none"> 1. Participates in program planning, implementation, and evaluation. 2. Maintains participation in course and curriculum development, implementation, and/or evaluation in area of expertise. 3. Is recognized as a master teacher by faculty, students, and/or professional colleagues.
P R I M A R Y	<p>Academic preparation and/or previous activities show ability to progress in the teaching arena. Examples:</p> <ol style="list-style-type: none"> 1. Course and/or curriculum development 2. Development of educational programs 3. Use of innovative teaching strategies 4. Presentations 5. Publications 	<ol style="list-style-type: none"> 1. Demonstrates leadership in course and curriculum development, implementation, and evaluation. 2. Integrates educational theories into curriculum and course related activities. 3. Guides less experienced faculty in use of teaching strategies, course development, implementation, and evaluation. 4. Designs, tests, and evaluates innovative teaching strategies. 5. Recognized as a master teacher by faculty, students, and/or professional colleagues. 6. Demonstrates beginning success at securing extramural funding for educational programs. 	<ol style="list-style-type: none"> 1. Provides leadership in program planning, implementation, and evaluation. 2. Presents synthesis of educational research and theories and tests and evaluates innovative teaching strategies for integration into the curriculum and/or professional continuing education opportunities. 3. Demonstrates consistent success in obtaining funding for scholarly teaching activities. 4. Participates in mentoring of faculty in area of teaching. 5. Is recognized beyond the state for expertise in the educational arena.

TENURED/TENURE-TRACK CRITERIA BY RESEARCH MISSION AND RANK			
	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
C O R E	<ol style="list-style-type: none"> 1. Participates in research projects as an individual or with a team. 2. Integrates research methods and findings into curriculum and course-related activities. 	<ol style="list-style-type: none"> 1. Consistent involvement in research projects as an individual or with a team. 2. Uses research as a foundation for scholarly work. 3. Continues to present scholarly papers at local or state and regional, national, or international meetings. 4. Continues to publish scholarly papers in peer-reviewed journals. 	<ol style="list-style-type: none"> 1. Serves as principal or co-investigator for extramurally funded research and/or program grants. 2. Collaborates in design, implementation, and evaluation of research/program projects with intradisciplinary or interdisciplinary colleagues. 3. Consistently presents scholarly papers at regional, national, or international meetings. 4. Consistently publishes scholarly papers, including data-based manuscripts, in refereed journals.
P R I M A R Y	<p>Academic preparation and/or previous activities show ability to progress in the research arena. Examples:</p> <ol style="list-style-type: none"> 1. Principal or co-investigator on research projects 2. Small grant funding 3. Presentations 4. Publications 	<ol style="list-style-type: none"> 1. Demonstrates leadership as principal investigator, co-principal investigator or co-investigator on research projects. 2. Guides less experienced faculty in designing and utilizing research and/or writing research proposals, grants, and manuscripts. 3. Collaborates in design, implementation, and evaluation of research projects with interdisciplinary colleagues. 4. Recognized as a master researcher by faculty, students, and/or professional colleagues. 5. Demonstrates beginning success at securing extramural funding for research/evaluation projects. 	<ol style="list-style-type: none"> 1. Provides leadership as principal investigator on peer reviewed and competitive projects. 2. Collaborates in the design, implementation, and evaluation of research projects with interdisciplinary colleagues. 3. Demonstrates consistent success in obtaining funding for an established line of inquiry. 4. Participates in mentoring of faculty in area of research. 5. Is recognized beyond the state for expertise in the research arena.
TENURED/TENURE-TRACK CRITERIA BY SERVICE MISSION AND RANK			
	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
C O R E	<ol style="list-style-type: none"> 1. Participates in health care organizations and/or college committees and special assignments. 2. Participates in professional organizations at local or state level(s). 3. Uses research findings in area of specialization. 	<ol style="list-style-type: none"> 1. Demonstrates leadership on college committees related to area of expertise. 2. Serves on campus committees or completes special assignments. 3. Exemplifies leadership and professional involvement in advanced practice by either: <ol style="list-style-type: none"> a. Activities in professional organizations at local, state, or national level or in 	<ol style="list-style-type: none"> 1. Demonstrates leadership on committees at college, campus, or university levels. 2. Expands scope and/or depth of leadership/professional involvement in advanced practice by: <ol style="list-style-type: none"> a. Activities in professional organizations at local, state, or national or international level or in

		<p>organizations that may effect change in health care nursing or education.</p> <p>b. Participation in community service activities; e.g.</p> <ol style="list-style-type: none"> 1. Membership on community boards 2. In-service or continuing education offerings to other agencies or community groups 3. Special health-related projects sponsored by organizations 4. Consultation in own specialty area at individual or organizational level 5. Direct care delivery 	<p>organizations that may effect change in health care nursing or education.</p> <p>b. Participation in community service activities:</p> <ol style="list-style-type: none"> 1. Membership on boards 2. In-service or continuing education offerings to other agencies or community groups 3. Special health-related projects sponsored by organizations 4. Consultation in own specialty area at individual or organizational level 5. Direct care delivery
<p>P R I M A R Y</p>	<p>Academic preparation and/or previous activities show ability to progress in the service arena. Examples:</p> <ol style="list-style-type: none"> 1. Health policy 2. Advance practice with individual or organizations 3. Community service 4. Presentations 5. Publications 	<ol style="list-style-type: none"> 1. Demonstrates leadership in the service arena by <ol style="list-style-type: none"> a. Engaging in faculty advanced practice at the individual or organizational level. b. Providing leadership in activities that provide community service: <ol style="list-style-type: none"> 1. Community board responsibilities 2. In-service/CE programs 3. Special health-related projects 4. Improvement in health care delivery 2. Integrates service activities into curriculum and course related activities. 3. Guides less experienced faculty in service related activities. 4. Contributes to policy design/ reformulation; e.g., development of protocols, standards of care, critical pathways, practice guidelines, organizational policies and procedures. 5. Is recognized as a master advanced practitioner by faculty, students, and/or professional colleagues. 6. Demonstrates beginning success at securing funding or received reimbursement for patient services provided or health care delivery systems programs. 	<ol style="list-style-type: none"> 1. Provides leadership in research-based policy design/formation, e.g., development of protocols, standards of care, critical pathways, practice guidelines, organizational policies, and procedures. 2. Expands scope/depth of leadership in the service arena at the state, national, or international level by <ol style="list-style-type: none"> a. Engaging in faculty advanced practice at the individual or organizational level. b. Providing leadership in activities that provide health related service; e.g. <ol style="list-style-type: none"> 1. Board responsibilities 2. In-service/continuing education programs 3. Special health-related projects 4. Improvement in health care delivery 3. Demonstrates consistent success in obtaining funding for service activities 4. Participates in mentoring of faculty in area of service 5. Is recognized beyond the state for expertise in the service arena

NON-TENURE TRACK CRITERIA BY TEACHING MISSION AND RANK			
<i>Clinical Instructor</i>	<i>Clinical Assistant Professor</i>	<i>Clinical Associate Professor</i>	<i>Clinical Professor</i>
<ol style="list-style-type: none"> 1. Provides evidence of mastery of skills and knowledge of content in own specialty area. 2. Demonstrates knowledge and skills necessary for classroom and clinical teaching: <ol style="list-style-type: none"> a. Organizes classroom presentations and develops requirements according to course objectives. b. Plans and develops lectures and discussion that demonstrate mastery of content and current research in subject area. c. Implements teaching strategies appropriate to course objectives and student learning needs. d. Writes test items based on course objectives and psychometric principles. e. Makes clinical assignments congruent with course objectives and individual student learning needs. f. Provides adequate practicum guidance to meet individual student needs. g. Systematically evaluates contribution of course to student learning needs and development. Identifies problems, determines priorities and recommends specific measures for improvement. 3. Provides effective liaison between the college and collaborating agencies and organizations. 	<ol style="list-style-type: none"> 1. Demonstrates mastery of skills and knowledge of content and research in own clinical specialty area. 2. Demonstrates knowledge and skills in course development, teaching, and evaluation: <ol style="list-style-type: none"> a. Designs and implements instruction, including classes, clinical assignments and student assignments, to reflect clarity, creativity, appropriate educational level of student, teaching methods, and evaluation procedures. b. Demonstrates organized classroom presentations appropriate to course objectives and learning needs of students. 3. Demonstrates effective communication interpersonal skills to develop collaborative relationships within the college and other settings. 4. Applies current research and theory in classroom and clinical teaching. 	<ol style="list-style-type: none"> 1. Demonstrates mastery of current content in related support/core courses. 2. Uses innovative teaching strategies. 3. Demonstrates leadership in course and curriculum development, implementation, and/or evaluation. 4. Integrates educational theories into curriculum and course related activities. 5. Guides less experienced faculty in use of teaching strategies, course development, implementation, and evaluation. 6. Is recognized as a master teacher by faculty, students, and/or professional colleagues. 	<ol style="list-style-type: none"> 1. Demonstrates leadership in program planning, implementation, and/or evaluation. 2. Continues leadership in course and curriculum development, implementation and/or evaluation. 3. Is recognized as a master teacher by faculty, students, and/or professional colleagues. 4. Participates in mentoring of faculty in area of teaching.

NON-TENURE TRACK CRITERIA BY RESEARCH MISSION AND RANK			
<i>Clinical Instructor</i>	<i>Clinical Assistant Professor</i>	<i>Clinical Associate Professor</i>	<i>Clinical Professor</i>
None for appointment	<ol style="list-style-type: none"> 1. Utilizes research in area of specialization. 2. Shares expertise with the professional community by either <ol style="list-style-type: none"> a. Presenting scholarly products at local and state professional meetings. b. Developing evidenced-based materials such as patient teaching booklets, media productions, pamphlets, and/or clinical protocols. 	<ol style="list-style-type: none"> 1. Collaborates in the initiating and conducting of research/program projects. 2. Uses research literature as a foundation for scholarly work. 3. Presents scholarly products at local or state and regional levels. 4. Publishes scholarly papers in peer-reviewed journals. 	<ol style="list-style-type: none"> 1. Collaborates in the initiation and conduct of research/program projects with intradisciplinary or interdisciplinary colleagues. 2. Continues to use research as a foundation for scholarly work. 3. Consistently presents scholarly papers at state, national, or international meetings. 4. Consistently publishes scholarly papers in peer-reviewed journals.
NON-TENURE TRACK CRITERIA BY SERVICE MISSION AND RANK			
<i>Clinical Instructor</i>	<i>Assistant Professor</i>	<i>Clinical Associate Professor</i>	<i>Clinical Professor</i>
<ol style="list-style-type: none"> 1. Participates on committees in college or health service organizations. 2. Develops beginning leadership skills through participation in professional organizations. 	<ol style="list-style-type: none"> 1. Participates in health care organization and/or college committees and special assignments. 2. Continues to develop leadership and professional involvement in advanced practice by: <ol style="list-style-type: none"> a. Serving as committee member or officer in local and state professional organizations or other organizations that may affect change in health care, nursing, or education. b. Participating in community service activities: 	<ol style="list-style-type: none"> 1. Demonstrates leadership on college committees, especially related to area of expertise. 2. Serves on campus committees or completes special assignments. 3. Exemplifies leadership and professional involvement in advanced practice by <ol style="list-style-type: none"> a. Continued involvement in local, state, regional, or national level professional organizations or other organizations that may 	<ol style="list-style-type: none"> 1. Demonstrates leadership on committees at college, campus, or university level. 2. Expands scope and/or depth of leadership/professional involvement in advanced practice by <ol style="list-style-type: none"> a. Continued involvement in local, state, regional, or national level professional organizations or other organizations that may effect change in health

	<ol style="list-style-type: none"> 1. Membership on community boards 2. In-service or continuing education offerings to other agencies or community groups 3. Special health-related projects sponsored by organizations 4. Consultation in own specialty area at individual or organizational level 5. Direct care delivery 6. Dissemination of health care information to consumers through the popular media <p>3. Acts as liaison between academia and service to improve student experiences and quality of care in agencies.</p>	<p>affect change in health care, nursing, or education.</p> <ol style="list-style-type: none"> b. Participation in community service activities; e.g. <ol style="list-style-type: none"> 1. Membership on community boards 2. In-service or continuing education offerings to other agencies or community groups 3. Special health-related projects sponsored by organizations 4. Consultation in own specialty area at individual or organizational level 5. Direct care delivery 6. Dissemination of health care information to consumers through the popular media 4. Integrates service activities into curriculum and course related activities. 5. Guides less experienced faculty in service related activities. 6. Is recognized as an expert advanced practitioner by faculty, students, and/or professional colleagues. 	<p>care, nursing, or education.</p> <ol style="list-style-type: none"> b. Participation in community service activities; e.g. <ol style="list-style-type: none"> 1. Activities on boards 2. In-service or continuing education offerings to other agencies or community groups 3. Special health-related projects sponsored by organizations 4. Consultation in own specialty area at individual or organizational level 5. Direct care delivery 6. Dissemination of health care information to consumers through the popular media 3. Participates in mentoring of faculty in area of service.
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Addendum A. PREPARATION OF MATERIALS FOR REVIEW

A portfolio must indicate the primary mission and be organized by each criterion of the requesting rank for promotion and/or tenure. Portfolio must be submitted electronically (within 500-page limit in PDF format). An incomplete portfolio will not be reviewed by the APT committee and will be returned to the faculty member. The portfolio must include a table of contents with correct page numbers. Every page on the portfolio should be numbered except for the cover page and the routing form.

Please use the following form/table to prepare the portfolio:

- Appendix A—Important Due Date for Promotion and/or Tenure Application
- Appendix B—Required components of the portfolio
- Appendix C—Cover page
- Appendix D—Routing Form
- Appendix E—List of references
- Appendix F—Table of the average scores of students' course/faculty evaluations
- Appendix G—Definitions of Publications
- Appendix H—Table of Publications
- Appendix I—Definitions of Presentations
- Appendix J—Table of Presentations

These appendices can be found in SharePoint.

Self-Evaluation Summary (speak to relevant criteria for track and rank)

For clarity, the narrative may be organized by criteria for relevant track and rank. Remember, be concise; this is a summary, and should not need to exceed two or three pages for each mission. Where possible, in the narrative, simply refer the reader to specific sections of your CV or annual reports for detailed information.

Education

1. In this narrative, analyze your overall contributions to the CON's teaching programs. Specifically, describe the nature, type, and extent of your teaching involvement in the areas of course delivery, curriculum design, implementation, and evaluation and innovations. If applicable, identify your role and responsibilities in the acquisition of education grants which have been applied for or secured. For new programs, summarize your specific role and responsibilities in the development and implementation of the program and how each demonstrates growth and meets the criteria for promotion and/or tenure.
2. Discuss evaluations since joining faculty at UAMS from peers, administrators, and students.
3. Refer to CV as appropriate.

Research/Scholarship

Expectations for involvement in research activities vary according to rank. Do not repeat

details listed in other documents but indicate the page(s) in the vitae or annual report where the list may be found. Provide an overview of the nature of your research activities appropriate to the criteria of the rank you are seeking, include a critical analysis of your contributions and their value. This overview should reflect not only what you have done or been involved with but also show growth through your activities.

Your summary should not enumerate activities but rather should show the kinds of experiences you have had, how your contributions have become more extensive or complex, how your contributions are preparing you to take on more independent activities, and how your activities are helping you to develop skills for leadership roles.

1. Research/grant activities

a. Funded research/grant activities: (If applicable)

List all funded research grant activities. For each entry give the title, the name of the principal investigator, the name of the funding agency, the amount of funding obtained, the grant period, the status of the work, and your contributions to the grant: Extramural grants; Intramural grants.

b. Non-funded research activities:

List only non-funded research activities. Include the title of the project, the name of the principal investigator, the status of the project, your contributions to the project, and major products stemming from the project.

2. Publications. Do not repeat information in the vitae but indicate the page(s) in the vitae where the list of publications may be found. (See definition in Attachment B.) The following information should be presented in a table. (See Attachment C.)

Refereed publications. Number of data-based and non-data-based publications each calendar year since last review within the college or for each of the last five years. If tenure is being requested, give the information for each year of the last five years. If career exceeds five years in length, summarize all years previous to last five years.

Non-refereed publications. Number each year since last review within the college or for each of the last five years. If tenure is being requested, give information for each year of the last five. If career exceeds five years in length, summarize all years before last five years.

For example, the format for a faculty member requesting review for promotion to Associate Professor with tenure might look like Attachment F.

3. Presentations: Do not repeat information in the vitae but indicate the page(s) in the vitae where the list of presentations may be found. (See definitions in Attachment D below.) Prepare a summary of activities for inclusion following the general format as described for publications.

a. Examples of Support Materials (as relevant to criteria for rank and each mission) can be found in the Table 2.

Service

1. Provide an overview of the nature, type, and extent of your service activity involvement, including an analysis of contributions made, and how they meet

the requirements for promotion/tenure.

If relevant, describe your involvement and your contribution to student recruitment/advisement activities, such as information sessions, career-day involvement, and assigned advisees.

2. Major contributions: Include a list arranged in chronological order of service in each of the following areas (arranged in the order given). Your role and the major contribution of the service should be briefly indicated for each item on the list.
 - a. University of Arkansas for Medical Sciences
 - 1) Department
 - 2) College
 - 3) Campus
 - 4) University
 - b. Professional Organizations
 - 1) International
 - 2) National
 - 3) Regional
 - 4) State
 - 5) Local
3. Community Service (include activities reflecting expertise in the field of nursing)
 - a. Regional
 - b. State
 - c. Local
4. Consultation (includes activities reflecting expertise)
 - a. International
 - b. National
 - c. Regional
 - d. State
 - e. Local
5. Clinical Practice
Description of practice setting, population served, and amount of time.
6. Other health related service activities
Description of participation in projects or activities of professional or service groups.

take on more independent activities, and how your activities are helping you to develop skills for leadership roles.

B. DISTINGUISHED PROFESSORSHIPS

UA Board Policy 470.1: Distinguished Professorships can be found under [Board of Trustees Policies](#). Search by title under 400 Faculty/Staff.

Distinguished Professorships—College of Nursing

1. An associate dean, chair, or, in the case of an individual directly reporting to the dean, the dean sends a letter of nomination for Distinguished Professorship documenting the applicant's scholarly achievements and leadership along with the candidate's CV to the Chair of the Appointment, Promotion and Tenure (AP&T) Committee.
2. The AP&T committee reviews the letter and applicant's CV and makes a recommendation to the Dean of the CON.
3. The dean reviews the recommendation and faculty documents. If supportive of the recommendation, the dean submits a letter of recommendation along with the letter from the CON's AP&T committee to the Provost and Chancellor of UAMS.
4. The decision to recommend/not recommend the rank of Distinguished Professorship to the University Board of Trustees by the President is made with the approval of the Dean of the CON and the UAMS Chancellor.

C. EMERITUS STATUS

U of A Board Policy 475.1: Emeritus Status can be found under [Board of Trustees Policies](#). Search by title under 400 Faculty/Staff.

Emeritus Status—College of Nursing

1. Faculty applicants submit a letter of self-nomination documenting their contributions to the CON and a CV to a CON associate dean deemed appropriate by the applicant.
2. The associate dean provides a letter of support, and submits it with the applicant's letter and CV to the Chair of the Appointment, Promotion and Tenure (AP&T) Committee.
3. The AP&T committee reviews the associate dean's support letter, applicant's letter, and CV and makes a recommendation to the Dean of the CON.
4. Approval by the dean involves submitting the following to the Provost and Chancellor: (a) dean's letter of recommendation; (b) resolution highlight faculty achievements deserving of emeritus status; (c) recommendation letters from supervisor of the faculty, if applicable; and (d) recommendation letter from chair of the CON's AP&T committee
5. The decision to recommend/not recommend Emeritus status to the University Board of Trustees by the President is made with the approval of the Dean of the CON and the UAMS Chancellor.

D. ADJUNCT PRIMARY AND ADJUNCT SECONDARY FACULTY APPOINTMENTS

- Approved by the Dean and the Provost

- Rank of adjunct instructor through adjunct professor without compensation
- Have specific privileges of the University (UAMS email and library access)
- Reviewed every two years by the Dean for continuing appointment

To make an adjunct appointment, a request for an individual may come through recommendation from a CON faculty or administrator. The applicant's Letter of Interest and application form should be accompanied with an up-to-date CV. The dean will consider the request and, if it is approved, a letter will be sent to the Provost requesting the appointment. Both adjunct primary and adjunct secondary appointment application forms are located on SharePoint under [Dean's Office](#).

The appointment is not to serve as a reward or for recognition. Instead, it is to bring into the College community individuals who will enrich and contribute to the CON's research, service, and educational programs.

Adjunct Primary Faculty Appointment

These appointments are given to academically qualified individuals outside the UAMS faculty who will make major contributions to the CON's programs.

Adjunct Secondary Faculty Appointment

These appointments are given to UAMS faculty from other Colleges, Institutes, or Regional Programs who contribute to one or more missions of the CON.

E. CERTIFICATES OF APPRECIATION

1. University/College
 - a. Certificates of appreciation may be awarded to individuals for recognition of outstanding, consistent contributions one or more missions of the College of Nursing.
 - b. Recommendations for recipients of certificates should be made in writing to the dean outlining the scope of the contribution and the support of faculty for the rewarding of the certificate.
 - c. Following the receipt of the recommendation and approval of the dean, the certificate will be sent to the recipient and the faculty will be notified.
2. Other

Certificates of appreciation may be given directly by the faculty to preceptors or others who have assisted with students during the academic year. Check with the department Administrative Assistant for certificate creation/design.

F. COLLEGE OF NURSING MEETINGS

Attendance of faculty is expected at faculty meetings, department meetings, council meetings, and other committees on which they hold appointments. If it is not possible to attend, the respective committee chair should be notified in writing prior to the meeting in order to be excused from attending.

G. CONTRACT FACULTY APPOINTMENT

1. Contract faculty work under the direction of faculty and:
2. Meet all Arkansas State Board of Nursing requirements for licensure, certifications, etc.
3. Are experientially qualified to teach in the area in which they oversee students, and have a minimum of two years' experience in the clinical area.
4. Have a minimum of a BSN degree; however, a master's degree if preferred and consistent with CCNE accreditation requirements.
5. Hold the minimum rank of assistant clinical instructor.

9/29/2023

H. CPR POLICY

All faculty who practice or who are with students in the clinical area are required to have CPR certification. Documentation of current CPR must be kept in the faculty personnel file in the CON Business Office.

9/29/2023

I. EXTERNAL OUTSIDE FUNDING OF FACULTY SALARY

1. Faculty in the CON, with permission of the administration, may be released from teaching. Typically, no more than 80% of faculty time may be allotted to non-teaching workload.
2. All faculty are required to teach. Faculty with significant (80%) extramural funding, will teach a minimum of three to four credits per 12-month period, and engage in other duties in mission areas in accordance with rank.
3. Any faculty who wishes to participate in grant-related projects outside of the college must have administrative approval before accepting these opportunities.

Revised 9/29/2023

J. FACULTY ANNUAL REPORT AND ANNUAL REVIEW

1. Faculty Annual Eval Goal Forms and the Faculty Annual Report Form are located on SharePoint under [Faculty Evaluation Forms](#).
2. The annual review period is from January to January. The appropriate supervisor will contact each faculty to schedule an appointment to review goals for the year and progress toward promotion and/or tenure.
3. Following the annual review:
 - a. each faculty member is responsible for uploading their annual report and updated CV to their faculty folder on SharePoint.
 - b. the appropriate supervisor will give a copy of the faculty member's annual report, annual review, and updated CV to the CON Business Office to be filed in their faculty personnel file.

Reviewed 9/29/2023

4. The supervisor shares annual evaluations with the dean who reviews the evaluations.

Revised 9/29/2023

The following documents are used for faculty reviews:

1. **UA Board of Trustees Policy 405.1: Appointments, Promotion, Tenure, Non- Reappointment, and Dismissal of Faculty Policy 405.1** found under [Board of Trustees Policies](#). Search by title under 400 Faculty/Staff.
2. The CON appointment, promotion and tenure guidelines, criteria and process.
3. Faculty Annual Report and Self-Evaluation
4. Peer and Administrator Teaching Evaluations
 - a. Classroom performance
 - b. Clinical performance

Peer Evaluations are a required component of the annual evaluation process. Evaluations may occur within the institution, such as teaching evaluations, or through peer review of presentations, publications, or grants.

The peer evaluations are done by a peer of the faculty's choice and at a time mutually agreed upon by the faculty and the evaluator. During years 1–3 of employment, faculty are required to have a peer teaching evaluation. Thereafter, a peer evaluation is required every two years. However, if the faculty so desires, he/she may request additional peer evaluations. Following the peer evaluation, the evaluator will go over the evaluation with the faculty, provide the faculty with a copy, and submit a copy to the appropriate department chair. These will become a part of the faculty's personnel file.

An administrative evaluation of faculty teaching is completed annually for the first three years of the faculty member's employment, and thereafter every two to three years.

5. Student Evaluation of Teaching
6. Faculty curriculum vitae

Faculty Evaluation Process

Faculty evaluation will be based on the following criteria:

- A. Performance according to rank and faculty goals and activities in the areas of:

<u>Mission:</u>	<u>Across Missions:</u>
Teaching	Professional Accountability
Research	Professional Development
Service	Scholarship

- B. Procedure for the process of faculty evaluation

1. Faculty set their goals annually according to rank and tenure and non-tenure guidelines, including consideration for professional development and scholarship.
2. Develop a plan to meet those goals.
3. Submit an annual report and other evaluation material to their supervisor in November or December
4. Confer with the respective supervisor to discuss the goals and action plan in May.

C. Instruments

1. Annual report with self-evaluation and goals
2. CON peer on-site classroom, online, and/or clinical evaluation
3. Administrator on-site classroom and/or clinical evaluation
4. Student evaluations of teaching
5. Updated curriculum vitae

Other materials as submitted by faculty. Faculty Evaluation Forms are located in a folder on SharePoint under [Faculty Related Forms](#).

P. FACULTY CURRICULUM VITAE (CV)

1. An annually updated CV is kept in the faculty personnel file in the CON Business Office.
2. An updated CV should be attached to the annual report.
3. An updated CV should be uploaded to the faculty SharePoint folder by the faculty member.

The CV Template is located on SharePoint under [Faculty Evaluation Forms](#).

Revised Sections G – P on 9/29/2023

Q. FACULTY WORKLOAD

The workload policy is under revision. The current workload policy follows. Full-time service as a UAMS CON faculty member presumes participation in various duties and responsibilities, including teaching; continuing education; advising of students; professional, scholarly, and research activities; administrative duties; CON special events; and professional, community, college, and university service.

While each faculty member may not be actively involved in all of these areas, the collective participation of the faculty in all areas is necessary to assure that the goals of the college are achieved. The unique requirements of the CON necessitate a flexible system for determining individual faculty member assignments.

Responsibility for faculty workload assignments in compliance with this policy and the related rules and regulations rests with the administrators of the CON. Faculty input on teaching assignments will be sought by the associate deans and consideration of the requests will be given depending on resources available.

General Policies

1. Faculty Workload
 - a. Each faculty member is expected to maintain a total workload of 15–18 work units each semester.
 1. Teaching workload will range from 12–15 work units per fall and spring semester for faculty with 100% time assigned to teaching.
 2. Service and research workload will range from 1–3 work units per fall and spring semester.
 - b. Faculty with less than a full workload may be assigned curriculum development, and educational or service projects, or teaching in continuing education courses.,
 - c. Faculty with an administrative appointment will have teaching workload adjustments as defined in their job responsibilities.
2. Teaching Workload
 - a. Faculty who has a percentage of their faculty workload funded by grants and/or contracts will have teaching work units calculated accordingly.
 - b. Faculty may be granted reduced teaching loads for grant development in teaching, service, or research, depending upon resources available as determined by the dean, associate deans, and department chairs.
 - c. In team taught courses, work units will be divided in proportion to the amount of time expended by each instructor.
 - d. In courses that require travel to an outreach site, travel time will be taken into consideration with up to two work units.
3. Teaching Work Unit Equivalencies
 - a. Organized Lecture or Seminar Classes

One semester credit hour (SC.) of course value = 1 work unit for organized courses numbered 3000.0 and 4000.0; and 1.5 work units for 5000, 6000, and 7000 level courses.
 - b. Clinical Instruction and Organized Laboratory
 1. When contact hours for faculty exceed student credit hour value of course.
 2. Lab contact hours (per week) X 2/3 = work units.
 - c. Supervision of Students in Preceptor Clinical Courses

Total semester hours generated (semester credit hours X number of students) divided by 5 = work units.
 - d. Thesis and Dissertation
 1. Master thesis chair—one work unit for each \six total student credit hours.

2. Doctoral dissertation chair—one work unit for each three total student credit hours.
 3. Thesis and Dissertation Membership—0.5 work unit semester of final defense of work.
- e. Master's Outcome Portfolio
- Chair—one work unit for each three students registered.
- f. Independent Study
- Total semester hours generated (semester credit hours X number of students) divided by 5 = work units.
- g. Continuing Education
1. If continuing education is conducted as a regular class, work units will be determined as such.
 2. All other CE will be figured as work unit variations calculated using 8 contact hours =0.5 work unit.
- h. Responsible for Course Management
1. Non-preceptor clinical courses = .5 work unit
 2. Preceptor clinical courses = 1 work unit.
 3. Practitioner clinical courses = 1.5 work units
 4. Course coordinator with at least one other faculty member =.5 work unit (for theory and clinical)
- i. Class Size
1. Graduate class size (applies to classes taught in the classroom and via Blackboard). Large classes over the size of 25 will be managed in one or two ways, depending on available resources and the instructor's preference.
 - a. Teach another section of the course and receive an additional $\frac{1}{2}$ of the work units generated by the course for the second section.
 - b. Assign additional work unit credit to be determined as follows:
 - Class size of 25: standard work units for the course
 - Class size of 26-35: 1.3 X course credit = work units
 - Class of greater than 35: 1.5 X course credit = work units
 2. Undergraduate class size. Classes over the size of 50 will be considered large classes in the undergraduate program.
 - Class size of 50: standard work units for the course
 - Class size of 51-75: 1.3 X course credit = work units
 - Class of greater that 76: 1.5 X course credit = work

units

4. Non-teaching Work Load Equivalencies

- a. Up to 3 work units may be granted a faculty member for 1 or a combination of the administrative duties within the college. These assignments are subject to approval by the Administration.
- b. Primary responsibility for developing a new academic program = 1 work unit or new course = .5 work unit
- c. Major academic advising responsibilities, i.e., Graduate Specialty coordinator = 1 work unit; NP, Doctoral Student advising = .5
- d. Chairing a major accreditation/evaluation committee = variable work units
- e. Grant coordinator or project director for funded program grant = 1-3 work units
- f. A reduced teaching load may be granted or alternative work responsibilities assigned if scheduled instruction does not materialize. This provision does not apply to summer sessions when all appointments are contingent on assigned instruction materializing.
- g. Committee
 1. 1 work unit for membership on the following CON committees:
 - Leadership Council;
 - Appointment, Promotion, and Tenure;
 - Curriculum;
 - Research
 2. 0.5 work unit for serving as chair of any of the above committees or Chair of Faculty Assembly
 3. 0.3 work unit for membership on all other committees and task forces
 4. 1 work unit for membership on the UAMS Human Research Advisory Committee

5. Responsibility for Administering Workload Standards

The above policy has been adopted by the CON. The department chairs, in conjunction with the dean are responsible for preparing the faculty assignments following these guidelines. Program Directors provide input regarding the number of faculty needed in a course, and preferred faculty to teach in courses. The faculty workloads will be monitored by the dean. This information will be used to prepare the necessary productivity reports for the CON required by the Arkansas Department of Higher Education.

P-5 Revised 9/29/2023

R. FUNDING AND/OR ATTENDANCE AT CONFERENCES, MEETINGS, AND OTHER PROFESSIONAL SERVICES AND ACTIVITIES

1. The primary criteria for the allocation of partial or full travel expense funds to faculty members requesting them for conferences/meetings is that such activities benefit the faculty and the college and funds are available to support travel costs. Benefit to the college/faculty may be determined in various ways but is herein categorized as either
 - a. Improving the prestige of the college and faculty through sharing studies with colleagues.
 1. This pertains to the recognition of the leadership and high quality of the college on a state, regional, national, and international level. The publication and sharing of the work of faculty members with others is a necessary step in acquiring and maintaining the recognition for excellence which ultimately facilitates faculty recruitment, student recruitment, and acquisition of external monies for research, training grants, stipends, and demonstration projects of various kinds.
 2. Presenting invited or refereed papers.
 3. Serving as expert panelist, evaluator, or program participants at scholarly professional meetings.
 4. Non-refereed presentations or workshops.
 - b. Improving the programs.
 1. Attending a conference where the topics deal with general issues in nursing practice and education.
 2. Attending a conference for purposes of self-improvement when it relates directly to the usual workload activities of the faculty member or anticipated change in assignment focus.
 - c. Improving the information/knowledge of the faculty of the college.
2. Requests for attendance at conferences/meetings should be submitted to the department chair and/or associate dean as early as is possible. Every effort will be made to facilitate faculty's participation in professional service/activities, but the impact of such a commitment on the performance of the faculty's regular responsibilities must be discussed with the associate dean before the commitment is made. Requests should be made on the Travel Authorization Request form located on SharePoint under Business Office, [Travel](#).
 If funding is requested, travel requests are to be made through the respective supervisor according to the following time frames:
 - a. 8 weeks in advance if travel request includes air fare and registration fee;
 - b. 6 weeks in advance for other travel requests with reimbursement; and
 - c. 3 weeks in advance if no reimbursement is requested.

Requests submitted late will not be processed.
3. The informational brochure which includes topics or issues to be covered by the conference/meeting should be included. If a brochure

is not available, any correspondence related to the conference/meeting should be included.

4. Each request for travel funds to conferences/meetings shall be evaluated on the basis of:
 - a. Available funds
 - b. Benefit to the College
 - c. Date of last funded request for travel
 - d. Submission of manuscripts of previous paper presented
 - e. Submission of report of last conference/meeting attended
 - f. Fairness and equity within and between departments
 - g. Assurance of appropriate discharge of responsibilities to students and peers
5. Funds allocated for travel are budgeted for the next academic year. Each faculty member cannot be assured of travel funds for conferences/meetings during each contract period, but equitable distribution of travel funds among all faculty will be sought within the general framework of the criteria. Should more than one faculty member request attendance at the same conference meeting, the requests will be evaluated in terms of the number and diversity of sessions offered by the conference.
6. When the faculty member attends a conference/meeting at the college's expense, it is expected that the faculty member will disseminate information from the meeting to interested faculty through teaching, research, or practice clinics or forums.
7. In the event that a faculty member wishes to attend a conference/meeting at his/her own expense, he/she should submit a request including all information indicated above with an indication that no funding is requested. Administrative leave will be granted to those faculty members submitting such request, whenever possible, and every effort will be made to assist them in attending such conferences/meetings.
8. Faculty should identify how teaching and other responsibilities will be covered while attending a conference.

S. IMMUNIZATIONS AND HEALTH SCREENINGS

Please refer to UAMS Administrative Guide 4.5.18: Healthcare Personnel Medical Screenings for the current employee requirements for screenings, titers, and immunizations (latest update: 6/28/2023).

This policy can be found under [All UAMS Policies & Procedures](#). Search by title.

T. LICENSURE AND CERTIFICATIONS

All faculty must provide documentation of current licenses and certifications which are kept in the faculty personnel file in the CON Business Office.

U. MALPRACTICE INSURANCE, BACKGROUND CHECKS, AND/OR DRUG TESTING

1. Faculty malpractice insurance is covered under the students' policy for those activities related to the teaching role. Faculty credentialed and employed in faculty practice at UAMS are covered under the institution's malpractice insurance. If faculty are employed by other clinical facilities, they must obtain individual malpractice insurance.
2. Faculty are required to comply with background checks and/or drug testing should a clinical facility request these.

V. NEW FACULTY ORIENTATION

New faculty members are oriented to the campus, college, and faculty role during a CON New Faculty Orientation which consists of one half-day meeting at the CON. As part of this orientation, the new faculty member is assigned a mentor(s) and given a CON Faculty Mentorship Checklist which is to be completed during the first 6 months of employment with the CON. This checklist covers the three faculty roles in detail: teaching, scholarship, and service and can be personalized to the roles, responsibilities, or assignments of the new faculty member. CON new faculty orientation is an ongoing process with many opportunities at the CON and on the UAMS campus for further learning and development.

The CON Faculty Mentorship Checklist is located on SharePoint under [Faculty Related Forms](#).

W. NEW FACULTY WITHOUT TEACHING EXPERIENCE

New faculty with no previous teaching experience are required to participate in teaching skills workshops and training during their first six months.

X. OUTSIDE EMPLOYMENT

UA Board of Trustees Policy 450.1: Outside Employment of Faculty for Compensation can be found under [Board of Trustees Policies](#). Search by title under 400 Faculty/Staff.

Permission must be obtained for outside employment and guidelines include the following:

1. Permission for outside employment must be requested online on the following link: <https://secure.uams.edu/outsideemployment/login.aspx>. Outside employment cannot occur without this prior approval.
2. Outside employment for monetary compensation should not begin during the regular work week until after 4:00 p.m. Called meetings for various committees, task forces, or faculty may be required. Faculty also need to be available for individual student appointments in addition to regularly scheduled office hours.
3. If faculty are assigned to evening clinicals or classes, employment arrangements for monetary compensation in the morning hours should be discussed with the appropriate department chair and dean.

4. Should performance level be negatively impacted by outside employment, the faculty member will be counseled and, if improvement is not shown, permission to engage in outside employment may be withdrawn.

Guidelines

1. Faculty are encouraged to confine outside employment in clinical agencies to no more than two 8-hour periods per week.
2. Faculty are encouraged to confine outside employment to weekends.

Y. TEACHING ASSIGNMENTS

Faculty teaching assignments are made by the department chairs. Assignments are based upon faculty request, expertise, program needs, and current extramural funding. Program Directors provide input into the number of faculty needed in a course, and preferred faculty to teach in a course. All assignments are contingent upon final approval by the Dean of the College.

Z. UNIVERSITY MEETINGS AND GRADUATION ACTIVITIES

In addition to particular university or system committee assignments, participation of faculty is expected at the university Commencement; CON's Pinning, Hooding, and Recognition Ceremony; and other formal all-university events. Written notification of necessary absence will be required for approval.

Faculty senate meetings are open to all faculty.

SECTION VII: BYLAWS

ARTICLE I: PURPOSES OF FACULTY ASSEMBLY

The purposes of the Faculty Assembly are to:

- A. Promote mutual involvement of the faculty and administration in planning, implementing and evaluating its programs.
- B. Serve as a forum for collaboration, for exchange of ideas and information and to take action on recommendations arising from the departments, committees, or the individual members.
- C. Conduct the business of the CON and the faculty relating to:
 1. Review, evaluation, and revision of CON mission and goals.
 2. Planning, implementing and evaluating curricula that are consistent with philosophy, organizing framework, and objectives of the programs of the CON, UAMS, and the University of Arkansas.
 3. Review and approve actions and decisions of the faculty committees.
 4. Development or approval of policies that guide the selection, utilization, and evaluation of student learning environments and resources.
 5. Revision and approval of criteria for faculty, appointment, tenure, and promotion.
 6. Development and review of processes and procedures related to faculty organization and faculty roles and functions.
 7. Development of criteria for students' admission, progression, and graduation.
- D. Advise the dean on overall planning, policy, and administrative issues related to CON mission, goals, and operations, including:
 1. Assessment of needs of programs and the total CON.
 2. Recommendations regarding resource allocations.
 3. Clarification and recommendations on issues forwarded to Faculty Assembly, departments, and/or committees of the CON.

ARTICLE II: COMPOSITION OF FACULTY ASSEMBLY

- Section 1. The Faculty Assembly is composed of all faculty inclusive of all academic ranks, the dean, associate deans, and other administrative officers.
- Section 2. Members have the right of full participation and voting in regular and special meetings of the Faculty Assembly except professors' emeriti; part-time faculty less than 50%, and adjunct faculty who shall have voice but no vote.

ARTICLE III: MEETINGS OF FACULTY ASSEMBLY

- Section 1. The regular faculty meetings shall occur at least once a semester. Special meetings may be called at the discretion of the dean, the assembly chair, at the request of the Dean's Executive Council (DEC), or by 1/3 of the faculty members.

Section 2. Agenda items:

1. Agenda items may be submitted from faculty, committees, departments, or specialty groups to the chair at least one week prior to the scheduled meeting time.
2. Recommendations that require faculty action must be submitted to all faculty at least one week prior to the scheduled meeting time and be included on the agenda or follow the protest/no-protest voting protocol. File copies of items to be discussed should be attached to the agenda.
3. File copies of reports from committees, departments, or specialty groups will also be attached to the agenda.
4. Items presented for vote which do not appear on the published agenda require a vote of 2/3 of the members present and voting to be considered.

Section 3. The rules contained in Robert's Rules of Order Newly Revised (latest edition) shall govern the Faculty Assembly meeting, all standing committees, department and specialty groups and special ad hoc committees unless otherwise provided in these bylaws.

ARTICLE IV: OFFICERS OF FACULTY ASSEMBLY

- Section 1. The Chair of the Faculty Assembly shall be elected by majority vote of the Assembly. Term of office shall be one year with a limit of two consecutive terms. Elections shall be held at the last scheduled meeting of the academic year.
- Section 2. A vice chair shall be elected by majority vote of the assembly and shall serve in the absence of the chair. The term of office shall be one year with a limit of two consecutive terms. Elections shall be held at the last scheduled meeting of the academic year.
- Section 3. A parliamentarian shall be elected for the assembly to advise the chair on matters of parliamentary procedure. The parliamentarian shall serve one year with possible re-election for a second term. Election shall be held at the last scheduled meeting of the academic year.
- Section 4. Duties of the chair include presiding at meetings of the Faculty Assembly, preparing the agenda, and verifying the minutes.
- Section 5. Administrative staff person will be assigned to the Faculty Assembly meeting for the purpose of recording minutes and submitting them for distribution.

ARTICLE V: STANDING COMMITTEES

Admissions and Progression Committee

1. Purpose
 - a. Review and recommend criteria for students' admission, progression, and retention.
 - b. Review and recommend actions on BSN Attendance Policy

- c. Review and recommend actions on Code of Conduct Violations
 - d. Review and recommend actions on Appeals for Dismissal
 - e. Serve as an advisory body for special requests related to admissions, progression, or re-admission.
 - f. Review recommendations for admission process received from:
 1. Faculty in the PhD, DNP, MNSc, and both BSN programs
 2. Specialty Coordinators
 3. Director of Student Services
2. Membership
- This committee shall be composed of the following members:
- a. Director of Student Services
 - b. A minimum of six faculty members, representation to include three undergraduate and three graduate faculty. Faculty members to be elected in even years for a term of two years, not to exceed two consecutive terms.
 - c. The Associate Dean for Academic Programs (or designee) serves as an ex officio member of this committee.
 - d. Any member of the Admissions and Progression Committee who has a conflict of interest with any student coming before the Committee is required to recuse him/herself from discussion and vote. If possible, faculty with such a conflict will identify the conflict at the time the committee is called to review the student record. In that case, the Associate Dean of Academic Programs will assign an alternate faculty member from within the same department.
 - e. Members are elected within the department meetings
3. Meetings
- The Admissions and Progression Committee shall meet at least once a semester and as needed.
4. Voting
- All members of the committee have voting rights.
5. Chair
- a. The chair of the committee shall be rotated among faculty who teach in each program (ex: if a faculty who teaches in the graduate program is currently chair, the next chair must teach in the undergraduate programs). The chair shall be selected by the committee on an annual basis.
 - b. The chair shall submit an annual report to the dean at the end of the academic year.

Revised May 2024

Appointment, Promotion, and Tenure Committee

1. Purpose

- a. Participate in the Appointment, Promotion, and Tenure process as defined in the University of Arkansas Promotion and Tenure Policy, the UAMS Promotion and Tenure Guidelines, and the CON criteria for Appointment, Promotion, and

- Tenure, developed and approved by the faculty of the CON.
- b. Review materials and make recommendation to the dean, CON, regarding those faculty members being considered for appointment, promotion, and/or tenure.
- c. Provide information to faculty about criteria, policies, procedures, and guidelines which govern the appointment, promotion, and tenure process and the committee's deliberation.
- d. Periodically review and recommend revisions in the CON Appointment, Promotion, and Tenure Guidelines.

2. Membership

- a. The committee shall be composed of eight members elected by the membership of the Faculty Assembly.
- b. Five faculty shall be tenured, full-time, and hold the rank of Associate Professor or higher. At least one member shall hold the rank of Professor. Three members shall be on the Clinical (non-tenure) Track, full-time with the rank of Clinical Assistant Professor or higher with voting privileges only on appointment and promotion recommendations. Should a committee member be unable to fulfill their term, the committee will temporarily function below the membership as stated in the bylaws until a replacement is elected by the faculty assembly.
Revised May 2024
- c. Faculty not eligible for membership shall be those faculty being reviewed for promotion or tenure during the year of review.
- d. Members shall be elected for two-year terms with a limit of two consecutive terms per member. Members who complete two consecutive terms may be re-elected if no other faculty can replace their positions.
- e. Members shall be elected on a rotating basis as follows: clinical faculty elected one in the odd-numbered years and two in the even-numbered years; tenured faculty elected three in the odd-numbered years and two in the even-numbered years.
- f. When possible, each department shall have at least one tenured representative on the committee.
- g. Members are elected within Faculty Assembly.

3. Meetings

The committee shall meet as needed to fulfill its purposes.

4. Chair

- a. The Chair of the Faculty Appointment Promotion and Tenure Committee shall be tenured and elected by and from the members elected to serve on the committee.
- b. Submit an annual report to the dean at the end of the academic year.

Revised May 2024

Awards and Scholarship Committee

1. Purpose

- a. To recommend scholarship recipients to the dean.
- b. To conduct nomination and voting process for faculty awards.
- c. To identify potential student award recipients and present to faculty for selection.
- d. To recommend and/or select students for other awards, as information is

- forwarded to the committee from the Dean's Executive Council (DEC).
- e. To recommend new awards, or changes to existing awards, to the College Of Nursing as educational programs grow and change.
 - f. To reach consensus for resolving administrative issues related to awards and scholarships and, when appropriate, make recommendations to DEC.

2. Membership

- a. This committee shall be comprised of the following members:
 1. Minimum of one elected faculty member from each department. Collective membership will be representative of all CON academic programs.
 2. Committee members may invite ad hoc members from each department as necessary to facilitate scholarship review.
 3. Ex officio members: Dean, Associate Dean for Academic Programs, Director of Development, and Director of Student Services.
 4. Member of the College of Nursing Business Office
 5. Terms of office shall be staggered two-year terms.
 6. Members are elected within department meetings.

3. Meetings

The committee will meet once during the Fall Semester, as an organizational planning meeting, and as needed throughout the academic year to conduct scholarship and awards business.

4. Chair

The chair will be elected from among the members at the organizational planning meeting of the committee in the fall.

Revised May 2024

Baccalaureate Council

1. Purpose
 - a. Recommend strategies to support the baccalaureate programs in nursing.
 - b. Identify and implement strategies to support the research and scholarly activities and projects of council members.
 - c. Elect members as designated by the bylaws to be representatives to CON and University committees.
 - d. Identify and implement strategies to support the professional and leadership growth of members of the Baccalaureate Council.
 - e. Refer to the appropriate CON committee all recommendations that address matters influencing baccalaureate programs.

2. Membership

- a. The Baccalaureate Council will consist of faculty who teach baccalaureate students.
- b. Members are elected within this council.

3. Meetings

The Baccalaureate Council shall meet at least once each semester and as called.

4. Chair
 - a. Baccalaureate faculty shall elect the Baccalaureate Council chair.
 - b. The chair shall submit an annual report to the dean at the end of the academic year.
 - c. The chair will serve a two-year term and will be a committee member elected by the committee. A chair elect will also be elected by the committee, to serve one (1) year as chair elect prior to the two-year term as chair.

Curriculum Subcommittees (undergraduate & graduate)

1. Purpose
 - a. Review the philosophy, organizing frameworks, and programs' objectives at intervals.
 - b. Review all proposed major course changes, new courses, new programs, and make recommendations to the Faculty Assembly members.
 - c. Initiate and/or review proposals for curricular changes and make recommendations on proposed curricular changes to faculty.
 - d. Participate in a systematic plan for the evaluation of the curriculum in relation to the philosophy, organizing frameworks, and programs' objectives.

2. Membership

There shall be undergraduate and graduate subcommittees.

- a. The **Undergraduate Curriculum Subcommittee** will be composed of:

1. Two faculty members from the junior level and two from the senior level.
2. One junior student, one senior student, and one A-BSN student will also be members.
3. Academic Coach
4. Associate Dean of Academic Programs
5. Members are elected within Baccalaureate Council meetings.

Members will be elected from CON Baccalaureate Council. The term of membership shall be staggered: two-year terms for faculty and one-year terms for students. Faculty may be re-elected. A chair-elect is elected by the committee, and shall remain on the committee for one additional year to serve the subsequent year as the committee chair.

The directors of the TBSN and ABSN programs, the academic coach, and the department of education chair will participate as voting members. One associate dean will participate as a non-voting member.

Revised April 2023

- b. The **Graduate Curriculum Subcommittee** will be composed of a minimum of:

1. Five faculty members from the graduate faculty, one of whom teaches primarily in the PhD program, and one of whom teaches primarily in the DNP program.
2. Program directors will represent each program (i.e., PhD, MNSc, DNP) as

ex officio voting members and one non-voting associate dean.

3. The Associate Dean of Academic Programs
4. A minimum of one master's level student, one PhD student, and one DNP student; student members will be recommended by Graduate Council.
5. Members are elected within Graduate Council meeting.

Members will be elected from CON Graduate Council. The term of membership shall be staggered: two-year terms for faculty and one-year term for students. Faculty may be re-elected. Revised March 2017

3. Meetings

- a. Each curriculum subcommittee (Undergraduate and Graduate) shall meet at least twice each semester and as needed to review items.
- b. The CON curriculum subcommittees shall meet together at least once at the beginning of each academic year and as needed to review recommendations from each committee and to review the CON mission, philosophy, organizing framework, and Student/Program outcomes.
- c. The curriculum subcommittee may request called meetings of departments or other relevant groups of faculty or be placed on the agenda for scheduled meetings as needed, to accomplish the purposes of the committee.

4. Chair

- a. The chairs of the CON curriculum subcommittees shall be elected by the members of the respective committees on an annual basis.
- b. The chair shall submit an annual report to the dean at the end of the academic year.

Revised May 2024

Diversity, Equity and Inclusion Committee

1. Purpose

In alignment with the University of Arkansas for Medical Sciences Division for Diversity, Equity, and Inclusion (DDEI), the purpose of the College of Nursing DEI committee is to intentionally advance and leverage diversity, equity, and inclusion among the CON faculty, staff, and students to improve the health and wellbeing of the CON, university, and Arkansas.

Towards this purpose, the CON DEI committee aims to:

- a. Identify and provide resources and trainings for faculty and staff that promote a culturally proficient work environment.
- b. Develop and implement strategies to facilitate recruitment and retention of diverse faculty, staff, and students.
- c. Assist in developing education for students to contribute to a culturally proficient nursing workforce.
- d. Explore partnership with key stakeholders and nursing organizations to promote nursing care that promotes equity, diversity, and inclusion.

2. Membership

Membership of the Diversity, Equity, and Inclusion Committee shall consist of members from each of the following:

- a. Faculty: a minimum of six (6) diverse faculty members will serve on the committee with three elected in the odd numbered years and three elected in the even numbered years to serve a two- year term.
 - b. Staff: a minimum of two (2) staff will serve on the committee with one elected in the odd numbered years and one elected in the even numbered years to serve a two-year term.
 - c. Students: a minimum of one (1) representative from each program level (BSN, MNSc/DNP, and PhD) to serve a two-year term.
 - d. Ad hoc membership shall include the CON faculty and staff that serve on the UAMS DDEI committees, the CON Recruitment Specialist, the Senior Diversity Specialist from UAMS DDEI and the immediate past chair.
 - e. Members are elected within Faculty Assembly.
3. Meetings
The members of the Diversity, Equity and Inclusion Committee will meet every other month and as needed to conduct business in a timely fashion.
4. Chair
The chair will serve a two-year term and will be a committee member elected by the committee. A chair elect will also be elected by the committee, to serve one (1) year as chair elect prior to the two-year term as chair.

Revised March 2022

Evaluation and Assessment Committee

1. Purpose
 - a. To ensure the implementation of the CON Master Evaluation Plan in accordance with accreditation and regulatory standards and policies.
 - b. Review and revise the CON Master Evaluation Plan as is relates to specific committee functions in coordination with CON administrators.
 - c. Determine the assessment and evaluation needs of the College, and recommend methods for evaluation.
 - d. Collect, assess, and synthesize student data including making recommendations to appropriate committees or individuals pertaining to, including, but not limited to
 - 1) Alumni surveys
 - 2) Employer surveys
 - 3) Student satisfaction surveys
 - 4) Surveys requested by other University departments
 - 5) Standardized test correlations
 - 6) Admission data
 - 7) Pass rates
 - 8) Graduation rates
 - 9) Alumni Job placement rates
 - e. Provide evidence using data tracking and data analysis to aid decision making for the CON.
 - f. Provide oversight for formative and summative evaluations with respect to the four CCNE standards

- 1) Mission and Governance
 - 2) Institutional Commitment and Resources
 - 3) Curriculum, Teaching-learning Student Outcomes
 - 4) Program Effectiveness
- g. Provide a mechanism for communication of evaluation data (student and alumni surveys) and implications to the faculty and administration of the CON.
- h. Assist in the preparation of reports to agencies. (examples include: CCNE, AACN, NLN, SREB, & ASBN)
2. Membership
- a. Membership consists of
- 1) Associate Dean of Academic Programs
 - 2) Associate Dean for Practice
 - 3) Director of BSN Program
 - 4) Director of A-BSN Program
 - 5) Director of MNSc Program
 - 6) Director of DNP Program
 - 7) Director of PhD Program
 - 8) Director of Student Services
 - 9) Three (3) elected faculty, minimum of one per department:
 - 10) Assistant responsible for evaluations (ad hoc)
 - 11) Department Chair
 - 12) Members are elected within department meetings.
- Revised May 2024
- b. Members shall be elected for two-year terms. (Terms may be extended during data collection years for CCNE.)

3. Meetings

The Evaluation and Assessment Committee will meet once per semester and as needed for accreditation. Revised October 2018

4. Voting

All members of the committee have voting rights.

5. Chair

The Associate Dean of Academic Programs will serve as chair.

Revised January 2018

Faculty/Staff Social Affairs Committee

1. Purpose

- a. Recognize special events and accomplishments in the lives of faculty and staff in the CON.
- b. Enhance faculty and staff relationships by facilitating social activities.

2. Membership

Members of the Faculty/Staff Social Affairs Committee shall be at least 4 members with three elected in the odd numbered years and three elected in the even numbered years to serve a two-year term with equal representation from each department. Members are elected within Faculty Assembly.

3. Meetings

The members of the Faculty/Staff Social Affairs Committee shall meet as necessary to conduct business.

4. Chair

- a. The Chair of the Faculty/Staff Social Affairs Committee shall be elected by and from the committee membership.
- b. The chair shall submit an annual report to the dean at the end of the academic year.

Graduate Council

1. Purpose

- a. Recommend strategies to support the graduate programs in nursing.
- b. Identify and implement strategies to support the research and scholarly activities and projects of council members.
- c. Elect members as designated by the bylaws to be representatives to college and University committees.
- d. Identify and implement strategies to support the professional and leadership growth of members of the graduate council.
- e. Refer to the appropriate CON committee all recommendations which address matters influencing graduate programs.
- f. Plan, coordinate, and implement those aspects of the CON's academic programs for which the department is responsible.

2. Membership

The graduate council will consist of faculty who hold graduate appointment and/or teach graduate students.

3. Meetings

The graduate council shall meet at least once each semester and as called.

4. Chair

- a. Chair shall serve a two-year consecutive term.
- b. Chair and chair-elect shall be elected from Graduate Council in August.
- c. Chair-elect will serve in the absence of the chair after the two-year term.
- d. A new chair-elect will be elected in August.

Revised May 2016

Leadership Council

1. Purpose
 - a. Promote dialogue between faculty and administration regarding issues and concerns of mutual importance.
 - b. Serve in an advisory role to administration for planning, policy, administrative, and resource allocation issues related to the CON mission, goals, and operations.

2. Membership

The committee shall be composed of the department chairs, the chair of Faculty Assembly, the associate deans, the dean, and 4 representatives from the undergraduate and 4 representatives from the graduate faculty for a total of eight (8) representatives. Election of all faculty members will take place in department meetings.

- a. Faculty members from department
 - 1) Shall be elected for two-year terms with a limit of two consecutive terms per member.
 - 2) Shall be elected for staggered terms.
 - 3) Should include those in tenure and clinical tracks.
 - 4) Members are elected within department meetings.

3. Meeting

- a. The committee shall meet as needed to fulfill its purpose.
- b. Agenda items shall be submitted to the chair by any faculty member.

4. Chair

- a. The Chair of the Leadership Council shall rotate yearly between the faculty members from the department and administrative group. The chair will be selected by the respective group.
- b. The chair shall submit an annual report to the dean at the end of the academic year.

Revised May 2024

Recruitment and Retention Committee

1. Purpose
 - a. To plan, implement, and evaluate student recruitment and retention in all College of Nursing programs.
 - b. To examine trends in data gathered by recruitment and retention efforts at least once in the fall and spring semesters, to make recommendations for future focus.
 - c. To assist with College of Nursing Ceremonies, as needed.
 - d. To assist with the New Student Orientations for all programs, as needed.

2. Membership

Membership of the Recruitment and Retention Committee shall consist of the following:

- a. Faculty
 - 1) A minimum of one (1) faculty member from each department.
 - 2) All Program Directors (ABSN, BSN, DNP, MNSc, and PhD).
 - 3) All Specialty Coordinators (AGAC, AGPC, CRNA, FNP, NE, NA, PMH and PNP).
 - b. Students
 - 1) Three (3) undergraduate students (1 BSN junior, 1 BSN senior, 1 ABSN)
 - 2) Three (3) graduate students.
 - c. Additional membership shall include:
 - 1) Director of Student Services
 - 2) Assistant Director of Student Services
 - 3) Coordinator of Innovative Practice and Simulation Center
 - 4) CON Recruiter
 - 5) Academic Coach
 - 6) The Alumni Association—one representative from the Alumni Association to serve a two-year term
 - d. Ad hoc Membership shall include:
 - 1) Nurse Recruiters from UAMS Hospital, Arkansas Children's Hospital, and CAVHS
 - 2) Ex officio members
3. Meetings
- The members of the Recruitment and Retention Committee will meet twice a semester and as needed to conduct business.
4. Chair
- The chair will be elected by and from the members of the committee.

Revised May 2024

Research Committee

1. Purpose
 - a. Plan annual Arkansas Nursing Research Conference.
2. Membership
 - a. Members of the committee shall be at least nine (9) faculty members with a minimum of two members elected from each department to serve a two-year term. Members shall be elected in alternating years from each department. One PhD and one graduate student will be appointed annually to serve a one-year term.
 - b. Committee members may invite faculty members from each department as necessary to facilitate the work of the committee.
 - c. The chair may invite members of other UA System colleges and departments and/or outside members from organizations who support the research conference with input from the committee members (e.g., nurses from Arkansas Children's Hospital, the Veteran's Administration, and/or UAMS

- Hospital) as necessary to facilitate the work of the committee.
 - d. Members are elected in department meetings.
- 3. Meetings

The members of the committee shall meet as necessary to conduct business.
- 4. Chair and Chair-Elect
 - a. The chair of the committee shall be elected by and from the members annually in the fall semester to serve a one-year term, commencing following the annual Arkansas Nursing Research Conference event each year (e.g. the chair elect can be elected in the fall to start their year of service in late spring of the next year).
 - b. Chair shall submit an annual report to the dean at the end of the academic year.
 - c. The out-going chair shall remain on the research committee for one year as immediate past-chair to support the new chair as needed.
 - d. A chair-elect will be nominated annually (on alternate years to the chair) in the fall semester to serve a one-year term prior to assuming the role of chair for the next year.

Revised May 2024

Specialty Coordinators Committee (master's and DNP program)

- 1. Purpose of Committee
 - a. Review all qualified applicants for the Masters and DNP specialties and make recommendations for admissions to the director of Student Services.
 - b. Serve as collaborators to discuss concerns and/or issues related to admissions and progression with the Associate Dean of Academic Programs and/or Director of Student Services.
 - c. Assist faculty in the specialty in reviewing/revising the curriculum to ensure compliance consistent with regulatory and state/national certifying bodies.
 - d. Revise and update specialty courses and syllabi and submit revisions to the Graduate Curriculum Committee as needed and on cyclic time-table.
- 2. Membership of Committee
 - a. Membership shall consist of all specialty coordinators or designee including: Nursing Administration, Family Nurse Practitioner, Pediatrics Nurse Practitioner, Adult-Gero Acute Care Nurse Practitioner Programs, Adult-Gero Primary Care Nurse Practitioner Program, Psychiatric-Mental Health Nurse Practitioner, Case Management, Nursing Education and Nurse Anesthesia program director; proxy for specialty may attend.
 - b. Associate Dean of Academic Programs, and graduate nursing program directors (i.e. Director of MNSc, DNP, and CRNA) are ad hoc members.
- 3. Meetings

Meetings will be scheduled monthly, and cancelled if no agenda items are

submitted.

4. Chair

- a. Chair shall serve a two-year consecutive term.
- b. Chair and chair-elect shall be elected from among the specialty coordinators in August.
- c. Chair-elect will serve in the absence of the chair.
- d. Chair-elect will become the chair after the two-year term.
- e. A new chair-elect will be elected in August.

Revised May 2024

ARTICLE VI: COLLEGE OF NURSING DEPARTMENTS

A. Purpose

1. Identify and implement strategies to support the research and scholarly activities and projects of department members.
2. Provide service to projects, agencies, or groups in keeping with the objectives and goals of the department members.
3. Identify and implement strategies to support the professional and leadership growth of department members.
4. Elect members as designated by the bylaws to be representatives to CON and University committees.
5. Refer to the appropriate CON committee all recommendations which address matters influencing overall CON activities and functioning.
6. Advise respective associate dean on planning, policy, and administrative issues related to CON mission, goals, and operations.

B. Membership

Each department will consist of the faculty assigned to that department based on the mission of common interest, or by negotiation with the dean.

C. Meetings

Department meetings shall meet at least once each semester with called meetings as necessary. Additional called meetings can be scheduled as necessary or by 2/3 of the Department members.

D. Chair

1. The department chair shall be appointed by the Dean.
2. The department chair serves as a representative of the department faculty and reports to the dean.
3. The department chair submits an annual report of the department activities to the dean.

Revised July 2022

ARTICLE VII: GUIDELINES FOR COMMITTEES

- Section 1. Length of committee membership: Unless otherwise stipulated in these bylaws the following shall apply: elected membership for standing committees is for a period of two

academic years with staggered terms to provide continuity. Members may be re-elected for consecutive terms.

- Section 2. Election to membership on standing committees: All voting members of the Faculty Assembly are eligible to serve on committees unless stipulated elsewhere in these bylaws. Committee members shall be elected by the end of the spring semester. Duties of office will begin at the beginning of the academic year.
- Section 3. Appointment to membership on standing committees: Appointed members to standing committees are appointed by August unless otherwise stipulated in these bylaws. Faculty preferences for appointment to standing committees will be considered.
- Section 4. Vacancies in committee membership: Should a vacancy occur in the membership on an elected committee, a special election shall be held to fill the unexpired term. Should a vacancy occur in the membership on an appointed University committee, DEC shall appoint a faculty member to fill the unexpired term.
- Section 5. Committee Officers: Unless otherwise stipulated in these bylaws, elected committee officers are the chair and recorder. Terms of office shall be for one year. However, an officer may be elected or appointed to serve two or more consecutive terms.
- Section 6. Committee Meetings: When a chairperson for a standing committee is not in place, then the first meeting of a new academic year is to be organized by the faculty member whose name appears first on the list of committee members. Standing committee meetings will take place per the "Schedule of Meetings."
- Section 7. Each committee shall establish goals which will be reviewed, evaluated, and updated at least annually. Each committee will meet as stipulated in the bylaws and discuss and make decisions on those matters delineated in the committee/department purposes.
- A. The chair will be elected or appointed, as stipulated for that committee, from among continuing members or new members who have previously served on that committee, by the end of the academic year. The new chair will assume office at the beginning of the academic year.

Responsibilities of Committee Chair:

1. Plan and call meetings as stipulated in the bylaws.
 2. Prepare an agenda for each meeting and distribute to members at least one week before the meeting.
 3. Conduct committee meetings.
 4. Forward, in writing, committee actions, plans, reports, and/or recommendations to the appropriate committee, department, Faculty Assembly, and/or CON administrator, as stipulated in CON policy.
 5. Submit an annual report of committee activities to the dean at the end of the academic year.
- B. An administrative staff person will be appointed to committees to:
1. Record minutes.
 2. Submit a copy of minutes to the committee's chair to ensure that corrections are made.
 3. Submit a copy of minutes to other committee members and, once

- approved, upload the minutes to SharePoint.
4. Assist the chair in compiling committee reports, recommendations, and the annual report.

ARTICLE VIII: QUORUM

A majority (over 50%) of the voting members shall constitute a quorum. In the event a quorum is not present at a meeting, the members present may conduct the business planned for the meeting, unless the call for a quorum is made. If the quorum is called for and insufficient members are present, the agenda items can be reviewed and discussed, with the voting to occur at the next meeting in which a quorum is present.

ARTICLE IX: AMENDMENTS

1. Amendments to these bylaws must be approved by a 2/3 vote of the faculty membership in the Faculty Assembly meetings.
2. Proposed bylaw amendments must be distributed to faculty in writing two weeks prior to the Faculty Assembly meeting.
3. Any amendment approved by the Faculty Assembly as specified above shall become effective when approved through official University channels.

Revised October 2012

CON Bylaws were reviewed and approved by Faculty Assembly May 2024

Appendix A
Important Due Dates and Tasks
(06/03/2020)

Important Due Dates	Tasks
First semester of employment	New faculty should attend a meeting hosted by the AP&T committee to become familiar with APT policy and process.
4th Monday of January at 5pm	Midpoint Review 1. Within 3 years of service, tenure-track faculty are required to submit a preliminary portfolio for review. This is to identify strengths and weaknesses of the portfolio so that changes can be made. 2. Clinical track faculty are strongly encouraged to submit a preliminary portfolio for review at least one year prior to requesting promotion. This is to identify strengths and weaknesses of the portfolio so that changes can be made.
4th Monday of April at 5pm	Faculty are required to submit a Letter of Intent for the portfolio submission to the chair of AP&T and appropriate Associate Dean (administrator).
1st Monday of August at 5pm	1. Portfolio due to the AP&T chair; it should also include the Associate Dean's letter of recommendation for the faculty member. 2. A faculty member who receives an unfavorable recommendation from their Associate Dean may still elect to request portfolio review by the AP&T committee. To do so, the faculty member should send a written request for committee review to the chair of the AP&T committee. Copies should be sent to the appropriate Associate Dean and the Dean.
2nd Monday of November at 5pm	AP&T committee's recommendation to the Dean
3rd Monday of November at 5pm	AP&T committee's recommendation to the faculty member
5 working days after receipt of the AP&T committee's negative recommendation	Faculty member may initiate the appeals procedure if they choose not to withdraw their portfolio from further consideration. (link to appeal policy)

Appendix B
Required Component Checklist for Promotion and/or Tenure Application
(06/03/2020)

Portfolio must be submitted in an electronic copy in PDF format (within 500-page limit). Incomplete portfolio will not be reviewed by the AP&T committee and will be returned to the faculty.

Check one	Required component	Note
Yes__ No__	Cover page	Indicate (Appendix C): 1. Faculty's department and the name of the appropriate Associate Dean 2. Faculty's primary mission (Tenure track only) 2. Date of last promotion 3. Date of hiring
Yes__ No__	Routing form	See Appendix D
Yes__ No__	Letter from Associate Dean	
Yes__ No__	Table of contents	1. The portfolio must include a table of contents with correct page numbers listed for each section of the portfolio. 2. Every page on the portfolio should be numbered except for the cover page and the routing form.
Yes__ No__	CV	Most current CV adhering to CON CV format
Yes__ No__	List of 9-12 references	References should be selective and include persons who can speak directly to the faculty member's contributions as they relate to the criteria for promotion and/or tenure. These individuals usually hold a rank that is equal to or higher than that sought by the applicant. Please use Appendix E to organize this section. For each person listed, indicate 1. Name, mailing address, email address, and phone number. 2. The nature of your relationship with the individual or the role in which you are known to the individual. 3. The set of criteria (teaching, research, or service) that the individual can best address. For faculty seeking the rank of associate or full professor, a minimum of 3 references who can speak to the faculty member's contribution at a national or international level are required.
Yes__ No__	Annual review reports	Last page only
Yes__ No__	Tenure-Narrative Summary if applicable (no more than 3 pages)	1. Narrative should be organized by each tenure criterion. 2. Provide relevant supporting evidence for each criterion.
Yes__ No__	Education-Narrative Summary (no more than 3 pages)	1. Narrative should be organized by each criterion of the requesting rank for promotion. 2. Provide relevant supporting evidence for each criterion.

Yes__ No__	Table of the average scores of students' course/faculty evaluations	<ol style="list-style-type: none"> 1. Include evaluations of each course taught for the past 5 years or since last promotion or since initial appointment (if < 5 years) (see Appendix F). 2. Students' course/faculty evaluations will not be counted toward the 500 page limit.
Yes__ No__	Evaluations from peers	<ol style="list-style-type: none"> 1. Include evaluations for the past 5 years, or since last promotion or since initial appointment (if < 5 years) 2. A minimum of one peer evaluation per year is required for faculty.
Yes__ No__	Evaluations from administrators	<ol style="list-style-type: none"> 1. Include evaluations for the past 5 years, or since last promotion or since initial appointment 2. Faculty with 1-3 years of service should be evaluated annually; faculty with greater than 3 years of service should be evaluated every 2-3 years.
Yes__ No__	<u>Research/scholarship</u> -Narrative Summary (no more than 3 pages)	<ol style="list-style-type: none"> 1. Narrative should be organized by each criterion of the requesting rank for promotion. 2. Provide relevant supporting evidence for each criterion.
Yes__ No__	Table of publications	Appendix H
Yes__ No__	Table of presentations	Appendix J
Yes__ No__	List of grant activities	Including a list of grant activities, your role, funding amounts, and years of funding for each
Yes__ No__	List of publications	
Yes__ No__	List of presentations	
Yes__ No__	<u>Service</u> -Narrative Summary (no more than 3 pages)	<ol style="list-style-type: none"> 1. Narrative should be organized by each criterion of the requesting rank for promotion. 2. Provide relevant supporting evidence for each criterion.
Yes__ No__	List of service activities	Include a list of service activities, your role and year(s) of participation

Appendix C
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING

Application for Promotion and/or Tenure

Cover Page

Name _____ Date _____

Current Rank _____

Date of initial appointment at UAMS _____

Date of Tenure at UAMS (if applicable) _____

Action Requested (check each appropriate item):

_____ Promotion to: _____ Tenure

- _____ Assistant Professor
- _____ Clinical Assistant Professor
- _____ Associate Professor
- _____ Clinical Associate Professor
- _____ Professor
- _____ Clinical Professor
- _____

Signature: _____ Date: _____

Signature indicates candidate's willingness to submit to review under the promotion and/or tenure procedures.

Appendix D
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING

Recommendation for Promotion and/or Tenure Routing Form

Campus: _____ Date: _____

Name of Nominee: _____

Department: _____

Present Academic Rank: _____

Requesting Rank: _____

Requesting Tenure (if applicable): _____

RECOMMENDATIONS:

- A. _____ Recommended _____
_____ Not Recommended _____
Associate Dean of Applicant's Department Date
- B. _____ Recommended _____
_____ Not Recommended _____
Chair of AP&T Committee Date
- C. _____ Recommended _____
_____ Not Recommended _____
Dean of the College Date
- D. _____ Recommended _____
_____ Not Recommended _____
Provost and Chief Academic Officer Date
- E. _____ Recommended _____
_____ Not Recommended _____
Chancellor Date
- F. _____ Recommended _____
_____ Not Recommended _____
University of Arkansas System President Date

**Appendix E
List of References**

Mission (at least 3 references for each mission)	Name	Credential	Title (at least equal or higher rank than the applicant)	Institution (If you are seeking promotion to associate or full professor, some references should not be affiliated with UAMS)	Detailed mailing address, including zip code	Phone number, including area code	E-mail address	Nature of Relationship
Education								
Education								
Education								
Service								
Service								
Service								
Scholarship								
Scholarship								
Scholarship								

For faculty seeking the rank of associate or full professor, a minimum of 3 references who can speak to the faculty member's contribution at a national or international level are required.

Appendix F
Table of Course/Faculty Evaluations

ACTIVITIES:

	2016 Course/ Faculty	2017 Course/ Faculty	2018 Course/ Faculty	2019 Course/ Faculty	2020 Course/ Faculty
<u>Course #/name:</u>					
Summer	-	-	-	-	-
Fall	-	-	-	-	-
Spring	-	-	-	-	-
(session1)					
(session2)					
 <u>Course #/name:</u>					
Summer	-	-	-	-	-
Fall	-	-	-	-	-
Spring	-	-	-	-	-
(session1)	-	-	-	-	-
(session2)	-	-	-	-	-

Revised June 2020

Appendix G

Definitions of Publications

Publications: Manuscripts that have been published or have been accepted and are waiting to be disseminated. Conference abstracts are not considered as publications.

Refereed publications: Publications that have completed the formal peer review process. Authors submit manuscripts to a journal editor and the editor assigns it to members of the journal review panel who complete a blind review of the manuscript (they do not know the identity of the author). The editor communicates with the authors about the manuscript's suitability for publication based on the review panel's recommendation.

Non-refereed publications: Publications that do not go through the formal review process. Even though a journal editor might make suggestions for revisions, this is not considered peer review as described above.

Data-based publications: A publication that describes the process used to obtain data, the questions asked of data, the analyses completed on the data, and the interpretations made of the data.

Non-data-based publications: Any publications not falling into the above definitions.

Revised 2011

**Appendix H
Table of Publications**

Date of Employment: (year)

ACTIVITIES:	2016	2017	2018	2019	2020
<u>Refereed Publications:</u>					
Data based	0	0	0	0	0
Non-data based	0	0	0	0	0
 <u>Non-refereed Publications:</u>					
Books	0	0	0	0	0
Monographs	0	0	0	0	0
<u>Book Chapters</u>	0	0	0	<u>0</u>	<u>0</u>
Newsletter Articles	0	0	0	0	0
Journal Articles	0	0	0	0	0
Editorials	0	0	0	0	0
 <u>Media Products for Dissemination</u>					
Interactive video/DVD	0	0	0	0	0
Simulations	0	0	0	0	0

Appendix I Definitions of Presentations

Refereed: Presentations that have received and been selected by a formal peer review process.

Non-refereed: Presentations that did not go through a formal peer review process.

Invited: Presentations that occur in response to a formal invitation from a professional group.

International: Presentations completed for conferences that identify themselves as international such as Fourth Annual Sigma Theta Tau International Research Conference; conferences sponsored by international organizations such as ICN : Foreign institutions such as workshops or lectures given as part of a visiting scholars exchange.

National: Presentations completed for conferences that identify themselves as national in nature such as National Instrumentation Conference sponsored by the University of Arizona; conferences sponsored by national organizations such as Council of Nurse Researchers or ANA; conferences sponsored by U.S. Institutions such as workshops of lectures given as part of a visiting scholar's exchange.

Regional: Presentations completed for conferences that identify themselves as regional or are sponsored by a regional organization such as Southern Nursing Research Society; other presentations such as Southern Region Education Board.

State: Presentations completed for organizations such as ArNA or State chapter of specialty organizations.

Local: Presentations completed for organizations such as Local District of the ArNA or Gamma XI Chapter of STTI.

Revised June 2020

Appendix B
Required Component Checklist for Promotion and/or Tenure Application
(06/03/2020)

Portfolio must be submitted in an electronic copy in PDF format (within 500-page limit). Incomplete portfolio will not be reviewed by the AP&T committee and will be returned to the faculty.

Check one	Required component	Note
Yes__ No__	Cover page	Indicate (Appendix C): 1. Faculty's department and the name of the appropriate Associate Dean 2. Faculty's primary mission (Tenure track only) 2. Date of last promotion 3. Date of hiring
Yes__ No__	Routing form	See Appendix D
Yes__ No__	Letter from Associate Dean	
Yes__ No__	Table of contents	1. The portfolio must include a table of contents with correct page numbers listed for each section of the portfolio. 2. Every page on the portfolio should be numbered except for the cover page and the routing form.
Yes__ No__	CV	Most current CV adhering to CON CV format
Yes__ No__	List of 9-12 references	References should be selective and include persons who can speak directly to the faculty member's contributions as they relate to the criteria for promotion and/or tenure. These individuals usually hold a rank that is equal to or higher than that sought by the applicant. Please use Appendix E to organize this section. For each person listed, indicate 1. Name, mailing address, email address, and phone number. 2. The nature of your relationship with the individual or the role in which you are known to the individual. 3. The set of criteria (teaching, research, or service) that the individual can best address. For faculty seeking the rank of associate or full professor, a minimum of 3 references who can speak to the faculty member's contribution at a national or international level are required.
Yes__ No__	Annual review reports	Last page only
Yes__ No__	Tenure-Narrative Summary if applicable (no more than 3 pages)	1. Narrative should be organized by each tenure criterion. 2. Provide relevant supporting evidence for each criterion.
Yes__ No__	Education-Narrative Summary (no more than 3 pages)	1. Narrative should be organized by each criterion of the requesting rank for promotion. 2. Provide relevant supporting evidence for each criterion.

Yes__ No__	Table of the average scores of students' course/faculty evaluations	<ol style="list-style-type: none"> 1. Include evaluations of each course taught for the past 5 years or since last promotion or since initial appointment (if < 5 years) (see Appendix F). 2. Students' course/faculty evaluations will not be counted toward the 500 page limit.
Yes__ No__	Evaluations from peers	<ol style="list-style-type: none"> 1. Include evaluations for the past 5 years, or since last promotion or since initial appointment (if < 5 years) 2. A minimum of one peer evaluation per year is required for faculty.
Yes__ No__	Evaluations from administrators	<ol style="list-style-type: none"> 1. Include evaluations for the past 5 years, or since last promotion or since initial appointment 2. Faculty with 1-3 years of service should be evaluated annually; faculty with greater than 3 years of service should be evaluated every 2-3 years.
Yes__ No__	<u>Research/scholarship-</u> Narrative Summary (no more than 3 pages)	<ol style="list-style-type: none"> 1. Narrative should be organized by each criterion of the requesting rank for promotion. 2. Provide relevant supporting evidence for each criterion.
Yes__ No__	Table of publications	Appendix H
Yes__ No__	Table of presentations	Appendix J
Yes__ No__	List of grant activities	Including a list of grant activities, your role, funding amounts, and years of funding for each
Yes__ No__	List of publications	
Yes__ No__	List of presentations	
Yes__ No__	<u>Service-</u> Narrative Summary (no more than 3 pages)	<ol style="list-style-type: none"> 1. Narrative should be organized by each criterion of the requesting rank for promotion. 2. Provide relevant supporting evidence for each criterion.
Yes__ No__	List of service activities	Include a list of service activities, your role and year(s) of participation