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Faculty
Roles and Rewards

*The final report of the Faculty Roles and Rewards Task Force
as approved by the Faculty Senate on April 20, 2007,
and forward it to the Chancellor*

University of Arkansas at Little Rock

Overview

30

31

32 The University of Arkansas at Little Rock is an institution that embraces change
33 yet maintains its traditions. In 1927, Little Rock Junior College was founded
34 with strong ties to the community. At that time, the college was physically a part
35 of the community, within the walls of Little Rock High School, which is now
36 Central High School. In 1957, after thirty years of service to the city, the
37 institution became Little Rock University and began offering baccalaureate
38 degrees. In 1969, it entered the University of Arkansas system and was renamed
39 University of Arkansas at Little Rock. The institution now embraced a statewide
40 mission. In 1990, the former junior college offered its first doctoral degree. Ten
41 years later, the Carnegie Foundation classified UALR as a “doctoral university”
42 that is “research intensive.” While continuing its collaboration with Little Rock
43 and Arkansas, UALR became an institution that also served the nation. As part of
44 its 2006 strategic plan, *Fast Forward*, the institution established the goal of
45 becoming “the high tech campus in Arkansas,” which is both an
46 acknowledgement of its cutting edge programs that span a diversity of disciplines
47 and a commitment to educate students who will make contributions to society in
48 the twenty-first century. The strategic plan further refines the university’s role
49 as a resource for contributing to knowledge and the improvement of services
50 throughout the state and beyond.

51

52 Through eight decades of growth and transformation, the University of Arkansas
53 at Little Rock retained key values that form its mission to the city, state, and
54 nation. From its inception as a state institution, UALR has educated a diverse
55 body of students, many of whom would not have been otherwise able to pursue a
56 degree in higher education. Teaching has remained a core value. From its
57 inception, UALR held close ties to the community. It is and will remain a
58 metropolitan university that forms partnerships with surrounding communities
59 and educates students to make significant contributions to society. These values
60 will not change.

61

62 At the time of the drafting of this document, 2005-2006, the institution is again
63 poised for dramatic change. Teaching and service will not be deemphasized, but
64 scholarship will become an increasingly more important activity. As the
65 institution offers more graduate degrees, scholarship will become more deeply
66 integrated with teaching and service. As the institution prepares students for “the
67 intensely competitive global economy of the 21st century,” it will focus on the
68 development of faculty—through training and recruitment—who can strengthen
69 its established programs and envision programs that anticipate and foster
70 technological change.

71

72 For the university to achieve its mission, faculty must remain committed to
73 teaching, scholarship, and service. Every member of the faculty is expected to
74 make contributions in each area, although not necessarily equally every year.
75 The university recognizes that the arc of an academic career must be viewed with

76 a long lens. An Assistant Professor who is preparing for tenure review will
77 normally focus on teaching and scholarship. An Associate Professor in mid-
78 career may devote more time to service—both to the community and
79 professional organizations. A Professor, late in a career, may shift focus from
80 scholarship to administration or mentoring young faculty. While the university
81 wishes to nurture the careers of individual faculty, it also recognizes that the
82 faculty must develop within a department, college, and discipline. As faculty
83 members develop their careers, they must also contribute to the UALR
84 community.

85
86 The university also realizes that the contributions of individual faculty members
87 to the mission of the university will vary depending on the faculty member's
88 talents, the needs of departments and colleges, and the character of diverse
89 academic disciplines. Faculty members, thus, need to negotiate
90 responsibilities—teaching loads, scholarship agenda, and service commitments—
91 with the chairs of departments or the directors of schools. It is the responsibility
92 of chairs and directors to mediate the needs of departments with the university
93 mission and trends in disciplines.

94
95 The university further recognizes that some departments or schools may have
96 more demanding obligations in teaching or service, and some may be more
97 research-intensive. Those departments or schools offering advanced degrees are
98 expected to have a stronger scholarship agenda and to be more actively involved
99 in obtaining external support for the department's teaching and scholarship
100 agenda. Thus, chairs and directors must balance the needs of the department and
101 resources with clear expectations in teaching, scholarship, and service. However,
102 it is the expectation of UALR that each member of the faculty will devote time
103 and talent to all areas.

104
105 The university also expects that members of the faculty will adhere to the ethical
106 standards of the university and their respective disciplines. They are also
107 expected to manifest standards of civility, professionalism, and collegiality.

108
109 As faculty members have responsibilities to students, the university, and the
110 community, so the institution has obligations to provide an institutional
111 infrastructure to nurture professional growth and development. This
112 infrastructure should promote “a collaborative spirit,” “encourage and reward
113 experimentation,” and “find ways of honoring and rewarding exemplary
114 teaching, scholarship, and collegial service” (Zahorski and Cognard,
115 *Reconsidering Faculty Roles and Rewards* 10). As Zahorski and Cognard state:
116 “[O]nly when reward structures accurately reflect, and strongly support, the
117 teaching-learning mission will an institution nurture and sustain the environment
118 of trust, support, and opportunity requisite for a sound academic infrastructure”
119 (7).

120

121 This document was written by a committee of faculty and administrators, who
122 represented facets of the UALR community. The committee began its work with
123 an examination of relevant documents already in place at this university and
124 consideration of the university's *Fast Forward* long range strategic plan. The
125 committee also reviewed roles and rewards documents from sister institutions
126 and consulted key publications, including Boyer's *Scholarship Reconsidered*
127 (Carnegie Foundation 1990), Glassick et al.'s *Scholarship Assessed* (Carnegie
128 Foundation 1997), Zahorski and Cognard's *Reconsidering Faculty Roles and*
129 *Rewards* (Council of Independent Colleges 1999;
130 | http://www.cic.org/publications/books_reports/facroles.pdf). The Zahorski and
131 Cagnard report, a study that involved twenty-two institutions, was particularly
132 useful. Finally, the committee presented a series of drafts to administrators,
133 focus groups of faculty from all colleges, and the Faculty Senate.
134
135

136 Roles

137 *Teaching*

138
139
140 In 1988, the UALR Faculty Senate approved the institution's current mission
141 statement: "The mission of the University is to develop the intellect of students;
142 to discover and disseminate knowledge; to serve and strengthen society by
143 enhancing awareness in scientific, technical areas; and to promote humane
144 sensitivities and understanding of interdependence." This statement establishes
145 teaching as a central value at UALR. The university expects all UALR faculty
146 members to contribute to the teaching mission of the institution and to
147 demonstrate effective teaching.
148

149 The nature of effective teaching may vary across disciplines, but certain
150 qualities are universal: respect for students, faith in student abilities, a focus on
151 student learning, and a commitment to student success. Equally important,
152 faculty should view themselves as role models who convey the values of their
153 disciplines and initiate students into their professions. In the pursuit of
154 excellence in teaching, faculty members must remain current in their discipline
155 and in pedagogical strategies. They should consider teaching a continual
156 process of improvement and growth.
157

158 The best teaching, as stated by Ken Bain, creates a "natural critical learning
159 environment," where students "learn by confronting intriguing, beautiful, or
160 important problems, authentic tasks that will challenge them to grapple with
161 ideas, rethink their assumptions, and examine their mental models of reality"
162 (*What the Best College Teachers Do*; Harvard UP 2004). The University
163 considers the following activities to be central to its teaching mission:
164

- 165 • Designing and delivering instruction in suitable formats;
- 166 • Mentoring and advising students;

- 167 • Participating in overall curriculum design;
- 168 • Assessing student learning and instructional effectiveness;
- 169 • Complying with requirements of disciplinary accreditation, where
- 170 appropriate.

171

172

173 The evaluation of teaching should include peer review, student evaluation,
174 administrator/supervisor review, and self-assessment.

175

176 The documentation of contributions to teaching takes many forms. One way to
177 document teaching effectiveness is through the preparation of a teaching
178 portfolio, which includes self-reflection, teaching and learning artifacts, and
179 various evaluations of teaching. The content and format may vary by discipline
180 and individual philosophy, but information about both teaching effort and
181 teaching quality over time should be included. Standard artifacts may include but
182 are not limited to:

183

- 184 • Statement of teaching philosophy and pedagogical strategies;
- 185 • Teaching history including teaching loads, summary of courses
- 186 taught and modes and settings of instruction in each course;
- 187 • Materials from individual courses—syllabi, exercises, projects,
- 188 exams, websites, multimedia products, video of lectures;
- 189 • Summary of advising, consultation, and supervision of students at
- 190 all levels—pre-college, undergraduate, graduate, and post-
- 191 doctoral;
- 192 • Curriculum design, development, and administration;
- 193 • Course, program, and core assessment activities and outcomes;
- 194 • Professional development activities related to teaching;
- 195 • Student course evaluations both from current and former students,
- 196 compiled and interpreted to give the data contextual meaning;
- 197 • Peer evaluations both internal and external to UALR;
- 198 • Administrator/supervisor evaluations;
- 199 • Self-evaluations;
- 200 • Recognition and awards.

201

202 When including these documents in a teaching portfolio, the faculty member
203 should provide the context and state why the document is important.

204

205

206 ***Scholarship***

207

208 Goal Four of *Fast Forward* states, “UALR will expand its research capabilities
209 to support UALR’s academic mission and to strengthen regional and state
210 development plans.” As this university becomes a greater agent for change in the

211 state, nation, and world, faculty contributions to scholarship and creative activity
212 will become even more important. All faculty are expected to be active scholars.
213

214 Scholarship is used to encompass traditional research and other activities
215 considered comparable in the modern university. As Boyer writes, “What we
216 urgently need today is a more inclusive view of what it means to be a scholar,” a
217 view “that recognizes the great diversity of talent within the professoriate”
218 (*Scholarship Reconsidered* 24-25). As will be explained, scholarship is a broad
219 term that embraces a range of contributions that faculty members might make to
220 their respective disciplines: Scholarship of Discovery, Scholarship of Creativity,
221 Scholarship of Application, Scholarship of Integration, and Scholarship of
222 Teaching. With the term scholarship, this document reaffirms values
223 traditionally associated with research—creativity, originality, significance,
224 dissemination, and peer-review—as it also respects the spectrum of work
225 represented by disciplines within UALR.
226

227 Knowledge is typically discovered and disseminated within academic disciplines,
228 using a diverse range of methods and rhetorics. While recognizing the diversity
229 of scholarship, the university holds certain core values that are widely regarded
230 as standards for excellence in inquiry applicable across disciplines:
231

- 232 • Scholarship is defined as a systematic, focused attention on a question,
233 problem, or idea, characterized by expertise, originality, analysis and
234 significance.
235
- 236 • Scholarship results in products that are shared with appropriate audiences
237 within the academy and the wider community.
238
- 239 • Scholarship is evaluated externally. The character of evaluation is unique
240 to disciplines, but scholarship and creative activities must be reviewed by
241 methods accepted by the appropriate discipline. In this document the term
242 peer review will be used to encompass those appropriate and accepted
243 methods. Scholarship may be defined in ways that do not neatly fit into
244 traditional categories, but application of a clear method of review to such
245 work is essential.
246

247 In creating appropriate college and departmental or school standards, the
248 University embraces the full range of scholarship proposed by Boyer in
249 *Scholarship Reconsidered* (1990) and that range should be considered. To
250 Boyer’s four categories, this document adds Scholarship of Creativity:
251

252 Scholarship of Discovery—The Scholarship of Discovery is systematic inquiry
253 or investigation designed to validate and refine existing knowledge and generate
254 new knowledge. At its core, this scholarship involves studies that use
255 quantitative or qualitative methodologies to make significant contributions to
256 knowledge. Primary empirical research, historical research, theory development,

257 methodological studies and philosophical inquiry are all representative of this
258 form. Typically this scholarship is documented through peer-reviewed
259 publication of articles or books; papers presented at state, regional, national, or
260 international meetings; grant awards; or recognition by professional
261 organizations as a scholar in a particular area.

262
263 Scholarship of Creativity—The Scholarship of Creativity entails the creation of
264 or performance of original works of art, literature, music, film and theater. It may
265 also include the creation of new forms of electronic or digital media. Typical
266 examples, although not an inclusive listing, are production or scenic design of
267 plays; writing, directing, or acting in plays; choreography and dance
268 performance; creation and exhibition of visual arts such as painting, sculpture,
269 and photography; musical composition and performance; direction or production
270 of film and video; creative writing; and creation of websites, virtual reality
271 programs, kiosks, and multimedia communication tools. In all cases, however,
272 there are accepted forms of peer review to determine the quality and significance
273 of faculty work, from juried art shows to publication. These conventional
274 procedures must be part of evaluation.

275
276 Scholarship of Application—The Scholarship of Application is the use of
277 professional expertise or information in the process of solving social or
278 community problems. It should not be confused with service or citizenship. At a
279 basic level, the difference between service and the Scholarship of Application
280 lies in the product of the faculty's work. Service activities typically benefit a
281 particular group, organization, or community. The scholarship of application
282 should include a mechanism whereby the quality and influence of the
283 contribution can be evaluated. This is most easily demonstrated when an artifact
284 is created encompassing the work—a report, a training manual, a program
285 evaluation, a video, or a website. Some activities include peer review; for
286 example, the report written for a taskforce is reviewed by members of the
287 taskforce as well as other agencies and institutions. In cases where this is not so,
288 the department or school should initiate an alternative review process, such as
289 sending the work to experts in the field to evaluate its significance, rigor, and
290 impact. In all cases, the product of the scholarship of application must be subject
291 to some form of peer review.

292
293 Scholarship of Integration—The Scholarship of Integration involves synthesis
294 across theories or across academic fields. As academics tackle social, economic,
295 and technical problems, a need often exists for faculty members with broad and
296 multidisciplinary perspectives to see connections across the unique perspectives
297 of a theory or discipline. The Scholarship of Integration may result in a
298 traditional academic product such as an article, book or presentation. It also may
299 take the form of a product or patent. As in other areas, appropriate forms of
300 external review must be used to determine the merit of such products.

301

302 Scholarship of Teaching—The Scholarship of Teaching should be a reflection of
303 excellence in teaching as well as a rigorous form of scholarship in which a
304 professor systematically examines the impact of pedagogy upon learning. It is
305 most often disseminated to peers in the discipline through refereed articles in
306 academic journals, books, conference presentations, workshops, or teacher
307 handbooks. The Scholarship of Teaching is, thus, more than being an excellent
308 teacher. It involves systematic inquiry about teaching, dissemination of the
309 results, and peer review. The Scholarship of Teaching moves beyond the walls of
310 a classroom to the profession at large. It should produce artifacts available for
311 critical review by peers in the discipline.

312

313

314 *Service*

315

316 As a metropolitan university, UALR has greater expectations of its faculty in the
317 area of service than many other universities. Faculty members are expected to be
318 active in one or more areas—service to the university, service to the profession,
319 and service to the community.

320

321 Service to the university is an essential part of each faculty member’s
322 responsibility. Typically, such service means significant participation in
323 department or school, college, or university activities. Such involvement is
324 critical to the carrying out of the university’s mission. Examples of such service
325 include, but are not limited to, membership and leadership of unit committees or
326 task forces; advising student organizations; involvement in faculty governance;
327 coordination of programs, labs, and technical support; and recruitment.

328

329 Faculty should recognize that being actively involved in collegial governance is
330 to their benefit. As Zahorski and Cognard write: “Ironically, freeing faculty time
331 takes time. Specific handbook changes are necessary to ensure that new
332 procedures in governance and who is responsible for them are clear. . . . In
333 effect, changes in governance may require not only collegiality but months, even
334 years, of effort as well. In the end, however, the effort pays off: faculty and
335 administrators achieve mutual respect through cooperation and understanding;
336 faculty enjoy greater time and freedom to pursue their first, and perhaps only,
337 professional love; and students learn better than ever before. In the complex
338 equation of learning and time, students are the direct beneficiaries of considered,
339 responsible reform of faculty governance” (45).

340

341 Service to the profession is also expected, especially as the faculty member’s
342 career develops. Professional service includes, although not exclusively,
343 activities such as serving as an officer and committee membership in a
344 professional organization; conference or event planning, coordination, or other
345 active participation; editing or otherwise contributing to the publication of a
346 professional journal; and reviewing manuscripts, grants, programs, and
347 textbooks.

348
349 Particularly important to a university such as UALR is discipline-related service
350 to the community. Such activity necessarily incorporates a wide variety of efforts
351 but is defined by the application of the faculty member's professional expertise
352 to help the community at every level—local, state, regional, national, or
353 international. Typical examples of community service at UALR have included
354 involvement in task forces seeking to solve community problems; consulting
355 with governmental, business, and non-profit organizations; training and
356 presentations; and program review, coordination, and development.

357
358 Exemplary service in these areas should be considered as particularly worth of
359 reward. Each unit of the university will have its unique ideas concerning the
360 character of service in these three areas. Each unit and discipline also will
361 provide varying opportunities for service. It is important, therefore, that each unit
362 clearly define what is meant by service and what service is expected of faculty
363 members. An essential component in the assessment of service is that the faculty
364 member's participation contributes to securing the goals of the activity.
365 Documentation of the significance of the faculty member's service is an essential
366 part of the process, and each unit should provide appropriate guidelines for its
367 demonstration.

368
369

370 **Rewards**

371
372 Changing roles and increasing demands for faculty in teaching, scholarship, and
373 service require that the university put in place a system of rewards that
374 encourages and supports faculty who demonstrate a commitment to and
375 competence in each of these areas. Such a system should support the articulated
376 priorities and goals of the university. It should be linked directly to the teaching,
377 scholarship and service responsibilities of the faculty. It should also be
378 compatible with the different strengths of individual faculty members and
379 recognize differences among disciplines and the goals and objectives of
380 individual academic units. A single model is unlikely to fit all. Thus the system
381 needs to have flexibility to allow for rewards to be given at the department or
382 school, college, and university level. Creativity is encouraged in determining
383 what individual faculty members value. Above all, the system of rewards must be
384 clearly defined, fair, and transparent.

385
386 Some means of rewarding those faculty members who are successful in meeting
387 the expectations of the university exist:

- 388
- 389 • One of the university's most important existing means of providing
390 rewards is through tenure, promotion, and continuing employment. If the
391 criterion for determining each of these steps in a faculty member's career
392 are not connected to the university's expectations for faculty, little

393 likelihood exists that those expectations will be met. Departments should
394 develop clear guidelines that tie success in fulfilling faculty roles to
395 promotion, tenure, and continued employment.
396

397 • Beyond employment and faculty status, the university also offers rewards
398 through salary. As in the case of the former, consideration for salary
399 increases is and should be merit-based and tied to success in meeting
400 expectations, but true merit dollars must be provided. Faculty members
401 must see the connection between merit pay increases and their
402 performance if salary is to be seen as a reward.
403

404 • The university also provides rewards to faculty in the form of faculty
405 excellence awards offered each year. It is important, as in each of the
406 cases above, that the criteria for these rewards be connected to the role
407 expectations for faculty if these are to provide incentives for faculty
408 performance.
409

410 Other means of rewarding faculty would be effective additions to any system
411 designed to develop faculty excellence:
412

413 • The creation of some rank beyond Professor that marks distinction and
414 offers additional funds for travel or materials that facilitate the faculty
415 member's teaching, scholarship, or service is a means of reward used by
416 other universities. Such positions would be an important addition to this
417 university's reward system that would encourage continued faculty effort.
418

419 • Endowed faculty positions of various kinds can provide additional
420 incentives for faculty excellence. Endowed chairs (currently requiring a
421 \$1.5 to \$2 million endowment) can help the university attract eminent
422 scholars who will bring high visibility and research support to the
423 university. Some universities also offer endowed professorships at lower
424 endowment levels. For example, a \$100,000 endowment for a named
425 professorship would produce approximately \$4500 per year for use by a
426 faculty member. The funding could be used for travel, curriculum
427 development, student research support, research needs, or other faculty
428 development costs. Such a named professorship might even rotate among
429 faculty in a department. A given faculty member could hold it for a four
430 year term, and then a new faculty recipient could be chosen to hold the
431 chair.
432

433 • The university has faculty awards in teaching, scholarship, and service,
434 but the development of additional awards for such activities would be a
435 useful tool in promoting greater faculty activity in these important areas.
436 Named awards for specific accomplishments—creative teaching, best
437 book, most important public service project, and other such activities—
438 would signal the value attributed to such work. At many universities, for

439 example, the school's alumni association offers such awards. Whatever
440 the source, these awards offer naming opportunities that could be used to
441 attract potential donors.
442

- 443 • The university should reconsider its policies concerning merit salary
444 adjustments. The existing system of funding salary increases is
445 detrimental to providing meaningful rewards for faculty achievements.
446 Dividing funds equally among departments means that, in a productive
447 department, the salary pool may be divided relatively evenly, with no
448 apparent real gain for successful faculty members. In a non-productive
449 department, faculty members with relatively modest productivity might
450 do significantly better than a more productive person in another
451 department. If salary adjustments are to be used as a system of reward,
452 the connection between productivity and reward must be clear. To that
453 end the university should at least consider the development of a special
454 pool providing salary adjustments connected to tenure, promotion, or
455 activities of particular merit. It should also consider a system of rewards
456 that judges departments on the basis of their merit as well. Deans should
457 be encouraged to make distinctions among departments and the provost
458 among colleges.
459
- 460 • External grants are essential for the university to carry out many of the
461 pledges made in the *Fast Forward* plan. Many universities, including
462 UAMS, provide additional incentives to faculty to secure such funds by
463 allowing extra compensation from the grant to those who secure a grant.
464 Such a system should be considered at this university as one that might
465 do more than any other reward to encourage the increased level of faculty
466 scholarship that signals excellence.
467
468
469

470 Resources

471
472 Faculty roles are changing with the maturation of the university. As UALR adds
473 graduate and doctoral programs, achieves a leadership role in the state on
474 technology issues, and seeks to make an impact on the region and nation,
475 expectations for scholarship and community involvement will increase. Faculty
476 members will also be expected to become more involved in student advising and
477 assessment of educational outcomes. The university must make strategic
478 investments and re-evaluate policies to create an infrastructure to support these
479 increasing expectations.
480

481 It is important to recognize that university resources are limited and university
482 leaders find themselves in a financial squeeze as educational costs rise while
483 state support as a percentage of operational costs is declining and increases in

484 tuition and fee increases are discouraged because of their negative impact on
485 access to higher education for many potential students. Thus, the evolution of
486 faculty roles and the administration of resources and rewards will require a
487 careful balancing act. For example, reducing teaching loads could reduce SSCH
488 (student semester credit hour) production at a time when the state funding
489 formula is based on SSCH production. Replacing faculty members with adjuncts
490 to keep SSCH production steady could reduce the percentage of UALR classes
491 taught by full-time faculty members, creating general quality concerns in some
492 cases as well as specific concerns on the part of key accrediting bodies.

493
494 If UALR does not achieve a balance between expectations and resources, the
495 institution will not be able to attract and retain the caliber of faculty who can
496 meet the goals in the university's strategic plan. To successfully recruit faculty,
497 the institution will need to provide competitive salaries, start-up research
498 packages, reasonable teaching load expectations and support for travel and
499 faculty development. Faculty cannot compete for federal research grants in some
500 cases without adequate equipment, matching funds, statistical and
501 methodological support, and graduate assistants paid competitive stipends.

502
503 To support increasing expectations of faculty roles, the institution will address
504 the following issues:

505

506 ***Teaching loads***

507

508 UALR has operated with a standard teaching load of 12 hours per semester, with
509 reductions in that load approved for administrative appointments, funded
510 research, or other approved assignments. This load is typical of a two-year
511 campus or undergraduate institution, but it is not consistent with other research-
512 intensive comprehensive universities. The UALR Faculty Instructional Load
513 Policy, which represents current policy, was passed by the Faculty Senate and
514 issued by Chancellor Hathaway in 1994. This policy is inadequate to the current
515 needs of this institution.

516

517 The institution must move toward a standard teaching load of nine hours per
518 semester for tenure-track and tenured faculty who are productive scholars. Some
519 accredited programs may require a different teaching load based on accreditation
520 standards. Faculty members will continue to have reductions from the standard
521 teaching load for administrative appointments, funded research, advising doctoral
522 or master's projects or other approved assignments.

523

524 Moving toward the new teaching load standard and reduced committee
525 assignments for faculty who are active scholars will require critical discernment,
526 and the needs of students and academic units must be considered. Some full-time
527 faculty members who are not active in research or service may negotiate with
528 their chairs or directors and deans to make a contribution to the department and

529 university by teaching more classes or taking on other assignments that are
530 essential for the department to fulfill its complete mission.

531
532 Faculty members teaching at the new standard load will be expected to be
533 productive in publishing articles, obtaining research grants, producing creative
534 products, or in other measurable activities appropriate to their disciplines.
535 Evaluation of the use of reassigned time will be undertaken by deans and chairs.
536 An increase in teaching load will be an appropriate response for any failure to
537 achieve goals while reassigned time was granted.

538
539 Any such change in instructional load policy needs to be phased in over a period
540 of years to avoid institutional financial impact. Deans and chairs or directors will
541 be responsible for monitoring of class schedules to ensure the most efficient use
542 of faculty teaching time, that is, securing maximum reasonable student
543 enrollment in all class sections.

544

545 ***Securing Additional State and Private Funds***

546

547 The university must explore all possible avenues for obtaining resources to fund
548 the following strategic activities that are essential to support teaching,
549 scholarship, and service:

550

- 551 • Strengthen library resources. UALR has made a commitment to invest
552 additional funds in the library in recent years; that commitment must
553 continue. Faculty and students need access to electronic databases and
554 journals as well as to traditional books and materials to facilitate teaching,
555 scholarship, and service activities. This also includes funding for the joint
556 UALR-Central Arkansas Library System's archives connected to the
557 Center for the Study of Arkansas History and Politics.
558
- 559 • Raise average salaries of the UALR faculty to the equivalent of other
560 similarly ranked faculty at peer institutions. Competitive salaries are
561 essential to both recruiting and retaining good faculty and reaching such a
562 level is essential to the long-term success of this institution.

563

564 ***Providing Support for Improvement in Faculty Teaching***

565

566 While the university is placing increasing emphasis on scholarship and service,
567 teaching remains a major function of its faculty.

568

- 569 • The university is in the process of developing a Teaching Center that will
570 provide resources and personnel to aid faculty members in improving
571 their teaching skills, including the development of new teaching strategies
572 and interdisciplinary teaching. Support for this Center should be
573 considered an essential funding goal.

574

- 575 • The university should initiate, possibly within the Teaching Center, an
576 orientation and mentoring program for new faculty.
577

578 ***Expanding Support for Scholarship***
579

580 Support for scholarship is essential to produce increased scholarly activities. The
581 need is all the more critical with the development of the university's existing and
582 anticipated doctoral and masters programs. The university must find the
583 resources to assist scholars in the following activities:
584

- 585 • Develop a foundation account to supply matching funds for grants.
586 Frequently outside grants require significant matching funds and if the
587 university is to increase its number of grant submissions these monies
588 must be available.
589
- 590 • Develop a pool of funds for start-up costs for new faculty members
591 (research equipment, computers and technological needs, databases, etc.);
592
- 593 • Work to create fellowships to support the scholarship of junior faculty;
594
- 595 • Expand support for faculty who are writing grants;
596
- 597 • Increase funding available through ORSG for faculty travel to
598 conferences to present research;
599
- 600 • Provide support for publication costs for publishing in refereed journals
601 in some disciplines;
602
- 603 • Sponsor mentoring program in which new faculty members can work
604 with a leading researcher in their discipline, either on campus or off;
605
- 606 • Increase funding for competitive program of summer research support for
607 faculty members currently offered by ORSG;
608
- 609 • Increase funding to support pilot research projects that can make faculty
610 more competitive in obtaining external grants;
611
- 612 • Hire at least one statistical/methodological consultant for faculty
613 members; and
614
- 615 • Provide funding for participation in summer courses at other institutions
616 to encourage the development of faculty scholarship.
617

618 ***Enhancing Graduate Assistantships***
619

620 To attract the best students who can provide assistance to faculty and bring about
621 greater scholarly productivity, more and better paid graduate assistantships are a
622 critical necessity. The creation of endowed assistantships may be one way of
623 expanding support.

624
625

Achieving a Balance

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628 The values described in this document should guide faculty, chairs, directors, and
629 deans as they establish expectations in the areas of teaching, scholarship, and
630 service. At a metropolitan university, the activities of teaching, scholarship, and
631 service often form an inter-connected braid. Faculty members often engage in
632 applied scholarship that meets social needs as it advances knowledge in the
633 discipline. Students are involved in service learning and often assist faculty in
634 the Scholarship of Application. To fulfill the university's mission requires a
635 process of balancing expectations, resources, and rewards in each department,
636 school, and college. The following guidelines should inform this process of
637 negotiation:

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- 639 • Each academic unit must have a clear document that specifies procedures
640 and criteria for annual appointment, tenure, and promotion that is
641 consistent with the values expressed in this document. That document for
642 each department or school must be referred to the dean and provost and
643 approved by the chancellor. It will outline clear expectations in teaching,
644 scholarship, and service. It will also include processes for pre-tenure
645 review and post-tenure review. It is critical that different expectations be
646 established for faculty members of different rank and time of service.
647 This document will be reviewed by faculty and administrators on a
648 regular basis to coincide with the department's or school's program
649 review. Each academic unit should make sure that new faculty members
650 have the governance document explained to them during the orientation
651 process. The document should also be posted on the departmental
652 website.
- 653 • The drafting of departmental or school documents must follow the
654 guidelines established in college, university, and system documents and
655 be consistent with state laws, UA Board policies, and university policies.
656 When there is a conflict, the higher level policy will be enforced.
- 657 • Although there should be balance in teaching, scholarship, and service,
658 not all faculty members will contribute equally in each area due to
659 personal strengths, opportunities, or the stage of their career. All pre-
660 tenure faculty members must strive for some achievements across the
661 three categories; however, tenured faculty may choose to emphasize a
662 given area at different stages of their career with the approval of a chair
663 or director and dean. Departments or schools should develop criteria that
664 allow all faculty members performing at a high level to be rewarded for
665 their accomplishments. For example, faculty members who effectively

666 teach a heavier load of courses should, as a general guideline, be
667 rewarded at the same level as faculty members who teach fewer classes
668 and publish more scholarly articles. Incentive systems should reward all
669 contributions to a department's or school's mission.

- 670 • Expectations for faculty performance must be balanced with appropriate
671 support for achieving the expectations. This may include training or
672 apprenticeship to achieve teaching or service excellence, teaching loads
673 that provide adequate time for scholarly activity, library resources,
674 funding to support scholarship or presentation of scholarly work at
675 conferences, grant-writing training and support, and other forms of
676 professional development. For example, it would be inappropriate for a
677 department or school to fund one trip to a conference per year but expect
678 faculty members to present at two or three conferences per year.
- 679 • Faculty responsibilities must reflect a commitment to achieving the
680 mission of the department/school, college and university.
- 681 • Equally, important, it is the responsibility of administrators to analyze
682 and reprioritize workloads on a regular basis. New responsibilities in
683 advising, assessment, or other activities should not be added to the
684 workload without shifting other responsibilities. Analyzing workload
685 should include eliminating unnecessary or unproductive committees,
686 streamlining reports, exploring new modes of instruction, focusing annual
687 reviews, and reshaping teaching schedules.