

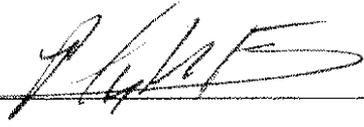
UNIVERSITY OF ARKANSAS AT LITTLE ROCK
TRANSMITTAL OF FACULTY SENATE LEGISLATION

(Faculty Senate legislation is to be submitted to the chancellor to approve or disapprove within *ten calendar days* of the Faculty Senate action. The chancellor may approve or veto any Faculty Senate legislation within a period from the *eleventh through the twenty-fifth calendar day* after such action has been presented, unless the Assembly has been petitioned to amend or rescind the Faculty Senate legislation. In the latter case, the chancellor's approval or veto shall be made no later than fifteen calendar days after the Assembly has voted on and failed to approve a motion to amend or rescind a legislative action of the Faculty Senate. The chancellor shall provide written reasons for a veto to the Faculty Senate.)

To the Chancellor of the University of Arkansas at Little Rock:

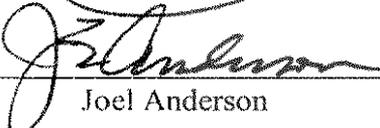
The following Legislation concerning the Promotion and Tenure Guidelines, passed the UALR Faculty Senate on April 16, 2010:

See Attachment

Signature  (Faculty Senate President)
Richard K. Ford
Date May 5, 2010

Received in chancellor's office on _____ (date)

Chancellor's Action: APPROVED DISAPPROVED
(reasons to be

attached)
Chancellor's Signature 
Joel Anderson

Date 5-20-10

1 4-7-2010, approved by Faculty Senate, 04/16/2010

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Promotion and Tenure Guidelines

University of Arkansas at Little Rock

1. Faculty Roles

For the university to achieve its mission, faculty must remain committed to teaching, scholarship, and service. Faculty members are expected to make contributions in each area, although some variation in emphasis is appropriate. The university recognizes that the contributions of individual faculty members to the mission of the university shift according to the faculty member's talents, the needs of departments and colleges, and the character of diverse academic disciplines. Faculty members, thus, need to determine responsibilities—teaching loads, scholarship agenda, and service commitments—in consultation with the chair of their department.¹ It is the responsibility of chairs to mediate the needs of their departments with the university mission and trends in the department's discipline.

In addition to contributions in teaching, scholarship, and service, the university expects that faculty will adhere to the ethical standards of the university and their respective disciplines as well as manifest standards of civility, professionalism, and collegiality.

1.A. Teaching

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

The documentation of excellence in teaching takes many forms. One approach is through the preparation of a teaching portfolio. The content and format may vary by discipline and individual philosophy, but information about both teaching effort and teaching quality over time should be included. Standard products for the promotion and tenure dossier may include the following:

1. Statement of teaching philosophy and pedagogical strategies,

¹ In this document, *chair* will be used to cover chair, head, and director; *department* will be used to cover all academic units that form a college, including department, division, and school.

- 77 2. Teaching history including teaching loads, summary of
- 78 courses taught and modes of instruction in each course,
- 79 3. Materials from individual courses – syllabi, exercises,
- 80 projects, exams, websites, multimedia products, video of
- 81 lectures,
- 82 4. Summary of advising, consultation, and supervision of
- 83 students at all levels–pre-college, undergraduate, graduate,
- 84 and post-doctoral,
- 85 5. Curriculum design, development, and administration,
- 86 6. Measuring student learning and instructional effectiveness
- 87 through course, program, and core assessment activities
- 88 and outcomes,
- 89 7. Professional development activities related to teaching,
- 90 8. Student course evaluations, compiled and interpreted to
- 91 give the data contextual meaning,
- 92 9. Peer evaluations,
- 93 10. Self-evaluations, and
- 94 11. Awards.

95
96 Evidence of specific curriculum design and development, where
97 appropriate, should be included in the dossier. Faculty who are using
98 technology, problem-based learning, service learning, multicultural
99 learning, study abroad, or other special approaches and tools to
100 enhance student learning are especially encouraged to present these
101 aspects of course design (even experimental use) with an explanation
102 of how the curriculum conforms to or extends principles of “best
103 practice.”

104
105

106 **I.B. Scholarship**

107

108 Scholarship is defined as a systematic, focused attention on a question,
109 problem, or idea, characterized by expertise, originality, analysis and
110 significance. Scholarship results in products that are shared with
111 appropriate audiences within the academy and the wider community.

112

113 Scholarship is evaluated externally; scholarship and creative activities
114 must be reviewed by methods accepted by the appropriate discipline.
115 Scholarship may be defined in ways that do not neatly fit into
116 traditional categories, but application of a clear method of review to
117 such work is essential.

118

119 Increasingly, all forms of scholarship involve collaboration. The
120 academic unit shall determine if such collaboration within or across
121 institutional and disciplinary lines is encouraged. Candidates must be

122 careful to document the extent and form of their contributions to
123 collaborative work.

124
125 In this document, scholarship is a broad term that embraces a range of
126 contributions faculty members might make to their respective
127 disciplines: Scholarship of Discovery, Scholarship of Creativity,
128 Scholarship of Application, Scholarship of Integration, and
129 Scholarship of Teaching.

130
131 *Scholarship of Discovery* is systematic inquiry or investigation
132 designed to validate and refine existing knowledge and to generate
133 new knowledge. At its core, this scholarship involves studies that use
134 quantitative or qualitative methodologies to make significant
135 contributions to knowledge. Primary empirical research, historical
136 research, theory development, methodological studies and
137 philosophical inquiry are all representative of this form. Typically, this
138 scholarship is documented through peer-reviewed publication of
139 articles or books; publication in law reviews or journals; papers
140 presented at state, regional, national, or international meetings; grant
141 awards; or recognition by professional organizations as a scholar in a
142 particular area.

143
144 The *Scholarship of Creativity* entails developing or performing
145 original works of art, literature, music, film and theater. It may also
146 include the creation of new forms of electronic or digital media.
147 Typical examples are production or scenic design of plays; writing,
148 directing, or acting in plays; choreography and dance performance;
149 creation and exhibition of visual arts such as painting, sculpture, and
150 photography; musical composition and performance; direction or
151 production of film and video; creative writing; and creation of
152 websites, virtual reality programs, and multimedia communication
153 tools. In all cases, however, there are accepted forms of peer review to
154 determine the quality and significance of faculty work, from juried or
155 invitational art shows to publication. These conventional procedures
156 must be part of the evaluation of faculty achievement.

157
158 The *Scholarship of Application* is the use of professional expertise or
159 information in the process of solving social or community problems. It
160 should not be confused with service or citizenship. Service activities
161 typically benefit a particular group, organization, or community; the
162 Scholarship of Application can potentially benefit many organizations.
163 The Scholarship of Application must include a mechanism whereby
164 the quality and influence of the contribution can be evaluated. This is
165 most easily demonstrated when an artifact is created encompassing the
166 work, e.g., a report, a training manual, a program evaluation, a video,
167 or a website. Some activities include peer review; for example, the

168 report written for a taskforce is reviewed by members of the taskforce
169 as well as other agencies and institutions. In cases where this is not so,
170 the department should initiate an alternative review process, such as
171 sending the work to experts in the field to evaluate its significance,
172 rigor, and impact. In all cases, the product of the scholarship of
173 application must be subject to some form of peer review.

174
175 *Scholarship of Integration* involves synthesis across theories or across
176 academic fields. As academics tackle social, economic, and technical
177 problems, a need often exists for faculty members with broad and
178 multidisciplinary perspectives to see connections across the unique
179 perspectives of a theory or discipline. The Scholarship of Integration
180 may result in a traditional academic product such as an article, book or
181 presentation. It also may take the form of a product or patent. As in
182 other areas, appropriate forms of external review must be used to
183 determine the merit of such products.

184
185 The *Scholarship of Teaching* is not the same as “best teaching
186 practice.” Tenure-track faculty seeking advancement based on
187 excellence in the Scholarship of Teaching shall engage in publication
188 appropriate to development and evaluation of teaching, teaching
189 technique, curriculum development and related topics, including peer-
190 reviewed publications, conference presentations, workshops, and
191 teacher handbooks that contribute to the theoretical base of knowledge
192 about curriculum or effective teaching and learning. Thus, the
193 Scholarship of Teaching is more than being an excellent teacher. It
194 involves systematic inquiry about teaching, dissemination of the
195 results, and peer review.

196
197

198 1.C. Service

199
200 Faculty members are expected to provide service to the university,
201 their profession or discipline, and the public.

202
203 Service to the university is critical to the carrying out of the
204 university’s mission. Examples of such service include, but are not
205 limited to, membership and leadership of unit committees or task
206 forces; advising student organizations; involvement in faculty
207 governance; coordination of programs, labs, and technical support; and
208 recruitment.

209
210 Service to the profession is also expected, especially as faculty
211 members develop their careers. Professional service includes activities
212 such as serving on committees for a professional organization;
213 planning a conference or event; contributing to the production of a

214 professional journal; and reviewing manuscripts, grants, programs, or
215 textbooks.

216

217 Particularly important to a metropolitan university is service to the
218 community. Such activity necessarily incorporates a wide variety of
219 efforts but is defined by the application of the faculty member's
220 professional expertise to help the community at every level—local,
221 state, regional, national, or international. Typical examples of
222 community service include, but are not limited to, involvement in task
223 forces seeking to solve community problems; consulting with
224 governmental, business, or nonprofit organizations; and program
225 review, coordination, or development.

226

227 Service to the community is a form of citizenship; it should not be
228 confused with the Scholarship of Application, which develops new
229 solutions to problems (as opposed to the application of existing
230 discipline-related knowledge), benefits a single or small group of
231 organizations (as opposed to having broad application), is not
232 disseminated to disciplines (as opposed to publication in journals or on
233 websites), and is not externally evaluated (as opposed to the peer-
234 review of artifacts).

235

236 To assess excellence in service, faculty accomplishments may include
237 the following:

238

- 239 1. Administrative duties such as chair, director, and program
240 coordinator,
- 241 2. Committee/special project participation (academic unit,
242 college, university, system; for example, assessment and
243 recruitment projects),
- 244 3. Discipline-related community involvement,
- 245 4. Working in and with professional organizations,
- 246 5. Relating discipline expertise to the community, and
- 247 6. Development of cooperative ventures between the
248 university and community.

249

250

251 **1.D. Professional Performance**

252

253 In the case of faculty with non-teaching appointments, evaluation may
254 include evidence of the following: performance in the areas of
255 professional responsibility and effectiveness in carrying out assigned
256 duties; ability and willingness to accept additional responsibility, or
257 leadership; cooperation in dealing with personnel at all levels; efforts
258 at self-improvement; innovations in program implementation;
259 development of special projects, resource tools, and/or the use of

260 creative techniques in the performance of duties; initiative and
261 resourcefulness in solving unit problems; ability to communicate
262 effectively orally and in writing. Evidence used to evaluate
263 professional performance generally includes supervisors' evaluations,
264 clientele evaluation, peer-evaluation, and self-evaluation.

265
266

267 **2. Policies for Promotion and Tenure**

268

269 The probationary period for tenure-track faculty may not extend
270 beyond seven years, unless the faculty member receives approval for
271 suspending the probationary period. During the first six years of the
272 probationary period, a tenure-track faculty member may request his or
273 her probationary period be suspended for reasons required under the
274 Family and Medical Leave Act of 1993, as amended. An initial
275 appointment of one-half year (academic or fiscal) or less will not be
276 included in the probationary period. If more than one-half of any year
277 is spent in leave of absence without pay status, that year shall not
278 apply toward the probationary period (Board Policy 405.1, IV.A.4).

279 Typically, an early tenure review occurs when the faculty member has
280 been in a tenure-track position before being hired by UALR; the terms
281 for an early tenure-review should be written into the faculty member's
282 letter of appointment.

283

284 The process of tenure review, as delineated in departmental promotion
285 and tenure documents, must be completed before the end of the sixth
286 year. If tenure is denied in the sixth year, the seventh year will be the
287 final year of appointment (Board Policy 405.1, IV.A.11).

288

289 Promotion to a higher rank requires qualifications or performance of
290 the activities and accomplishments identified by the department
291 significantly above those required at the applicant's current rank as
292 well as evidence of potential for continued achievement.

293

294 The applicant shall be informed of the outcome at each level of
295 administrative review.

296

297 The rules and standards regarding promotion and tenure review shall
298 not discourage faculty members from developing and expressing
299 divergent views. Mere expressions of opinions, however strongly
300 expressed, however controversial such opinions may be, shall not
301 constitute cause for denial of promotion and tenure. Disagreement is
302 essential for intellectual, academic, and social growth; however, the
303 fair exchange of ideas must involve respectful expression of views and
304 the consideration of multiple points of view.

305

306 Decisions on promotion and tenure shall not be based on life-style,
307 political affiliations, or religious convictions.

308
309 At any point, the candidate may withdraw from the review process by
310 sending a letter to the person responsible for the next level of review.
311 For example, if the candidate wishes to withdraw after the chair's
312 recommendation, he or she sends a letter to the dean.

313
314 Throughout the entire process, confidentiality of information must be
315 maintained.

316
317

318 **3. Procedures for Awarding Promotion and Tenure**

319

320 The procedure for recommending promotion and tenure begins at the
321 department level (see Board Policy 405.1, III and IV.A).² This
322 evaluation of promotion and tenure applications is based on written
323 departmental guidelines established by the department and approved
324 through administrative channels. The departmental recommendation is
325 particularly important because it evaluates the candidate's dossier
326 against the standards of the discipline.

327

328 Departmental promotion and tenure documents must be consistent
329 with guidelines established in college, university, and the University of
330 Arkansas System. These documents must also be consistent with
331 applicable laws. When there is a conflict, the law or higher level policy
332 will be enforced.

333

334 The granting of tenure requires documented evidence of sustained
335 achievement, as well as evidence of potential for sustained future
336 accomplishment over an entire career.

337

338 **3.A. Process before Tenure**

339

340 Departmental, college, university, and system-wide written criteria for
341 promotion and tenure review shall be presented to the faculty member
342 at the beginning of employment (see Board Policy 405.1).

343

344 In preparation for promotion and tenure, the chair may assign the
345 tenure-track faculty member with a mentor. The mentor will provide
346 guidance on developing a research agenda and building a dossier.

347 Applicants are encouraged to seek advice from tenured faculty and ask
348 to review recent successful tenure applications.

² If the college or school does not have departments, the promotion and tenure document for the college and school will typically establish a committee that serves the function of the department in the review process.

349
350 A mid-tenure review by the departmental Promotion and Tenure
351 Committee (PTC), the department chair, and the dean is mandatory.
352 The review, typically completed by May 15 at the end of the third year
353 in rank, will follow procedures delineated in the departmental and
354 college policies. After the review has been completed, the PTC will
355 send a report to the chair. The chair will meet with the faculty member
356 to answer questions about the review and then forward the report with
357 a cover letter to the dean.
358
359

360 **3.B. Recommendation of the Departmental Promotion** 361 **and Tenure Review Committee (PTC)**

362
363 All departments shall have a Promotion and Tenure Committee (PTC).
364 Only tenured faculty members and administrators who hold tenure
365 shall serve on the PTC. Only faculty who hold a rank equal to or above
366 the rank sought by the applicant shall participate in the promotion
367 review process. No administrator, such as the department chair,
368 college dean, associate dean, or assistant dean, may serve on the PTC
369 to review any case for which he or she has participated as a reviewer
370 within that academic year.
371

372 The department's promotion and tenure document should define a
373 mechanism for supplementing the PTC when it has less than three
374 members at the appropriate rank. (For example, if the PTC must vote
375 on a candidate's promotion to professor, the PTC would need at least
376 three members on the committee at the rank of professor.) If there is
377 no mechanism for adding members, the faculty of the department, in
378 consultation with the chair, will provide the dean with a list of at least
379 four names, from which the dean will select the remaining members.
380 Typically, the chair of the PTC should be a member of the academic
381 unit.
382

383 The PTC shall present its recommendation in a letter to the chair. All
384 members of the PTC shall sign the letter. Significant minority opinions
385 may be identified but need not be attributed to individual members of
386 the committee. Separate minority reports may be written and submitted
387 as attachments to the PTC's letter; a minority report must be signed by
388 the members of the PTC who endorse it.
389
390

391 **3.C. Recommendation of the Chair**

392
393 After reviewing the candidate's dossier and the PTC's
394 recommendation, the department chair will make an independent

395 recommendation. The chair will meet with the candidate to review the
396 recommendation of the PTC and the recommendation of the chair. At
397 this time, the chair provides a copy of each recommendation to the
398 candidate. After the meeting, the chair will forward the PTC's
399 recommendation, the chair's recommendation, and the candidate's
400 dossier to the dean.

401
402 After receiving the chair's recommendation, the candidate has five
403 business days to initiate a rebuttal (see 3.H.).

404
405

406 **3.D. Recommendation of the College Review Committee** 407 **(CRC)**

408

409 A college may develop written criteria, policies, and procedures for
410 promotion and tenure through its governance structure. Such criteria
411 may include a college promotion and tenure review committee (CRC),
412 which will advise the dean on recommendations about reappointment,
413 tenure, and promotion. Colleges shall have procedures ensuring that a
414 faculty member abstain from vote on a CRC if a candidate from his or
415 her department is undergoing review and the faculty member on the
416 CRC has served on the PTC. No faculty member may vote in the same
417 case as a member of both the PTC and the CRC.

418

419 When a CRC exists, it reviews the candidate's dossier, the PTC's
420 recommendation, the chair's recommendation and the candidate's
421 rebuttal (if any); it then makes an independent recommendation to the
422 dean (who will not serve on this committee) and provides a copy to the
423 applicant. All members of the CRC shall sign the recommendation.
424 Significant minority opinions may be identified but need not be
425 attributed to individual members of the committee. Separate minority
426 reports may be written and submitted as an attachment to the report of
427 the committee; a minority report must be signed by the members of the
428 CRC that endorse it.

429
430

431 **3.E. Recommendation of the Dean**

432

433 If the candidate initiates a rebuttal after the chair's recommendation,
434 the dean will forward the rebuttal to the CRC before it begins
435 deliberations.

436

437 After reviewing the candidate's dossier, all recommendations (those of
438 the PTC, department chair, and CRC), and the candidate's rebuttal (if
439 any), the dean will make an independent recommendation to the
440 provost.

441
442 After receiving the dean's recommendation, the candidate has five
443 business days to initiate either a rebuttal, if he or she did not do so
444 after the chair's recommendation (see 3.H.), *or* an appeal (see 3.G),
445 but not both.

446
447 If the recommendation is positive, the dean informs the candidate. If
448 the candidate does not initiate a rebuttal, the dean forwards his or her
449 recommendation and the following *summary materials* to the provost:
450 the candidate's completed application forms, statement, curriculum
451 vita, letters of evaluation (annual reviews, peer reviews, and letters
452 from external evaluators, when appropriate), and the recommendations
453 of all prior review levels. The remainder of the applicant's dossier
454 shall be retained in the dean's office until the review process is
455 complete. If needed for their recommendations, the provost and
456 chancellor may request the complete dossier be forwarded.

457
458 If the recommendation is negative, the dean shall meet with the faculty
459 member to review the recommendation.

460
461 If the candidate initiates a rebuttal after the dean's recommendation,
462 the dean forwards the summary materials and the rebuttal to the
463 provost.

464
465 If the candidate initiates an appeal at this point, the dean forwards the
466 appeal to the Chair of the Faculty Appeals Council (FAC). The dean
467 will provide the FAC with access to the candidate's dossier, including
468 the summary materials. When the FAC has completed its
469 deliberations, the Chair of the FAC forwards the council's findings to
470 the provost with a copy to the dean. At this time, the dean forwards the
471 summary materials to the provost.

472
473

474 **3.F. Recommendation of the Provost**

475

476 After reviewing the candidate's summary materials, the rebuttal (if
477 any), and the appeal (if any), the provost will make an independent
478 recommendation to the chancellor and inform the candidate of the
479 recommendation.

480

481 After receiving the provost's recommendation, the candidate has five
482 business days to initiate an appeal (seven business days from the
483 postmark, if mailed), if he or she did not do so after the dean's
484 recommendation (see 3.G.).

485

486 If the candidate initiates a rebuttal or appeal after the dean's
487 recommendation, the provost considers it in arriving at his or her
488 recommendation.

489
490 If the candidate initiates an appeal at this point, the provost forwards
491 the appeal, the summary materials, and the rebuttal (if any) to the
492 Chair of the FAC. The dean will provide the FAC with access to the
493 candidate's dossier. When the FAC has completed its deliberations,
494 the Chair of the FAC forwards the committee's findings and summary
495 materials to the chancellor. The Chair of the FAC also provides a copy
496 the committee's findings to the provost.

497
498 At this time, the provost forwards the summary materials, the rebuttal
499 (if any), and the findings of the FAC (if any) to the chancellor.

500
501

502 **3.G. Recommendation of the Chancellor**

503

504 After reviewing the summary materials, the rebuttal (if any), and the
505 appeal (if any), the chancellor will make an independent
506 recommendation to the president and inform the candidate of the
507 recommendation.

508

509

510 **3.H. Rebuttal**

511

512 The candidate may submit one—and only one—rebuttal after
513 receiving a recommendation from the chair *or* the dean. The rebuttal is
514 directed to the next administrator in the review process.

515

516 The candidate may submit a rebuttal even if the recommendation of
517 the chair or dean is positive. The purpose of a rebuttal is to provide the
518 candidate with an opportunity to correct errors made in the preparation
519 of his or her dossier, critique perceived misinterpretations of the
520 dossier, or provide context that might alter the recommendation at
521 subsequent levels of review. The rebuttal is in letter form. However,
522 the candidate may include limited supporting materials that bear direct
523 relevance to earlier recommendations. The supporting materials are
524 considered part of the rebuttal and are forwarded with the letter.

525

526 The rebuttal is not an appeal; it does not prompt a reconsideration of
527 recommendations by previous reviewers. It is, rather, an opportunity to
528 provide a supplement to the record that is considered at subsequent
529 levels of review.

530

531 *Rebuttal after Chair's Recommendation.* To initiate the option of
532 rebuttal at this point, the candidate must notify the dean within five
533 business days of receiving the chair's recommendation and provide a
534 copy of the notification to the chair. Within ten business days of
535 receiving the chair's recommendation, the candidate must submit the
536 rebuttal to the dean. The dean forwards the rebuttal to the CRC before
537 that committee begins deliberations. The rebuttal is also forwarded
538 with the summary materials to each subsequent level of campus
539 review.

540
541 *Rebuttal after the Dean's Recommendation.* To initiate the option of
542 rebuttal at this point, the candidate must notify the provost within five
543 business days of receiving the dean's recommendation. The candidate
544 also provides a copy of the notification to the dean. Within ten
545 business days of receiving the dean's recommendation, the candidate
546 must submit the rebuttal to the provost. The rebuttal will be forwarded
547 to the chancellor with the provost's recommendation.

548
549

550 **3.I. Appeal to Faculty Appeals Council (FAC)**

551

552 The candidate has the option of submitting one—and only one—
553 appeal to the Faculty Appeals Council. The appeal may be initiated
554 after a negative recommendation by either the dean *or* provost. If the
555 dean's recommendation is negative and the candidate does not initiate
556 an appeal, he or she reserves the right to appeal after the provost's
557 recommendation, providing that recommendation is also negative.

558

559 The appeal is in letter form. However, the candidate may include
560 limited supporting materials that bear direct relevance to earlier
561 recommendations. The supporting materials are considered part of the
562 appeal and are forwarded with the letter.

563

564 *Appeal after the Dean's Recommendation.* To initiate the option of
565 appeal at this point, the candidate must notify the provost within five
566 business days after receiving the dean's negative recommendation.
567 The candidate also provides a copy of the notification to the dean.
568 Within ten business days of receiving the dean's recommendation, the
569 candidate must submit the appeal to the provost. The provost forwards
570 the appeal to the Chair of the Faculty Appeals Council. Upon
571 completion of the FAC's deliberations, the Chair of the FAC forwards
572 the committee's findings to the provost.

573

574 *Appeal after the Provost's Recommendation.* To initiate the option of
575 appeal at this point, the candidate must notify the chancellor within
576 five business days after receiving the provost's negative

577 recommendation. The candidate will also provide a copy of the
578 notification to the provost. Within ten business days of receiving the
579 provost's recommendation, the candidate must submit the appeal to the
580 chancellor. The chancellor forwards the appeal to the Chair of the
581 FAC. Upon completion of the FAC's deliberations, the Chair of the
582 FAC forwards the committee's findings to the chancellor.
583