

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 after the Assembly review period. The Chancellor may approve or disapprove any Faculty Senate legislation within a period from the eleventh through the twenty-fifth calendar day after the Faculty Senate action has been presented to the Assembly unless the Assembly has been petitioned to amend or rescind the Faculty Senate legislation. In the latter case, the Chancellor's approval or disapproval 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 disapproval to the Faculty Senate.

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

The following legislation passed the UALR Faculty Senate on April 28, 2023

**FS\_2023-12. Replace the current UP 403.23 (Faculty Roles and Rewards II) with guidelines written in policy language that are updated to reflect current practice for faculty review.**

**Whereas** the current policy UP 403.23 although not written in policy language is the only approved, guiding document for full-time, non-tenure-track faculty advancement; and

**Whereas** university-level advancement guidelines for full-time, non-tenure-track faculty provide essential guidance for faculty, academic units, and administrators reviewing faculty performance;

**Therefore be it resolved** to replace the current UP 403.23 with the approved advancement guidelines written in policy language and updated to reflect current practices for faculty review (See Attachment); and

**Furthermore, be it resolved** to rename the revised UP 403.23 "Advancement Guidelines for Full-time Non-tenure-track Instructors."

Disseminated to University Assembly:

Date: August 16, 2023

Faculty Senate President's Signature: \_\_\_\_\_

Date: August 28, 2023

Joanne Liebman Matson

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Received in Chancellor's Office:

Date: SEP 05 2023

Chancellor's Action:  
APPROVED

Chancellor's Signature 

Date: 9/16/2023

Christina Drale

DISAPPROVED  
(please attach reasons)

Chancellor's Signature \_\_\_\_\_

Date: \_\_\_\_\_

Christina Drale

## **Attachment -- update of UALR Policy 403.23 (Faculty Roles & Rewards II)**

*[The introductory material from FRRII is deleted, and the policy material begins at "Instructor Advancement System"]*

### **Advancement Guidelines for Full-time Non-tenure-track Instructors**

#### General Principles

1. As faculty, Full-time Non-tenure-track (FT-NTT) instructors enjoy the rights and responsibilities ~~outlined in the UA Little Rock Faculty Handbook~~ for faculty in general, including but not limited to those pertaining to appointments, dismissals, annual review, and faculty excellence awards. ~~(See Faculty Handbook section, "Policies Governing Faculty Service," pp. 49-64.)~~
2. As non-tenure-track faculty, FT-NTT instructors are not eligible for tenure or for non-reappointment procedures. ~~(See Faculty Handbook on Tenure and on Non-Reappointment at pages 52-54.)~~
3. Academic units ~~Departments~~ and/or colleges shall develop appropriate criteria and procedures for FT-NTT advancement. These policies shall be included in the unit's approved governance document. ~~submitted to the dean, the chief academic officer, and the chancellor for approval.~~ Peer evaluation shall be a component of the evaluation at either the academic unit ~~departmental~~ or college level. ~~(This parallels the requirement of peer review for promotion procedures. See Faculty Handbook on promotion, page 52.)~~
4. Academic units ~~Departments~~ and/or colleges shall develop appeal procedures for those desiring reconsideration of a negative advancement decision. These policies shall be included in the unit's approved governance document ~~shall be submitted to the dean, the chief academic officer, and the chancellor for approval.~~ Should a faculty member continue an appeal beyond the dean, he or she shall do so through the Faculty Appeals Council. ~~(See Faculty Handbook describing the Faculty Appeals Council at page 40; and see the section, "Faculty Appeals and Grievance Procedures," pp. 105-106, describing its procedures.)~~
5. Since the decision to pursue advancement is not mandatory, an application for advancement shall be initiated by the FT-NTT faculty member, who shall prepare materials to support the application.
6. Recommendations for advancement shall be forwarded by the academic unit ~~department~~ chair and/or dean to the chief academic officer and then the chancellor for approval.

#### Tiers

The three tiers in the advancement system are:

#### Tier One: Instructor

A Tier One faculty member is normally a ~~full-time and non-tenure track~~ FT-NTT member with a master's degree or terminal degree. An academic unit department may choose to apply outside work experience (e.g., experience in a relevant profession) as equivalent in accordance with the appropriate approved governance document, and this equivalence must be documented in the faculty member's letter of appointment.

Teaching, service, and/or administrative or professional development responsibilities are determined in accordance with the appropriate approved governance document.

A Tier One faculty member is not required to pursue advancement.

#### Tier Two: Advanced Instructor

A Tier Two faculty member is normally a FT-NTT faculty member with a master's degree or terminal degree who has held the rank of Tier One for at least five (5) years. An academic unit department has the option of giving credit for outside work experience (e.g., experience in a relevant profession) in meeting the experience requirement, in accordance with the appropriate approved governance document, and this equivalence must be documented in the faculty member's letter of appointment.

Application for advancement to Tier Two is the responsibility of the Tier One faculty member. An academic unit department may consider excellence in teaching alone as sufficient for advancement to Tier Two, but academic units departments may also take additional factors into account when considering the application for advancement, e.g., scholarship, professional development, and service.

Academic units Departments, in accordance with the appropriate approved governance document, will determine the criteria for advancement.

Advancement to Tier Two will be accompanied by an appropriate increase in salary.

A Tier Two faculty member is not required to pursue advancement.

#### Tier Three: Senior Instructor

A Tier Three faculty member is normally a FT-NTT ~~full-time and non-tenure track~~ faculty member with a master's degree or terminal degree who has held the rank of Tier One for a minimum of five (5) years and Tier Two for a minimum of five (5) years. An academic unit department has the option of giving credit for outside work experience (e.g., experience in a relevant profession) in meeting the experience requirement, in accordance with the appropriate approved governance document, and this equivalence must be documented in the faculty member's letter of appointment.

Application for advancement to Tier Three is the responsibility of the Tier Two faculty member.

An academic unit department may consider excellence in teaching alone as sufficient for advancement to Tier Three, but academic units departments may also take additional factors into account when considering the application for advancement, e.g., scholarship, professional development, and service.

Academic units Departments, in accordance with the appropriate approved governance document, will determine the criteria for advancement.

Advancement to Tier Three will be accompanied by an appropriate increase in salary.

For All Tiers

FT-NTT faculty members are eligible for Off-Campus Duty Assignment (OCDA), consistent with the Faculty Handbook university policy and academic unit departmental resources. (See Faculty Handbook in the section, "Information Related to Faculty Service," p. 76.)

Voting privileges are determined by the academic unit department and/or college and should shall be included in the appropriate approved governance document. It is recommended that FT-NTT faculty be granted voting privileges, at a minimum on matters that pertain to them.

## Criteria for Advancement

As noted above, academic units departments may determine that excellence in teaching alone is sufficient for advancement for FT-NTT faculty. However, ~~FRR2 recommends that~~ academic units departments have discretion to take into consideration contributions by such faculty above and beyond their teaching responsibilities, e.g., scholarship, professional development, and service.

## Teaching

The UA Little Rock mission statement places teaching as a central value. "The mission of the university is to develop the intellect of students; to discover and disseminate knowledge; to serve and strengthen society by enhancing awareness in scientific, technical areas; and to promote humane sensitivities and understanding of interdependence." FT-NTT faculty are expected to demonstrate effective teaching in response to this mission.

~~The 2006 Roles and Rewards Task Force I identified Universal qualities of effective teaching are the same as those articulated for tenured and tenure-track faculty. Although they were listed with tenured faculty in mind, they~~ 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 must remain current in their discipline and in pedagogical strategies. They should consider teaching a continual process of improvement and growth.

Teaching is the primary role of FT-NTT faculty and complements the activities of the tenure-track faculty. Student, campus, and community needs cannot always be met by tenure-track

faculty alone. In many instances FT-NTT faculty can meet those needs and allow the institution flexibility that might not otherwise be possible.

As an individual advances through the non-tenure track ranks from Tier One to Tier Three, the non-tenure track faculty member's teaching can be evaluated in a number of ways. Both processes and criteria shall be specified in the academic unit's approved governance document. ~~Although these methods may be determined by the individual departments, FRR2 suggests following the criteria in the UA Little Rock Faculty Handbook, which calls for a A combination of student evaluations, peer evaluations (which may include classroom visits), and self-evaluation are expected. curriculum design and development, and creative/innovative teaching strategies.~~ Other factors that the department may consider in evaluating teaching include curriculum design and development, and creative/innovative teaching strategies, the number of different course preparations taught by a faculty member, whether the faculty member teaches graduate as well as undergraduate courses, and the ability of the faculty member to teach with a variety of delivery methods, including traditional face-to-face, fully on-line, and hybrid courses.

## Scholarship/Professional Development

Advancement from one tier to another may include scholarship/professional development. The criteria will be determined by each academic unit department. ~~FRR1 endorsed Ernest Boyer's views and reflect Ernest Boyer's four categories along with a fifth one, the Scholarship of Creativity. These views were approved by the faculty senate for all faculty.~~ As Boyer writes, "What we urgently need today is a more inclusive view of what it means to be a scholar, a view that recognizes the great diversity of talent within the professoriate (Scholarship Reconsidered 24-25). That talent is also reflected among the FT-NTT faculty who, when appropriate, should be encouraged, supported, and recognized for engaging in scholarship and faculty development. ~~FRR1 adopted Boyer's four categories, adding a fifth one, the Scholarship of Creativity:~~

**Scholarship of Discovery.** The systematic inquiry or investigation designed to validate and refine existing knowledge and generate new knowledge.

**Scholarship Creativity.** The creation of or performance of original works of art, literature, music, film, and theater. It may also include the creation of new forms, electronic or digital media.

**Scholarship Application.** The use of professional expertise or information in the process of solving social or community problems.

**Scholarship of Integration.** Involves synthesis across theories or across academic fields.

**Scholarship of Teaching.** Should be a reflection of excellence in teaching as well as a rigorous form of scholarship in which a faculty member systematically examines the impact of pedagogy upon learning.

~~Among the professional development opportunities might be workshops offered on the campus, sessions offered by the Academy for Teaching and Learning Excellence, STAR courses, and continuing education or consulting to maintain professional skills.~~

It is important that the department chair and personnel committee academic unit clearly defines in the appropriate approved governance document what is meant by scholarship and professional development and what is expected of FT-NTT faculty.

## Service

An application for advancement from one tier to the next need not require, but can be enhanced by, the performance of service as specified in the unit's approved governance document. Areas of service may include: (1) service to the department; (2) service to the university; (3) service in the faculty member's profession; or (4) service in the community.

(1) Service to the department may mean participation in committees and councils essential to the mission of the department. ~~Committees on which FT-NTT faculty might participate will depend on the discretion of the department chair but may include assessment, curriculum, or recruitment committees.~~

(2) Service to the university may include participation on committees, councils, task forces, or election to the Faculty Senate. ~~Generally service to the university, other than election to the Faculty Senate, will be through appointments by the department chair, college dean, or upper administration officials.~~

(3) Service to the faculty member's profession can enhance an application for advancement. Service to the profession may include serving as an officer or on a committee in a professional organization; planning and coordinating a conference or event; editing or contributing to the publication of a professional journal; and reviewing manuscripts, grants, programs, and books.

(4) Service in the community is the application of a FT-NTT faculty members' expertise to the community at the local, state, regional, national or international level and may also enhance an application for advancement. Typical examples of service may include involvement in task forces seeking to solve community problems; consulting with government, business, and non-profit organizations; training and presentations; and program review, coordination and development.

Each department and college will have its unique ideas for service in the four areas described above. ~~Typically, the type of service and the time allocated to service will be determined by the department chair and the personnel committee.~~ It is important that the academic unit department chair and personnel committee clearly defines in the appropriate approved governance document what is meant by service and what is expected of FT-NTT faculty.

Custodian: Faculty Senate

Approved by:

Passed Faculty Senate April 28, 2023, (legislation FS\_2023\_12)

History: revision of 403.23 (FRRII), which was adopted in April 2010.

