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Promotion and Tenure Guidelines

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University of Arkansas at Little Rock

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35 **1. Faculty Roles**

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

49
50 In addition to contributions in teaching, scholarship, and service, the
51 university expects that faculty will adhere to the ethical standards of
52 the university and their respective disciplines as well as manifest
53 standards of civility, professionalism, and collegiality.

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56 **1.A. Teaching**

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

67
68 The documentation of excellence in teaching takes many forms. One
69 approach is through the preparation of a teaching portfolio. The
70 content and format may vary by discipline and individual philosophy,
71 but information about both teaching effort and teaching quality over
72 time should be included. Standard products for the promotion and
73 tenure dossier may include the following:

- 74
75 1. Statement of teaching philosophy and pedagogical
76 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.

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

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 **1.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.

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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 In the case of faculty with non-teaching appointments, evaluation may
251 include evidence of the following: performance in the areas of
252 professional responsibility and effectiveness in carrying out assigned
253 duties; ability and willingness to accept additional responsibility, or
254 leadership; cooperation in dealing with personnel at all levels; efforts
255 at self-improvement; innovations in program implementation;
256 development of special projects, resource tools, and/or the use of
257 creative techniques in the performance of duties; initiative and
258 resourcefulness in solving unit problems; ability to communicate
259 effectively orally and in writing. Evidence used to evaluate

260 professional performance generally includes supervisors' evaluations,
261 clientele evaluation, peer-evaluation, and self-evaluation.

262

263

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

265

266 The probationary period for tenure-track faculty may not extend
267 beyond seven years, unless the faculty member receives approval for
268 suspending the probationary period. During the first six years of the
269 probationary period, a tenure-track faculty member may request his or
270 her probationary period be suspended in accordance with the current
271 version of the Family and Medical Leave Act. An initial appointment
272 of one-half year (academic or fiscal) or less will not be included in the
273 probationary period. If more than one-half of any year is spent in leave
274 of absence without pay status, that year shall not apply toward the
275 probationary period (Board Policy 405.1,IV.A.4). Typically, an early
276 tenure review occurs when the faculty member has been in a tenure-
277 track position before being hired by UALR; the terms for an early
278 tenure-review should be written into the faculty member's letter of
279 appointment.

280

281 The process of tenure review, as delineated in departmental promotion
282 and tenure documents, must be completed before the end of the
283 probationary period, consistent with Board Policy 405.1.

284

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

289

290 The applicant shall be informed of the outcome at each level of
291 administrative review.

292

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

301

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

304

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

309
310 Throughout the entire process, confidentiality of information must be
311 maintained.

312
313

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

315

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

323

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

329

330 The granting of tenure requires documented evidence of sustained
331 achievement, as well as evidence of potential for sustained future
332 accomplishment over an entire career.

333

334 **3.A. Process before Tenure**

335

336 Departmental, college, university, and system-wide written criteria for
337 promotion and tenure decisions shall be presented to the faculty
338 member at the beginning of employment (see Board Policy 405.1).

339

340 In preparation for promotion and tenure, the chair may assign the
341 tenure-track faculty member with a mentor. The mentor will provide
342 guidance on developing a research agenda and building a dossier. All
343 faculty of the department are similarly encouraged to support tenure-
344 track faculty by providing an opportunity to review recent successful
345 tenure applications.

346

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.

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

355
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357 **3.B. Recommendation of the Departmental Promotion**
358 **and Tenure Review Committee**

359
360 All departments shall have a promotion and tenure review committee
361 (PTC). Only tenured faculty members and administrators who hold
362 tenure shall serve on the PTC. Only faculty who hold a rank equal to
363 or above the rank sought by the applicant shall participate in the
364 promotion review process. No administrator, such as the department
365 chair, college dean, associate dean, or assistant dean, may serve on the
366 PTC to review any case for which he or she has participated as a
367 reviewer within that academic year.

368
369 The department's promotion and tenure document should define a
370 mechanism for supplementing the PTC when it has less than three
371 members at the appropriate rank. (For example, if the PTC must vote
372 on a candidate's promotion to professor, the PTC would need at least
373 three members on the committee at the rank of professor.) If there is
374 no mechanism for adding members, the faculty of the department, in
375 consultation with the chair, will provide the dean with a list of at least
376 four names, from which the dean will select the remaining members.
377 Typically, the chair of the PTC should be a member of the academic
378 unit.

379
380 The PTC shall present its recommendation in a letter to the chair. All
381 members of the PTC shall sign the letter. Significant minority opinions
382 may be identified but need not be attributed to individual members of
383 the committee. Separate minority reports may be written and submitted
384 as attachments to the PTC's letter; a minority report must be signed by
385 the members of the PTC who endorse it.

386
387
388 **3.C. Recommendation of the Chair**

389
390 After reviewing the candidate's dossier and the PTC's
391 recommendation, the department chair will make an independent
392 recommendation. The chair will meet with the candidate to review the

393 recommendation of the PTC and the recommendation of the chair. At
394 this time, the chair provides a copy of each recommendation to the
395 candidate. After the meeting, the chair will forward the PTC's
396 recommendation, the chair's recommendation, and the candidate's
397 dossier to the dean.
398

399 Within ten business days after meeting with the chair, the candidate
400 may submit a written rebuttal and limited supporting material to the
401 dean with a copy to the chair. The purpose of this rebuttal is to provide
402 the candidate with an opportunity to correct errors made in the
403 preparation of his or her dossier, critique perceived misinterpretations
404 of the dossier, or provide context that might alter the recommendation
405 at higher levels.
406

407 This is not an appeal; it does not prompt a reconsideration by the PTC
408 or the chair. It is, rather, an opportunity to provide a supplement to the
409 record that is passed on to the dean, provost, and chancellor.
410
411

412 **3.D. Recommendation of the College Review Committee** 413 **(CRC)** 414

415 A college may develop written criteria, policies, and procedures for
416 promotion and tenure through its governance structure. Such criteria
417 may include a college promotion and tenure review committee (CRC),
418 which will advise the dean on recommendations about reappointment,
419 tenure, and promotion. Colleges shall have procedures ensuring that a
420 faculty member abstain from vote on a CRC if a candidate from his or
421 her department is undergoing review and the faculty member on the
422 CRC has served on the PTC. No faculty member may vote in the same
423 case as a member of both the PTC and the CRC.
424

425 When a CRC exists, it reviews the candidate's dossier, the PTC's
426 recommendation, the chair's recommend and the candidate's rebuttal
427 (if any); it then makes an independent recommendation to the dean
428 (who will not serve on this committee) and provides a copy to the
429 applicant. All members of the CRC shall sign the recommendation.
430 Significant minority opinions may be identified but need not be
431 attributed to individual members of the committee. Separate minority
432 reports may be written and submitted as an attachment to the report of
433 the committee; a minority report must be signed by the members of the
434 CRC that endorse it.
435
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439 **3.E. Recommendation of the Dean**

440

441 After reviewing the candidate's dossier, all recommendations (those of
442 the PTC, department chair, and CRC), and the candidate's rebuttal (if
443 any), the dean will make an independent recommendation to the
444 provost.

445

446 If the recommendation is positive, the dean forwards it to the provost
447 (see the paragraph below for a description of materials forwarded to
448 the provost with the dean's recommendation) and informs the
449 candidate of the positive recommendation.

450

451 If the recommendation is negative, the dean shall meet with the faculty
452 member to review the recommendation. After meeting with the
453 candidate, the dean forwards his or her recommendation to the provost
454 with the following materials: the candidate's completed application
455 forms, statement, curriculum vita, letters of evaluation (annual
456 reviews, peer reviews, and letters from external evaluators, when
457 appropriate), the recommendations of all prior review levels, and the
458 candidate's rebuttal to the departmental recommendation (if any). The
459 remainder of the applicant's dossier shall be retained in the dean's
460 office until the review process is complete. If needed for their
461 decisions, the provost and chancellor may request the complete dossier
462 be forwarded.

463

464

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

466

467 After reviewing the candidate's summary materials, the provost will
468 make an independent recommendation to the chancellor and inform
469 the candidate of the recommendation.

470

471

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

473

474 The same documents that are submitted to the provost will be
475 forwarded to the chancellor with the provost's recommendation. After
476 reviewing these materials, the chancellor will make an independent
477 recommendation to the president and inform the candidate of the
478 recommendation.

479

480

481 **[To Be Decided: Appeal to Faculty Appeals Council]**

482

483 [The document needs to state at what point in the review process a
484 candidate who has received a negative recommendation for promotion

485 or tenure may appeal to the Faculty Appeals Council—after the dean
486 or provost or chancellor. The chancellor requests that the Faculty
487 Senate address this important issue.]
488