

UNIVERSITY OF ARKANSAS®

Task Force Group Reports

Table of Contents

Advancing Student Success	3
Building a Collaborative and Innovative Campus	11
Enhancing our Research and Discovery Mission	16
Enriching Campus Diversity and Inclusion	24
Investing in Faculty Excellence	29
Promoting Innovation in Teaching and Learning	34
Reaffirming our Land-grant and Flagship Responsibilities	39
Strengthening Graduate Education	43

DRAFT

Advancing Student Success [Top](#)

February 23, 2017

Promoting student success is a primary goal of the University of Arkansas.

Innovations

1. Create a student success center.
2. Increase financial aid for low-income, first generation students, transfer and continuing students; provide micro-lending opportunities; and create financial literacy resources.
3. Advance mental and preventive health on campus.
4. Enhance student engagement and student post-graduate outcomes.
5. Provide extensive pre-enrollment support.

1. Create a student success center.

Currently, the University of Arkansas has a Center for Learning and Student Success (CLASS+). This center is housed in the basement of Gregson Hall. The student support activity focuses on tutoring (includes a variety of subjects including writing), supplemental instruction, and academic success coaching. The facility is very small and is unappealing after hours. Its usefulness has been exhausted in its current location and configuration. A new, fully developed center is necessary if the University is going to be able to move the needle on retention and graduation rates. The primary purpose of the Student Success Center is to serve as a hub for a broad spectrum of activities associated with student success. It will assist freshmen as they transition to the UA campus environment, serve sophomores as they move to the major, and connect upper classmen with the kinds of student engagement that will lead to long-term post-graduate success. The center will be a focal point for improving retention and graduation rates.

Deliverables

- A. Create a hub (through this center) for student services which should include but may not be limited to:
 - a. CLASS+ (tutoring, supplemental instructions, career coaching).
 - b. Center for Educational Access.
 - c. Career Development (see more in part four of this document).
 - d. Technology support (Blackboard, UA Connect, UA Success, basic computer skills tutoring).
 - e. Help-a-Hog Desk (staffed by student ambassadors) focused on answering transition/campus questions including questions about the Volunteer Action Center, service learning options, RSOs and more. Students will have the options to ask questions via phone, text, online chat, email, or in person.
 - f. Trained personnel who can answer questions about or provide services for registration (including generate transcripts), financial aid (scholarships, grant aid, loans, etc.), debt payment (payment plans, deferred payments, payment options).

- g. Advising through retention/success coaches (and possibly some college advisors) will assist students with a variety of issues and will guarantee a smooth handoff to whatever office the student needs to see.
 - h. Include a CAPS counselor in residence.
- B. Create a hub for student-student interaction:
- a. There will be extensive study areas, multiple electrical outlets, charging stations, and printers.
 - b. Tutors will engage drop-ins as well as those who set up appointments and will connect with students in the study areas.
 - c. Prospective students will be required to visit the Center as a means of promoting the connection for future student success.
 - d. UNIV 1001 and instructors in 1000 & 2000 level courses will be encouraged to include the Center in their syllabi in order to encourage as much bonding with the center for freshmen and sophomores as possible.
- C. Create a hub for student-faculty interaction:
- a. A faculty-student dining program will be established. Faculty members will be able to eat free in the dining hall once or twice a week when accompanied by a student.
 - b. Faculty members will be encouraged to come to the center for training on teaching innovation and class design, analyses of course issues (high D, W, F rates), and support for student problems or issues.
 - c. Develop marketing campaign/constant contact type materials that consistently remind students, faculty and staff that the Student Success Center is there for their use.

Primary Metrics

- All deliverables in this report will track early outcomes, controlling for relevant incoming student characteristics
 - First-term GPA and hours earned by high school GPA.
 - One-term, one-year, and two-year retention by high school GPA and parent college completion.
- Track graduation rates, controlling for relevant incoming student characteristics
 - Four-, five-, and six-year graduation rates by high school GPA and parent college completion
 - Transfer students' three-, four-, and five-year graduation by hours transferred.
- Correlate Center use with course success. Track SI participation and class performance.
- Track D, F, and W rates for courses served or revised.
- Use NSSE data to track student-faculty interactions.

2. Increase financial aid for low-income, first generation students, transfer and continuing students; provide micro-lending opportunities; and create financial literacy resources.

Deliverables

- A. Increase scholarship and financial aid opportunities for low-income and first generations students. Close the need gap. Financial Aid Office should connect those with serious need with SNAP program and campus food pantry. Continue to expand the residence hall donation program.
- B. Increase scholarship opportunities for current students, especially those with need.
- C. Increase scholarship opportunities for transfer students. Many transfer students have high need and did not attend the University originally due to that need.
- D. Ensure scholarships are mobile from one major to the next.
- E. Require academic recovery plans when a student loses a scholarship. Reinstate scholarships as soon as movement toward recovery is evident.
- F. Expand scholarship retention program. Model: Academic Enrichment Program (AEP) in the Multicultural Center, which showed 40% increase in scholarship retention after implementation.
- G. Develop a micro-lending program that provides larger sums (currently limited to \$500) and longer repayment plans. These loans do not interfere with state money and federal resources the way grants, scholarship, and aid do.
- H. Continue to expand financial literacy programs. If possible, include a segment in University Perspectives.

Additional Metrics

- Use pre-enrollment data to make awards, track success.
- Track retention and graduation rates by Pell Grant eligibility and estimated family contribution.
- Correlate scholarship retention and financial aid SAP with semester-to-semester retention and graduation rates.
- Track scholarship and financial aid loss and associated student attrition.
- Track hunger issues (pantry use/SNAP participation) and associated student attrition.

3. Advance mental health and wellness on campus.

The American Council on Education (ACE), Student Affairs Administrators in Higher Education (NASPA), and the American Psychological Association partnered for a year to produce *A Strategic Primer on College Student Mental Health*. In it they encourage:

1. Eliminating fragmentation and improving access in supporting students' health, well-being, and learning.
2. Recognizing patterns in campus life that suggest the presence of mental and behavioral health concerns among individual students, groups of students, or the campus environment itself.
3. Providing outreach education and consultation to prepare all members of the campus community to recognize and respond to students with mental or behavioral health concerns.

4. Emphasizing case-findings—using surveys, presentations, self-assessments, activities, and special events—to identify students whose lack of psychological well-being is interfering with their development, learning, and achievement.
5. Nurturing a supportive tone and attitude about mental health in campus culture to challenge stereotypes about mental health problems, undermine prejudices and stigma about counseling, and provide encouragement to students to reflect on their own mental health and seek services when needed.

The University of Arkansas has an existing CAPS and wellness program, but those have not grown at the same rate as the student population.

Deliverables

- A. Expand professional health staff who can offer mental health assessments and interventions plans. Include more graduate students to provide counseling if needed.
- B. Train academic advisors, chairs, associate chairs, and undergraduate directors to recognize signs of stress, unexplained behaviors that may be the result of a mental health problem, and signs of dysfunction.
- C. Have faculty, staff, and advisors promote wellness and wellness training. Expand and coordinate the wellness initiative. Expand wellness course offerings.

Additional Metrics

- The impact of health may be difficult to track because it involves both HIPAA and FERPA issues. But tracking general participation numbers may be a good way to know that we are on track for creating a healthier student environment.

4. Enhance student engagement and student post-graduate outcomes.

Studies indicate that students who live on campus, who work on campus, and who engage actively in student life retain at much higher rates than their commuter counterparts. Students who quickly find a college home, decide on a general career path, and have a sense of future security are much more likely to thrive on the college campus.

Deliverables

- A. Expand living-learning community (LLC—see definitions below) offerings for freshmen with an eye to eventually create a residential college with similar programming to what Honors College students now enjoy in Hotz Hall. Design floors by common interest or major, establishing small, tight communities of student scholars who work on and towards common goals. Since 2013 LLCs have been offered in the following academic disciplines or programs: sustainability, communications disorders, pre-nursing, engineering, business, health professions, music, Air Force ROTC, Army ROTC, diversity scholars, recreation and sports management. First-year retention data for students living in the LLCs is promising: 2014-88.48%; 2015-85.65%.

Definition and program initiatives

- The Living Learning Communities (LLCs) at the University of Arkansas will provide academic excellence while cultivating strong future world leaders through collaborative residential community, faculty involvement, and student engagement.
- LLCs at the University of Arkansas host students who live in the same residential area, interacting academically and socially with each other and with academic partners.
- LLCs at the University of Arkansas provide students the opportunity to attend events such as guest speaker series, and programs on or off campus, participate in community service projects, and meet new people with a shared interest.
- LLC's at the University of Arkansas consist of majority Caucasian students. One important goal will be to diversify the student populations in these communities.

Learning Objectives

- LLCs will cultivate a collaborative community amongst student affairs, academic affairs, and residential students. LLCs will provide opportunities for students to explore thematic concepts of the program and will engage students in developmental conversations with faculty outside of the classroom.
- B. Develop more service learning options. Studies demonstrate that students who are involved in active learning not only learn more, but also retain more effectively. We are not members of Campus Compact, and we might want to consider joining that coalition of service-learning organizations. Service learning has been formalized on campus. Since first convening the committee in May 2014, we have defined service learning (SL), developed and released criteria for course designation, approved 35 courses for SL designation and continue to work with faculty for new applications. We are one of only a few schools with transcript designation. **We need to build on this early enthusiasm, secure additional grants, and develop additional class opportunities that will help us retain and graduate more students.**
- C. Create more opportunities for study abroad and research for students who may not be in the Honors College.
- D. Create more on-campus job opportunities for current students.
- E. Develop a comprehensive career education strategy in partnership with a wide variety of campus constituents (hub/spoke model) that will link students to diverse career opportunities, partnering with the colleges/academic majors to create a seamless transition from the college to the workforce.
- a. Embed career exploration in freshman-year experience courses.
 - b. Expand advice on internships and co-ops earlier in the student's academic career.

- c. Encourage self-exploration. Reach out to students who have not yet declared a major.
- d. Offer group counseling sessions, allow student interaction.
- e. Offer more career coaching, placing resume development and cover letter writing help on Blackboard to free counselor time for more in-depth discussions.

Additional Metrics

- Track participation in service-learning and living learning communities and participants' graduation and retention rates.
- Continue to monitor job and graduate school placements.

5. Provide extensive pre-enrollment support.

The University of Arkansas is already engaged in strong college readiness support. Offices like the Multi-Cultural Center, Admissions, the Office of Graduation and Retention, and CLASS+ have programs designed to improve college readiness across the state.

The College Access Initiative (CAI) is a program that now supports students 10th-12th grade by extending ACT preparation to students and teachers. Not only does CAI provide ACT training, but it also provides high school counselors and students with college readiness training and offers them financial literacy workshops as well. CAI serves core areas including NWA (partnering with schools across the area as well as ALPFA, the largest Latino association for students and business owners), Central Arkansas (partners include all LR schools and the new Early Access Academy), and Eastern Arkansas (main partner is the Delta Schools College Completion Consortium). College Access interacts regularly with approximately 50 schools and at least twice a year with over 100 schools.

Deliverables

- A. Increase staff and provide additional subject matter preparation.
- B. Create an online learning program for math, English, and reading that schools can use as a tool or partner with Kahn Academy to deliver to schools in Arkansas.
- C. Expand staff to reach out to schools across the state. Also expand to include elementary school outreach.
- D. Create a student volunteer academic work force to go into their schools across the state.
- E. Add Spanish speaking staff to assist parents with financial aid literacy.

Enrollment Services through the Arkansas Reads Program and the Volunteer Action Center both provide literacy programs. The primary function of these programs is to collect quality library books through an annual book drive to donate to underserved schools in the Arkansas Delta and to support reading programs across the state. The broad goal of these efforts is to motivate Delta students to excel in reading, and thereby increasing the dishearteningly low literacy levels in underfunded schools. Because 4th and 5th grades are so critical in children's understanding as

to whether or not they will attend college, the recommendation is to increase efforts at this younger age.

Deliverables

- A. Organize literacy efforts across campus. Engage at least three-five elementary schools each year.
- B. Involve high schools in the outreach to these school.
- C. Provide digital readers as well for individual classrooms through donations. Work with CAI and the VAC to do reading literacy training for volunteers and for staff.
- D. Develop long-term follow-up programs.

Accelerate Student Achievement Program: ASAP, a three-year pilot initiative, is a joint effort of the Center for Multicultural and Diversity Education and the Center for Learning and Student Success (CLASS+) to accelerate academic success, college completion, and career readiness among students from the Delta region and other Arkansas communities that are underrepresented on our campus or demonstrate low retention and completion rates.

Deliverables

- A. Expand the number of participants in the program from 100 to 200 students, possibly expand the number of counties.
- B. Increase the scholarship opportunities to help alleviate need.
- C. Offer summer courses in the sophomore year as well as the freshman year.

Provide extensive pre- (and post-) enrollment data analyses to retention and graduation partners: Understanding what the needs are from students enrolling from Arkansas schools is critical. Knowing the demographics of the freshman class is key especially for those with marginal academic characteristics. The first place to start is with students who are admitted on appeal.

- **Appellate students in some majors have significantly better outcomes than those in other majors.** Appellate students who begin in health science are more than 15 times more likely to graduate within six years than their counterparts who begin in English, history, or philosophy. *Directing students to a major where they are more likely to be successful is key.*
- **Appellate students from some high schools have much better outcomes than those from other schools.** The six-year graduation rate for appellate students from Dallas high schools, for example, is more than 35 percentage points better than that for appellate students from Rogers. *Requiring students who are from a low performing high schools to visit CLASS+ can increase student success.*
- **Several demographic factors individually predict appellate student success.** Appellate students are significantly more likely to be retained one year and to graduate within six years, for example, if at least one of their parents completed college, if they are female, *or if they live on campus during their first year.*
- **Given information about the characteristics of an incoming appellate student, that**

student's one-year retention and six-year graduation outcomes can be predicted with some success. The predictive model for one-year retention uses ACT score, first generation status, first year housing type, gender, and NCAA athletic participation. The predictive model for six-year graduation uses HS GPA and first generation status.

Deliverables

- A. This model can help advisors direct students appropriately to tutoring, academic coaches, and SI courses.
- B. The same mathematical models that can be used for appellate students can also be used for those students who are admitted with lower academic performance metrics and for students who are first generation and low income (see additional information below). By assigning a predicted performance number to students from certain high schools, planning to major in demanding fields, advisors can more effectively reach out to students who may need more extensive academic support.
 - Thirty percent of Arkansas freshman are first generation; more than 66 percent of all freshman first-generation students are from Arkansas.
 - Among all undergraduates, 72 percent of first-generation students are from Arkansas, so it is a key issue for retaining Arkansas students since our own studies indicate that first generation students are not retaining.
 - First-generation students have lower graduation and retention rates than similarly qualified students.

Additional Metrics

- Track scores of participant schools and first-year grades in specific content areas of students who enroll from those schools.
- Track student debt of those who enroll from participant schools.
- Track elementary school student math and English grades as they move to junior high and grades and scores through high school.
- Track grades from the summer program, early progress reports in the freshman year, and retention rates through the college career.
- Track scores of participant schools and first-year grades in specific content areas of students who enroll from those schools.
- Track Starfish metrics to see the impact on advising.

Building a Collaborative and Innovative Campus [Top](#)

Work on the frontiers of knowledge can be complex and resist easy definition in terms of existing disciplines and departments. Complex issues that lead to real innovation tend to call for an interdisciplinary perspective. Departments that seize these collaborative opportunities can broaden their success and relevance, and campuses that harness them can become engines of discovery and transformation. Students immersed in a collaborative and innovative environment will gain the flexible thinking skills and multifaceted perspectives essential to success in the twenty-first century.

We recommend—rather than the imposition of a set of top-down programs—a set of structural modifications aimed at creating a campus ecology within which bottom-up innovative and collaborative initiatives can flourish. This approach will ensure flexibility, responsiveness, and continuity as circumstances change, and encourage wide support among students, faculty, and the community.

In keeping with these values, we advocate a broad definition of interdisciplinarity, encompassing work by individual faculty members that bridges disciplines, collaboration between faculty in different areas on campus, and collaboration between faculty in different areas that extends beyond the U of A.

Our recommendations fall into five key areas:

- Facilitate student collaboration and innovation
- Ensure the future of collaboration and innovation at the UA
- Remove unit-level barriers to faculty collaboration and innovation
- Foster connections among students, faculty, and local organizations
- Make innovation and collaboration central components of the UA's identity

5-year outcomes:

- We expect students to think creatively across disciplines, as measured by the number of students with multiple majors or minors, the number of students engaged in research, creative, or service projects that bridge campus units or into the community, and responses to alumni surveys about the relevance of their university experiences to their life and work beyond college.
- We expect interdisciplinary research at the UA make a national impact, as measured by the number of publications in top journals, the media and scholarly attention (e.g. citations) they receive, and the concrete transformations to policy, practice, organizations, and institutions that they inspire.
- We expect to see a culture of innovation and collaboration, as measured by the number of faculty and students engaged in projects with people in different units on campus or with community partners, as well as by participation in events that bring people

together around big questions, and by responses to surveys about intellectual vibrancy on campus

- We expect that the UA will have gained a reputation for innovation, as measured by local, state and national awareness of its interdisciplinary thrust, and by the percentage of freshman who report it as an incentive for choosing the UA

Facilitate student collaboration and innovation

- Provide a more flexible alternative to standard college core curriculum requirements for students striving to complete majors that span two or more colleges
- Establish courses that foster student collaboration and innovation. Start with interdisciplinary colloquia in the Honors College and the Graduate School and build toward a series of team-taught, required Freshman Seminars.

Freshman Seminars would take an interdisciplinary approach to big challenges facing the state and the world, encouraging students to think flexibly between disciplines to solve problems and generate new ideas. They would allocate class time to acquainting students with opportunities for interdisciplinary study, research, and experiential learning at the U of A, and to training them how to use university resources to innovate and collaborate during their time on campus.

Acknowledge that team-teaching these seminars at the highest level requires the same level of commitment as solo teaching a regular class. Launch a development initiative to build an endowment for supporting this program; use some of the resources generated to provide maintenance or other non-restricted funds to departments in proportion to the seminar teaching contributions of their faculty. Establish a competitive process for proposing and approving seminar topics. Designate faculty chosen to participate as Chancellor Teaching Innovation Fellows. Plan a course incubator event for faculty and local organizations once per year to encourage the development of new proposals. Provide a day-long workshop on planning and teaching successful freshman seminars for faculty new to the format.

Metrics:

Number of students with multiple majors or minors

Number of students engaged in research, creative, or service projects that bridge campus units or into the community,

Number of undergraduate and graduate theses with keywords that bridge disciplines

Responses to student survey about interdisciplinary opportunities on campus

Retention rate

Job placement

Responses to alumni survey questions about the relationship of university training to post-graduation life and work

Ensure the future of collaboration and innovation at UA

- Create a Collaboration and Innovation Support Center modeled after the TFSC, and similarly staffed (led by faculty member with course releases). The head of this center should report directly to the Provost and be included in all Academic Affairs meetings. This center will work to facilitate challenges with interdisciplinary work as they arise, oversee the administration of internal grants and awards devoted to innovative and collaborative work, administer a series of events (some aimed at faculty, some at students, and some at the general public), and continue planning to help new interdisciplinary work thrive, both in the teaching and research spheres.

Metrics:

Responses to faculty surveys about satisfaction with interdisciplinary support on campus

Number of interdisciplinary initiatives attracting national attention (media coverage; grant funding; high impact publications; prominent public appearances; national awards)

Remove unit-level barriers to faculty collaboration and innovation

- Incentivize support from unit leaders by adding an item on department chair evaluations (the ones they complete themselves and the ones the faculty complete), as well as on IDEA dean evaluations that requests a list of specific support they have provided to interdisciplinary initiatives
- Clarify that interdisciplinary, collaborative, and innovative contributions to service, teaching or research can be key criteria in hiring decisions made centrally, as well as in tenure and promotion decisions. Specifically instruct department personnel committees that interdisciplinary contributions should be treated equally to disciplinary ones.

Redefine hiring, tenure and promotion criteria to emphasize impact, broadly construed, so that faculty doing nationally recognized interdisciplinary work are not penalized for failing to fit a narrower model.

Clarify that collaborations that leverage opportunities with local institutions and organizations can also be criteria in hiring and promotion. Make special funds available to support these hires.

When a faculty hire is associated with an interdisciplinary center, grant this center input in the tenure and promotion process.

- Initiate significant yearly internal grants and awards for interdisciplinary work; for each grant allocate a substantial percentage to the faculty member's home department in

the form of maintenance or other non-restricted funds, so that these awards not only incentivize innovative work that cuts across departmental lines, but also departmental support of their faculty members' innovative work. The support should include

- (1) grants for future research, including not just equipment and resources but also research leave
- (2) recognition for past research
- (3) grants for future curricular innovation
- (4) recognition for past curricular innovation
- (5) cohesive area grants funding initiatives from centers or other campus coalitions for projects, events, and other plans (such as funding the establishment of or activities at a Humanities Center)

Metrics:

Number of publications co-authored by faculty in different units

Number of interdisciplinary publications (broadly defined)

Amount of external funding for work that spans multiple disciplines

Extent of media attention to interdisciplinary research by UA faculty

Extent of scholarly attention to interdisciplinary research by UA faculty (e.g. citations)

Concrete transformations to policy, practice, organizations, and institutions that emerge from interdisciplinary work by UA faculty

Foster connections among students, faculty, and local organizations

- Create a user-friendly, visually-appealing, searchable and browse-able online database of faculty involved in interdisciplinary work. Include links to collaborators and clear information for each listing about how students can get involved with these initiatives. Use the Freshman Seminars to introduce students to this database and the possibilities for pursuing interdisciplinary projects with faculty and community partners
- Program a series of events—some directed at students, some at faculty, and some at the general public—devoted to sparking interdisciplinary connections and strengthening collaboration across campus and with community institutions

Aim to bring faculty together with intellectually stimulating programs that cut across disciplines and feature food and the kind of relaxed atmosphere that is conducive to informal exchange.

Develop other opportunities for faculty to engage with each other outside their own units, including faculty nights and talk-backs at local arts institutions and salon evenings at local bars.

Create programs that increase student participation and involvement with local arts institutions and community organizations

- Increase opportunities for faculty to engage with each other, visiting scholars, and community partners by dedicating central space on campus to an open lounge and to conference rooms bookable through the Collaboration and Innovation Support Center, as well as by reserving residences near campus for use by visiting scholars involved in interdisciplinary projects.

Metrics:

Number of research and experiential learning projects undertaken by students

Event participation numbers

Space usage statistics

Responses to faculty survey questions about the intellectual vigor of campus life, and about their awareness of research and projects in other departments

Make innovation and collaboration central components of the UA's identity

- Launch a sustained PR campaign to highlight the focus on collaboration and innovation at the University of Arkansas, including print and web materials, banners, advertisements, regular press releases about interdisciplinary initiatives and successes, and public engagement programs that expose or involve organizations, institutions, and the general public with interdisciplinary UA projects. Add a tab to each department's website listing associated interdisciplinary research and courses.

Metrics:

Local, state, and national awareness of interdisciplinary thrust of UA

Number of freshmen reporting interdisciplinarity as an incentive for choosing UA

Development funding allocated to interdisciplinary initiatives

Action Plan for Research and Discovery [Top](#)

Scope of the Task Force:

Develop specific action items that will enhance the research, discovery and creative activities of our faculty and students, identify areas that should be targeted for investment to increase our reputation as a Very High Activity Research Institution (Research I), and determine how we will measure progress we make in enhancing research and discovery at the University of Arkansas.

Recommended Actions/Strategies

The committee identified many strengths and emerging strengths as shown on the attached chart (See Attachment A). Indeed, external reviewers consistently praise the faculty of the university for being able to do so much despite underlying barriers to research at all levels and across the campus.

To foster research, the committee recommends addressing these systemic issues by investing in core structural objectives to create and support stability, flexibility, and sustainability in our research programs.

Progress on the core initiatives are measured by:

- *An increase in federal and total research expenditure to the median of UA Research Benchmark Peer universities (see 6d.)*
- *Patent numbers meeting the median of Association of University Technology Managers*
- *Achievement a goal of 80% of the faculty being measured as research productive as evaluated by departments and colleges*
- *An increase in state level funding for research space and expenditures*
- *Development of a general research endowment fund to aid in start-up costs, bridging grant periods, and enabling research leave and travel*

1. RESOURCES

- a. Enhance library resources to achieve Association of Research Library status (See Attachment B)
- b. Build resources to meet needs of current research mission across all colleges including specialists for identifying and writing grants dispersed within the units
- c. Develop a program management unit able to work centrally to collaborate with interdisciplinary researchers for managing grant application, reporting, and budgeting
- d. Right size departmental staff to meet administrative and technical challenges and thereby free faculty for increased research

METRIC:

- *Gain entry into Association of Research Libraries*
- *Raise library budget to become competitive with top aspirant peers*
- *Bring number of grant specialists and staff up to reflect the increased research expenditures*

2. SPACE

- a. Develop and appropriately fund core facilities to meet size and scope of current enrollments and research mission
- b. Institute a centralized committee with faculty and administrative representatives to create and institute a policy for evaluation and distribution of research space
- c. Allocate flex space for interdisciplinary initiatives

METRIC:

- *Raise interdisciplinary research space by 50% in 5 years*
- *Increase laboratory space by 20% in same period*

3. INITIATIVES

- a. Expand seed funding for more research and project development grants
- b. Build on existing endowments to create self-sustaining centers for interdisciplinary groups ex. CAST and Humanities Center which could also act as draws for researchers across state
- c. Expand competitive conference travel grants from Office of Faculty Development and Enhancement
- d. Revive competitive research leave program for each college
- e. Further develop leave and support programs targeting mid-career faculty
- f. Create a technology incentive fund to facilitate equipment buys and maintenance

METRIC:

- *Expand seed funding to median of benchmark peers*
- *Increase the number of travel grants across the university*

4. HIRING/RETENTION

- a. Consider cluster hires in identified strength and emerging strength areas
- b. Develop a process and funding plan for encouraging joint hires
- c. Pursue competitive start-up funding
- d. Institute a campus-wide policy on paid family leave
- e. Create a policy to clarify the process for, and facilitate, spousal hires
- f. Create and institute proactive retention incentives for winners of lifetime achievement awards

METRIC:

- *Offer start up packages at level of aspirant peers*
- *Show an increase in retained and advancing faculty*

5. COMMUNICATION/ADVOCACY

- a. Increase university publicity staff to publicize current research for distribution to the state
- b. Move University Relations from under Advancement to the Office of the Provost.

- c. Increase lobbying and advocacy resources to trumpet university activity
- d. Reach out to other higher education institutions in the state to foster research across the state and cement status as the flagship institution

METRIC:

- *Build a larger portfolio of mentions and stories in national media for research and creative activity from faculty*
- *Increase media staffing to level of aspirant peers*
- *Direct more advocacy resources at federal agencies*

6. DATA

- a. Identify and employ analytical tools to measure current research productivity, ex. Civitas, Academic Analytics, Delaware Study, COACHE, FACT, Digital measures
- b. Utilize analytics to communicate to state and community comparative status and growth in research productivity
- c. Develop a means for capturing information on underreported individual grants and awards, particularly from the non-STEM fields
- d. Develop a set of research benchmark peers that include universities without medical, dental, or veterinary schools.

METRIC:

- *Institute a university-wide system, which captures information on publications, creative activity, conference papers, honors, awards, national and international leadership*
- *Deploy research metrics in advocacy for the university with state officials*

7. UNDERGRADUATE/GRADUATE RESEARCH

- a. Develop graduate research assistantship positions in addition to teaching assistantships in BASIS
- b. Increase the number of graduate tuition waivers
- c. Develop further funding opportunities for undergraduate research and faculty incentives to foster higher retention and graduation rates
- d. Enhance the ability to recruit high-performing graduate students by providing competitive stipends
- e. Recruit more undergraduate students with demonstrated research aptitude and increase visibility of the university as a space for undergraduate research opportunity
- f. Revive graduate travel funding for first conferences for masters students and increase travel funding for all levels

METRIC:

- *Increase graduate research productivity as measured by conference presentations, publications, and completed dissertations*

- Increase undergraduate research productivity as measured by conference presentations, completed theses, and entry into graduate programs
- Raise graduate students stipends and travel funds
- Raise number of graduate students to 20% of total enrollment
- Create automatic tuition waivers for all graduate students on institutional and foundation support
- Increase the number of graduate student research assistantship to level of aspirant peers

**UARK LIBRARY
COMPARISON BY PEER AND SEC INSTITUTIONS**

2015 Peer Institution Library Comparison								
Institution	ARL Member Year	Total Library Expenditures	Total Materials Expenditures	Volumes Held	Salaries & Wages Professional Staff	Library Professional + Support Staff	Full time students	Institution Faculty
Texas A&M University	1962	\$47,365,287	\$27,125,921	5,410,931	\$9,949,503	267	55,915	3,492
Iowa State University	1932	\$33,169,613	\$19,127,173	7,626,022	\$7,004,485	197	24,424	1,416
University of Tennessee	1962	\$27,175,659	\$14,553,749	3,752,543	\$6,459,488	215	26,737	1,771
University of Oklahoma	1962	\$25,514,952	\$14,122,222	6,160,586	\$5,571,897	167	24,017	2,382
University of South Carolina	1975	\$22,622,174	\$9,545,577	5,594,370	\$4,981,266	164	28,903	1,502
University of Kansas	1932	\$22,347,742	\$10,109,543	4,657,692	\$4,442,654	165	23,578	2,176
University of Kentucky	1952	\$21,121,736	\$10,314,130	4,661,676	\$5,910,937	167	26,469	1,351
University of Alabama	1967	\$20,833,649	\$11,404,167	4,718,369	\$5,282,333	144	31,128	1,287
University of Nebraska	1932	\$18,083,415	\$8,878,520	3,796,228	\$3,674,810	141	21,342	1,321
University of Missouri	1932	\$18,008,581	\$8,609,587	4,688,239	\$3,476,085	148	31,286	1,434
Louisiana State University	1938	\$16,635,089	\$8,737,827	5,061,589	\$3,899,539	123	27,931	1,358
University of Arkansas		\$15,345,923	\$6,735,135	2,393,346	\$5,387,823	125	21,044	1,108
Auburn University	1992	\$14,718,796	\$7,439,180	5,631,135	\$3,107,415	105	22,035	1,384
Clemson University		\$13,781,574	\$6,755,525	1,600,000	unavailable	90	22,698	1,431
AVERAGE		\$23,303,278	\$12,054,056	4,934,825	\$5,319,095	164	28,062	1,691

NOTE: The Association of Research Libraries (ARL) and Association of College and Research Libraries (ACRL) provide statistics from the past fiscal year (2015) not the current fiscal year.

2015 SEC Library Comparison

Institution	ARL Member Year	Total Library Expenditures	Total Materials Expenditures	Volumes Held	Salaries & Wages Professional Staff	Professional + Support Staff	Full time students	Faculty
Texas A&M University	1962	\$47,365,287	\$27,125,921	5,410,931	\$9,949,503	267	55,915	3,492
University of Florida	1956	\$30,616,195	\$13,188,421	5,445,737	\$6,388,416	269	42,255	3,505
University of Tennessee	1962	\$27,175,659	\$14,553,749	3,752,543	\$6,459,488	215	26,737	1,771
University of Georgia	1967	\$25,118,014	\$13,178,359	5,156,322	\$4,536,262	230	31,868	1,774
Vanderbilt University	1946	\$24,604,673	\$12,788,715	4,737,336	\$6,147,324	165	11,872	3,408
University of South Carolina	1975	\$22,622,174	\$9,545,577	5,594,370	\$4,981,266	164	28,903	1,502
University of Kentucky	1952	\$21,121,736	\$10,314,130	4,661,676	\$5,910,937	167	26,469	1,351
University of Alabama	1967	\$20,833,649	\$11,404,167	4,718,369	\$5,282,333	144	31,128	1,287
University of Missouri	1932	\$18,008,581	\$8,609,587	4,688,239	\$3,476,085	148	31,286	1,434
Louisiana State University	1938	\$16,635,089	\$8,737,827	5,061,589	\$3,899,539	123	27,931	1,358
University of Arkansas		\$15,345,923	\$6,735,135	2,393,346	\$5,387,823	125	21,044	1,108
University of Mississippi		\$15,068,403	\$8,222,186	4,288,960	\$3,252,736	51	18,322	1,021
Auburn University	1992	\$14,718,796	\$7,439,180	5,631,135	\$3,107,415	46	22,035	1,384
Mississippi State University		\$11,935,452	\$4,513,573	2,642,457	\$3,328,306	61	16,408	1,005
AVERAGE		\$22,226,402	\$11,168,323	4,584,501	\$5,150,531	155	25,866	1,814

Library Usage, FY 2015 – 2016

Use of resources

Group	Checkouts (doesn't include renewals)	ILL Requests	Off-campus connections / hits
Faculty	5938	8567	1,186,758
Graduate Students	13,977	18,258	4,781,417
Undergraduates	36,130	7250	6,939,961
Staff	2752	1474	338,299
Other / community / alumni	977		90,867
Total	59,774	35,549	13,337,302

Active Borrowers (checkouts)

Group	Total w/ checkouts
Faculty	1691
Graduate Students	2108
Undergraduates	9217
Staff	1069

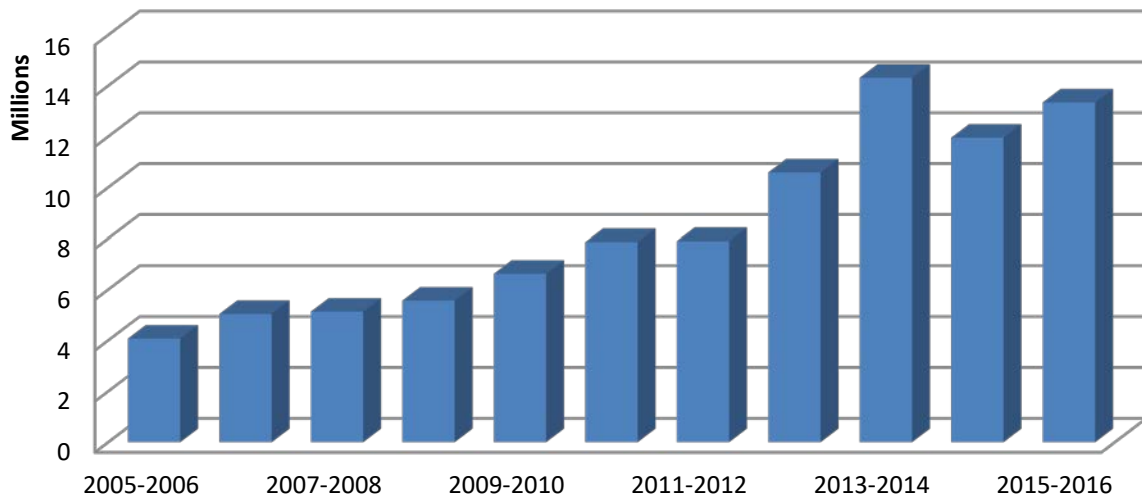
Electronic resources

Remote visits / hits to electronic resources (excluding library catalog)	13,337,302
Searches in library electronic databases (excluding library catalog)	34,663,408
Items requested in library electronic databases (full text downloads)	2,009,753
Queries (searches) in library catalog	1,118,205
Visits to Libraries' Web site	874,100
Logins (sessions) in library catalog	378,370

Library Visits 2016

Classes	664
Students	13,595
Patron visits	1,085,312

Remote Access, 2005-06 - 2015-16



	Data Analytics & Data Science	Health & Human Services	Material Science & Engineering	Energy and the Environment	Food Safety	Supply Chain, Transportation, & Logistics	Arts, Humanities, Arch, and Education	Health Sciences	Infrastructure	International & Area Studies
Emerging Strength ?								X	X	X
Topics	-Big Data -Cyber-security -Bio-informatics - Computational Science -Visual Analytics -Virtual & Augmented Reality	-Autism & Childhood Develop. - Special Needs -Obesity -Nutrition -Nursing -Health Care Policy -Health Care Delivery -Social Work -Counseling -Neuro-science - population-specific diseases -addiction -Hospital/ health care admin -health care architecture	-Advanced Materials -Micro Elect & Photonics -Soft/bio nanomaterials	-Power electronics -Solar and renewable energy -Environmental dynamics -Water quality -biofuels -Societal impacts of Environmental Science -Oil & Gas -Energy policy - Environmental policy -Biodiversity -Conservation biology -Energy Finance	-Nutrition -Food deserts - Sustainable Agriculture -Controlled Environment -Agriculture Production -Obesity -Food policy -Food protection -Food production & handling safety	-Retail supply chain - Transportation & logistics	-Art History -Community Design -History -Political Science -Humanities -Digital Humanities - Communication -Journalism	- Biomedical Engineering -Neuro-science -Nutrition -Obesity -Food Labeling -Medical Humanities -Food Literacy	-Smart Grid -Highways -Waterways - Resilient design - Communication Infrastructure	- International Studies -African and American Studies -Asian Studies -Latin American and Latino Studies -Middle East Studies
Colleges	AFLS ARCH ARSC ENGR EDUC WCOB	AFLS ARCH ARSC ENGR EDUC LAW WCOB	AFLS ARSC ENGR	AFLS ARSC ENGR WCOB	AFLS EDUC ENGR WCOB	ENGR WCOB	ARCH ARSC	AFLS ARSC ENGR EDUC WCOB	AFLS ARCH ARSC ENGR	AFLS ARCH ARSC EDUC GRAD/INTL LAW WCOB
Core Facilities	High Performance Computing Center	Arkansas Mass Spec Facility Stable Isotope Lab Central Lab Animal Facility	High Performance Computing Center Arkansas Analytical Facility (imaging)	Arkansas Mass Spec Facility Stable Isotope Lab	Arkansas Mass Spec Facility Stable Isotope Lab	High Performance Computing Center		Arkansas Mass Spec Facility Stable Isotope Lab Central Lab Animal Facility	High Performance Computing Center	

Existing Centers	<ul style="list-style-type: none"> -Arkansas Security Research & Education Institute (ASCENT) -Center for Advanced Spatial Technologies (CAST) -Center for Information Security and Reliability -Center for Secure Evolvable Energy Delivery System (SEEDs) -Information Technology Research Institute -Institute for Advanced Data Analytics - Center for Innovation in Healthcare Logistics -Tesseract Center for Immersive Technology 	<ul style="list-style-type: none"> -Center for Children and Youth - Center for Innovation in Healthcare Logistics -Center for Social Research -Center for Utilization of Rehabilitation Resources for Education, Networking, Training, and Service (CURRENTS) -Human Performance Lab -Office for Studies on Aging 	<ul style="list-style-type: none"> -Institute for Nanoscience and Engineering 	<ul style="list-style-type: none"> -Arkansas Membrane Research Center -Ark Water Resources Center -Center for Grid-Connected Advanced Power Electronic Systems (GRAPEs) -Center for Power Optimization of Electro-Thermal Systems (POETS) -Center for Secure Evolvable Energy Delivery System (SEEDs) -Center for Chemical Hazards -High Density Electronics Center (HiDEC) -National Center for Reliable Electric Power Transmission (NCREPT) 	<ul style="list-style-type: none"> - Arkansas Security Research & Education Institute (ASCENT) -Center of Excellence for Poultry Science -Institute for Food Science and Engineering -National Agricultural Law Center 	<ul style="list-style-type: none"> -Center for Excellence in Logistics and Distribution (CELDI) - Center for Innovation in Healthcare Logistics -Mack Blackwell Rural Transportation Center -Supply Chain Management Research Center 	<ul style="list-style-type: none"> -Center for Advanced Spatial Technologies (CAST) -Center for Communication and Media Research - Community Design Center -David and Barbara Pryor Center for Arkansas Oral and Visual History -Diane D. Blair Center of Southern Politics and Society 	<ul style="list-style-type: none"> -Center for Protein Structure and Function 	<ul style="list-style-type: none"> - Arkansas Security Research & Education Institute (ASCENT) -Center for Advanced Spatial Technologies (CAST) -Mack Blackwell Rural Transportation Center 	<ul style="list-style-type: none"> - International Center for the Study of Early Asian and Middle Eastern Music -King Fahd Center for Middle East and Islamic Studies
I/D Grad programs	<ul style="list-style-type: none"> Cell & Molecular Biology Statistics & Analytics 	<ul style="list-style-type: none"> Cell & Molecular Biology 	<ul style="list-style-type: none"> Micro-Electronics & Photonics 	<ul style="list-style-type: none"> Environmental Dynamics 	<ul style="list-style-type: none"> Cell & Molecular Biology 	<ul style="list-style-type: none"> Statistics & Analytics 	<ul style="list-style-type: none"> Public Policy 	<ul style="list-style-type: none"> Cell & Molecular Biology 		
Gaps		<ul style="list-style-type: none"> Next Gene Sequencing Support 								

Enriching Campus Diversity and Inclusion [Top](#)

Action Plan

“Any educational institution that does not strive to reflect the complexity and diversity of our state, nation, and world is failing its students and failing its faculty. We believe that diversity should permeate the very fabric of the University of Arkansas. We will therefore work to diversify along many dimensions of our faculty, staff and students, and at the same time, create an environment and atmosphere that is welcoming and inclusive for all.” – Chancellor Steinmetz

The Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer for the University of Arkansas should give a voice to the diversity in ways that continue to evolve in regional, national, and international contexts that extend beyond a traditional or historical understanding and application.

Specific question for guiding priority review group:

1. What can we do to enhance diversity and inclusion on campus?
2. How do we promote a further internationalization of the University of Arkansas?
3. How can we measure progress we make in enriching diversity and inclusion?

Recommended Actions

- Recruit and select a Vice Provost for Diversity, Equity, and Inclusion
- Establish accountability at every level of the institution
- Recruit and retain diverse faculty
- Promote new scholarship that engages issues of diversity
- Support comprehensive internationalization of academic programs and partner with campus constituents to increase global awareness

1. **ACTION: Recruit and select a Vice Provost for Diversity, Equity, and Inclusion**

- a. The primary role of the Vice Provost for Diversity, Equity, and Inclusion will be to clearly define, publicize, and implement an institutional commitment and strategic plan for diversity. In doing so, the V.P. will work to create and sustain a climate in which respectful discussions of diversity are encouraged, acknowledged, and rewarded. In reaffirming the institution’s commitment to equity and inclusion, the V.P. should develop and implement procedures for reporting bias motivated incidents, and hate crimes.
- b. Active consideration of intersectionality of minoritized identities (identified as race, ethnicity, nationality, gender, sexual orientation, disability, socioeconomic status, spirituality, and faith) within the framework of privilege and oppression.
- c. The V.P. should be given the appropriate resources to help ensure a significant level of success in achieving the goals and objectives of this office. The Vice Provost for Diversity, Equity, and Inclusion should be an academic who would be tenurable within an academic unit. In addition, the V.P. should have a strong research background or equal experience in the areas of social justice, diversity, or equity.
- d. Cultivate mutually beneficial campus partnerships.

- e. Coordinate and implement a departmental search committee development plan to combat implicit bias.

OUTCOME:

The Vice Provost for Diversity, Equity, and Inclusion should play a significant role in the advancement of efforts to create an inclusive, accessible, and welcoming culture on campus.

METRICS:

Coordinate Campus Conversations

- i. The V.P. will create a new webpage for the Office needs within **6 months** of appointment.
 - a. The webpage will reflect the missions and visions of the Office of Diversity and Inclusion as well as the University.
- ii. The V.P. will have met with all college representatives within **3 months** of appointment.
- iii. The V.P. will establish an Advisory Committee reflective of faculty, staff, and students.
- iv. The V.P. will host inclusive focus groups that speak to the institutional diversity plan missions and goals.

2. ACTION: Establish accountability at every level

- a. Each college will have a diversity, equity, and inclusion plan. The annual plan will specifically track and report progress in relation to diversity and inclusion. The college diversity plan should reflect the initiative of each departmental plan.
- b. The importance of awareness, relative to diversity, equity, and inclusion, cannot be overstated. Faculty and professional staff will have the opportunity to report accomplishments with regard to social equality, diversity, and global awareness in their teaching, scholarly activities or engagement on annual reports.
- c. Supervisors should conduct annual training and provide professional development opportunities for staff in an effort to enrich diversity, equity, and inclusion.
- d. Conduct a Campus Climate Study. This study should be repeated at least every 5 years with follow-up actions taken in targeted areas.
 - i. Using higher education diversity campus climate scholarship, design, implement and disseminate findings that lead to improved practice in the areas of (framework from Hurtado, Milem, Clayton-Pedersen, & Allen, 1999):
 - 1. Historical legacy of inclusion/exclusion
 - 2. Psychological climate
 - 3. Structural diversity
 - 4. Behavioral dimension
 - 5. Demonstrate actively addressing government/policy context and sociohistorical contexts outside of the immediate campus setting

OUTCOME:

Increase the sense of accountability toward Office of Diversity and Inclusion initiatives at every level.

METRICS:

- i. College Level Diversity Plans
 - a. Each college will be responsible for the creation and execution of a diversity plan by June 30, 2018. This plan shall be reviewed annually.

- b. Each diversity plan will be reviewed and registered with the Vice Provost for Diversity, Equity, & Inclusion by August 15, 2018.
 - c. Each college will designate a leader and/or coordinator for diversity initiatives.
 - d. All diversity plans will align with the goals and objectives as set by the V.P. for Diversity, Equity, and Inclusion.
- ii. Departmental Diversity Plan
 - a. Departmental diversity plans, which should be reflected in the college's plan, will be developed by May 1, 2018. This plan should be reviewed annually and address the following:
 - What school/unit goal(s) did you establish?
 - How have you advanced efforts to create an inclusive, accessible, and welcoming culture within your department on campus?
 - How have you created opportunities for ongoing professional development for staff to strengthen your capacity to meet diversity, equity, and inclusion goals?
 - How have you addressed recruitment and retention?
- iii. Annual Resume Update (Brag Sheet)
 - a. Faculty will have the opportunity to report participation in diversity, equity, and inclusion efforts on annual resume updates (brag sheets). Faculty and staff will be asked to include their contributions toward diversity in their teaching, research, and/or service-related activities, as appropriate.

3. **ACTION: Recruitment/Retention of diverse faculty**

- a. Individual academic units should address the following in their annual reports:
 - i. Mentorship for underrepresented faculty and staff
 - ii. Evidence of search committee diversity workshop completion
 - iii. Institutional pipeline plan
 - iv. Establish an informational onboarding process that will help in transition to a new community
 - v. Develop an institutional procedure for reporting bias motivated incidents and hate crimes
- b. The V.P. for Diversity, Equity, and Inclusion, in collaboration with the Provost, will be given faculty lines to award to academic units for opportunity hires and/or partner hires.
- c. Update/create and advertise inclusive policy (non-discrimination policies and inclusive benefits for various minoritized groups).
- d. Provide resources for organizing and supporting Faculty Interest Groups (FIGs) based on social identities.
- e. Support and reward diversity related scholarship (additional grant money for conference attendance when disseminating scholarship too).
- f. Create a targeted engagement process for new faculty/staff.
 - i. Training opportunities on diversity issues at the U of A and in NWA
 - ii. Opportunities for social connections to increase sense of belonging and community
- g. Partner with NWA community for resources and opportunities (including health, such as counseling, and inclusive services).
- h. Actively recruit through diversity-focused professional groups such as professional associations identity based listservs and job fairs.

OUTCOME:

Increase the number of diverse faculty and staff institution-wide by developing and implementing curriculum to meet diversity competencies for faculty, staff, and teaching assistants.

METRICS:

- i. Develop and provide “tool kit” for search committee.
- ii. Foster faculty-to-faculty mentorship program (this includes staff-to-staff mentorship programs).
- iii. Help individual units create a pathway for first generation and underrepresented students to progress through graduate school.
- iv. Provide funds for opportunity hires and retention.
- v. Strategies will (should) include plans for target hires and mentoring programs for those hires.

4. ACTION: Promote new scholarship and best practices that engages issues of diversity, social justice, and equity

OUTCOME:

The V.P. for Diversity, Equity, and Inclusion will develop an interdisciplinary community of scholars and practitioners from across the campus who contribute to the scholarship of social equity and who are competitive, relative to extramural funding.

METRICS:

- i. Establish Center for Equity and Inclusion.
- ii. Help emphasize and coordinate enhanced efforts for faculty doing research related to diversity in their field.
- iii. Solicit extramural funding.
- iv. Encourage academic units to review curriculums, providing evidence of appropriate social inequities, diversity, and global awareness.
- v. Increase in research-related activities across all colleges, including competition funding.
- vi. Create databases of potential internal and external outlets for research.
- vii. Each academic unit will increase the sharing of research-related knowledge.
- viii. The center should contribute to the land grant mission by establishing public outreach programs.

5. ACTION: Support comprehensive internationalization of academic programs and partner with campus constituents to increase global awareness

OUTCOME:

The V.P. for Diversity, Equity, and Inclusion will work with a variety of constituents on campus including the Dean of the Graduate School and the Dean of the Honors College, on the promotion of internationalization for the University of Arkansas. The V.P. for Diversity’s role should be that of support and facilitation for the Associate Dean of International Education.

METRICS:

- i. Support for partnerships (faculty led study abroad, faculty and staff exchanges, research partnerships, resource sharing, and international partnerships).
- ii. Departments should be encouraged to bring international speakers to campus.
- iii. Encourage and recognize teaching, research, or service with international focus (Funding for projects and conference attendance/knowledge dissemination; Include international efforts in the new diversity brag sheet area too).

iv. Help develop and create exchange partnerships with specific international institutions.

DRAFT

Investing in Faculty Excellence [Top](#)

A great university recruits, hires and retains a great and diverse faculty. To ensure that we can hire and retain an outstanding faculty, we will work to increase the salaries of existing faculty, provide competitive salaries for new faculty and for staff that provide support to faculty and students, enhance support for teaching and learning, research and discovery, and outreach and engagement, and provide a supportive environment for academic pursuits. The Appendix lists 29 measures for documenting investments made and tracking progress.

Scope of the Task Force

Develop specific action items that will enable and incentivize all faculty members (tenured, tenure-track, and non-tenure track) to achieve their fullest potential while effectively contributing to the mission of their department, their college and the university as a whole.

Key Principles

While the specific plans for distributing additional funds for faculty salaries will need to be developed at the college level, it is anticipated that salary adjustments will be implemented within the context of market, merit and equity. Maintaining competitive salaries to recruit and retain first-choice candidates will continue to be an important factor in salary allocations at the college and department levels. As has long been the case, meritorious performance lies at the core of all salary increases for non-classified staff and faculty. There should also be attention given to addressing equity issues which may have resulted from a variety of situations, including compression and salary inversion.

On work environment issues, existing resources, such as the results of the 2013-14 COACHE (Collaborative on Academic Careers in Higher Education), should be mined to identify areas on which the faculty have indicated solid satisfaction with campus policies and practices as well as those on which there is room for improvement. In addition to the input from the town hall meetings, campus-wide input on such things as the COACHE survey with a 48 percent response rate should be tracked to ensure that the faculty voice is heard.

About the Recommendations and Metrics

The University level metrics for tracking progress are listed in the Appendix. Colleges and departments are expected to select their own metrics from the list in the Appendix and to that add any other measures that are specific to their discipline. These recommendations must be customized and implemented at the college level. This document will serve as a set of guidelines for colleges in terms of measuring the efficacy of the recommended strategies and to help the University achieve its goals and priorities.

Recommended Actions/Strategies

1. **Address compensation and inequities such as the compression and inversion problems.**

If additional funds are available to raise faculty salaries, the salary funds should be used to continue to make progress toward comparability in faculty salary averages to those at benchmark institutions. Funds should be allocated along the guiding principles of competitiveness, comparability, merit, and identified salary inequities, including those created by salary compression or inversion. Because the salary issues differ by college and by academic department, the specific distribution should be determined at the college level and in keeping with these guiding principles. Colleges must develop metrics based on annual evaluations for each individual faculty member that measures the inversion and compression problems and develop a strategy to address the situation. Similarly, the university should develop and implement a reasonable/workable timetable across the university to achieve equity in salary levels. Measures 1 and 2 in the Appendix are designed to document progress on this initiative.

2. Attract Highly Accomplished and Diverse Faculty.

Colleges and departments should offer competitive salaries and start-up packages to help with the success of new faculty. The university should set aside some new faculty and staff positions for spouses/significant others of new faculty hires. The university should promote an inclusive and welcoming environment and provide senior faculty mentoring, both internal and external, and assign teaching loads that are commensurate with research expectations and successful tenure outcomes. It is important to further provide increases in maintenance funds, funds for adequate support staff, and graduate assistants to ensure faculty continue to be successful in their careers. Measures 3 to 6 listed in the Appendix can be used to track progress.

3. Ensure and Incentivize Continued High Levels of Productivity Among All Faculty.

The following are actionable and measurable items that will promote continued productivity among mid-career and senior faculty. Measures 1, 2, 7, 8 and 9 listed in the Appendix measure investments to support this initiative and 10 to 24 measure research productivity of faculty as a return on the investment.

- Provide competitive salary increases ensuring equity and addressing salary compression and promote work-life balance policies.
- Support/encourage high quality sabbatical experiences.
- Support for securing and executing research grants and contracts.
- Provide course releases for outstanding research and curriculum development and for new course development activities
- Provide access to high quality graduate students.
- Develop course buy-out/reduction policies for research and service roles.
- Reduce bureaucracy and improve transparency in administrative processes.
- Encourage faculty to pursue high risk-high pay-off initiatives.
- Encourage faculty to pursue collaborative projects that increase scholarship.
- Provide flexible work assignments that account for individual interests and expertise, especially after attaining tenure, in place of a formulaic 40-40-20 distribution for all.
- Promote service to the university, state, country as well as to professional societies.

4. Retain Faculty.

University of Arkansas, as with all other research universities, invests significant resources in bringing new faculty on board through startup costs, initial support for graduate students, reduced teaching loads and laboratory renovation costs. Thus, retaining productive faculty is highly desirable for protecting its investment. The following actionable items are recommended to retain faculty. Measures 1,2, 26, and 27 in the Appendix are designed to assess progress on retaining the best faculty at UAF.

- Continue conducting surveys of faculty to learn more specifically about what is important to their success.
- Track turnover among faculty of color, faculty from under-represented ethnicities, female faculty, and foreign-born faculty
- Provide competitive salary increases and avoid salary inversion problems for faculty who maintain satisfactory and higher annual evaluations and are in line with increases for administrative personnel
- Provide paths for early promotion for outstanding faculty based on metrics for the field of study.
- Provide appropriate administrative and technical staff support for teaching, research/scholarship, and service components.

- Provide graduate assistant support that attracts the best graduate assistants in accordance with the field of study.
- Provide access to high quality research support, including equipment and space as an incentive for continued research productivity.

5. Incentivize Non-Tenure-track Faculty to Fully Engage

Non-tenure-track faculty and academic advisors play vital roles in delivering a high quality educational experience, enriching the overall experience of undergraduate students and have a significant impact on students' academic performance and persistence, leading to higher retention rates and graduation rates among undergraduate students. To incentivize this group, it is vital that UAF provide long-term contracts where appropriate, professional growth opportunities such as opportunities for research with honors and master's students, competitive salaries, and rewards for recognition of excellence. Some specific strategies are described and measures 5, 25, 27, 29 in the Appendix can be used to track progress.

- Provide stability in non-tenure track teaching positions, better defined career paths, and appropriate responsibilities
- Implement multi-year contracts of 3- to 5-year duration based on successful evaluations
- Include non-tenure track faculty in campus climate surveys of faculty
- Encourage faculty with appropriate credentials and expertise to compete for tenure-track positions
- Support professional development opportunities
- Recognize excellence.
- Involve more non-tenure track faculty in curricular and governance matters.
- Consider new titles that better reflect the faculty roles and are more compatible with those used at other universities

6. Invest in Staff.

Staff is often referred to as the glue that binds fragments of faculty efforts into a definitive shape and is therefore key to the collective success of the faculty and university. The following action items are meant to acknowledge their roles and responsibilities as well as to incentivize them to do their best. Measure 20 relates specifically to ensuring that staff efforts are adequately recognized.

- Right size staff positions by linking increases in their numbers to growth in faculty lines.
- Recruit and retain quality staff and provide growth opportunities.
- Establish career paths and salary bands for staff based on market.

Appendix- Metrics

It is important that we centrally track both the levels of investments made by University of Arkansas, Fayetteville (UAF) to promote excellence among faculty and the dividends that accrue from the investments. The following metrics are suggested using FY 17 as the base line. These metrics include all factors considered by the Association of American Universities (AAU) plus several additional measures pertinent to UAF. Performance on these metrics should be compared to that of benchmark institutions whenever comparable data can be obtained. Departments, colleges, schools, and centers must choose measures among the following metrics that are most pertinent to their mission for monitoring their own progress and may want to add or develop additional measures as appropriate. Similarly, the university as a whole should identify metrics to track to ensure progress in key areas important to the ongoing success of the institution.

The University has invested in a data analytics package that can be used as one tool to efficiently compile faculty productivity data and track it over time. There should be continued discussion and development of data tools for management use and resource allocation.

1. Annual raises for tenured, tenure-track faculty and for non-tenure-track faculty and academic advisors
2. Average faculty salaries at different ranks for tenured, tenure-track and non-tenure-track faculty and academic advisors including measures reflecting progress on correcting salary compression and inversion
3. Net new tenured/tenure-track positions added including measures reflecting enhancement of diversity, and spousal accommodation
4. Support provided for staff and graduate assistant positions
5. Net new non-tenure-track positions (teaching and non-teaching) added including measures reflecting enhancement of diversity, and spousal accommodation
6. Start-up funds provided to new faculty
7. New academic space added via new construction and renovation
8. Increases in maintenance budgets and support for graduate students
9. Private philanthropic funds provided in support of teaching and research
10. Competitively funded federal research expenditures with and without formula-allocated USDA research expenditures
11. Total research expenditures from all sources
12. Memberships of the National Academies, NAS, NAE, and IOM
13. Faculty awards and fellowships in national professional societies
14. Recent citations compared to those of peers
15. Industrial research funding
16. New research publications, patents, and books published by faculty
17. Number of new research grants and the associated dollars
18. Archival journal publications
19. Number of books published
20. Concert performances, acting, art exhibitions, or screenings of documentary or dramatic films are involved, including national or international importance of the venues of performance or exhibition.
21. Creative activities such as for music, metrics might include invited solo performances with a nationally important orchestra. In theater, it might be leading or major supportive acting roles or directing assignments for productions. In visual arts, participation at major national juried art shows, representation of the artist by commercial art sales gallery or auction house and “one-man” shows or retrospectives, or a history of the purchase of their works for the permanent collection of major museums. Film-makers may offer the venue of the juried film-festivals at which their work first appeared or its use in public television.
22. Number of enrolled master’s and doctoral students and degrees awarded, success rates and time to graduation for PhDs
23. Number of students receiving Honors degrees
24. Number of post-doc appointees

25. Teaching metrics such as SSCHs delivered, significant teaching awards won by faculty, external awards won by students, job placement among students within six months of graduation, average starting salaries by discipline
26. 1,3, and 5 year contracts, salaries of non-tenure track faculty compared to average salaries at benchmark institutions for non-tenure-track faculty at various levels
27. Number of new degree programs launched and corresponding enrollments Retention rates among faculty whose performance is among the top quartile of faculty in their ranks and their reasons for leaving.
28. Track retention among faculty of color, under-represented groups, female and foreign-born faculty.
29. Progress of non-tenure track faculty. Track percentage of non-tenure track faculty promoted each year; number of non-tenure track faculty who apply for tenure track positions, and success rates among them; teaching and service awards won by non-tenure-track faculty, number of non-tenure-track faculty holding
30. Percent staff promoted to higher positions by fiscal year and average staff salaries compared to those at benchmark institutions

Promoting Innovation in Teaching and Learning [Top](#)

February 28, 2017

High quality faculty teaching and student learning experiences have been defining features of the University of Arkansas for many years. We will work to maintain this high level of teaching and learning and at the same time promote the creation of timely and innovative academic programs and learning experiences, domestically and internationally.

Innovations

- 1. Create a learning-centered campus environment.**
- 2. Provide faculty incentives for innovation, collaboration, and risk taking in teaching and instruction.**
- 3. Focus on learning outcomes.**
- 4. Create space (physical and virtual) for innovative teaching.**
- 5. Create and encourage interdisciplinarity across the majors, disciplines, colleges, and with business and industry entities.**
- 6. Incent experiential learning across the curricula: capstone learning, service learning, research, internships, portfolio development, and study abroad experiences.**
- 7. Increase support, rewards, and recognition for effective teaching and learning.**

- 1. Create a learning-centered campus environment.**

Deliverables:

- Create flexible general education core that provides a thread of learning from enrollment through degree completion.
- Offer engaging signature campus educational events, e.g. distinguished lectures, film screenings, workshops and campus symposia, and co-curricular learning events.
- Create integrated co-curricular education programs and opportunities through the Student Success Center and Student Services to enhance classroom learning.
- Create a “Teaching and Learning Innovation and Resource Center” providing a one-stop location for faculty and students to find support and share in innovations that will lead to student success.
- Implement novel and successful learning models including SI, tutoring, mentoring, and on-line support to facilitate learning through the Student Success Center.
- Promote educational risk taking by liberalizing the curricula, building in flexibility in curricula, programs, and course scheduling.
- Create an environment where diverse perspectives contribute to an innovative learning environment.
- Incorporate DFW and graduation rates as measures at the campus level of the quality of learning.

Implementation/Metrics:

- Broader and more varied student feedback will be utilized, including course evaluations, exit interviews, focus groups, surveys addressing experiences across their curriculum, and pre- and post- surveys.
- *NSSE data will be utilized.*

- *The number of courses developed and new use of supplemental instruction style learning opportunities will be recorded.*
- *A record of innovations/products of innovation such as integrated curricula and novel courses developed will be shared with all campus entities.*
- *Increased publications in education related venues such as conferences, journals, etc. will be documented.*
- *Increased external funding for education related programs and activities will be recorded.*

2. Provide faculty incentives for innovation, collaboration, and risk taking in teaching and instruction.

Deliverables:

- Provide OCDA, semester teaching relief, summer funding, or additional compensation for innovative curriculum development, program development, new course development, or course redevelopment.
- Provide additional grants for learning, implementation, and assessment of new approaches that will improve learning.
- Identify policies and procedures that are obstacles for innovation.
- Increase programming through the TFSC and opportunities for faculty to share innovation experiences and success, including an annual showcase of teaching innovations.
- Create a central repository of innovative practices and projects.
- Obtain feedback on technological impediments and issues from faculty.
- Provide space for one-on-one training and support with instructional design and full use of Bb.
- More effectively communicate support resources for Blackboard.
- Recognize and support the importance of mentoring in the development of effective teaching.
- Provide a mechanism for mentoring of graduate student teaching assistants that honors their unique perspective and enables their growth as instructors while providing appropriate office and work space for them.

Implementation/Metrics:

- *Faculty feedback through interviews, surveys, and reports tied to funding will be used.*
- *National ranking/recognition of programs innovative in teaching and learning will be documented.*
- *A central repository of innovative projects will be updated consistently.*
- *Faculty will develop metrics of success, and support will be provided through peer evaluations, data analytics, and assessment of student outcomes. A record of the number of peer or expert teaching observations and evaluations will be shared.*
- *Data will be shared on all TFSC and other teaching/learning support programs.*
- *Faculty who receive funding will be asked to report on their innovations in teaching/learning and the impact of support provided.*
- *Support, rewards, and recognition will be provided and documented at all levels (including teaching assistants, teaching fellows, etc.) to demonstrate the value our institution places on these innovations and successful teaching and learning.*
- *Count of innovations/products of innovation (interdisciplinary curricula, hybrid courses) and annual report with narratives describing innovative projects will be shared, including an outward facing publication (or section in an existing publication).*

- *Adoption of innovations across campus, increased publications in education related venues (conferences, journals, magazines, etc.), and increased external funding for education related activities will be documented.*
- *National recognition of faculty in teaching, national ranking/recognition of programs innovative in teaching/learning will be utilized.*

3. Focus on learning outcomes.

Deliverables:

- Focus on student learning outcomes (SLOs) as drivers for the design, development and assessment of teaching and learning.
- Identify and emphasize SLOs at the course and program level, and across the core curriculum.
- Use learning analytics and evaluative data from multiple sources (qualitative and quantitative) at the course, program, and campus levels.

Implementation/Metrics:

- *Number of courses and programs that overtly identify student learning outcomes in syllabi, program review documents, and annual reports will be documented.*
- *Common rubrics or assessments will be used to measure learning outcomes within academic programs and across core courses.*
- *The number or percent of successful program reviews (internal or external accreditations) that demonstrate a focus on student learning outcomes will be documented.*
- *Course and instructor evaluations will be linked to achievement of SLOs on annual evaluations and in promotion and tenure materials.*
- *Civitas, Bb analytics, or similar SLO data will be used by programs to guide teaching/learning efforts.*

4. Create space (physical and virtual) for innovative teaching.

Deliverables:

- Create innovative and engaging learning spaces and facilities.
- Create a “Teaching and Learning Support Center” providing a one-stop location for faculty and students to find support and share in innovations that will lead to student success.
- Establish a hands-on “maker space” learning lab where faculty can apply to reserve a portion of the space for a period of time.
- Develop virtual worlds that host learning curricula across related domains (e.g. Medieval Europe/Byzantium, Indigenous civilizations of the New World).
- Create an online project management communication space (e.g. Slack) that faculty and students can use to collaborate on interdisciplinary teaching projects.

Implementation/Metrics:

- *Usage reports for learning lab and User-Player data in virtual worlds will be documented.*
- *Number of interactions between faculty in communication tool and number of ideas submitted will be documented.*

5. Create and encourage interdisciplinarity across the majors, disciplines, colleges, and with business and industry entities.

Deliverables:

- Create new and support existing interdisciplinary degree programs, minors, certificates.
- Create new and support existing interdisciplinary course offerings and classroom experiences, and co-curricular education opportunities (service learning, global community development, study abroad, etc.).
- Encourage development of new curricula across colleges, as well as within colleges.
- Create a space where the campus community can submit and support ideas for innovative teaching and learning (e.g. Ai.umich.edu, mystarbucksidea.force.com).
- Tag innovative courses in UAConnect (similar to that for service learning).
- Engage business and industry with campus workshops, symposia, sponsored student research, and internships.
- Share innovations in teaching and learning with business, industry, and other entities.

Implementation/Metrics:

- *Rubrics will be established for student creations and performance that focus on learning outcomes.*
- *Analytics will be used to compare interdisciplinary courses with traditional and the effectiveness of interdisciplinary curricula.*
- *Number of courses tagged in UAConnect and enrollments within those courses over time will be recorded and monitored.*
- *Surveys should include the business and industry and post-graduate entities that are impacted by our students' preparation.*
- *Student performance on national tests or certifications will be evaluated.*
- *Constituent and employer surveys that determine unmet needs will be utilized.*

6. Incent experiential learning across the curricula: capstone learning, service learning, research, internships, portfolio development, and study abroad experiences.

Deliverables:

- Provide expanded/increased degree programs with experiential learning requirements, particularly across college boundaries.
- Support experiential course development with appropriate finances.
- Support student participation in experiential learning with increased grant and scholarship funding opportunities.
- Integrate faculty research and scholarly works in the classroom teaching environment
- Promote the exploration of teaching innovation through research and scholarly endeavors
- Reward faculty for leading experiential learning experiences.

Implementation/Metrics:

- *Student feedback and faculty feedback will be utilized.*
- *Student outcomes such as success in employment or admission to graduate and professional schools, skills developed through experiential learning, and engagement with their learning will be assessed.*

- *Post-graduation feedback with alumni tracking will be utilized.*
- *Count of innovations/products of innovation and annual report with narratives describing innovative projects will be shared, including an outward facing publication (or section in an existing publication).*

7. Increase support, rewards, and recognition for effective teaching and learning.

Deliverables:

- Annual and tenure/promotion evaluations must include more robust assessment of teaching/learning beyond end-of-course student evaluations and grades.
- Demonstrate the value of teaching and learning by consistently supporting and rewarding good teaching across campus, within colleges, and at the departmental level.
- Award formally and informally instructors at all levels (TAs, instructors, clinical faculty, tenure track faculty, etc.).
- Ensure that ample support and resources are provided to all instructors, but especially to those who are experiencing difficulty in the area of teaching.
- Recognize risk-taking in teaching in evaluation process.
- Provide project management support for innovative teaching projects, documenting progress and challenges remaining.
- Create an outward-facing publication “Learning Frontiers” similar to the existing Research Frontiers publication.

Implementation/Metrics:

- *Number of formal awards/recognitions given per year; TFSC programming data; Teaching Academy activities; faculty teaching mentors; participation in professional development related to teaching will be addressed in annual evaluations.*
- *Participation by low performing instructors in teaching support activities will be documented.*
- *Yearly dollar amount spent on teaching support by central admin, colleges, and departments; number of or dollars devoted to teaching fellowships; number of faculty compensated with release time or amount allocated for creation of innovative teaching practices will be documented.*

Reaffirming our Land-Grant and Flagship Responsibilities [Top](#)

The University of Arkansas is well-known throughout the state and country. However, there are many outstanding academic, research, and outreach aspects (service) of the university that seem largely unknown to stakeholders both internal and external to the university. While we have students, faculty, and staff who are committed to and excel in teaching, research, and service, we believe, as a collective campus, we could better define, organize, market, implement, and track this service aspect of our land-grant and flagship mission. Being a known leader is simply not sufficient to remain relevant, respected, and engaged with constituents. Therefore, this guiding priority task force is very pleased to observe the UA leadership's commitment to the university reaffirming our land-grant and flagship responsibilities. It is time to reevaluate what we can, should, and already do offer in terms of outreach, research, and economic development and to market these to the state and nation.

Since reaffirming our land-grant and flagship responsibilities truly encompasses every aspect of campus, we believe that this is an overarching priority that affects every other guiding priority and vice versa. While our group has many thoughts, opinions, and ideas that are relevant to our task and also pertinent to the other seven guiding priorities, we have taken an overarching view and targeted approach to identifying action items that would be appropriate, applicable, and enhance all areas of the campus strategic planning process.

1. Recommend development of a focused campus-wide office (existing or new) to collectively foster all UA outreach, service, and engagement interactions with industry, community, non-profit, and government

- Conduct a top-down, leadership-inspired assessment of current and previous (past 3-5 years) engagement and outreach – including established offices and programs, departments, sponsored research, faculty and student volunteer/service opportunities, Registered Student Organizations (RSOs), etc.
 - o Meet with every dean, department head and faculty, program, center, and office on campus within first 6 months to introduce office, begin assessment of past and current outreach and engagement activities, and determine what engagement opportunities faculty, staff, and students are interested in
 - include as part of yearly review during second year
 - o Develop a comprehensive report of the research being done at the U of A that is focused on or directly benefitting the state of Arkansas.
- Focus on relationship building with external stakeholders and offering the university as a service
- Actively participate in Association of Public Land-grant Universities (APLU) meetings and programs, including task forces on engagement and economic development
- Assess the value and feasibility of developing, implementing, and maintaining a database that tracks, manages, and reports on all UA engagement activities
- Staff with small team (either existing or new) to interact and coordinate services between campus and external stakeholders
- Develop a systematic reporting tool to campus leadership that shows activities undertaken, areas served, and success rates so that on-going adjustments may be made to any part of the engagement plan (to include assessing services provided and seeking out possible campus collaborations)

- Potential re-organization/re-structuring of current service units/programs to eliminate redundancies and increase efficiency
- Establish/maintain relationships with Alumni Assoc., Development, Office of Research and Sponsored Programs (RSSP), Career Services, Technology Ventures, Communications, Recruiting, Diversity, Veterans Resource and Information Center (VRIC), etc.
- Develop an informational portal where internal and external stakeholders can see and search UA engagement and outreach – past, current, and future opportunities
- Recommend working directly and partnering with the Division of Agriculture in relevant campus outreach activities including the use of the Cooperative Extension Service and their many offices around the state.
- Coordinate a single-source calendar for all internal and external campus events
- Lead the following action items 2-6, as well

2. Market and advance the UA brand through engagement and outreach

- Identify all stakeholders and create an engagement plan for each
 - o Private industry
 - o Public/Government entities
 - o Other academic institutions (public/private K-12, colleges, universities) to include UA entities
 - o Economic/Regional Development organizations, Chambers of Commerce, Innovation Centers
 - o Non-profits, like Winrock International
 - o Communities and Cities
 - o Individual Citizens
- Define what our economic impact (currently \$1.3B) on the state means to the general Arkansan
- Work with other campus units, conducting outreach activities, to focus on relationship building
- Increase the UA physical presence and relevance across the state, with purposed emphasis outside Fayetteville/NWA
 - o Form partnerships and make full use of the Division’s County Extension Offices and Research and Extension Centers and UA System Two Year Colleges in these areas
 - o Increase UA recruiters in these areas
- Create a marketing plan utilizing print (to include catalog of resources, newspaper ads, and billboards), web/social media (portal of services), radio, and TV
- Increase marketing and reach of College Access Initiative (CAI)

3. Recommend the definition (or re-definition) of the land-grant mission for the University of Arkansas in 21st Century Terms

- Maintain respect for original mission of teaching and research for practical agriculture, science, engineering, and military science, while not excluding classical studies, liberal arts, and social sciences
 - o Modify “without excluding” classical studies, liberal arts, and social sciences to state “but with emphasis on interdisciplinary teaching and research that necessitates the inclusion of classical studies, liberal arts, and social sciences”
- Emphasis on “practical” to reinforce an economic development and service (engagement/outreach) component to the mission (i.e., helping school music programs, helping companies with management and operational issues that help them become more efficient and create/sustain jobs)

- Assessment of state's industry and community current needs to help guide the specific areas of focus
 - o Work with the Arkansas Economic Development Commission (AEDC), chambers of commerce, trade unions, governor's office, federal and state legislators and local government officials in current needs assessment, but also in assessment of and planning for predicted/future needs (e.g., what industries to bring to Arkansas and city/regional planning) so the university can be proactive vs. reactive in terms of service.
- Improve marketing of our research *about* Arkansas (e.g., Arkansas Historical Quarterly, Arkansas Poll, Arkansas Water Resources Center, University of Arkansas Press, Center for Advanced Spatial Technologies (CAST), Arkansas Archeological Survey) – and promote UA projects that provide public use/culture (like Garvin Woodland Gardens)

4. Review opportunities to restructure current services, service units and programs to improve efficiency and effectiveness

- Identify areas where there are duplications of effort and staffing, as well as redundancies in purpose
- Determine if and how efficiently these areas can work together
- Determine if a merger or restructure would be more effective from both an internal and external perspective

5. Create and educate “citizens”

- Revisit the concept of Plato's Academy where problems, ranging from societal to scientific, are posed, discussed, studied, and solved by students working with scholars on campus, as well as with community/industry partners
- Transform our goal from simply graduating students who have the specific skills and knowledge to find a job and have a successful career to graduating citizens who also have socially-aware, community-minded perspectives with broad and deep interdisciplinary skillsets that allow them to become productive members and leaders in society
- Reach out to citizens where they live and learn, including non-student learners, veterans, and organizations (public and private)
- Increase scholarships for first generation, low income, middle income, and selective ACT/GPA performers– and offer at an earlier period
- Work with programs such as Murphy's El Dorado Promise (a local scholarship program) and other AR companies who might be interested in similar programs in different regions of the state – possibly with the requirement that recipients work in AR for at least 3 years after college graduation

6. Bring more visitors to campus – Reaching Out by “Bringing In”

- Decrease the barrier to campus by being more inviting to all stakeholders
- Open design studios, labs, and resource centers to more industries, K-12 schools, organizations, non-profits, and community members across the state
- Expand and market the Innovation Tour concept started through the Vice Provost for Research and Economic Development's Office of Industry Engagement, where K-12 students and teachers and multiple companies located in Arkansas and across the United States have experienced campus-wide, multidisciplinary innovation tours (e.g., apparel design, robotics, nanotechnology, retail, food science, graphic design, and the technology park) tailored to their interests. UA students, faculty,

and staff opened their facilities and explained projects and programs. Similar tours previously hosted groups from Leadership Arkansas and the Arkansas Aerospace Conference.

- Create an online engagement portal so that community groups, schools, and organizations can see what is available to tour and then work with someone on campus (potentially an Engagement Office or function) who organizes a custom tour for the group.
- Increase community exposure and knowledge of what research and innovation is occurring at the university, making people feel more connected, understanding what a resource the university is to the state, sparking ideas for how UA can engage in projects throughout the state, going home and sharing the experience with those in other communities, potential recruiting possibilities, and getting to see more of campus during a student prospect's visit to campus.
- Reduce the number of Arkansans who can say "I've never been on campus," "I've only been to games," "I've never been in any of the buildings," and "I had no idea that all of this went on up here!" Specifically, market walking tours of facilities during game days.
- All efforts would work in coordination with the on-campus office(s) currently conducting any existing program(s).

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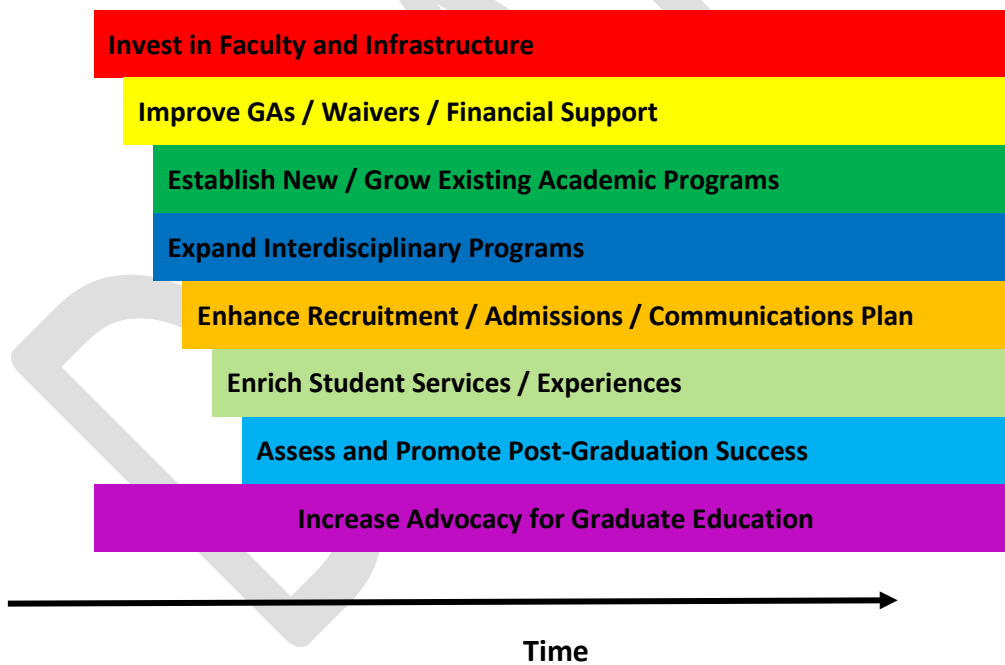
Strengthen Graduate Education [Top](#)
Possible Priorities / Concrete Actions to Strengthen Graduate Education
Prioritized List
Drafted: February 28, 2017

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Phased Implementation Plan:

To strengthen graduate education, begin with **Invest in Faculty and Infrastructure**, followed by **Improve GAs / Waivers / Financial Support**, and then continue from left to right as shown in the figure below. **Increase Advocacy for Graduate Education** should be addressed throughout the phased implementation plan.



Invest in Faculty and Infrastructure

Invest in and properly resource nationally renowned faculty, in priority research areas, who will attract high numbers of high-quality graduate students and maximize the overall number of tenure track faculty and their engagement in graduate education. This faculty investment includes both recruitment and retention of top talent. Retention of key faculty may involve larger salaries and out of cycle raises. Increase the number of endowed faculty professorships and chairs. Invest in improving our research infrastructure (including space) and research capabilities to attract the highest quality of graduate students. Develop programs that define faculty expectations for graduate education involvement and quality graduate student mentoring, and

incentivize the mentoring of graduate students by valuing graduate education contributions in faculty evaluations and providing appropriate financial support to faculty research programs (including staff and graduate assistants). Doing this will require a fundamental cultural change on our campus.

Improve GAs / Waivers / Financial Support

Improve graduate assistantship packages, including stipends, tuition waivers, and travel/research support. Where possible, convert 9-month GAs to 12-month GAs to increase productivity year round. Maximize resources and explore new funding sources to increase the number of available graduate assistantships as well as fellowships, and incentivize the hiring of graduate assistants on externally funded projects. Explore options for out-of-state tuition waivers or reduced tuition awards to students in professional graduate programs that do not typically offer assistantships, but have a potential to grow enrollment. Increase bilateral agreements with partner institutions abroad to recruit high quality students in targeted programs with appropriate tuition discounts. Ensure that resources are sufficient for expected time for degree completion. Improve job placement by creating GAs not only for research and teaching, but also for other types of work at the University, which will enhance their experience and make them better prepared for the growing alternative-academic career market.

Establish New / Grow Existing Academic Programs

Establish new and expand existing high-quality graduate academic programs both on campus and on-line. Invest in revenue-generating online programs, particularly those at the master's level, which demonstrate high market demand. Invest in new and existing doctoral programs, especially those with promising placement potential or in areas of university excellence, by hiring and engaging senior-level faculty and improving packages for graduate assistantships.

Expand Interdisciplinary Programs

Promote interdisciplinary education and research as key to addressing important national and global problems (often referred to as Grand Challenges) that make use of science, technology and innovation in a variety of areas including learning, energy, materials, neuroscience, healthcare, cybersecurity, poverty, sustainable agriculture, education, the environment, etc. Invest strategically in existing interdisciplinary graduate programs so that they may grow and identify innovative interdisciplinary programs in emerging areas that make use of our strengths. Target recruitment efforts towards new students so that existing pools of students geared towards single-discipline programs are not diluted. Incentivize faculty and departments to support interdisciplinary efforts with appropriate credit.

Enhance Recruitment / Admissions / Communications Plan

Develop a strategic enrollment plan for campus graduate programs with an emphasis on our strongest programs and programs that have the greatest potential to grow. Recruit top graduate students from around the globe quickly and aggressively to support a growth target of 18-20% of graduate students as a percentage of total university enrollment. Utilize all available campus resources to help identify, recruit, and attract the best-qualified and diverse students from our campus and other campuses, both domestically and internationally early while they are undergraduate students. Build a high-quality and diverse pool of applicants for our graduate programs using data analytics and a state-of-the-art constituent management system by teaming with faculty and graduate recruitment professionals. Examine the proper use of the GRE and other standardized tests in the admissions process. Develop a communication plan to ensure that we yield the highest percentage of these applicants to attend our graduate programs.

Enrich Student Services / Experiences

Develop programs to allow students to make steady progress on their scholarly work such as summer research grants for 9-month GAs or thesis/dissertation research grants. Provide programs and training to address shortcomings, such as how to search the literature of their chosen field(s), the creation of research products (literature reviews, posters, support of dissertations or other projects), grant writing, leading project teams and integrated entrepreneurship experiences. Expand professional development opportunities on- and off-campus such as travel awards, 3-minute thesis competitions, web-based short courses, etc. Develop on-campus "teaching camps" and "research camps" for graduate students that allow them to generate tangible artifacts (such as syllabi, assignments, drafts of presentations, posters, or other documents) that can become part of their professional portfolios. Continue offering courses that prepare students for the professoriate. Engage the Graduate Student Congress, Career Development Center and Student Affairs to increase the resources (such as on alternative-academic careers), services and training for graduate students to increase their success after graduation and to obtain employment after graduation. Increase the graduate student footprint on campus to include additional office space, research/scholarly activity space and space that fosters collaboration.

Assess and Promote Post-Graduation Success

Monitor and assess the success of our graduates and their accomplishments. Stay connected with our alumni, note their achievements, and share their successes to improve the visibility of our academic programs and increase enrollment of talented graduate students.

Increase Advocacy for Graduate Education

Increase advocacy for graduate education within the State of Arkansas, nationally and internationally, and especially with employers, professional and business groups, local and state legislators and policy makers to clearly explain and quantify the value of graduate education including its impact on research and economic development within our state and beyond. Continue to promote our very best faculty engaged in research with graduate students. Promote the importance of graduate education with stakeholders and our own undergraduate students, and share widely the data from the United States Department of Labor Bureau of Labor Statistics (March 15, 2016, https://www.bls.gov/emp/ep_chart_001.htm) that report that individuals with a graduate education earn higher salaries and are more gainfully employed than those without a graduate education. Recognize the unique role that graduate and professional students play on campus through a separate student governing body.

Overall Metrics:

These metrics will measure if and to what degree graduate education is being strengthened as the eight recommended initiatives described above are implemented. These metrics attempt to measure a Return on Investment (ROI), i.e., to ensure that investments made in graduate education have some sort of return such as increased revenue, increased student satisfaction or increased reputation of the program or institution. Moreover, some metrics examine "numbers" while many get to the heart of "quality." Metrics are broken into three major categories: Students and Alumni, Faculty and Infrastructure, and Programs to reflect the assumption that graduate education will be strengthened with stronger students and alumni, faculty and infrastructure, and programs. Note, some metrics cut across categories.

Students and Alumni (many of these measures can be examined in total and broken down by program, also should be examined by masters and doctoral)

- Number of applications (higher)

- GPA/GRE/GMAT/institution of incoming students (higher)
- Which schools students turned down in order to come to the UA (we are competing with peer and aspirational schools)
- Acceptance rates (higher)
- Number of NSF and other fellowships (higher)
- Diversity and inclusion rates (greater)
- Retention rates (higher)
- Graduation rates (increased)
- Time to degree completion (shorter)
- Number (and types ex. hard funded vs. soft funded, by funding source ex. central, private, etc.) of GAs (higher)
- Number and amount of travel/research support (higher)
- Job placement rates (and a measure of the quality of the placement rate including starting salaries by MS and PhD)
- Student and faculty conference participation (higher)
- Number of publications (higher)
- Number of grants, with emphasis on student-faculty collaborations (higher number of grants and larger number of dollars)
- Student satisfaction during studies and at graduation (higher)
- Number of alumni with known whereabouts (higher)
- Success of our alumni (higher)

Faculty and Infrastructure

- Number of tenured and tenure-track (T/TT) faculty (higher)
- Diversity and inclusion rates (greater)
- Faculty retention rates (higher)
- % of doctoral students to T/TT faculty (higher)
- % of graduate students to T/TT faculty (higher)
- Amount of research space in total and by T/TT faculty (greater)
- New research capabilities (growing, qualitative metric)

Programs (many of these measures can be examined in total and broken down by program, also should be examined by masters and doctoral)

- Enrollment and as a percentage of total enrollment (higher and a larger percentage of total enrollment, trending towards 20% of total enrollment)
- Degrees awarded (higher)
- Graduate program rankings (increasing, more ranked programs)
- Growth in MS, PhD and online programs targeted for expansion (higher)
- \$ generated by on-line programs (higher)
- Enrollment numbers and degrees granted in interdisciplinary programs (higher)
- Number of faculty on interdisciplinary graduate committees (higher)
- Number of interdisciplinary committees on which a faculty member serves (higher)
- Professional placement rates and licensure exam pass rates (higher)
- Employer satisfaction (higher)

- Number of advocacy programs (higher)
- Number of constituents reached (higher)

Where we would like to be in 3-5 years?:

- More graduate students overall, with greater diversity, with doctoral students growing at a faster rate
- Higher quality graduate students (GRE/GMAT, etc.)
- More T/TT faculty on campus with higher retention
- More high quality graduate programs
- Increased graduate degree completion
- Increased satisfaction of graduates and alumni

What should we stop doing?:

- Investing in weak graduate programs. Note, we have an existing process to review existing graduate programs with an aim towards continuous improvement.

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