



# Teaching & Learning Priorities

## 2016 Campus Planning

Through consideration of departmental summaries, the Teaching and Learning Review Committee members identified the following priorities for the University of Arkansas. These priorities also emerged in response to two premises shared by committee members:

*Premise #1: Faculty have succeeded in offering high quality teaching and learning opportunities despite unprecedented enrollment growth that did not coincide with proportional resource growth.*

*Premise #2: All challenges related to teaching and learning beyond money, space, and technology—all three of which come down to money—can be addressed by existing expertise within the faculty.*

### Invest in People & Reward Teaching

Actions:

- Sustain a culture that values and rewards teaching
- Increase salaries for support staff, individuals vital to teaching success but lowly paid
- Address faculty salary disparities, internally and in comparison to benchmark institutions
- Provide fulfilling careers for non-tenure-track faculty
- Support and encourage innovation in the Wally Cordes Teaching Faculty Support Center (TFSC) and faculty development efforts
- Improve health insurance and other benefits

### Revitalize Graduate Education

Actions:

- Increase proportional enrollment of graduate students in line with our Carnegie classification
- Improve packages for graduate assistants, especially for those planning academic careers
- Encourage enrollment in professional programs in which students attend without assistantships
- Expand appropriate high-quality graduate degree fields
- Prepare doctoral students to secure faculty positions

### Focus on Learning, Engagement, & Careers

Actions:

- Ensure students have rigorous and rewarding academic experiences that improve their critical thinking, reading comprehension, writing, public speaking, and interpersonal skills
- Utilize technology to improve learning opportunities and prepare students for career success
- Strengthen and increase:
  - Internships and other career-success opportunities
  - Study abroad
  - Mentoring with faculty and alumni networks
  - Student organizations connected to academic majors and departments
- Formalize and encourage cross disciplinary opportunities

### Promote Diversity & Ensure Equity

Actions:

- Enroll students and hire faculty and staff who reflect local, state, national, and global communities
- Expect departments to enroll and ensure the success of students underrepresented in their programs
- Increase international student enrollment
- Incorporate diverse perspectives into core requirements and existing courses; teach courses centered on diversity and global awareness
- Provide all students access to high quality educational experiences (e.g., study abroad)
- Ensure students paying similar tuition have similar educational experiences (e.g., childhood education majors have comparable faculty ratios, facilities, and resources as biomedical engineering majors)
- Provide resources to departments with lower levels of endowment and/or external support

### Address Issues of Growth

Actions:

- Increase learning spaces, including faculty offices
- Strive toward having similar space and quality of academic buildings as athletic facilities
- Consider appropriate ratios of tenured/tenure-track and non-tenure-track faculty
- Target admissions efforts on behalf of programs with lower than desired enrollments
- Adjust maintenance budgets to reflect growth
- Refrain from budgetary changes (e.g., program income, TELE fees) without correcting deficits

### Implement Best Practices & Assessment

Actions:

- Learn from departments with higher than expected (based on entering student abilities) retention
- Incentivize program assessment and use NSSE results and other data to improve teaching and learning
- Provide opportunities for faculty to learn and adopt best practices from other institutions and departments on campus

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