

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

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Statement of Faculty Senate Action:

FWDC 4: Community Engagement and Faculty Evaluation
Faculty Handbook Sections [3.3.3](#), [3.3.3.2](#), [3.5.4.3](#), [3.5.4.4](#)

Effective date: Fall 2017

Summary: This document builds on existing definitions of community engagement by stating its role in faculty evaluation in more places in the faculty handbook.

Rationale: Periodically, the Committee of Tenured Faculty provides feedback on processes and procedures of faculty evaluation to FWDC. Among the concerns they expressed last year was that there was not a clear definition of engaged scholarship and its relative importance in faculty evaluation. There is in fact a definition of community engagement which is applicable to all areas of faculty activity in the Faculty Handbook, but it is in 3.1, not a location to which faculty would refer for either annual evaluation or reappointment, tenure, and promotion decisions. FWDC believes that explicit reference to that definition in more places in the handbook would be helpful, as well as clarifying that the distinction between scholarship and scholarly and creative activity applies to engaged work in the same way as more traditional activity.

Revise 3.3.3, 3.3.3.2, 3.5.4.3, and 3.5.4.4:

3.3.3 Criteria in Evaluations

The criteria below are stated in a broadly-defined sequence of priority, with recognition that the "mix" for any individual may vary. These criteria apply to all summative faculty evaluations (i.e., annual, reappointment, tenure and promotion) and post-tenure review. Community engagement, defined in 3.1 as "a collaborative and reciprocal integration of teaching, service, or scholarship and scholarly or creative activity with community partners that not only meets professional responsibilities, but also serves a public purpose," is not a separate area of faculty activity but is valued by UNC Asheville.

3.3.3.2 Scholarship and Scholarly or Creative Activity

The faculty member should demonstrate continued efforts toward professional development. This can take the form of contributions to one's academic field or interdisciplinary work through scholarship and scholarly or creative activity as those are defined above in 3.1. At minimum it requires demonstrated effort at professional self-development through teaching improvement and keeping abreast of the state of the art in one's field, although the sustained absence of any scholarly or creative product will jeopardize the success of a candidate's application for tenure. The distinction between scholarship and scholarly or creative activity applies to both traditional work and that which engages the community (defined in 3.3.3 above).

3.5.4.3 Guidelines for Preparation of Documents by Candidates

Candidates are required to prepare three documents: the Candidate's Statement, the Professional Curriculum Vitae and the Fall Semester Faculty Record. These documents first are submitted for review by the Chair and Department and then are forwarded to the Office of Academic Affairs where they are reviewed by the Committee of Tenured Faculty and the Provost and VCAA. Unless requested, candidates should not forward other supporting materials such as syllabi, course outlines, sample exams, and samples of scholarly or artistic work, testimonials, or letters from other Chairs/Directors or colleagues.

1. The Candidate's Statement

A. Purpose: The Candidate's Statement should be viewed as a cover letter to the Provost and VCAA. The statement provides an opportunity for the candidate to integrate, expand, explain, and draw attention to information in the Annual Faculty Records. In addition, the statement can be used to discuss factors affecting the candidate's performance, factors not ordinarily covered in the listing of activities by categories.

B. Format: The Candidate's Statement should be written in narrative form. The specific orientation or focus of the statement is the candidate's choice. Statements typically are 4-6 pages in length.

C. Issues to Address: The Candidate's Statement should address performance in the areas of teaching, scholarly and creative activity, and service. What follows are some possible issues to address in the various categories of evaluation. The lists in no way imply that lengthy statements are expected. They are suggestive but not prescriptive. In all three areas, community engagement (defined in 3.1) should be noted; such activity is encouraged but not required.

1) Teaching: As an undergraduate, liberal arts-oriented institution, UNC Asheville values outstanding teaching above all other faculty accomplishments. Teaching is the art of helping students to learn. Consequently, it extends beyond the classroom to include individual teacher-student interaction, availability to students, and readiness to assist them. The following are suggested issues to address concerning teaching:

- * titles, course numbers and actual enrollment of courses taught in each semester during the period under consideration
- * philosophy of teaching
- * methods employed (examples can be given)
- * significant curricular or pedagogical contributions
- * interdisciplinary teaching activities
- * involvement of students in special academic projects
- * mentorship of undergraduate research projects
- * grants for pedagogical innovation
- * peer and/or student teaching evaluations
- * awards for teaching given in open competitions
- * future plans
- * factors to consider regarding performance in these areas (e.g., required v. elective courses, lower v. upper division courses, teaching within discipline v. teaching outside discipline, major v. service course, advising freshmen v. majors, etc.)

2) Scholarship and Scholarly or Creative Activity: Members of the faculty are expected to engage in scholarly or creative activity, some of which results in scholarship. See 3.1 for the definitions of scholarship and scholarly or creative activity. Scholarship and scholarly or creative activity that involves students, community engagement, and/or interdisciplinary work is noteworthy. In an undergraduate, liberal arts-oriented institution, research and scholarship are especially valuable when they enhance teaching. The following are examples of scholarship and scholarly or creative activity:

Scholarship

- * publications in journals (indicate if refereed), review articles, edited volumes and scholarly books or chapters
- * other writings such as textbooks, book reviews, or software; or non-print instructional materials
- * production or performance of art, music, literature, or drama
- * presentation of papers or posters

Scholarly or creative activity

- * participation in ongoing research or creative activity
- * submission of grant proposals and grant-funded activities
- * editorships and peer reviews
- * attendance and participation in professional meetings, chairing of paper sessions, participation in symposia
- * professional development activities
- * work completed (but not yet published or presented) or in progress
- * participation in undergraduate research
- * research for new course preparation

Candidates should identify factors that contextualize performance in these areas, including awards for scholarly or creative work, competitiveness or stature of journals or conferences in one's discipline, changes in one's line of research, obligations in other areas, or other relevant considerations. For community-engaged scholarship and scholarly or creative activity, the candidate should clarify the role of her or his expertise in the work, the faculty role in the process, the process and products of the inquiry and their relevance to academia and the public purpose.

3) Service: Members of the faculty are expected to participate actively in university and community life. Service activities that involve the faculty member's professional competence will be most relevant to the evaluation. The following are suggested issues to address concerning service:

- * administration of programs and tasks that contribute to the cultural, educational, and social welfare of the university and community
- * election or appointment to committees, task forces, commissions, boards, or public offices
- * advising activities
- * development of resources
- * professional activity as judged by election or appointment to boards, offices in societies, and committees
- * awards and prizes given in recognition of service
- * positions of leadership
- * public lectures, workshops, and consultations
- * benefits to student-faculty relations, to one's department, to the University, and to the local, regional, national, or international community
- * factors to consider regarding performance in these areas (e.g., opportunities for service, obligations in other areas)

~~* for publicly engaged scholarship and scholarly or creative activity, candidates should identify the duration of their involvement in the project, the number and types of people involved and affected, and the expected short- and/or long-term outcome(s)~~

3.5.4.4 Guidelines for Preparation of Documents by Chairs/Directors

Chairs are responsible for writing an evaluation of the candidate's performance, including a specific recommendation regarding reappointment, tenure or promotion, and for assembling all comments from annual student evaluation forms administered since the candidate's last review. These documents are forwarded to the Office of Academic Affairs where they are reviewed by the Committee of Tenured Faculty and the Provost and VCAA. Chairs should not forward other supporting materials such as syllabi, course outlines, sample exams, and samples of scholarly or artistic work, testimonials, or letters from other Chairs/Directors or colleagues.

1. Chair's Evaluation

A. Purpose: The Chair's Evaluation has always been central to decisions concerning reappointment, tenure, and promotion. It is a summary evaluation which, when viewed together with the evaluations appended to the Annual Faculty Record, provides an historical account of the candidate's progress in the eyes of his or her Chair.

B. Format: The Chair's Evaluation should be written in simple narrative form, addressing all issues listed in the guidelines for evaluation that are relevant for the candidate in question. (For example, comments on supervision of student projects may not be relevant for all candidates.)

C. Issues to Address: The Chair's Evaluation should address performance in the areas of teaching, scholarly and creative activity, and service.

1) Required issues: The Chair is required to address the following points in the Chair's Evaluation. Evaluations failing to cover these points will be returned for revision.

* The statement must report the results of the vote taken at the meeting of the tenured faculty in the department and the date of that meeting.

* If the candidate has reassigned time from teaching, the Chair should make clear the amount of reassigned time awarded and the specific departmental expectations in view of this reassigned time.

* The statement should provide a brief description of the department peer evaluation of teaching process and summarize the results of peer evaluation of the candidate.

2) Evaluation of teaching: Chairs should address the appropriate points regarding teaching from the following list in the Chair's Evaluation.

- * appropriateness of candidate's training and expertise to departmental and institutional needs
- * trends, patterns or tendencies in student evaluations interpreted in light of the nature of the courses surveyed (e.g., major/service/general education, required/elective, upper division/lower division)
- * teaching effectiveness as indicated by peer review, senior exit interviews, information from Chairs/Directors of other departments/programs in which the candidate has taught, or other methods by which the candidate's teaching has been evaluated. Informal anonymous sources should not be consulted. (Comparison may be made to others in the department or others teaching similar courses with similar loads.)
- * class materials such as textbooks, exams; syllabi/course policies
- * curricular/pedagogical innovations by the candidate
- * supervision of student projects by candidate
- * utilization of reassigned time for teaching
- * when problems exist in teaching, factors likely to be influencing performance (e.g., types of courses, types of students)

3) Evaluation of scholarship and scholarly or creative activity: Chairs should address the following points regarding scholarship and scholarly or creative activity in the Chair's Evaluation. It is imperative that the Chair communicate these points in a clear and comprehensive manner because members of the Committee of Tenured Faculty, and the Provost and VCAA, often are individuals outside of the discipline.

- * basis on which the candidate's work is being evaluated (e.g., Chair's appraisal, consultation with colleagues familiar with the work within or outside the institution who are familiar with the work, or members of the community in the case of engaged scholarship and scholarly or creative activity)

- * quality of the candidate's work, along with corroborative data and/or specific examples

- * significance of candidate's activities to his/her teaching, to the Department, to the University, to knowledge in his or her field

*if the work involves community engagement (defined in 3.1), the community impact

- * utilization of reassigned time for scholarly and creative activity

- * when activities in this area are minimal, factors likely to be influencing scholarly productivity should be discussed

4) Evaluation of service: Chairs should address the following points regarding service in the Chair's Evaluation. Generally, as a faculty member's rank increases, his or her amount of service should increase as well. The service should also increase in its relative substantive contribution to the primary goals of the university.

- * basis on which candidate's work is being evaluated (e.g., Chair's appraisal, interviews of colleagues and/or community members with whom the candidate has worked)

- * significance of the candidate's work to the Department, the institution, the community

- * candidate's performance in advising, including corroborative data and/or specific examples

- * quality of the candidate's other service activities, including corroborative data and/or specific examples

- * when activities in this area are minimal, factors likely to be responsible (e.g. opportunities for service, obligations in other areas)