

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 8718S
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Statement of Faculty Senate Action:

FWDC 12: Clarification of Service

Effective date: Immediately

Summary: This document clarifies that service is inclusive of collegial working relationships with staff and faculty colleagues.

Rationale: Through the listening sessions and in informal conversations with FWDC this year, many faculty, including department chairs, have expressed the need to reassert the value of collegial working relationships as one of multiple components of service. Therefore, we believe that this minor revision to the handbook language will be beneficial. It is essential to clarify that dissent and disagreement should not be understood as inherently non-collegial. Rather, collegiality refers to collaboration and general respect. We should also note that embedding collegiality within service, rather than evaluating it as a stand-alone criterion, is consistent with current AAUP recommendations.

Revise 3.3.3.3 as follows:

3.3.3.3 Service

Shared Governance is founded on the cornerstone principles of partnership, respect, accountability and ownership. These principles meet at the point of service to the University. Because of the university's commitment to shared governance, and due to our size, more involvement in university service is expected at UNC Asheville than at other universities. Service needs and opportunities will vary with program requirements, allocations of financial and personnel resources, changing patterns of student demand, etc. Therefore, the priority of this consideration varies from program to program. Three types of faculty service are considered:

1. To the department: Contributions to program and curricular development and evaluation, contributions to administrative functions within the department and in the rest of the university, effective service on committees, etc., are considered here. Availability and effectiveness of student advising is an essential part of service. Effective working relationships with colleagues and staff, **characterized by collegiality and respect**, are important elements in this same category.
2. To the university: Initiative and demonstrated readiness to serve the academic community is especially important in a small institution. Service in both elected and appointed functions are considered here. Availability and effectiveness in student advising outside of the department, e.g., to LSIC students, is a part of service to the university.
3. To the community: Service to the community, especially that which is relevant to one's professional competence, flows from the nature of a publicly-supported university. Consideration is given to memberships on boards, presentations to various community groups, involvement with local schools, media presentations and any of a wide range of activities through which faculty members contribute to the community. Publicly engaged service is that which responds to societal needs, enhances public good, or improves the wellbeing of people outside of the UNCA campus community via collaboration with communities and/or the people living in them.