

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE  
FACULTY SENATE

Senate Document Number 5820S  
Date of Senate Approval 04/30/20

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Statement of Faculty Senate Action:

**FWDC 5:** **Revise Expectations in Faculty Evaluations**  
**Faculty Handbook Sections** [3.3.2.2](#), [3.3.3.2](#), [3.3.3.3](#), [3.5.4.3](#), [3.5.4.4](#)

**Effective Date:** Immediately

**Summary:** These proposed handbook changes integrate consideration of faculty teaching workload as well as **consideration of institutional core values** when evaluating faculty annually and for tenure and promotion.

**Rationale:** Current expectations of faculty for the quantity of scholarship and service are not clearly stated in the handbook or in departmental values statements. This creates significant variability and potentially inhumane expectation levels. At the very least, faculty teaching workload should be considered when conducting annual evaluations of faculty and evaluations for tenure and promotion. Faculty teaching 24 credits per year should not be held to the same expectations as faculty teaching less. **We are proposing the current handbook changes based on the outcomes of the listening sessions that took place during the academic year 2017-2018 as well as based on outcomes of the campus climate survey of 2018. We understand that more changes are necessary in order to increase equity and campus climate. Therefore, it is our hope in FWDC that the expectations of scholarship and service will be clearly delineated in the Handbook in the very near future.**

**3.3.2.2 Important Considerations in Personnel Evaluations ([SD0513F](#))**

[Section 602\(4\)](#) of The Code of the Board of Governors states (see [Section 13.1.1](#)) that in personnel decisions such as appointment, reappointment, tenure and promotion, consideration should be given "to at least the following: the faculty members demonstrated professional competence, his or her potential for future contributions and institutional needs and resources." In addition, UNC Asheville Tenure Policy and Regulations (see [Section 14.2](#)) indicates that reappointment "may be based on any factor considered relevant to the total institutional interests." Possession of the appropriate degree and demonstrated excellence in teaching are assumed to be prerequisite to any positive recommendation. Additionally, the candidacy should be supported by evidence of vigorous and effective activity in the other categories below.

a. The candidate possesses the degrees and experience appropriate to the position.

The terminal degree, the Ph.D. except in certain professionally acknowledged areas, is required for employment or promotion to the professional ranks and is necessary for tenured positions. Exceptions to this may be made only in extraordinary circumstances. Demonstrated progress toward the attainment of the appropriate degree is expected of non-tenured candidates who were initially hired with a Master's degree. The areas of specialization must be consonant with departmental needs.

- b. The candidate has demonstrated excellence in teaching.

Consideration shall be given to such matters as knowledge of subject matter, effectiveness of course design, clarity of thought and expression, maintenance of fair and appropriate standards, ability to arouse and maintain interest, rapport with students, availability to students, and ability to direct research and non-traditional learning activities, **upholding the University's core values of**

- **diversity and inclusion with an equitable and inclusive learning environment, and application of various pedagogical tools used to optimize teaching and learning for all**
- **innovation,**
- **sustainability.**

- c. The candidate is active as a scholar and professional person.

Consideration shall be given to such matters as currency of knowledge in the field, intellectual breadth, scholarly research and publication, creative accomplishments if relevant to the field, activity within professional organizations, and any evidence of recognition of accomplishment by the profession. Evidence suggesting future growth or continued accomplishment in these areas is considered significant.

**Expectations surrounding quantity of scholarship and scholarly or creative productivity will be based on teaching workloads, which are impacted by overall credit loads, class sizes, number of advisees, undergraduate research students, independent studies, as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas, among other things.**

- d. The candidate contributes effectively to the development of the academic programs of the department and the institution.

Consideration shall be given to such matters as flexibility and range of competence in relation to the present and foreseen needs of the department, involvement in program design and evaluation, contribution to administrative functions within the department, development of student activities, academic advising, and contributions to academic programs outside the department. Effective working relationships with colleagues and university staff is considered an important contribution to the department and the institution.

**Demonstrated commitment to the core university values of**

- **diversity and inclusion**
- **innovation**
- **sustainability.**

- e. The candidate is active and effective in extra-curricular service to the institution.

Consideration will be given to the amount and quality of work done in committees, in administrative tasks, in developing the University's off-campus relationships, in procuring grants, and such matters.

Expectations surrounding quantity of extra-curricular service to the institution will be based on teaching workloads, which are impacted by overall credit loads, class sizes, number of advisees, undergraduate research students, independent studies, as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas, among other things.

- f. The candidate is active in community affairs, especially those relevant to his or her professional competence or to the well-being of the University.

Consideration will be given to such activities as presentations to public or organizational audiences, involvement with the local schools, and media appearances in a professional capacity. Community activities unrelated to professional standing are of course encouraged but receive less weight in the evaluation process. Expectations surrounding quantity of activity in community affairs will be based on teaching workloads, which are impacted by overall credit loads, class sizes, number of advisees, undergraduate research students, independent studies, as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas, among other things.

- g. Institutional and Departmental Need

Basic to all personnel decisions, indicated by such factors as financial resources, program requirements, changing patterns of student demand for courses and faculty resources.

- h. Special Departmental Criteria

Departments and programs with faculty appointments will develop specific criteria and/or values peculiar to a discipline which, upon written approval of the Provost and VCAA, will be considered in evaluating faculty members. This Values Document will be created by each Department or Program from within their discipline. This list can explain what the department or program places importance on, but must align with the Universities' values for reappointment, tenure, and promotion, including the core university values of diversity and inclusion, innovation, and sustainability. The document will contain the standards by which a candidate will be evaluated for reappointment, tenure, and promotion within their discipline. This list will be shared with any candidate at the time of their hiring. It will also be sent to Academic Affairs which will share the document

with the Committee of Tenured Faculty and the Post Tenure Review Committee when a candidate from that Department or Program comes up for review. Academic deans and the Provost may also consult this document as they fulfill their responsibilities for all types of faculty evaluation.

### 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. **However, expectations surrounding scholarship and scholarly or creative productivity will be based on teaching workloads, which are impacted by overall credit loads, class sizes, number of advisees, undergraduate research students, independent studies, as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas, among other things.**

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).

### 3.3.3.3 Service (SD8718S)

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 **from all tenure-track and tenured faculty** at UNC Asheville than at other universities. **Lecturers are not expected to provide service, but it is meritorious if they do.** 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. **Expectations surrounding quantity of service to the university will be based on teaching workloads, which are impacted by overall credit loads, class sizes, number of advisees, undergraduate research students, independent studies, as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas, among other things.**
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. **Expectations surrounding quantity of service to the community will be based on teaching workloads, which are impacted by overall credit loads, class sizes, number of advisees, undergraduate research students, independent studies, as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas, among other things.**

### **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,

- \* reflection of university core values of diversity and equity, innovation, and sustainability in 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 published 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, especially teaching workload (e.g., credit loads, class sizes, number of advisees, undergraduate research students, and independent studies as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas) but also 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)

Candidates should identify factors that contextualize performance in these areas especially teaching workload (e.g., credit loads, class sizes, number of advisees, undergraduate research students, and independent studies as well as participation in

diversity intensive courses, service-learning courses, and Arts & Ideas) but also including reassigned time for service roles, time commitments for various service roles, obligations in other areas, or other relevant considerations.

#### 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. **It should clearly articulate how the candidate's work reflects the expectations outlined in the departmental value statement.**

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's Peer Review of Teaching ([3.3.3.1.2](#)) and summarize the results of peer reviews.



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 **feedback on instruction** 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) **as well as how the candidate has addressed concerns about their teaching effectiveness as addressed in peer reviews, student feedback on instructions, and/or AFRs and what kind of support was provided through the department and the university to address these concerns.**

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 **while taking into account the faculty's teaching workload (e.g., credit loads, class sizes, number of advisees, undergraduate research students, and independent studies as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas)**. 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 while taking into account the faculty's teaching workload (e.g., credit loads, class sizes, number of advisees, undergraduate research students, and independent studies as well as participation in diversity intensive courses, service-learning courses, and Arts & Ideas). 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)

D. Recommendation: The Chair's Evaluation should conclude with a clear recommendation and a summary of the department/program's expectations, past and future, for the candidate. If the Chair requests reappointment, tenure, or promotion for the candidate, there should be no equivocation. In turn, a Chair's recommendation for denial of reappointment, tenure, or promotion should be firm and well reasoned. Courtesy to the candidate requires no less.

Before preparing his/her **their** recommendation the Chair consults with the assembled tenured faculty of the department/program. The Chair should weigh the opinion of the tenured faculty carefully. In cases where the tenured faculty does not concur with the Chair or expresses serious reservations with the Chair's recommendation, the Chair in the recommendation should delineate these.

## 2. Comments from Student Evaluation Forms

The Chair is required to provide all comments from annual student evaluation forms administered since the candidate's last review. These comments should be typed but unedited. (The Office of Institutional Research provides numerical summaries of the student evaluation ratings to the Office of Academic Affairs.)