

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD1723S
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Statement of Faculty Senate Action:

FWDC 4: **Revise Service Expectations for Lecturers**
[Faculty Handbook Section 3.3.3.3](#)

Effective Date: Fall 2023

Summary: This document changes the service expectations for lecturers and relieves lecturers from any service activities, including advising, in their first year.

Rationale: The UNCA Faculty Handbook states that lecturers are not expected to provide service. However, the reality is that every lecturer on campus is engaging in service to the department (e.g., advising) and often to the university and/or community. The proposed changes ensure that lecturers are relieved of any service obligations in their first year, but they are expected to engage in service to the department following their first year. Lecturers are invited but not required to serve on university committees and engage in community service.

Revise Section 3.3.3.3 as follows:

[3.3.3.3 Service \(SD8718S\) \(SD5820S\)](#)

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.~~ In their first year, lecturers are not expected to provide any service, including but not limited to advising. After their first year, lecturers are expected to provide service to the department or program and invited to provide service to the university and/or community. All service completed by lecturers will be acknowledged in their annual faculty record and will count towards promotion to Senior Lecturer. 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 **LSIG FYS** 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. ~~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. 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.