I. General Office Policies and Procedures
*exceptions to these policies and procedures are at the discretion and approval of the chair/dean as appropriate*

A. Office Staff: Brenda Jarrell Reeves, Administrative Specialist/Office Manager: 962-3470
   Tracie Chadwick, Administrative Associate; uShop, space, copying, general: 962-3536
   Rachel Gentry, Administrative Associate; travel, copying, general: 962-3707
   Lisa Noah, Administrative Associate; uShop, copying, general: 962-3489
   Emma Stiles, Department Receptionist: 962-3487 Student Desk in Office: 962-4092

B. Office Supplies may be obtained from the department office staff in Dobo Hall.

C. Telephone and Fax is available for normal departmental use in faculty offices and in the department offices. Long Distance is available on most phones via the DAIN line, dial 9 + 1 + area code + phone number. Phones should be equipped with voice mail, so those messages will record if you are on the phone or not at your desk. Please make sure you indicate the ‘dial “0” option’ to get an administrative assistant on your voice mail message. There is a fax log by the fax machine in Dobo Hall for all long-distance fax calls. The department keeps track of all long-distance phone calls, including faxes. Faculty may be asked to provide accounts for long distance phone bills not directly related to teaching or department needs.

D. Copy Requests should be made via email (preferred). Email requests MUST be sent to at least two staff members, preferably three (Tracie, Lisa, Rachel, Emma). Complete information must be in the email, including course number, date and time needed, number of copies needed, number of original pages, front/back or single-sided, collated, stapled, plus any special instructions. Please add page numbers to make copying easier for the staff.
   Due to office workload, please give us ample lead time to do your exam copying. During the usual busy times of the year: beginning of semester, mid-term, and final exam periods, additional lead-time will be required.
   We do not copy class handouts and syllabi. These should be put on your class website. Students like having unlimited access to these forms online. TAs are responsible for their lab copying. Please be sure your TAs know they should not copy class handouts, only exams and quizzes.

E. Purchasing
   1. The university purchasing system is called uShop. Order carts are entered online and purchase orders are sent to the vendors electronically. The office staff can assist you with any questions on this program.
   2. State contract vendors are used to order equipment over $5,000 and must be sent out for bid. To specify a vendor, you need to provide a sole source justification when entering the cart in uShop. When an order must go out for bid, the process takes time. Please keep this in mind when planning your ordering needs. For questions on sole
source justification, contact purchasing.

3. Supplies for class laboratories are ordered by the office staff. Either send a detailed email with all order information to one of the office staff or enter a cart in uShop (preferred).

4. Grant supplies are ordered on your grant purchasing card or in uShop. For clarification contact the office staff.

5. Please keep informed of changes in purchasing procedures that may occur during the year.

F. Physical Plant Requests should be routed through the departmental office. Office staff will enter on-line work requests, which are required for repair and/or maintenance of university equipment and property. After hours or on the weekends, you can call Campus Police to forward Physical Plant EMERGENCY repair requests.

G. Copy machines are available in the workrooms in Dobo Hall room 1008 and Friday Hall outside of room 2001. Copy cards for Dobo Hall are in the main office; for Friday Hall are in FR 2001. You will need to log in the information on what is being copied in the log book at each location. There is also a copy card at CMS in the business support suite for department use. For grant copying, you should get a copy card that will charge your grant(s).

H. Mail is delivered to Dobo Hall once a day. Once daily, mail received in Dobo Hall will be delivered to Friday Hall and Osprey Hall. CMS mail is forwarded to CMS via campus mail. All packages for the department and faculty who have offices on campus are delivered to Dobo Hall. Faculty will be promptly notified of the arrival of a package. Friday Hall and Osprey Hall faculty can pick up their packages in the Dobo Hall mailroom. CMS faculty can have their packages delivered directly to CMS, but this must be clearly indicated when placing the order, either in uShop or via email, with the office staff. If no shipping directions are given, the items will be delivered to Dobo Hall.

I. Travel request forms for class field trips must be turned in to the designated staff member. Travel request forms must be turned in early in the semester so the funds allocated to class travel can be used. Any other travel requiring prepayment of registration fees should be submitted with enough lead time to be processed through Accounting.

The traveler is responsible for filling out the draft travel reimbursement form to recoup monies spent on meals, lodging, mileage, airfare and registration fees. Receipts are not required for meals. You must submit original receipts for all other expenses. For questions on travel, please contact the designated staff member. Please keep informed of changes in travel policies that may occur during the year.

II. Teaching and Advisement

1. Teaching

A. The Buckley Amendment is the Federal student privacy Act that states that students have a right to the expectation of privacy concerning their test and course grades. Students must give written permission to a faculty member to discuss their performance with others, including the student's parents. Faculty will not post grades by a list of student names, social security numbers or Banner ID numbers. Code names and special id code numbers may be used. All tests and written papers are the intellectual property of the student. A
copy of their tests or papers must be returned to a student upon their request.

B. **Student Evaluations of Teaching** are done for each course each semester using a method approved by the Faculty Senate. Students will be encouraged to complete electronic evaluations through the IDEA mechanism provided by the university. Teaching evaluations completed by the students are used in faculty evaluations and in the determination of merit pay increases. Annual reports will include both raw and adjusted scores for the three general areas: Summary, Progress on Relevant Objectives, and Ratings of Summative Questions. These student evaluations are only one part of evaluating teacher effectiveness (see Peer Evaluation of Teaching and Annual Evaluations below).

C. **Peer Evaluation of Teaching** is completed twice each academic year by the Peer Evaluation of Teaching Committee (see below, Appendix C); in fall semester by one or two committee member and in spring semester by different committee members. This schedule will continue until reappointment. After reappointment, the committee will determine the frequency of visits in subsequent semesters leading to tenure for each candidate. A faculty member who has performed adequately should receive a declining frequency of visits post-reappointment, but as per Faculty Handbook recommendations, the minimum frequency is expected to be one visit per semester. The frequency of peer review of lecturers and part time instructors will be twice per semester; for senior lecturers it will be once per academic year.

Any Associate Professor wishing to be considered for promotion to Professor will provide the Peer Evaluation of Teaching Committee with at least two semesters notice so arrangements can be made for course peer evaluations in advance of an RTP application. The candidate for promotion will be reviewed a minimum of once per each of two semesters by a committee member at the rank of Professor.

If a faculty member has greater than 50% of their annual teaching duties (by credit hour) assigned to online courses, and they must be peer evaluated per department policies, then a faculty member assigned by the Peer Evaluation of Teaching Committee will be enrolled in the class to evaluate materials and online interactions. They will provide an overall evaluation of instructional effectiveness for the course and will complete those categories of the department peer-evaluation form that apply to an online environment using the form developed for evaluation of online instruction (Appendix C).

D. **Supervision of Teaching Assistants** is assigned to the faculty member responsible for the course or the designated lab coordinator. TA supervision by the faculty member must ensure that the graduate student TAs are well-trained and are using appropriate methods to instruct their students in the lab sections. Weekly meetings with the teaching assistants are necessary to prepare the TAs for the upcoming lab section and to describe how to safely use lab materials in presenting the lesson or activity. The faculty lab coordinator is generally expected to oversee the content of the laboratory exercises, train teaching assistants as needed, and serve as final arbitrator for course issues. The Graduate Coordinator is available to help faculty and TAs ensure that all the obligations are fulfilled. If there are any problems in the lab sections or with the TAs, please feel free to inform the Graduate Coordinator. Each spring semester, the Graduate Coordinator will assign TA reviewers from among the faculty to evaluate each TA. The evaluations will be made available to the TA and the lab coordinator.

E. **Class Roll Verification** As soon as Add/Drop is over, you should verify your class roster in the Starfish platform in MySeaport. Roll verification is important because it is used to determine teaching workloads; Institutional Research uses the class rosters to count
student credit hours. Please notify the Registrar’s office if you have any discrepancies or questions. It is important to record student attendance and absences whenever possible. Faculty should inform the Registrar of any student attending your class who is not on the university roster, or of any student who is on your roster, but not attending the class. Students who have never attended class should be dropped from the class roster.

F. **Incomplete Grades** may be given to students who have been performing satisfactorily in class, and regularly attending class, but who have missed required work due to: accident, illness, or any personal problem. Forms for the Incomplete Grade are on-line and can be found on the Registrar’s home page. Faculty must indicate on this form the work to be completed, and a specific completion date for the work that is no later than the end of the next regular semester. If the student does not complete the work by the due date, the student receives an automatic grade of F. Assigning an Incomplete Grade form and Report of Conversion of Incomplete form are submitted electronically from the Registrar’s home page.

G. **Student Dishonesty** can be reduced by using class procedures that will prevent opportunities for cheating. Faculty may develop several versions of a particular exam. During exams students should be physically separated as much as is practical. Faculty should not use the same test more than once. Faculty must carefully proctor exams in progress, and may ask graduate students to help proctor large sections. The Center for Teaching Excellence provides resources for best practices in delivery online exams. All cases of academic dishonesty must be reported to the Department Chair and Associate Dean for Student Policy and Curriculum Coordination.

H. **Faculty Office Hours.** From the 2019 Faculty Handbook " Although the university has no specific requirements regarding faculty office hours, each member of the faculty is expected to be available to students and advisees during office hours, the number of which shall be determined by departments. The office hours shall be posted on office doors and shall be convenient to students. On any occasion when an unavoidable conflict arises, faculty should post a note (or have the secretary post a note) on their office door.”

I. **Course Syllabi** shall be provided to each student registered for a course by the first class meeting. Syllabi can be posted on your class website, Canvas course, or emailed to the class in lieu of handing out paper copies. Syllabi should contain course goals, requirements for exams and written assignments, dates these will be due, and the form required. The syllabus should list any required text or required materials as well as statements on Academic Integrity and the Honor Code, Students with Disabilities (below), and statements related to Diversity, Equity and Inclusion. The Biology and Marine Biology Syllabus Toolkit, approved by faculty, August 2021, provides guidance and required text (see Appendix I.). The Faculty policies on: attendance, grading, late assignments and make-up assignments should be clearly described. Faculty office location, office phone number, office hours, and email address should be included. Final exam date and time, per university schedule should be included. Any additional policy or procedure should be clearly spelled out for the students, and adhered to for the duration of the semester. The Center for Teaching Excellence provides resources and “best practices” for syllabus development. You must email an electronic copy of the syllabus to the designated office staff member. These will be saved in the department shared drive.

J. **Course Budgets.** The department chair will provide to each faculty or coordinator assigned to oversee a laboratory course a budget for expendable supplies for that course.
Based on annual expenses and number of lab sections per course, these budgets may be adjusted up or down. Special requests for extraordinary course budgets should be made to the chair before the departmental budget is set for the academic year. Plan ahead. Travel requests for support of laboratory instruction are made before the start of the semester. You must use a motor pool vehicle. If a vehicle is not available through the motor pool, see the designated staff member for other options. Extraordinary requests for a large travel budget must be justified and submitted to the department chair before the start of the academic year.

**K. Teaching Load.**

**K1 normal workload.** The University policy is for a course load of 12 contact hours per semester per full-time faculty or 9 contact hours course load for faculty meeting college and department criteria for being research active. The Chair can allocate up to two contact hour equivalents for faculty engagement in Directed Independent Studies, Honors Theses, and Graduate Theses in accordance with CAS workload policy. Workload is calculated according to credit hour equivalents (CHE), or contact hours, rather than student credit hours (SCH). For example, teaching a 3 credit, 3-hour lecture and a 1 credit, 3-hour lab is counted as 6 CHE, or 6 contact hours.

**K2. Overload/additional duties.** Faculty may be asked to take on additional teaching assignments, called overloads. University policy will permit overload pay in some cases, paid according to CHE contact hours with students. An unpaid teaching overload is usually followed by a corresponding reduction in assignment in a subsequent semester.

**L. Student Mentorship.** Directed Independent Studies, Honors Theses, and Graduate Research are critical components of our degree programs. The Chair can allocate up to two contact hour equivalents for faculty engagement in these activities in accordance with CAS workload policy. In addition, these mentorship opportunities are directly enumerated in annual reports (Appendix A, B), tenure and promotion portfolios, and Post-Tenure Review portfolios (Appendix E). As such, we attempt to recognize and reward these efforts by our faculty as a component of annual evaluations, merit raises, promotion and tenure decisions, and post-tenure review.

**M. Reassignments.** A faculty member may obtain internal or external funding that covers the University’s cost (salary and fringe benefits) of teaching their courses, allowing them to engage more fully in their research program; this is called a “course buyout”. At UNCW, achieving the primary teaching mission of the University is a collective endeavor, met through the diverse contributions of Department faculty in the classroom and through student mentoring. Furthermore, evaluation of teaching is a critical component of the reappointment, tenure and promotion process. As such, course buyouts must be done while keeping the broader mission of the Department and University in mind, and should be considered carefully by tenure-track faculty prior to tenure, and particularly prior to reappointment. The Department of Biology and Marine Biology requires that faculty who wish to buy out course assignments discuss their plans with both the Department Chair and their assigned faculty mentors, prior to the submission of any grant application that includes course buyout funds. The importance of careful planning by the individual faculty member, in consultation with the Department Chair and their assigned faculty mentors, cannot be overstated. The frequency of course buyouts should generally be limited to the equivalent of a single semester teaching load per 3 years; however, circumstances that require an increased frequency of course buyout time will be considered on a case-by-case basis. Buyout funds need to match the credit hour equivalencies (CHE) for assigned courses (e.g., a 3-credit large enrollment course with 60+ students is equal to 6 CHE) and must also include the costs of fringe benefits. Faculty should consult with the SPARC.
office, the Department Chair, and the CAS Dean to determine exact budgetary needs for any course buy outs. A short report detailing the benefits of the course buyout to the faculty member’s research program shall be provided to the Department Chair by the beginning of the semester subsequent to the course buyout period. See CAS Policy Manual III-3 for additional details.

The Department offers two 6-CHE releases per year, to support our PhD program, in a competitive process. Applications are reviewed, and recipients selected, by the CAC (Appendix K).

CAS offers Faculty Research Reassignment Awards to provide faculty a semester in which all other duties are reassigned so that they may devote full time to a significant research or artistic project. Details are available at the CAS Faculty and Staff Awards website.

2. Advising

A. Faculty Advising. All faculty are expected to participate in academic advising. Faculty advisors should help students select appropriate course work that will complete their degrees in a timely manner. Faculty can refer career advisement to Career Services.

B. Advising Coordinators are Ms Shea Huse (2-7484), and __________, located in Dobo Hall. Call Ms. Huse or XXXXX for any information or when in doubt about any academic advice being given to a student.

The Advising Coordinators are the designated advisors to the newly declared Biology and Marine Biology majors and Pre-majors. The students will be assigned to a faculty advisor after the Advising Coordinator assesses the student’s readiness to be assigned to faculty.

C. SEANET and DegreeWorks are the web-based record of a student's grades and course work. The degree audit shows: 1) what credit the student has received, 2) what the student is registered for, and 3) what the student has left to take to complete the degree. It is a helpful tool when advising students. Helps are on-line for SEANET. Contact the Advising Coordinator with any questions.

D. Course Substitutions may be made for some degree requirements. The form is initiated at the department level with required signatures of the advising coordinator and the department chair. The forms are available on-line and be found on the Registrar’s home page. Advising faculty must check with the Advising Coordinator before considering a course substitution. Approval by an Advising Coordinators and the Department Chair are required.

E. Transient Study forms allow UNCW students to take courses at another institution and apply the work to their UNCW degree. The student submits the forms via an electronic form. This form is accessible in Seaport. The plan is formulated by the student’s faculty advisor in consultation with an Advising Coordinator. Each student seeking BIO course credit should follow the instructions on our global page (https://uncw.edu/bio/globalexperience.html). The Registrar will not give credit for course work done off campus without an approved transient study form.

F. Department admission standards in Biology and Marine Biology degree programs for students seeking to declare their major are: at least 24 credit hours of coursework and completion of Bio 201 and 202 or equivalent with a grade of C or better. These requirements will not be waived.
G. Graduate Student Advising. Graduate faculty that hold tenured or tenure-track positions within the Department of Biology and Marine Biology will have the privilege of mentoring graduate students as sole advisor/Chair. Graduate faculty in Departments other than Biology and Marine Biology must obtain a secondary appointment in the Department before requesting permission to recruit PhD students. Procedures for recruiting graduate students and guidelines are in Appendix G of this manual. It is recognized that faculty other than the Chair may contribute significantly to mentoring and supporting a student, for example, when a student is working with a collaborative team of researchers. In such cases, both a Chair and an Assistant Chair may be recognized. The Chair will be the faculty responsible for assisting with administrative and programmatic matters during the student’s tenure, including course scheduling, thesis committee selection, and documentation of research progress. An Assistant Chair may be recognized, if that individual contributes to the intellectual mentorship of the student in a manner that clearly exceeds that expected by a committee member. An Assistant Chair should also be willing and able to contribute to the financial support of the student, if necessary.

H. DIS and Honors Student Advising. All faculty with a terminal degree and 0.5 FTE or higher appointment may advise DIS and Honors students.

III. Faculty Administration and Committees

1. Departmental Coordinators. Coordinators are faculty members at the rank of Associate Professor or higher.

A. Undergraduate Coordinator. The Undergraduate Coordinator in Biology and Marine Biology coordinates curriculum related to three undergraduate programs – the BS in Biology, the BS in Marine Biology and the BA in Biology. The undergraduate coordinator is the Chair of the Undergraduate Curriculum Committee, which oversees all policies and procedures for these programs, and ensures consistent overview and evaluation of curricula. The undergraduate coordinator oversees peer reviews of teaching for non-tenured faculty, is responsible for submitting paperwork for undergraduate course and curriculum changes, and meets with families of potential undergraduate students. The undergraduate coordinator works closely with the department chair and advising coordinator to identify needs and strategies for the undergraduate program. The undergraduate coordinator serves a 3-year renewable term, appointed by the department Chair. The undergraduate coordinator is a faculty position with associated release time as allowed by the Dean of the College of Arts and Sciences.

B. Undergraduate Assessment Coordinator. The Undergraduate Assessment Coordinator in Biology and Marine Biology coordinates departmental assessment related to three undergraduate programs – the BS in Biology, the BS in Marine Biology and the BA in Biology. The undergraduate assessment coordinator consults with the college and university assessment directors to ensure compliance with college and university assessment policies. The undergraduate assessment coordinator is the Chair of the Undergraduate Assessment Committee, which oversees the development, review, and administration of departmental assessment tools. The Undergraduate Assessment Coordinator serves a renewable term of 3-years, appointed by the department chair. The Undergraduate Assessment Coordinator is a faculty position with associated release time as allowed by the Dean of the College of Arts and Sciences.
C. **Graduate Coordinator.** The Graduate Coordinator in Biology and Marine Biology administers three graduate programs – the MS in Biology, the MS in Marine Biology and the PhD in Integrative, Comparative, and Marine Biology. The graduate coordinator is the Chair of the Graduate Advisory Committee, which oversees all policies and procedures of these programs, and ensures consistent overview and evaluation of curricula. The graduate coordinator works with the Department Chair to ensure that graduate programs are seamlessly integrated with undergraduate and service programs within the department, and in the assignment of teaching assistant positions. The graduate coordinator also works to address graduate student and mentor concerns as needed, and advocates for our graduate programs at all university levels. The graduate coordinator serves a 3-year renewable term and is elected by vote of the entire faculty of the department. The graduate coordinator is a faculty position with associated release time as allowed by the Dean of the College of Arts and Sciences.

D. **Graduate Assessment Coordinator.** The Graduate Assessment Coordinator in Biology and Marine Biology coordinates departmental assessment related to three graduate programs – the MS in Biology, the MS in Marine Biology and the PhD in Integrative, Comparative, and Marine Biology. The graduate assessment coordinator consults with the college and university assessment directors to ensure compliance with college and university assessment policies. The graduate assessment coordinator also works closely with the departmental Graduate Coordinator to develop, implement, and review departmental assessment tools, to evaluate program effectiveness, and to work with faculty in the department to identify components of the program that need improvement. The graduate assessment coordinator serves a 3-year renewable term, appointed by the department chair. The graduate assessment coordinator is a faculty position with associated release time as allowed by the Dean of the College of Arts and Sciences.

E. **Applied Learning Coordinator.** The applied learning coordinator is responsible for providing opportunities for, and ensuring compliance with, the applied learning requirement within the Department of Biology and Marine Biology. The applied learning coordinator is responsible for identifying and enhancing opportunities for our students to gain direct experience in various biological professions, including opportunities within the university as well as in the community (e.g. internship opportunities, contact for volunteer opportunities, keeping a database of activities that may be of interest to biology and marine biology majors, contact for research assistant opportunities as appropriate, etc.). The applied learning coordinator also coordinates the BIOL 495 course, providing information to the chair on the number of sections of this course that may be needed in an academic year, and works with students to provide credit for life experiences, following procedures adopted by the department. The Applied learning coordinator serves a 3-year renewable term, appointed by the department chair. The applied learning coordinator is a faculty position with associated release time as allowed by the Dean of the College of Arts and Sciences.

F. **Academic Advisor and Advising Coordinator** The advising coordinator provides academic advising and orientation to all newly declared majors and pre-majors, transfer, and re-enrolling students for Biology and Marine Biology; meets with and assigns students to faculty; assists the University College with Freshmen Orientation advising; discusses our majors and careers with prospective students and families during visitation days and their visits to campus; prepares reports for enrollment assessment and planning purposes; develops, cultivates and maintains positive working relationships with administrative and academic offices on campus to include other entities within the College of Arts and
Sciences, other schools, the Registrar’s Office, Admissions, University College, Career Services, and the community. The advising coordinator is a dedicated hire position.

G. Senior Lab Coordinator for the Biology Introductory Courses. The Senior Lab Coordinator for the Biology Introductory Courses (Bio 105, 201, 202) works with the Graduate Coordinator to recruit and assign graduate students to each lab section of the Bio 105, 201 and 202 courses. The Lab Coordinator orients and instructs each Teaching Assistant in his/her responsibilities for preparing equipment and materials, teaching labs, and evaluation of each student's performance. With the help of the course lecturer, the lab coordinator plans the syllabus for each lab course, selects or prepares student manuals, and writes teaching preparation manuals and procedure manuals for each lab course. The lab coordinator is responsible for procuring all equipment, reagents and supplies needed by each lab, managing the budgets for each lab including all financial documents and reports. The lab coordinator supervises and directs the work of each TA, meeting at least weekly with each TA, and is the first arbitrator for all issues (e.g., cheating and student disputes) between the TA and the student. The senior lab coordinator for the biology introductory courses is a dedicated hire position.

2. Departmental Committees
All faculty, including tenures, tenure-track, and lecturers are expected to participate in the committee work of the department. Each fall, the department chair will ask for preferences on committee assignments. Most departmental committees will consist of no fewer than 4 members from the instructional faculty at all ranks (including lecturers). The chair will appoint committee members to best represent the diverse interests of the department. The chair will then fill committee vacancies as required. Not every committee turns over its membership each year: to maintain some continuity, some committee members have two-year terms. At the beginning of each academic year the Chair gives each Committee a charge, as well as additional charges during the year as needed. The frequency of meetings is dependent on the workload for that year, and each committee must be able to address issues as they arise.

A. Advancement and Student Relations. This committee will assist with student recruitment activities, seek student input as appropriate to help the department assess how it is meeting student needs, work to promote undergraduate student community within the department, and maintain and enhance contact with alumni. Members assist with development of the department newsletter and other department alumni contacts. Members facilitate the acquisition of extramural resources that enhance the Department’s educational and research missions, and promote the Department locally, nationally and internationally. Members coordinate with the UNCW Advancement Office to help meet these objectives and to promote departmental needs within the framework of new or continuing university-level advancement initiatives.

B. Chair’s Advisory Committee. This committee approves changes to faculty worksheets. They administer the annual faculty evaluation of the department chair. Members make recommendations to the department chair on the annual faculty evaluations. Members offer the chair a list of faculty and staff nominations for college and university level teaching, research and service awards. They receive and evaluate the direct suggestions of the faculty. They advise the department chair on departmental matters in response to requests from the Department Chair and as they see fit. The committee normally should be made up of 6 individuals, each of whom will serve a 2-year appointment. The appointments should be staggered, to ensure continuity across the years. At least 4 of the members should be tenured faculty, and at least 3 should be at the rank of professor. This membership profile
is suggested to ensure that the majority of the committee membership has spent considerable time in grade, learning about the department’s policies, procedures, and history so that it can better advise the chair.

**C. Equipment Committee** This committee receives the faculty input on required equipment additions to the department. Members establish and maintain the long-term equipment needs of the department. They review annual equipment requests, establish purchasing priority, and recommend to the chair the list of equipment to be purchased. Five or six full-time faculty serve on the committee in two-year staggered terms. The Committee makes decisions based on a majority vote.

**D. Graduate Studies Advisory Committee** This committee reviews and makes recommendations on the graduate curriculum and oversees graduate program assessment. They establish and maintain the graduate faculty criteria and selection process. They circulate graduate applications that have been reviewed, and make admissions decisions based on their recommendations. They also evaluate applications for graduate scholarships. In addition to the Graduate Coordinator, the committee should be made up of a minimum of 4 faculty, each of whom will serve a 2-year appointment. The appointments should be staggered, to ensure continuity across the years. The committee will also include two graduate students, one M.S. and one Ph.D., with 1-2 year appointments, to be nominated by the Biology GSA at the end of the spring semester for the following academic year.

**E. Long Range Planning Committee.** This committee solicits and edits faculty input to the long-range plan of the department. They review, update and edit the long-range plan of the department, and make an annual presentation of the current edition of the long-range plan to the faculty.

**F. Peer Evaluation of Teaching Committee.** The Peer Evaluation of Teaching (PET) Committee conducts evaluations of faculty teaching, both in traditional lecture and online classes. This is a 6-person, annually rotating committee, appointed by the Department Chair. The PET Chair will be responsible for assigning and scheduling evaluations by committee members (Appendix C). The PET Chair will also advise committee members of opportunities for training in methods of peer evaluation, but participation in such training will be voluntary. The PET Committee is also expected to participate in new faculty teaching development, on a largely volunteer basis. For example, it is suggested that PET committee members consider meeting with the faculty before and/or after they review to clarify their review comments, and to provide suggested improvements of teaching methods and mechanics. After reviews, non-tenured faculty may request such meetings. It is recommended that the Department Chair meet with and advise each newly hired faculty member on opportunities to sit-in on lectures by experienced faculty teaching the same or similar courses to those assigned to the new hire.

**G. Scholarship Committee.** They advertise departmental scholarships, evaluate applications for undergraduate scholarships, and make recommendations to the chair in the spring semester for awards to be made the following fall.

**H. Seminar Committee.** This committee selects, schedules, invites, and escorts faculty invited to present seminars to the department. They also schedule graduate student seminars within the department when required.
I. Summer School Committee. This committee evaluates summer department offerings and makes recommendations for changes in the summer teaching schedule. They solicit faculty requests for summer teaching, and make recommendations to the department chair for faculty summer teaching assignments. Faculty assignments for summer instruction are based on the following criteria: (1) Summer course needs for the department, (2) Faculty with unique expertise for a course, (3) Faculty who did not teach the previous summer session, (4) Faculty who taught a single course in the previous summer session, and (5) Faculty seniority.

J. Undergraduate Assessment Committee. This committee develops, reviews, and administers assessment tools related to the BS in Biology, the BS in Marine Biology, and the BA in Biology. This committee reviews current assessment policies and tools, and recommends changes where warranted. They coordinate the administration of departmental assessment tools and organize ad hoc committees of faculty to evaluate written assessments. They compile departmental assessment data and provide periodic reports to the department chair, university assessment director, or other supervisory bodies. Committee members serve a renewable term of 3 years. The five-member committee will be drawn from junior and senior faculty, and membership terms on the committee are staggered to ensure continuity. They report assessment data to the entire faculty on an annual basis for discussion and potential curricular action.

K. Undergraduate Curriculum Committee. This committee reviews and makes recommendations on the undergraduate curriculum and oversees undergraduate program assessment. They review present course offerings, catalog descriptions, and recommend the courses to be added and or deleted. They will explore courses that can be scheduled as lab optional. They review both DIS and Honors programs. They review the requirements for the Marine Biology degree and Biology degree and options.

L. Science Access iNclusion and Diversity Committee. The SAND Committee is charged with overseeing and supporting progress toward achieving the vision of improving equity, diversity, and inclusivity within the Department of Biology and Marine Biology. The objectives of the committee are to:

- Develop an annual action plan and set annual priorities that promote equity and inclusion;
- Serve as a resource for the Department Chair, Chair's Advisory Committee, and Department at-large;
- Provide DEI-building recommendations to the Department and coordinate with university-wide efforts;
- Monitor and assess progress towards Department equity and diversity goals;
- Report on these activities and ensure that the Department maintains a global view of diversity.

The committee will comprise 4 faculty, 2 students (graduate or undergraduate) and 2 staff members. The department chair will be an ex-officio member. Members will serve for 2 years renewable for a further 2-year term. Students may serve a term less than 2 years as needed. Staggered terms will ensure continuity in achieving longer term strategic goals.

M. Additional Ad Hoc Committees. These committees may be established by the department chair to address specific departmental concerns. These are not permanent committees and would normally have a maximum term of one academic year.

IV. General Faculty Policies and Procedures
A. Part-Time Faculty
The university handbook outlines all polices for hiring part-time faculty within the department. Before employment is offered to any part-time faculty, the department chair will consult with those faculty members who have recently taught the courses for which the part-time faculty may be hired. This should ensure that acceptable part-time faculty are employed by the department. Part-time instructors for lab sections are selected in consultation with the senior lab coordinator for introductory courses. Part-time faculty are not eligible for graduate faculty status unless they specifically apply to the Graduate committee. Background checks are required for all faculty.

B. Adjunct Faculty
The university handbook outlines university polices for the designation of adjunct faculty, and the department adheres to those guidelines. A current full-time faculty member must sponsor an adjunct faculty member to the department. The full vita of the adjunct candidate must be circulated to the department, and a vote will determine if the department accepts a candidate for adjunct status. A Personnel Record Data Sheet must also be completed and sent to the department office manager when submitting a request for adjunct faculty status. Adjunct faculty may serve on graduate committees where deemed appropriate, but they may not serve as chair of a graduate student committee, unless specifically granted that privilege by the faculty. After departmental votes are recorded, the department chair makes a recommendation to the dean of the college for each Adjunct faculty member. The provost and the UNCW Board of Trustees also will review and accept or reject the department chair and dean’s recommendations. Background checks are required for all adjunct faculty.

C. Research Faculty
Criteria for Research Faculty are indicated in the UNCW Faculty Handbook. A current full-time faculty member must sponsor a research faculty member to the department. The full vita of the research faculty candidate must be circulated to the department, and a vote will determine if the department accepts a candidate for research faculty status. Several areas requiring department clarification are indicated below:
Voting rights: Research faculty voting rights are the same as those for lectureship positions (see I.).
Usual Length of Appointments: Appointments for research faculty in the Department of Biology and Marine Biology will be issued for one (1) year by a vote of the faculty, with renewals up to four (4) years. Renewals beyond that time will require the approval of the full faculty, with a vote taken early in the 4th year.
Space: Space, either individual or shared, will be identified for any research faculty at the time they are approved by the Department and the Dean’s Office.

D. Emeritus Faculty
Emeritus status in the Department of Biology and Marine Biology is an honor accorded to retired faculty in recognition of their distinguished and sustained service to the Department.
Requirements for consideration:
1. Tenured faculty members who retire at the rank of associate professor or higher with a minimum of eight years of service at UNCW are eligible for emeritus status at the rank held at the time of retirement.
2. Examples of distinguished and sustained service to the Department include, but are not limited to, a continuous pattern of scholarly productivity, excellence in teaching, a
strong record of student mentoring, a history of service to the Department, College, University, community, and profession that clearly contributed to the growth and professional development of the Department.

3. During the final academic year prior to full retirement, all faculty members will first be considered for emeritus status by the Chair’s Advisory Committee (CAC). The CAC will consider the career contributions of each retiring faculty member and recommend to the Department Chair whether or not the faculty member should be nominated for emeritus status. For those candidates recommended, the Department Chair will create a nomination package that outlines their distinguished contributions to the Department. The nomination package will then be made available to all voting faculty members within the Department. A discussion of the nomination package will be scheduled (electronically or in a special meeting), and a vote by anonymous ballot will be conducted. The Department Chair and the Chair of the CAC will tally all votes and inform candidates that receive emeritus status. Nomination will pass with a simple majority vote.

4. If approved by the Department faculty, the Department Chair shall submit a recommendation for emeritus status to the Dean of the College of Arts and Sciences. Emeritus faculty are (1) invited to formal convocations and general faculty events, (2) listed in the Undergraduate Catalogue and University Telephone Directory, (3) accorded library privileges, an e-mail account, a free ID card, and, if requested, a free parking pass and (4) admitted to athletic and cultural events at faculty rates. Emeritus faculty are not eligible to hold office or to vote in faculty elections. Emeritus status does not imply allocation of any office or laboratory space.

E. Graduate Faculty
Graduate faculty that hold tenured or tenure-track positions within the Department of Biology and Marine Biology will have the privilege of mentoring graduate students as sole advisor/Chair. Tenured or tenure track faculty from other departments at UNCW may serve as sole advisor/Chair of PhD students at the discretion of the department, and on a case-by-case basis requiring a favorable recommendation by the GAC and a majority vote of the faculty. It is recognized that faculty other than the Chair may contribute significantly to mentoring and supporting a student. In such cases, both a Chair and an Assistant Chair may be recognized. The Chair will be the faculty responsible for all administrative and programmatic matters during the student’s tenure. An Assistant Chair may be recognized, if that individual contributes to the intellectual mentorship of the student in a manner that clearly exceeds that expected by a committee member. An Assistant Chair should also be willing and able to contribute to the financial support of the student, if necessary. If a Research Faculty meets graduate faculty criteria and is approved by the GAC, they may serve as an assistant chair.

F. Research Active Faculty Status
Permanent, tenure or tenure track faculty within the College of Arts and Sciences who are considered Research Active as per section III-4 of the CAS Policies Manual and the Department-specific criteria detailed below may receive a 1 course reassignment in their teaching duties. Faculty who meet the following criteria will be considered research active within the Department of Biology and Marine Biology, with the additional provision that the Department Chair, with approval of the Dean of the College of Arts and Sciences, may grant research active status under exceptional circumstances.

1. During the previous five-year period, the candidate must have published at least three refereed original research or review publications (excluding abstracts and book reviews). At least two of the above must be in national or international journals (i.e., non-regional).
2. Each applicant must have made a verbal or poster presentation at a scientific meeting.
during this five-year period.
3. Each applicant must have, during the past five years, made an effort to secure outside research funding (as evidenced by a grant proposal submitted through the Department Chair's office.)
4. Assistant professors beginning their first contract period will be considered to be research active for a three-year interim appointment provided they have published (or have had accepted for publication) at least three refereed original research papers.

G. Faculty Recruitment
The University Handbook outlines the university policy for faculty recruitment, and the department adheres to these policies. At the end of the academic year or at the Departmental Retreat, the faculty will decide on a list of sub-disciplines that should be targeted for future hires. This list should take into account identified priority areas of the department, including undergraduate and graduate course needs, under-represented research areas, and expansion of the graduate program. Searches will be advertised in an attempt to include as many sub-disciplines on the yearly list as possible. For example: “Marine Biologist” or “Coastal Ecologist.” Further discrimination will only lead to a decrease in the applicant pool. To this end, specific teaching requirements should be avoided in the advertisement (e.g., “Herpetology”, “Immunology”).

The department chair will designate a search committee, and chair of the search committee, from among those faculty in the general area or discipline that is being hired. Search Committee members should be chosen by the department chair to best represent the diverse interests of the department. Faculty at all ranks are eligible to serve on Search Committees. Search Committee members should try to match the best applicants with departmental needs, but should remain flexible to include particularly excellent candidates whose interests fall outside those on the yearly list.

The search committee is responsible for:
1. Presenting a suitable job advertisement to the faculty for review that includes separate teaching, research, and diversity statements. (Appendix H, J)
2. Receiving and reviewing applications
3. Communicating to the applicants all EEO requirements and any requested additional departmental information (Appendix J).
4. Organizing the interviews.
5. Working with Human Resources to ensure that all faculty have signed appropriate confidentiality documents.
6. Asking for departmental input on the candidate pool after the first cut of candidates (“long-list”) before the Committee arrives at its “short-list”.
7. Presenting an alphabetized “short-list” of candidates to the faculty for a vote before proceeding to the on-campus interview stage.
8. Scheduling and conducting on-campus interviews, including the scheduling of:
   • entrance and exit interviews with the Chair
   • a research and teaching seminar for each tenure-track candidate
   • a teaching seminar for each lecturer candidate
   • individual and group meetings, receptions and meals with faculty, staff and administrators
   • a group meeting with graduate students
9. Soliciting input from faculty, staff and students after all campus interviews have finished but prior to meeting to decide on a final ranking of the candidates.
10. Presenting a two-part motion to the faculty, indicating (1) which of the interviewed candidates are acceptable for the position and (2) the priority in which the acceptable candidates are to be offered the position.
If the Search Committee’s motions are not acceptable to the Department at large, substitute or alternate motions may be offered, or the faculty may direct the Search committee to reconsider other applicants from the existing pool, or they may vote to re-advertise the position at a later time.

H. Selection of Department Chair
The Dean of the College of Arts and Sciences appoints the Department Chair. The faculty in the department must make a recommendation to the Dean on the selection of the department chair. The department will use the guidelines below to make that selection and recommendation.

1. The initial term of the department chair is at the discretion of the Dean, but is generally 3 – 4 years. The term will begin on 1 July of the first year of service. One year before the end of the initial term, the faculty will vote to determine:
   a) Should the current chair be reappointed for an additional term?
   b) Should a new chair be appointed?
2. If the current chair is willing to serve an additional term, the faculty can recommend this to the Dean. The combined terms should not exceed 6 years. At the beginning of the sixth year, or upon notification from the current chair to the department, a search will be automatically initiated for a new chair.
3. The Chair’s Advisory Committee will solicit nominations for department chair from the faculty. The Committee will present to the faculty a complete list of nominations and eligible candidates. Each candidate will prepare the following: (1) a statement of administrative philosophy, (2) a statement of the candidate’s vision for the department’s future, and (3) a curriculum vitae for faculty consideration and submission to the Dean of the College. The Committee will conduct a faculty forum with all candidates nominated for Chair. The Committee will conduct a secret balloting of the faculty to determine if a nominated candidate has a favorable majority vote of the faculty. If a nominated candidate receives a majority vote of the faculty, that candidate will be recommended to the Dean of the College. In the event that three or more candidates are nominated, and no single candidate receives majority support, then the CAC will present the two candidates receiving the most votes to the faculty for a run-off election.
4. If no suitable candidate from within the faculty is identified by ballot, the Committee will then poll the faculty on their preference for a Chair from outside the current faculty. The Committee may ask the current Chair to serve a term up to three additional years until a suitable inside or outside chair can be found. Based on their poll of the Faculty, the Committee will recommend to the Dean that the University commence an outside search for a suitable candidate for Chair of the Department.
5. If the Dean does not approve of an outside search, or if after the result of the search an acceptable candidate is not found, the next step will be for the Dean to ask the current chair to serve an additional term until an acceptable candidate is found. The Dean may also appoint an Acting Chair of the Department.

Process for an External Search:
The Dean initiates the search by appointing a search committee comprised of members of both the senior and junior faculty in the department and one member-at-large at the senior rank from a comparable discipline; the current department chair does not serve on the search committee. The search committee should also include at least one junior member of the faculty and, in so far as possible, reflect the diversity in the department (gender and otherwise). The committee is charged with drafting a position announcement for the Dean’s approval, screening all applications, and recommending a pool of finalists for the Dean’s approval and presentation to the full-time departmental faculty. Internal candidates may apply, but all applicants in an external search, whether internal or external, must hold
at least the rank of associate professor, although it is preferred that a candidate qualifies for the rank of full professor at UNCW. Also, the candidate should have some degree of administrative experience. Applications must include (1) a statement of administrative philosophy, (2) a summary of the applicant’s research, (3) evidence of teaching effectiveness, (4) curriculum vitae, (5) official copies of all university transcripts, and (6) the names, addresses, and telephone numbers of five references. They may also include a statement of the applicant’s vision for the department’s future.

External candidates are normally invited to campus for a three-day interview that includes initial and closing meetings with the Dean, a formal presentation to the full department, a dinner with the search committee, and a departmental reception and other opportunities to interact informally with faculty and students, as well as other activities deemed appropriate by the department.

Internal candidates for the chair’s position must submit the same application materials and participate in the same interview activities as external candidates. The outgoing chair of the department will not attend any formal departmental interviews, but will be scheduled for a private interview with each finalist.

At the conclusion of the last interview, the department will have at least seven days to make its recommendation to the Dean following procedures outline in departmental policy. During the same period, all full-time faculty members are invited to send their individual assessments of the finalists directly to the Dean for consideration. The Dean will then consult by telephone with the Dean(s) of the finalist(s) receiving the strongest support by the departmental faculty. Pending a positive recommendation from the finalist’s Dean and the UNCW Dean’s concurrence with the departmental recommendation, the UNCW Dean will inform the department that the candidate’s appointment is being forwarded for approval by the Provost and Chancellor. Should the Dean disagree with the faculty’s choice, the Dean will meet with the department to discuss the search and then solicit the faculty’s recommendation for either an alternative choice or a reopened search the following year.

I. Voting Rights
Faculty who are at rank or above are eligible to vote on RTP decisions. Faculty with 0.5 FTE and higher appointments will have full voting rights on all matters of department business. Assistant Professors may vote for reappointments after they are reappointed. Lecturers and Senior Lecturers may vote on all departmental matters except tenure track faculty RTP decisions. Research faculty with 0.5 FTE or higher appointments can vote on all departmental matters except RTP. Proxy voting is allowed on matters of departmental business, but not on personnel or RTP decisions.

J. Reappointment Promotion and Tenure Policy for Tenure-Track Faculty
The Department of Biology and Marine Biology follows the university and department-specific criteria for reappointment, promotion and tenure. Candidates should refer to the university faculty handbook and department annual report guidelines to prepare their file. The candidate for reappointment, promotion or tenure must prepare a file that conforms to all university and department guidelines and requirements. The file will be evaluated by each member of the department senior to the candidate. Professors evaluate promotion to Professor. Professors and Associate Professors evaluate promotion to Associate Professor. Professors, Associate Professors and Assistant Professors who have been reappointed evaluate reappointments. Senior faculty evaluations will use the form provided by the department chair for evaluation of the candidate’s file. These evaluations are returned (virtually or in person) to the Chair of the Chair’s Advisory Committee (CAC) at the end of the faculty meeting at which the candidate is evaluated.
If a faculty member’s RTP process has been officially delayed (e.g., FMLA leave), the appropriate documentation (e.g., Memorandum of Understanding) needs to be part of the RTP package.

**Department-specific Criteria for Reappointment, Tenure, and Promotion:**

The faculty, the Chair’s Advisory Committee, and the Department Chair put considerable effort into the annual evaluation of the faculty. The evaluation of faculty members for RTP decisions should, therefore, reflect the cumulative evaluations of those faculty members in their annual evaluations. Positive decisions in the RTP process should result from consistent ratings of at or above expectations. Faculty members should consult the “Best Practices for Annual Reports” for the specific criteria used by the CAC for scoring each performance category. As is the case with Annual Reports, please separate peer-reviewed publications that are listed in Journal Citation Reports from those that are not. In addition, candidates for each level of consideration should have a record of collegial behavior. A candidate’s professional conduct will be consistent with department norms and in the spirit of advancing the best interests of the department.

1) **Reappointment:**
   a) The candidate shall have demonstrated evidence of skill in teaching. Performance rankings should have been no less than at expectations in teaching categories 1, 2 and 4. As such, the candidate should have taught courses as assigned by the Chair, worked to develop teaching skills through reflective practice and continued learning, and have student evaluations at or approaching performance levels as determined by the Faculty Senate.
   b) The candidate shall have demonstrated evidence of progress in developing a research program. Performance rankings should have been no less than at expectations in research categories 2 and 3.
   c) The candidate should demonstrate active involvement in departmental business. They will have regularly attended faculty meetings and diligently served on departmental committees as asked.

2) **Tenure and Promotion to Associate Professor:**
   a) The candidate shall show evidence of having developed into an effective teacher. Performance rankings should have been consistently at or above expectations in all teaching categories. In addition to the levels of performance required for reappointment, the candidate should have demonstrated involvement with undergraduate students in experiential learning, including DIS and/or Honors.
   b) The candidate shall show evidence of a continuing pattern of research. Performance rankings in all research categories should have been consistently at or above expectations. As such, the candidate should have a viable research program, and demonstrated effective graduate student mentorship of his/her own students and through service on graduate dissertation/thesis committees. The candidate should have published an average of one or more papers each year in a national or international journal listed in Journal Citation Reports. The candidate should have, on the average, attended and presented at one or more professional meetings each year, and shown evidence of broader impacts related to the candidate’s scholarship.
   c) The candidate shall have engaged in service to the department, college or university. Performance rankings in all service categories should have been consistently at expectations. In particular, the candidate should have a record of providing sound and timely academic advising to, and to have regularly met with, all assigned advisees. The candidate should have demonstrated competent and punctual service on departmental committees. The candidate should have evidence of professional recognition and service, such as peer reviews for journals and granting agencies.

3) **Promotion to Professor:**
a) The candidate shall have exhibited distinguished accomplishment in teaching and research, and a significant record of service. While the strengths of individuals may vary, the candidate should have been ranked above or significantly above expectations in a number of categories.
b) The candidate shall have made sustained contributions to the curriculum, have a sustained record of mentoring undergraduate students in DIS, Honors and other forms of experiential learning, and have teaching evaluations at, and often above, expectations.
c) The candidate shall have a tangible and distinguished record of regular publication in peer-reviewed journals listed in Journal Citation Reports. As such, the candidate should be recognized as a scholar within his/her discipline. The candidate should have been actively engaged in ongoing research projects, regularly served as a research advisor to graduate students and have served on committees for others. The candidate should have regularly presented papers at professional meetings. The candidate should have assumed primary responsibility for soliciting and securing extramural funding in support of his/her research.
d) In addition to the service contributions commensurate with tenure and promotion to associate professor, the candidate should at least play a significant role in departmental business, have served competently on major committees and contributed to improving the departmental profile and working environment. The candidate should have served on university committees and participated in faculty governance. Importantly, the candidate should have evidence of professional recognition, such as having been invited to write review articles and present symposia and seminars, asked to referee works submitted for publication and to review grant proposals, and be active in professional societies or agencies.

The process within the department shall be:
1. The Department Chair shall ask the candidates applying for Reappointment or Tenure and Promotion to Associate Professor to prepare the appropriate document and supporting material. Candidates applying for Promotion to Professor must consult with the Chair and are strongly encouraged to consult with Faculty at the rank of Professor to seek guidance well in advance of preparing their dossier.
2. The candidate’s complete dossier will be available for a sufficient time for all faculty members to review.
3. External letters for promotion and tenure decisions are optional, and may be requested by the candidate or by the majority vote of the senior faculty. The CAC will ask candidates for promotion and tenure decisions and the appropriate senior faculty at least 4 months in advance of the application deadline whether they intend to make this request. When requested, three (3) external letters should be included in the candidate’s file, and use the procedure below:
a. When the candidate declares intent to be considered, they will submit up to six names of potential reviewers. The CAC will contact references from this list as necessary until one has agreed to submit a letter of evaluation.
b. The CAC will produce a list of at least six (6) potential reviewers from similar departments at master’s or Ph.D. granting universities. The CAC and candidate will discuss this list, giving the candidate an opportunity to remove up to two (2) names from the list. The CAC will contact at least two references from this edited list, and subsequently contact additional references as necessary until two (2) have agreed to submit letters of evaluation.
c. Materials to be sent to reviewer:
1) Full CV and the candidate’s RTP application including a narrative and lists of accomplishments
2) 2-3 reprints
3) Statement of mission and expectations of the department and UNCW

   d. The candidate will be asked to sign a waiver of access so that letters of evaluation can be held in confidence. Thus, the candidate will be aware of the evaluation pool, but will not know exactly who wrote the letters. Candidates will have access only to anonymous copies of the evaluation letters.

   e. Since a typical candidate for promotion and/or tenure will be evaluated in the Fall Semester, considerable planning must occur in advance. The CAC should initiate contact with potential references during the preceding May and start requesting reference letters during the summer months.

   f. The letters are used to augment other mechanisms for evaluating research only.

4. The Chair of the Chair’s Advisory Committee will convene a meeting of faculty during a regular faculty meeting time, if possible. In any case, the meeting must be scheduled within the contract period for the faculty. The CAC will invite the candidate and the Department Chair to attend. A quorum of senior faculty must be present. The candidate will have an opportunity to present the dossier to the faculty and answer any questions. The candidate, and faculty present who are not senior faculty, will then be excused. The Department Chair will be available to answer questions and participate in the discussion. The Chair will provide a brief report on the candidate’s progress as the Chair has insights not always available to other faculty. After discussion, the senior faculty will vote, using the evaluation form, on whether to support the action (yes or no). Although evaluation forms are provided to faculty in advance of the meeting, faculty are encouraged to vote after the discussion so that their decision can reflect information made available during the process. Faculty members must attend the meeting in person or virtually. Proxy statements shall not be allowed and proxy votes shall not be counted. The Chair will not have a vote as the Chair’s recommendation is a recommendation separate from that of the faculty. The Chair of the Chair’s Advisory Committee will tally the vote from collected forms and virtual votes. The evaluation forms will become part of the candidate’s file. A simple majority favorable vote constitutes faculty approval.

5. The Department Chair will meet with the candidate as soon as possible following the meeting to discuss the proceedings. It is recommended that the candidate and Chair make prior arrangements to specify time and place for this meeting. The Chair will write the recommendation.

6. If the chair’s recommendation is counter to the majority vote of the senior faculty, the Chair’s Advisory Committee will be asked to write a report outlining the consensus opinion of the candidate’s perceived strengths and weaknesses. Following university guidelines, this report must be signed by a majority of the senior faculty. This report will accompany the Chair’s recommendation as the dossier passes upward for review. Before submitting the report, the Chair will allow the candidate to review the recommendation and the senior faculty report (if needed).

K. Reappointment and Promotion Policy of Full-Time Lecturers

The Department of Biology and Marine Biology’s policy on the appointment and reappointment of lecturers and promotion of lecturers to senior lecturer status adheres to guidelines set forth in the UNCW Faculty Handbook.

1. Appointment and Reappointment of Lecturers Teaching on a One-Year Contract

   The initial term of appointment for a lecturer shall be one year. Before the end of the lecturer’s first year, the department chair, in consultation with the CAC, and the dean, after reviewing the evidence provided by the annual lecturer evaluation process and taking into consideration the department’s curriculum needs, shall determine whether the lecturer is to be 1) reappointed or 2) not reappointed. Lecturers hired on a one-year contract are observed and reviewed twice a semester during the first three years of appointment.
Lecturers are expected to submit annual departmental evaluation reports that detail their teaching and service contributions.

2. **Appointment to an Initial Three-Year Contract**

After a lecturer has been reappointed at least twice to a one-year contract, the lecturer is eligible to apply for an initial three-year contract, though he or she may choose to remain on a one-year contract. Any eligible lecturer who chooses to apply for an initial three-year contract should notify the chair of this intention before submitting the annual report, at which point the chair will notify the CAC, who will review the lecturer’s annual evaluation reports for the previous three years and make a recommendation to the chair. The chair shall then recommend to the dean that the lecturer be 1) appointed to a three-year contract or 2) reappointed to a one-year contract. The department chairperson may subsequently recommend to the dean reappointment of a person as a lecturer on a one- or three-year contract indefinitely and without further consultation of the CAC, dependent upon the needs of the academic unit and the availability of the position. Criteria for appointment and reappointment of lecturers include the following: (1) The candidate shall have demonstrated evidence of skill in teaching. Performance rankings should have been no less than at expectations in teaching categories 1, 2 and 4. As such, the candidate should have taught courses as assigned by the Chair, worked to develop teaching skills through reflective practice and continued learning, and have student evaluations at or approaching performance levels as determined by the Faculty Senate, and (2) The candidate should demonstrate active involvement in departmental business. They will have regularly attended faculty meetings and diligently served on departmental committees as asked.

3. **Promotion to the Rank of Senior Lecturer**

Once a lecturer nears completion of an initial three-year contract, he or she is eligible to apply for a second three-year contract and promotion to senior lecturer status. Promotion to senior lecturer status is based on the department’s desire to recognize superior performance and service to the department. Should an eligible lecturer decide to apply for promotion to senior lecturer status, the department chair convenes the senior faculty (associate professors, professors, and senior lecturers) to discuss the candidate’s qualifications to determine whether the lecturer be appointed to a second three-year contract and promoted to senior lecturer status. Senior lecturers receive three-year contracts. Such a designation does not guarantee further reappointment. While the typical timetable outlined above requires no less than six years of service at UNCW prior to promotion to Senior Lecturer, a lecturer with previous full-time teaching experience at the undergraduate level or above and outstanding performance and service at UNCW may request and be considered for promotion to Senior Lecturer two years from their date of hire.

Each request for promotion to Senior Lecturer that is submitted on behalf of a faculty member of the Department shall be made subject to the following process:

a. In January the Chair will send out a reminder that review materials for senior lecturer rank are due to the Chair by February 15.

b. The candidate will prepare a modified RTP dossier for department members to review. The dossier will include: (1) annual reports from the previous two years, (2) peer evaluations of teaching from the previous two years, (3) IDEA scores and feedback from the previous two years, (4) syllabi from courses taught during the previous two semesters, and (5) a summary of previous full-time teaching experience at the undergraduate level or above, for those requesting early promotion.

c. Criteria for promotion include the following: (1) The candidate shall show evidence of having developed into an effective teacher. Performance rankings should have been consistently at or above expectations in all teaching categories, and (2) The candidate
shall have engaged in service to the department, college or university. Performance rankings in all service categories should have been consistently at expectations. In particular, the candidate should have a record of providing sound and timely academic advising to, and to have regularly met with, all assigned advisees. The candidate should have demonstrated competent and punctual service on departmental committees.

d. The Chair of the CAC will convene a meeting of faculty during a regular faculty meeting time, if possible. In any case, the meeting must be scheduled within the contract period for the faculty. The CAC will invite the candidate and the Department Chair to attend. A quorum of senior faculty must be present. The candidate will have an opportunity to present the dossier to the faculty and answer any questions. The candidate, and faculty present who are not senior faculty, will then be excused. The Department Chair will be available to answer questions and participate in the discussion. The Chair will provide a brief report on the candidate’s progress as the Chair has insights not always available to other faculty. After discussion, the senior faculty will vote on whether the candidate should be recommended for appointment to a second three-year contract and promotion to senior lecturer status. Faculty members must attend the meeting in person or virtually. Proxy statements shall not be allowed, and proxy votes shall not be counted. The Chair will not have a vote as the Chair’s recommendation is a recommendation separate from that of the faculty. The Chair of the CAC will tally the vote. A simple majority favorable vote constitutes faculty approval.

e. The Department Chair will meet with the candidate as soon as possible following the meeting to discuss the proceedings. It is recommended that the candidate and Chair make prior arrangements to specify time and place for this meeting. The Chair will write the recommendation.

f. If the chair’s recommendation is counter to the majority vote of the senior faculty, the CAC will be asked to write a report outlining the consensus opinion of the candidate’s perceived strengths and weaknesses. Following university guidelines, this report must be signed by a majority of the senior faculty. This report will accompany the Chair’s recommendation as the dossier passes upward for review. Before submitting the report, the Chair will allow the candidate to review the recommendation and the senior faculty report (if needed).

L. Post-Tenure Review (PTR)
Post-Tenure Review is a comprehensive, formal, periodic evaluation of cumulative faculty performance to ensure faculty development and to promote faculty vitality. It is required of all faculty throughout the UNC system. Each faculty member should have a copy of the UNCW Policy on Post-Tenure Review (see Faculty Handbook).

According to the UNCW Policy on Post-Tenure Review, the purpose of PTR is “to identify and reward exemplary faculty performance, and to identify and correct deficient faculty performance.” PTR “should not be used to suggest ways that competent, conscientious faculty may merely improve their satisfactory performance – annual reviews already have that function.” Appendices D-F of this document describes the Department of Biology and Marine Biology procedures, expectations, and guidelines for PTR as required by the UNCW Policy.

M. Mentoring Guidelines
The hiring of each faculty member is an investment in the Department’s future. The Department hires promising tenure-track faculty with the expectation that they will successfully complete a probationary period, achieve tenure, continue to develop and be promoted to Professor, and provide the university with years of estimable service.
Accordingly, it is in the Department’s interest to provide continuous mentoring of its untenured assistant professors (junior faculty) from the time of hiring until a tenure decision is made in an effort to promote a successful early career trajectory. Mentors will be available for consultation after the tenure decision to support the continued professional growth of tenured Associate Professors to the point of promotion to Professor. Similarly, the Department will provide mentorship of lecturers to help ensure their success with all elements of their positions.

A central goal of the mentoring process is to ensure that the outcome of a reappointment or tenure decision is not a surprise to either the Department or the candidate. The Chair of the Department will describe methods and criteria for assessment and annual review of faculty to all candidates interviewing for tenure-track faculty positions in the Department. At the time of hiring, the Department Chair is again obligated to provide junior tenure-track faculty with clear indications of the criteria necessary for achieving tenure and promotion in the Department. Newly hired lecturers will also receive clear guidance on how to be successful in securing subsequent contracts. During the new tenure-track faculty member’s first semester, the Department Chair will offer additional advice on the tenure and promotion guidelines. During this time, the Department Chair will also advise each newly-hired faculty member on opportunities to sit in on lectures by experienced faculty teaching the same courses, or courses similar to those assigned to the new hire. As part of the annual evaluation process, the chair must give each junior tenure-track faculty member a candid written assessment of that person’s progress toward meeting the requirements for tenure and promotion, as well as guidelines for meeting those requirements. The Chair’s Advisory Committee will also provide written annual assessments for untenured faculty and lecturers, including an assessment of progress toward tenure. Following faculty senate guidelines, assessments for all untenured, tenure-track faculty will be made available to all senior faculty.

Each new faculty member will be assigned two faculty from within the department; the Department Chair will assign one mentor at the beginning of the appointment (within the first semester), and the new faculty member, in consultation with the Chair, will select a second mentor from the faculty by the end of the first semester. The faculty mentor provides advice and guidance to junior faculty members as they take on the responsibilities of teaching, research and service within the Department. Junior faculty can expect mentors to be available for discussions of best practices in these three areas based on departmental policies and the mentor’s past experiences. It is the junior faculty member’s responsibility to seek out his or her mentors for advice. The mentor’s role is to promote the success of the Department by encouraging the best performance by the junior faculty. Suggested methods for doing this may include:

- Regular meetings, particularly during the first year of employment
- Meeting tied to the annual review process
- Classroom or lab visits by the mentor to evaluate teaching methods
- Review of grant proposals by mentor prior to submission
- Pre-review of departmental seminar prior to promotion and tenure

Should deficiencies in the performance of a junior faculty be identified by the Chair or the Chair’s advisory committee (CAC) during the annual evaluation process, the mentors are to be made aware of the deficiencies in an effort to help the junior faculty correct them. Mentors will be asked to report on their interactions with junior faculty during promotion and tenure discussions, as this information represents an important contribution to a well-informed RTP decision by the Department.

N. Faculty Development Funds
In addition to the mentoring program described above, the Department provides an annual
allocation of funds to each faculty member for the purpose of faculty development. In general, these funds are to be used to support travel to professional meetings, workshops, or panels. Fund use for other purposes must be approved by the Department Chair. Funding levels are determined each year based on budget conditions.

O. Annual Evaluations
Each spring the faculty are asked to prepare an annual report covering their efforts in teaching, research, and service. The Chair’s Advisory Committee evaluates the entire faculty, and reports to the Chair. The Chair writes an annual evaluation that is based on the Chair’s Advisory Committee’s review and his/her own judgment and provides this report to each faculty member. Merit raises are based on the annual evaluation. Although formal evaluations are conducted only by the Chair’s Advisory Committee and the Chair, annual reports will be made available to the entire faculty for review. A document discussing the best practices for evaluating annual reports by the Chair and the Chair’s Advisory Committee can be found in Appendix B, and should be reviewed by all faculty before compiling their annual reports.

The Department allocates merit raises based on an aggregation of all the raise money allocated by the Dean. Merit raises are allocated to the faculty based on the numeric score determined by their annual evaluation. Using a 3-point scale (3 rates exceptional, 2 rates good, 1 rates satisfactory, and 0 rates unsatisfactory – see Appendix A), the number of points is summed for each faculty, then the faculty as a whole. The total number of points is then divided into the merit allocation from the Dean. So, each point is worth a variable amount of merit money each year. Raises are the result of summing the faculty member’s points multiplied by the dollar amount for each point. For example, 25 points at $100 per point would result in a $2,500 merit raise. When possible, the Chair will use the average of the scores for the current and two preceding years in calculating individual and total point scores for merit pay allocations.

Teaching effectiveness of all faculty including part-time and online instructors will be evaluated on the basis of multiple supporting items, such as student evaluations, efforts to improve teaching, direct observation, or other measures as appropriate. Peer evaluation of teaching for all faculty including part-time and online instructors will be conducted as per section II.1.C of this document, and copies of syllabi for all courses will be kept by the Department. In the case of part-time and online instructors, the Department chair will review peer teaching evaluations, student evaluations (including written comments), and course materials (syllabi and other materials as appropriate) and will provide a written annual evaluation to each part-time faculty member. If deficiencies are noted, the faculty member will be requested to meet with the Department Chair and a remedial plan will be developed. Progress towards meeting this plan will be discussed at the next review. All faculty are invited to meet with the Chair if they have questions or concerns with their evaluation.

Research and scholarly productivity will be evaluated only for tenured and tenure-track faculty. For lecturers, part-time faculty members and online instructors, the Research section of the annual report should be left blank, and any accomplishments that relate to the items detailed in the research section should instead be listed as accomplishments in the Teaching and Service portions of the annual report. For example, involvement in undergraduate research should be listed in section I.3. “Mentoring of undergraduate students” as part of experiential learning that includes CSURF, Honors, etc. Any scholarly publications and grants should be listed in section III. 4. “Professional recognition”.

Professional service and recognition of all faculty members, including lecturers, part-time, and online instructors will be evaluated on the basis of multiple supporting items as listed in Appendix A: Faculty Expectations, section III. 4.
P. IDC Funds Return Policy
Various funding agencies provide for the payment of indirect cost (also called overhead) to cover some of the expenses associated with conducting research that are not considered direct costs to individual projects. When a portion of these indirect cost funds are returned to the department, the department chair will allocate these funds according to the following schedule:

a. 25% will be reserved to support equipment maintenance and repair, with an emphasis on multi-user equipment that is used for research,
b. 25% will be reserved to support students conducting research, and
c. 50% will be reserved for use by the faculty members who served as the Principal Investigators on the projects that generated the funds.

Student support funds would normally be distributed proportionately back to the PIs generating the indirect funds. The department’s administrative assistant will track these funds and provide the chair and the faculty with regular reports on the distribution of these funds.

Q. Graduation
Each faculty member is expected to attend either the December or May graduation each academic year. Attendance will be noted on each annual report.

R. Equipment Budget
The department equipment committee will solicit equipment requests for equipment items once a year, in the fall semester. The procedure requires written requests to the chair of the Equipment Committee with a brief justification of each item requested. The equipment committee will prioritize the requests based on their scale of importance:

1. New Undergraduate course needs
2. Old Undergraduate course needs
3. Graduate course needs
4. Research needs

The equipment committee will present the list to the faculty in a fall faculty meeting for review and discussion.

S. Faculty Development Awards
Such awards are usually announced in August of the school year. These include: Faculty Research Reassignment Award, Cahill Award, Teaching Excellence awards, Summer Research Awards, Summer Curriculum Development Awards, CMS Pilot Project Awards, and others on a periodic basis. Information, including applications, timelines and regulations are available at the Academic Affairs, CAS and CMS websites. Files are maintained in the department office for review.

T. Research Space
Assignment of research space in Friday Hall and Dobo Hall is made to faculty members by the department chair. Space assignment at the Center for Marine Science is the responsibility of the Director of CMS. Changing research needs and faculty assignments may dictate reallocation of research space. Space reallocation will take place when requested by a faculty member, in consultation with the department chair, and with the advice of senior faculty.

U. Facilities
1. Microscopy Common Use Facility and Management Plan
**Director:** The person responsible for the instruments and for policy in the UNCW Richard M. Dillaman Bioimaging Facility (Microscopy Laboratory) is Dr. Alison R. Taylor. She is responsible for overseeing the maintenance and use of the instruments, development of the facility, and will provide expertise to students, faculty, visiting scientists and teachers.

**Service Contract:** The Thermo ApreoS Scanning Electron Microscope with Oxford X-ray microanalysis system and the FEI Tecnai Biotwin TEM are maintained under service contract with Thermo. The Leica SP8 Confocal microscope is under service contract with Leica and the Olympus Fluoview 1000 Laser Scanning Confocal microscope service contract is with Remi. These costs are to be assumed by the University of North Carolina Wilmington.

**Technical Support:** The microscopy laboratory will also have the services of a full-time Microscopy Specialist, currently Dr. Shan Zhao. The Microscopy Specialist’s duties include: 1.) Fulfilling all EHS requirements and training students, faculty and visiting investigators in safety procedures specific to the UNCW Microscopy Laboratory; 2.) routine monitoring of all instruments and maintaining all infrastructure in good working order 3.) training persons in the correct and safe use of all microscopy equipment; 4.) training persons in tissue preparation for light microscopy, and scanning and transmission electron microscopy; 5.) scheduling, monitoring, and reporting of instrument and laboratory use; 6.) management and archiving of all imaging and analytical data; 7) supervision and training of undergraduate laboratory assistants; 8.) providing expert technical advice for prospective and current bioimaging users and 9.) collaborate with facility Director and faculty where relevant to support infrastructure development, research, and grant proposal preparation.

**Allocation of Instrument Time:**
During the academic year (roughly August 20- May 7) students will have first priority for instrumentation during scheduled laboratory times for which they are enrolled. The remaining time will be open to faculty and graduate student research, followed by visiting scientists and outside contract work. Priority for individual instruments will be given to those faculty responsible for its acquisition. During the summer (May 8-August 20) faculty and student research will have first priority with outside investigators and contract work having second priority. A user form and scheduling for training and access should be requested by contacting microscopy@uncw.edu.

The use of instruments in the UNCW Microscopy Laboratory will be restricted to persons who have been trained in their proper use and maintenance as determined by either the Bioimaging Facility Director or the Microscopy Specialist. The use of the electron microscopes will be limited to those persons who have had formal training in Electron Microscopy either at UNCW or elsewhere and have been approved by the Bioimaging Facility Director or the Microscopy Specialist. Samples from students or investigators who are not trained may be observed subject to scheduling and availability of Bioimaging Facility Staff.

**Fee Schedule:** Graduate and Undergraduate students enrolled in the Electron Microscopy Course, Histology course, and Microscopy related Biology 491, 499 and 591 courses will only be charged normal laboratory fees as prescribed by the legislature. Faculty and their graduate students will be asked to defray the cost of expendables (chemicals, slides, grids, etc.), but no charge will be made for instrument usage. Projects requiring extensive microscopy use (especially electron and confocal microscopes) should be discussed with the Facility Director before grant submission to ensure essential imaging costs are included in the project budget. Charges for use of instrumentation within the UNCW Microscopy Laboratory by visiting scientists and persons or companies outside UNCW will be negotiated on an individual basis by the Director of the Bioimaging Facility before a project begins. The fee will include such variables as: technician time, instrumentation
used, specimen preparation time, supplies used, image type and report format.

**Use agreement:** All users will agree to provide information on their scholarly outputs that are supported by the RMD Bioimaging Facility including theses, conference presentations and publications. Use of the RMD Bioimaging Facility will be acknowledged in these outputs.

2. **Kresge Greenhouse:** Built in 1975 to promote a hands-on classroom environment for teaching and research. The modern 2250 ft² greenhouse supports teaching, as well as student and faculty research at UNCW. The greenhouse maintains a diverse collection of botanical specimens coming from many areas of the world that demonstrate the diversity of plant life. Use is coordinated through the Greenhouse Manager.

3. **Oriole Burevitch Field Support Facility:** Building completed in 2011 holds two large bays for support of field research. Center bay is primarily dedicated for marine mammal research and access is restricted. The second bay is general use. The air-conditioned bays have hot and cold water hose connections and floor drains. Outdoor parking area includes a drive-through washdown area. Use is coordinated through Department Chair and Marine Mammal Stranding Coordinator.

4. **Museum Collections and Field Areas**
   a. **David J. Sieren Herbarium:** The David J. Sieren Herbarium, which is housed on the third floor of Friday Hall, includes a wide assortment of algae, fungi, and plants indigenous to southeastern North Carolina and, to a lesser extent, other phytogeographic regions of the World. With about 25,000 specimens, it is impressive in terms of its scope and diversity of plants from southeastern North Carolina, second only to the holdings at the herbarium at the University of North Carolina at Chapel Hill. The David J. Sieren Herbarium also includes over 2,500 digital images that have been archived using iLumina and worldCAT and that, in the near future, will be available to the public through the department’s webpage.

   The David J. Sieren Herbarium also includes a representative synoptic teaching collection, housed in Friday Hall, that provides specimens used in both undergraduate and graduate courses in the botanical sciences. The primary function of the Herbarium, however, is to provide synoptic series of specimens for evolutionary, systematic, and taxonomic research. The Herbarium is managed by three curators (Algae, Fungi, and Plants), one of whom also serves as Director.

   b. **Vertebrate Collections:** The Vertebrate Collections also is housed on the third floor of Friday Hall. The Collection includes 25,000 fish, 500 amphibians, 500 reptiles, 2000 birds, and 15,000 mammals. The fish collection is particularly impressive in its scope of freshwater and marine fishes from eastern North Carolina. The mammal collection houses the largest North Carolina mammal collection, representing all physiographic regions and sub-regions, and it contains series of several taxa indigenous to eastern North Carolina, some of them undescribed, not found in other North American museum collections. There are several fish, bird, and mammal displays in Friday Hall.

   The Vertebrate Collections also include teaching collections used in several undergraduate (Ichthyology, Vertebrate Natural History, Ornithology, and Mammalogy) and graduate (Advanced Vertebrate Biology and Systematic Biology) courses, and the fish and mammal collections have provided the foundation for several ecology and evolutionary graduate research projects. The Vertebrate Collections typically is managed by four curators (Fish, Reptiles and Amphibians, Birds, and Mammals); the senior curator also serves as Director.
c. Ev-Henwood Coastal Forest Research Station and Nature Preserve: Ev-Henwood consists of about 107 acres on Town Creek, which is approximately 20 miles west of Wilmington in Brunswick County. This site is comprised of a mixture of coastal uplands dominated by second-growth hardwood and pine forest and several abandoned fields in various stages of ecological succession, abundant bottomlands of hardwood and cypress-gum forests, and a few acres of beech forest, a relatively rare community in southeastern North Carolina. The wetland habitats (about 65 acres) are in easement with the North Carolina Coastal Land Trust. To encourage passive educational and recreational use of the property, Ev-Henwood has several meandering foot trails, many plants identified by signage, and there is a limited amount of primitive parking. One full-time employee works on site. The property includes an abandoned house and several out buildings, all in disrepair, that have electricity, running water, and plumbing. In addition, the University has installed a trailer and a couple of storage sheds that are used by the site manager. The site is open from 8:00 AM to 5:00 PM from Monday to Friday, save for state holidays. Plans are being developed for the long-term use of this property.

d. Herbert Bluethenthal Memorial Wildflower Preserve: The Bluethenthal Wildflower Preserve is an undisturbed 10-acre botanical garden located in the center of the UNCW campus. It was established in 1972 as a place to learn about native plants and their habitats, named in memory of Herbert Bluethenthal. The preserve includes representative upland second-growth pine and lowland swamp forest, a small pond, and a fire- and manually-maintained bog dominated by carnivorous plants indigenous to southeastern North Carolina. There are a series of trails that meander through the property; many of the plants are identified by signage. The preserve is fenced but permanently open to visitors.

e. Pine-Oak-Wiregrass Forest Reserve: The Forest Sanctuary is located immediately north of the Wagner Hall Parking Lot (Lot T), bounded by Walton Drive to the east, Cahill Drive to the south, Reynolds Drive to the west, and an unnamed fire-lane to the north. This area, which has been periodically maintained with control burns in the past, has been used for many years by undergraduate students enrolled in the department’s Ecology class. It has not been burned recently, however, as dormitories and a new Education Building have been built on adjacent property.

f. Broadfoot Property: The Broadfoot Property is located on the southeast corner of Pages Creek, at its confluence with the Atlantic Intracoastal Waterway (AIWW), approximately 6 miles northeast of the UNCW campus. This site, which consists of disturbed uplands and tidal marshes, is a new addition to the University and the property has not been used for teaching or research; however, it offers excellent examples of salt marsh, shrublands, and adjacent coastal uplands, and the site provides immediate access to the AIWW and nearby tidally-influenced creeks.

g. Tidal Shellfish Site at Masonboro Sound: The Tidal Shellfish Site is located in Masonboro Sound approximately 5 miles southeast of the UNCW campus. This intertidal site is submerged at high tide and exposed at low tide, providing undergraduate and graduate students an excellent opportunity to study benthic marine life; several undergraduate and graduate research projects have been conducted here.

h. Corbett Bottomland Hardwood Forest (Long Term Ecosystem Reserve): 750 acres of unimproved freshwater bottomland hardwood forest bordered by Cowpen Rd, US 420, and the Northeast Cape Fear River. Particular importance for monitoring effects of climate

Approved by the Faculty, Department of Biological Sciences December 10, 1998 (now the Department of Biology and Marine Biology)

Updated August 14, 2000
Updated March 27, 2001
Updated August 15, 2002
Updated August 22, 2002
Updated February 25, 2002
Updated April 7, 2003
Updated August 15, 2003
Updated August 18, 2003
Updated August 9, 2004
Updated July 25, 2005
Updated September 23, 2005
Updated August 14, 2006
Updated August 13, 2007
Updated August 12, 2008
Updated August 14, 2009
Updated August 12, 2010
Updated September 13, 2011
Updated March 1, 2012
Updated October 15, 2012
Updated July 30, 2013
Updated July 30, 2014
Updated August 12, 2015
Updated February 8, 2015
Updated August 12, 2016
Updated July 13, 2017
Updated May 30, 2020
Updated September 19, 2021
Appendix A: Faculty Expectations

Department of Biology and Marine Biology faculty expectation guidelines (adopted 04/11/2014).
Expectations are scaled 1-3 as below; examples of attributes for annual performance being at expectation, above expectation, and significantly above expectation, are provided. Evaluations of faculty annual reports by the Department Chair and the Chair’s Advisory Committee will use a 0-3 scoring system; a score of zero would indicate a performance below expectation.

I. TEACHING

1. The overall teaching and advising contribution of this faculty member is:

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Significantly above expectation: as determined by both the number of courses and by course enrollment, teaching load is high and demonstrates an ongoing commitment to instruction and willingness to contribute to specific departmental instructional needs; provides innovative and useful ideas on academic advising and carries heavy advising responsibilities within the department or college</td>
<td></td>
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<tr>
<td>Above expectation: as determined by both the number of courses and by course enrollment, teaching load is moderately high and includes courses required of majors, service courses required for other majors, or courses required for common professional tracks; provides innovative and useful ideas on academic advising and carries a moderately heavy advising load</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>At expectation: teaches a typical course load within the department; meets with assigned number of advisees and provides sound and timely academic counseling</td>
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2. Participation in efforts to provide quality instruction, including curriculum development, by this faculty member is:

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<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly above expectation: skill in planning, organization, and development of techniques for teaching concepts is exceptional, as is curriculum review and revision, development and testing of innovative teaching strategies and creative instructional techniques. Evaluates teaching effectiveness in the department; sponsors and delivers short courses, workshops, conferences, or symposia on teaching</td>
<td></td>
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<tr>
<td>Above expectation: skill in the mechanics of teaching concepts is very good, as is development of new courses; curriculum review and revision; engagement of students in creative instructional techniques; attendance of workshops, short courses, conferences, or symposia on teaching</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>At expectation: skill in teaching concepts is adequate. Promotes an interactive class environment; shows evidence of attempting to improve teaching independently or through professional training activities</td>
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</table>

3. Supervision of undergraduate students in experiential learning by this faculty member is:

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<th>3</th>
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<th>1</th>
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<tbody>
<tr>
<td>Significantly above expectation: Committee chair for multiple honors students, supervision of multiple directed independent study projects, internships, or other forms of experiential learning. Involvement with, or establishment of, programs enhancing student experiential learning (e.g., CSURF, Honors); coordinating formal internship programs.</td>
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<tr>
<td>Above expectation: Service on undergraduate student committees is high. Committee chair for honors students, and supervision of directed independent study projects, internships, or other experiential learning activities</td>
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<tr>
<td>At expectation: Involvement in undergraduate student committees and programs that involve one-on-one student engagement is adequate.</td>
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</tbody>
</table>
4. Teaching evaluations, including peer evaluations if appropriate, for this faculty member are:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation: IDEA scores significantly above expected levels as determined by the Faculty Senate steering committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Above expectation: IDEA scores above expected levels as determined by the Faculty Senate steering committee</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: IDEA scores at or approaching expected levels as determined by the Faculty Senate steering committee</td>
</tr>
</tbody>
</table>
## II. RESEARCH

### 1. The commitment to a rigorous research program with involvement of graduate students by this faculty member is:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation: has a well-established, independent, thematic research program; serves as committee chair for several graduate students; serves on committees of other graduate students; provides guidance and advice to other students and faculty as requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Above expectation: actively engaged in ongoing research projects, with well-established research goals; serves as committee chair to one or more graduate students; serves on committees of other graduate students and provides advice as appropriate</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: performing research either independently or collaboratively; serves on graduate committees as appropriate</td>
</tr>
</tbody>
</table>

### 2. The scholarly productivity, in terms of peer-reviewed research publications, of this faculty member is:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation: evidenced by several publications in national and international journals with JCR ratings, or by publications in premier journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Above expectation: evidenced by multiple publications in national and international journals with JCR ratings</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: evidenced by at least one publication in a national or international journal with JCR rating</td>
</tr>
</tbody>
</table>

### 3. The scholarly productivity, in terms of professional meeting attendance, presentations, non-peer-reviewed publications, and broader impacts of this faculty member is:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation: evidenced by a substantial number of presentations at national and international meetings, book chapters or reviews, more extensive broader impacts related to scholarship</th>
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<tbody>
<tr>
<td>2</td>
<td>Above expectation: evidenced by presentations at professional meetings; submission of project reports and book reviews or chapters, greater broader impacts related to scholarship</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: attendance at one or more professional meetings; submission of project reports or book reviews, some evidence of broader impacts related to scholarship</td>
</tr>
</tbody>
</table>

### 4. The financial support, in terms of proposals submitted or awarded, of this faculty member is:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation: assumes primary responsibility for soliciting or securing substantial extramural funding to maintain a nationally recognized research or educational program</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Above expectation: assumes primary responsibility for soliciting or securing extramural funding for research or educational projects</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: assists in soliciting or securing intra- and extramural financial support for research or educational projects</td>
</tr>
</tbody>
</table>
III. PROFESSIONAL SERVICE AND RECOGNITION

1. The service contribution to the Department made by this faculty member is:

   | 3 | At expectation: attends department meetings, participates in departmental business, and has a positive impact on the departmental profile and working environment |
   | 2 | Above expectation: plays a key role in departmental business, serves on major committees, promotes programs and activities of the department, and makes efforts to improve the departmental profile and working environment |
   | 1 | Significantly above expectation: plays a leading role in departmental business, assumes leadership roles by assuming the chair of major committees, volunteers for responsibilities, promotes programs and activities of the department, substantially improves the departmental profile and working environment |

2. The service contribution to the College and the University made by this faculty member is:

   | 3 | Significantly above expectation: plays a leading role in college and university faculty affairs; makes considerable contributions to major college and university committees; serves as advisor to student groups |
   | 2 | Above expectation: participates in faculty affairs; attends college and university functions; serves on major college and university committees |
   | 1 | At expectation: Attends selected college and university functions; serves on college and university committees |

3. Professional engagement with the community by this faculty member is:

   | 3 | Significantly above expectation: actively enhances the image of the university with professional appearances before and in cooperation with community groups; leading role in local, state, regional, and national professional boards and agencies; high level of activity enhancing diversity and inclusion in Department and profession |
   | 2 | Above expectation: enhances the image of the university through substantial cooperation with community groups; active in local, state, regional, and national professional boards and agencies; works to enhance diversity and inclusion in Department and profession |
   | 1 | At expectation: some service to local, state, or regional boards and agencies; some effort toward enhancing diversity and inclusion |

4. Professional recognition received by this faculty member is:

   | 3 | Significantly above expectation: invited to present papers at recognized forums; service as editor or guest editor for journals of high quality; service on review panels; active in national and international professional societies and agencies; major consultancies |
   | 2 | Above expectation: regularly invited to review published works and grant proposals; member of national and international professional societies; minor consultancies |
   | 1 | At expectation: some evidence of recognition by professional societies and colleagues |
Appendix B: Best practices for evaluating faculty expectations in Annual Reports

INTRODUCTION: The Department of Biology and Marine Biology prides itself in matters of collegial self-governance and has a history of providing clear metrics for performance evaluation of its members. This process is important, not only for fair evaluation for RPT and other personnel decisions, but for maintaining the harmony and morale of the Department. A critical component of our evaluation and mentoring program is the review of Annual Reports by the Department Chair and by the Chair's Advisory Committee (CAC). Reports are due each year at the end of the spring semester and evaluated independently by the Department Chair and by the CAC in May, with the evaluations provided to faculty members during the summer. The Department allocates merit raises on the basis of Annual Report evaluations, as described in Section IV.O. of the Department Policies and Procedures manual. Annual evaluations are provided as both a summative evaluation of performance over the past year, and a formative evaluation to indicate areas of proficiency and also areas that require remediation.

The document that follows provides a “best practices” summary for the evaluation of Annual Reports. It has been written because the six (6) members of the CAC are appointed for 2-year terms, with three (3) members changing each year; hence, in any given year, some of the new members of the CAC may have never previously evaluated Annual Reports. Further, and importantly, this document should be consulted by members of the Department as they prepare their Annual Reports. It is meant to serve as a guide for faculty to improve their understanding of the evaluation criteria used by the Department Chair and by the CAC as they relate to the instructions in the Annual Report form. Faculty are especially encouraged to review annual reports from previous years, which are available on the Department shared drive. Each of the 12 categories in the Expectation and Evaluation Worksheet has a possible score ranging between 0-3 points. Categories are listed below along with the specific instructions contained in the Annual Report form (sepia background), and are then followed by “best practices” guidelines. This set of guidelines will be evaluated annually by members of the CAC and the Department Chair, and amended as necessary.

**********************************************************************************************************

I. TEACHING

From Faculty Expectations, above:

1. The overall teaching and advising contribution of this faculty member is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Significantly above expectation: as determined by both the number of courses and by course enrollment, teaching load is high and demonstrates an ongoing commitment to instruction, and willingness to contribute to specific departmental instructional needs; provides innovative and useful ideas on academic advising and carries heavy advising responsibilities within the department or college</td>
</tr>
<tr>
<td>2</td>
<td>Above expectation: as determined by both the number of courses and by course enrollment, teaching load is moderately high and includes courses required of majors, service courses required for other majors, or courses required for common professional tracks; provides innovative and useful ideas on academic advising and carries a moderately heavy advising load</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: teaches a typical course load as assigned by Dept. Chair and meets with assigned number of advisees and provides sound and timely academic counseling</td>
</tr>
</tbody>
</table>
From the Annual Report:

1. (A) List the undergraduate and graduate courses that you taught each semester. Indicate credit hours and enrollment for each course. (B) List the number of undergraduate advisees assigned to you. Indicate extensive contributions to advisement in terms of letters, meetings, or events.

COMMENTS: Achieving a score above 1 in (A) will entail teaching loads above those normally assigned to a faculty member by the Department Chair (e.g., taking on voluntary or assigned overloads), and making considerable contributions to large major and service courses within the Department. While it is recognized that the faculty teaching load is assigned by the Department Chair, in some cases faculty teach an overload relative to their peers because they are either lecturers or non-research active faculty, or because of departmental need. Some faculty also teach summer courses. Although they are paid for summer teaching, and in many cases for teaching overloads during the semester, the extra teaching contributes more offerings to our students and may reduce teaching demand (e.g., lower numbers of sections or smaller class sizes) on other faculty during the academic year. As a general practice, faculty who teach during the summer or complete voluntary overloads during the academic year will be awarded additional points in this category, considered in the context of their overall contribution to Department teaching needs. For (B), most faculty members are assigned a 'standard' number of advisees each year by the Department advising coordinator. Achieving a score above 1 in this category will entail substantially greater advising responsibilities at the Department, College, or University level, and/or engagement in other activities that relate to undergraduate advising.

******************************************************************************

2. Participation in efforts to provide quality instruction, including curriculum development, by this faculty member is

| 3 | **Significantly above expectation:** skill in planning, organization, and development of techniques for teaching concepts is exceptional, as is curriculum review and revision, development and testing of innovative teaching strategies and creative instructional techniques. Evaluates teaching effectiveness in the department; sponsors and delivers short courses, workshops, conferences, or symposia on teaching |
| 2 | **Above expectation:** skill in the mechanics of teaching concepts is very good, as is development of new courses; curriculum review and revision; engagement of students in creative instructional techniques; attendance of workshops, short courses, conferences, or symposia on teaching |
| 1 | **At expectation:** skill in teaching concepts is adequate. Promotes an interactive class environment; shows evidence of attempting to improve teaching independently or through professional training activities |

2. (A) List new courses taught, or curricula redeveloped. Include new preparations, extensive revisions, and adaptations to new textbooks. Describe instructional concepts or techniques that you used to increase teaching effectiveness. (B) List involvement in peer-review of faculty teaching. Indicate other efforts to improve teaching effectiveness of peers. (C) List participation in teaching seminars, workshops or conferences.

COMMENTS: High quality teaching is a hallmark of UNCW’s mission. All faculty are expected to continue to develop their teaching skills through reflective practice and continued learning. As such, this category is used to recognize faculty efforts in curriculum development and
pedagogical growth. Achieving a score above 1 in this category will involve considerable effort devoted to curriculum development and improving teaching effectiveness. The category is used to recognize the efforts of new faculty who are first developing their curricula, and who often take advantage of teaching effectiveness programs offered on campus (e.g., CTE workshops), and is also used to recognize the efforts of established faculty who undertake the development of new courses, significantly modify existing courses, or engage in reflective practices to improve their teaching effectiveness. Similarly, faculty that make significant efforts to improve overall teaching effectiveness throughout the Department or University (e.g., serving as a teaching mentor to new faculty, organizing workshops on teaching, etc.) can have those efforts recognized here.

3. Supervision of undergraduate students in experiential learning by this faculty member is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Significantly above expectation: Committee chair for multiple honors students, supervision of multiple directed independent study projects, internships, or other forms of experiential learning. Involvement with, or establishment of, programs enhancing student experiential learning (e.g., CSURF, Honors); coordinating formal internship programs.</td>
</tr>
<tr>
<td>2</td>
<td>Above expectation: Service on undergraduate student committees is high. Committee chair for honors students, and supervision of directed independent study projects, internships, or other experiential learning activities</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: Involvement in undergraduate student committees and programs that involve one-on-one student engagement is adequate.</td>
</tr>
</tbody>
</table>

3. (A) List undergraduate students supervised in Honors, DIS, or internships for which you are (1) committee chair and (2) committee member. (B) Indicate other involvement providing, coordinating or enhancing experiential learning programs for undergraduates.

COMMENTS: Scores for this category will vary depending on faculty involvement with undergraduate students in experiential learning, DIS, Honors, etc. While, it is recognized that the research programs of some faculty are more conducive to undergraduate involvement than others, direct involvement of undergraduates in research has become a major focus of the Department, the College, and the University. As faculty members, the hard work of undergraduate mentoring is recognized and significant efforts in this area will be considered in this category. As such, faculty achieving scores of 2 or 3 are not uncommon for this category.

4. Teaching evaluations, including peer evaluations if appropriate, for this faculty member are:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Significantly above expectation: IDEA scores significantly above expected levels as determined by the Faculty Senate steering committee</td>
</tr>
<tr>
<td>2</td>
<td>Above expectation: IDEA scores above expected levels as determined by the Faculty Senate steering committee</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: IDEA scores at or approaching expected levels as determined by the Faculty Senate steering committee</td>
</tr>
</tbody>
</table>
COMMENTS: For the IDEA mechanism of student evaluation of teaching, the CAC will evaluate the three scores provided under the Summary Evaluation of Teaching Effectiveness (Summary Evaluation, Progress on Relevant Objectives, and Overall Ratings). Faculty should present both the adjusted and raw scores for each course taught.

II. RESEARCH

1. The commitment to a rigorous research program with involvement of graduate students by this faculty member is:

   **3**  
   **Significantly above expectation:** has a well-established, independent, thematic research program; serves as committee chair for several graduate students; serves on committees of other graduate students; provides guidance and advice to other students and faculty as requested.

   **2**  
   **Above expectation:** actively engaged in ongoing research projects with well-established research goals; serves as committee chair to one or more graduate students; serves on committees of other graduate students and provides advice as appropriate.

   **1**  
   **At expectation:** performing research either independently or collaboratively; serves on graduate committees as appropriate.

1. (A) Provide a brief (one paragraph) narrative of ongoing research projects and any new initiatives. (B) List the graduate students for which you are (1) committee chair or assistant committee chair (2) committee member. Indicate whether the graduate students are MS or PhD level and if they are UNCW students or enrolled at other institutions. Include title of the research project for each student. Indicate other involvement coordinating or enhancing experiential learning programs for graduate students.

COMMENTS: This category serves to assess general faculty involvement in scholarship and, particularly, with the graduate program. Two things separate Universities from Liberal Arts and Community Colleges; they are (1) graduate programs and (2) active scholarship. Faculty defined as ‘research active’ can and should be engaged in the graduate program by serving on graduate student committees regardless of the level of their own research programs. Scores on this item will generally vary considerably across the faculty, but are based primarily on the number of graduate students a faculty member engages with, mostly as a primary mentor, but also as a committee member. It is not unusual for faculty that are highly engaged in the graduate program to earn 2-3 points in this category.

*******************************************************************************************

2. The scholarly productivity, in terms of peer-reviewed research publications, of this faculty member is:

   **3**  
   **Significantly above expectation:** evidenced by several publications in national and international journals with JCR ratings, or by publications in premier journals.

   **2**  
   **Above expectation:** evidenced by multiple publications in national and international journals with JCR ratings.

   **1**  
   **At expectation:** evidenced by at least one publication in a national or international journal with an JCR rating.
2. (A) List published peer-reviewed research publications for the report period. List only published work with full citations, and only articles in Web of Science (WoS)-rated journals (check inclusion in Journal Citation Reports at WoS website). Do not include publications that were listed in previous annual reports. Indicate student coauthors in bold text with relevant superscripts: ¹=undergrad, ²=MS, ³=PhD, ⁴=postdoc, ⁵=not UNCW student. (B) List publications as in (A) that are in press or submitted. Note that only (A) will be evaluated for merit as part of a 3 year average. Do not list manuscripts that are in preparation.

COMMENTS: This is one of the most quantifiable categories in the annual evaluation and, possibly for that reason, its assessment is frequently debated by faculty. More than any other evaluative measure, the number and quality of publications integrate across scholarly and graduate program engagement. A majority of the Department voted to require that publications listed here must be rated by JCR, but there are otherwise no requirements for “quality,” such as impact factor. Similarly, there is no formula that addresses the number of authors or whether students are included as authors, although these issues can be taken into consideration during evaluation. JCR ranking was considered a minimal standard because (1) non-ranked journals cannot be searched by Web of Science, (2) journal quality is important for continued funding and graduate student career success and, with the rise in number of “predatory” journals, it is important to reinforce peer-review standards, and (3) the same minimal requirement exists for faculty seeking graduate status in the Department. Faculty can choose to list articles that are “in press” in (A) above if there is good reason to think they will be published online or in print before the annual report is evaluated by the CAC (but they cannot be listed again in the following year). Note that non-ISI-ranked publications should be listed in the next section (II. 3. See comments there). Scoring for this category has generally followed a rule of thumb in which the score is equal to the number of publications listed, with a score of 0 for none and a score of 3 for 3 or more publications. Variations from this standard can reflect journal quality, relative impact (not necessarily based on JCR), undergraduate authorship, numbers of authors, as well as other factors. Faculty publication with student co-authors, particularly undergraduates, is encouraged and will be rewarded. Scoring is meant to encourage faculty to aim for high-quality journals in their field with at least national distribution, as opposed to region- or taxa-specific journals. Although only articles published within the report period are used for scoring purposes, it is important for faculty to also list articles in press or in review (under part B), as they allow for amore complete assessment of research productivity that is considered by the CAC and the Department Chair when preparing written comments for each faculty member.

******************************************************************************************

3. The scholarly productivity, in terms of professional meeting attendance, presentations, non-peer-reviewed publications, and broader impacts of this faculty member is:

| 3 | Significantly above expectation: evidenced by a substantial number of presentations at national and international meetings, book chapters or reviews, more extensive broader impacts related to scholarship |
| 2 | Above expectation: evidenced by presentations at professional meetings; submission of project reports and book reviews or chapters, greater broader impacts related to scholarship |
| 1 | At expectation: attendance at one or more professional meetings; submission of project reports or book reviews, some evidence of broader impacts related to scholarship |
COMMENTS: Scores on this category can also vary widely across the faculty, depending on the number and perceived quality of contributions at professional conferences. For example, a sole-authored presentation by a faculty member at a scientific meeting indicates that he or she gave the talk and represented the Department (a substantial contribution), while their name as one of a list of non-presenting coauthors means they did not give the talk, and may not have attended the meeting (a minor contribution). Presentations given by students at meetings provide evidence of active mentorship and engagement of a faculty member’s research program within their discipline, and are recognized accordingly. Publications not listed under category II. 2. should be listed here, under part B. Faculty should use the narrative to highlight particularly impactful publications listed in this category (e.g., papers in emerging journals, invited reviews, contributions to published symposia) that could not be listed in category II. 2. due to lack of JCR rating. Broader impacts that increase the public awareness of your research program should also be listed here, under part C.

******************************************************************************************

4. The financial support, in terms of proposals submitted or awarded, of this faculty member is:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation: assumes primary responsibility for soliciting or securing substantial extramural funding to maintain a nationally recognized research or educational program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Above expectation: assumes primary responsibility for soliciting or securing extramural funding for research or educational projects</td>
</tr>
<tr>
<td>1</td>
<td>At expectation: assists in soliciting or securing intra- and extramural financial support for research or educational projects</td>
</tr>
</tbody>
</table>

4. (A) List research proposals that were submitted for internal or external funding for the report period, including agency, all co-PIs in order of application, title, amount of request, funding period, and level of involvement. (B) List funded research proposals that are new or on-going for the report period, including agency, all co-PIs in order of application, title, amount of award, funding period, and level of involvement.

COMMENTS: It is expected that faculty members will write grant proposals to support their scholarly activities and their ability to mentor graduate students. Given that the cost of biological research varies greatly among subdisciplines, the exact dollar amount of funding acquired is not a primary factor in determining scores for this category, but it is considered in the evaluation of the effort required to obtain funding. Scoring is generally based on the level of effort put forth by the faculty member to fund their research programs. For example, efforts directed at minor extramural (small grants that are short in duration) or internal funding sources will not score as high as efforts directed at acquiring major extramural funding (larger, multi-year awards) that required a higher level of effort to apply for. However, it is also recognized that applying for and managing multiple smaller grants can represent a significant workload. In practice, faculty efforts to acquire grant support will be assessed in the context of how they have been able to support their research programs. Given that many funding agencies place limits on the number of awards or award amounts to individual investigators, faculty with multi-year awards which...
provide substantial funding for their programs are not penalized for not submitting new proposals in a given reporting period. That being said, all faculty are encouraged to consider applying for funding that may be considered 'supplemental' to their core research needs (e.g., equipment grants, REU/RET opportunities, etc.).

*****************************************************************************************************

III. SERVICE

1. The service contribution to the Department made by this faculty member is:

   3. **Significantly above expectation:** plays a leading role in departmental business, assumes leadership roles by assuming the chair of major committees, volunteers for responsibilities, promotes programs and activities of the department, substantially improves the departmental profile and working environment

   2. **Above expectation:** plays a key role in departmental business, serves on major committees, promotes programs and activities of the department, and makes efforts to improve the departmental profile and working environment

   1. **At expectation:** attends department meetings, participates in departmental business, and has a positive impact on the departmental profile and working environment

1. List Departmental committee service. Indicate any other form of service contribution to the Department. Indicate which commencement you attended for the reporting period, December or May.

COMMENTS: Scores for this category will generally be variable across the faculty based on differing levels of involvement in Departmental business and various responsibilities each year. The text contained in the Faculty Expectations worksheet is generally straightforward and is used for scoring this category. For example, a faculty member who chairs a search committee, or who chairs or serves on a major Departmental committee (e.g., CAC, GAC, UG curriculum) will normally score higher for that year, relative to other faculty.

******************************************************************************************

COMMENTS: This category combines service to the College and University. As with category III. 1., the text contained in the Faculty Expectations worksheet is relatively straightforward and is used for scoring this category. Achieving a score above 1 in this category will entail activities such as service on Faculty Senate or major College or University committees (e.g., IACUC, administrator search committees).

******************************************************************************************
3. Professional engagement with the community by this faculty member is:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>actively enhances the image of the university with professional outreach; appearances before community groups; leading role in local, state, regional, and national professional boards and agencies; high level of activity enhancing diversity and inclusion in Department and profession</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Above expectation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>enhances the image of the university through professional outreach; active in local, state, regional, and national professional boards and agencies; works to enhance diversity and inclusion in Department and profession</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>At expectation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>some service to local, state, or regional boards and agencies; some effort toward enhancing diversity and inclusion</td>
</tr>
</tbody>
</table>

3. List (A) outreach or community service based on academic credentials; (B) service to city, county, state, federal, or international boards or committees based on academic credentials; (C) activities to enhance diversity and inclusion in the Department and profession.

COMMENTS: [This section of the Annual Report was updated for 2020-2021: see comments to sections III.1 and 2]

4. Professional recognition received by this faculty member is:

<table>
<thead>
<tr>
<th>3</th>
<th>Significantly above expectation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>invited to present papers at recognized forums; service as editor or guest editor for journals of high quality; service on review panels; active in national and international professional societies and agencies; major consultancies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Above expectation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>regularly invited to review published works and grant proposals; member of national and international professional societies; minor consultancies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>At expectation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>some evidence of recognition by professional societies and colleagues</td>
</tr>
</tbody>
</table>

COMMENTS: This category is a “grab-bag” for service to the profession that is mostly focused on accomplishments that enhance the faculty member’s status within their scientific discipline, and thereby bring credit to the Department and University. Scores will be variable based on differences in faculty member engagement in professional service such as completing manuscript and grant proposal reviews, leadership in academic societies, editorial appointments, state and federal committee membership. Considerable efforts in these areas or exceptional professional service (e.g., hosting a professional meeting, editorship for a large journal, high-ranking officer role in a large professional society, receipt of a major award, considerable service to a state or federal board) are recognized with higher scores.
Appendix C. Department of Biology and Marine Biology Faculty Peer Evaluation

Faculty member observed: ____________________________
Date: ____________________________       Course: ____________________________
Lecture/lab topic: ____________________________
Peer Reviewer: ____________________________

Please check the appropriate box in the rating scale below. Not observed = not applicable or reviewer did not have an opportunity to evaluate.

<table>
<thead>
<tr>
<th></th>
<th>Not observed</th>
<th>Improvement needed</th>
<th>Accomplished well</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Started on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction stated organization and focused attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presented topics in a logical sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effective transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Finished on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Defined unfamiliar terms, concepts, and principles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Main ideas were clear, specific, and relevant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presented examples to clarify points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Material appropriate to student knowledge and background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Material sufficiently challenging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Language was understandable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Articulation and pronunciation clear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Volume sufficient
- Maintained eye contact
- Pace of delivery appropriate
- Pace allows times for note-taking
- Projected confidence and enthusiasm

**Interaction**
- Encouraged students to ask questions
- Gave appropriate responses
- Asked students questions to monitor progress
- Allowed sufficient wait time

**Media**
- Overheads/chalkboard content effective
- Presented helpful audiovisual material

**Additional comments:**

**Strengths:**

**Weaknesses and suggested improvements:**
Department of Biology and Marine Biology Faculty Peer Evaluation
for Online Classes

Faculty member observed_________________________ Date____________________
Course____________________________________________________________________
Lecture/lab topic_________________________________________________________
Peer Reviewer____________________________________________________________

Evaluation should begin by reaching out to the faculty begin observed, to (1) discuss the class (2) request access to
the course [they will need to add you to the class: They go to People, then click the +People, and then add you as
an observer via your email address; the instructor has to copy the web address when they are on the course page
and send it to you (it will be one of those instructure.uncw addresses)], and (3) specifically to ask them these two
questions:

(1) Identify how you create your presence in your online course. This can include how you interact with the
students (e.g. via email, discussion boards, assignment feedback), type of feedback you provide (e.g.
written, video), and availability of instructor.

(2) Are you using 3rd party materials? Third party materials are not created by the instructor rather by a
publishing house.e.g McGraw Hill, Cengage, or Pearson, ShadowHealth. If so, please provide an access
code or login information for the observer if needed.

When you visit the Canvas site, please complete the following:

1. Identify the Module/Week/Unit observed:

2. Identify the Current Module Structure: For example, you can describe the topic,
goals, and format of the module or unit currently underway. What sorts of
assessments/activities does the module/unit contain?

3. Delivery: For example, describe the materials/instructional strategies used in the course. Consider
clarity, coherence, and appropriateness of the materials/instructional strategies, as well as the instructor’s
use of instructional resources, including relevant, effective features of the course management system.

4. Communication: For example, describe how the instructor makes herself or himself available to
students, and response time as evidenced by available supporting materials. Indicate also how the
instructor facilitates interactions among students and promotes active learning. Indicate how the instructor
provides constructive feedback and learning guidance to the students.
5. **Summary**: Provide general comments about this instructor's approach to teaching online. Site any strengths and any features that you think the faculty may be able to improve upon.
Appendix D: DEPARTMENT OF BIOLOGY AND MARINE BIOLOGY POST-TENURE REVIEW

INTRODUCTION

Post–Tenure Review (PTR) is a comprehensive, formal, periodic evaluation of cumulative faculty performance to ensure faculty development and to promote faculty vitality. It is required of all faculty throughout the UNC system. Each faculty member should have a copy of the UNCW Policy on Post-Tenure Review (see Faculty Handbook).

According to the UNCW Policy on Post-Tenure Review, the purpose of PTR is “to support and encourage excellence among tenured faculty by recognizing” “faculty performance that meets or exceeds expectations; provide for a clear plan and timetable for improvement of faculty whose performance is judged to be below expectations; and for those whose performance remains below expectations, provide for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge.” PTR “should not be used to suggest ways that competent, conscientious faculty may merely improve their satisfactory performance – annual reviews already have that function.” This document describes the Department of Biology and Marine Biology procedures, expectations, and guidelines for PTR as required by the UNCW Policy.

PROCEDURES

Who is reviewed

“PTR is required of all tenured faculty whose primary responsibilities (50% or more) are teaching and/or research and/or service.” Tenured faculty may elect to undergo PTR during any academic year. PTR is mandatory for all tenured faculty no later than the fifth academic year following the most recent of these review events:

- i. award of tenure and/or promotion at UNCW
- ii. prior post-tenure review
- iii. return to faculty status following administrative service of two years or more

Exceptions are noted in the UNCW Policy on Post-Tenure Review. At the beginning of each academic year, the Dean of the College of Arts and Sciences together with the Department Chair shall identify those tenured faculty members for whom PTR is required.

Materials to be reviewed

“Performance shall be reviewed for the preceding five years, unless one or more of the above conditions exists. At the beginning of the PTR cycle, faculty members will prepare, in consultation with the Chair, a brief written five-year plan or set of goals consistent with the expectations of the department (Appendix F). This plan can be modified annually by the faculty member in consultation with the Chair as deemed appropriate.” Each year, after the Annual Review process is completed, the Chair will convey a letter to each tenured faculty to inform them of their progress towards their five-year plan’s goals. A faculty member being reviewed shall provide a succinct PTR report for the period being evaluated, including activities pertaining to teaching, research and service. “Faculty members who have professional responsibilities or modified assignments that affect the balance of their duties between teaching, research,
and service must note this in their report, and the PTR process at all stages must take this balance into account.” At a minimum, this report should provide a brief summary of:

- courses taught and any material supporting exemplary teaching;
- all publications and presentations, grants and contracts, and involvement in undergraduate and graduate thesis, honors, and DIS research;
- service activities to the Department, College, University, and community;

Faculty must provide copies of their annual reports for the review period (including SPOT summaries and IDEA reports as required in those reports) and copies of the five most recent Chair’s evaluations of the faculty member. Faculty must also provide a statement of their specific goals and a “brief statement of progress toward achieving the goals.” Faculty are encouraged to request peer observation in the classroom preceding PTR.

**Peer Reviewers**

PTR must include peer review of faculty professional performance. Peer review will be conducted by three tenured faculty of equal or higher rank in the Department, appointed by the Department Chair, with one designated as the Chair of the PTR Review Committee. Each peer reviewer will certify to the Chair that they have undertaken the required UNC training module in support of this activity. The Chair of the PTR Review Committee (or the Department Chair) will provide each peer reviewer with departmental expectations for tenured faculty and departmental guidelines for PTR evaluation, and he/she will circulate the PTR report to the other peer reviewers and ensure that the review is conducted in a timely manner. Each peer reviewer shall present the results of his/her independent evaluation in writing to the Department Chair, without consultation with other peer reviewers. Peer evaluations are confidential, available only to the faculty member undergoing PTR, the Department Chair, and appropriate university officials. Two tenured faculty members undergoing PTR in the same year may not be peer reviewers for each other.

**Results of post-tenure review**

After receiving evaluations from the peer reviewers, the Department Chair prepares an evaluation of the faculty member undergoing PTR. The evaluation measures the individual’s performance against Department, College, and University missions, taking into account the individual’s workload as assigned by the Department Chair(s) and the annual reports for the most recent five years. The Chair’s evaluation is required to “state whether the faculty member’s overall professional performance exceeds expectations, meets expectations or does not meet expectations, and the major reasons for the determination.” The Chair provides the faculty member a copy of the evaluation and meets with the individual to discuss the review. The Department Chair and the faculty member must sign the Chair’s evaluation in acknowledgment of its receipt by the faculty member. The faculty member has the option of attaching a written response. No later than ten days after the evaluation meeting, the Department Chair shall forward the faculty member’s PTR report, a list of the peer reviewers, a copy of the Chair’s evaluation, and the faculty member’s response, if any, to the Dean of the College of Arts and Sciences.

“...The Dean will conduct an evaluative review of these materials and provide the Department Chair and the faculty member a written statement reporting the outcome of the review (exceeds expectations, meets expectations or does not meet expectations) and the major reasons for the determination. The faculty member has the option of attaching a written response and requesting a meeting with the dean to discuss the evaluation. This written response should be presented within ten working days of the Dean’s written notification to the faculty member.”
Outcomes

If the Department Chair and Dean each conclude that the faculty member’s performance meets or exceeds expectations, the PTR process is complete. In order for a faculty member to receive a final rating of exceeds expectations, the Chair and the Dean must both render a rating of exceeds expectations. Otherwise, the final rating is reported as meets expectations.” Documentation of exemplary performance will be forwarded to the Dean and the Provost for appropriate action.

If the Department Chair and Dean agree that the faculty member’s performance does not meet expectations, the Chair and the faculty member shall negotiate within 10 working days of receipt of the evaluation a faculty development plan that includes:

i. specific strategies and steps designed to lead to improvement,
ii. delineation of specific outcomes that constitute improvement,
iii. resources to be committed, if any,
iv. a specified timeline, not to exceed three years, in which the improvement is expected to occur,
v. a statement regarding new allocation of responsibilities, if duties are modified as a result of an assessment,
vi. a statement of the process by which performance under the plan will be evaluated and feedback provided to the faculty member, including possible peer mentoring processes, and clear specification of who will conduct the evaluation. The evaluation must include at least semi-annual progress meetings with the department chair/school director, followed by a report to the dean.
vii. a clear statement of consequences should the improvement not occur in the designated timeline.

The faculty member and the Chair shall sign the development plan and the Chair shall forward a copy to the Dean, who must approve the plan and any resources to be committed. Complete details on this process are articulated at the end of this document, in the section entitled “Procedures for faculty who receive does not meet expectations on their Post-tenure Review”.

“If the evaluations of the Department Chair and the Dean differ from one another, and either provides an evaluation of does not meet expectations, the PTR process will proceed to the University RTP Committee for an evaluative review. The submitted materials, along with the Department Chair and Dean evaluations, and any written responses by the faculty member, should be forwarded to the RTP committee within fifteen working days of the dean’s notification to the faculty member.

The Chair of the University RTP committee will provide the Provost a written recommendation reporting the outcome of the committee’s review (exceeds expectations, meets expectations or does not meet expectations). The committee’s recommendation is advisory to the Provost. The Provost will render a final decision, in writing, to the faculty member, chair/school director, and dean. The Provost’s decision completes the PTR process.”

Due process
As outlined in the UNCW Policy on Post-Tenure Review, due process and the right of appeal as specified in The Code and The Faculty Handbook shall be guaranteed. Disciplinary actions for noncompliance with the development plan are limited to those established in Chapter VI.A of The Code. The outcome of evaluation should be confidential – that is, confined to the appropriate university persons or bodies and the faculty member being evaluated – and released only with the consent of the faculty member.

Throughout the process, reviewers at any level should recuse themselves if they believe their relationship with the faculty member prevents them from fair and objective consideration of the faculty member’s performance for PTR. No person related to or having a romantic relationship with the faculty member may deliberate or recommend on a PTR action. Accordingly, deliberations must follow the UNCW 08.190 Employment of Related Persons (Anti-Nepotism) Policy.

All documents that played a substantive role in the review, all evaluative reviews (i.e. non-advisory) and actions taken as a result of the review will be maintained in the faculty member’s personnel file located in the appropriate department/school/dean’s office. These files will be maintained for a period consistent with the UNC General Records Retention and Disposition Schedule. Faculty may appeal any decision within the PTR process if the faculty member feels his or her rights were violated or that procedural irregularities cast doubt on the validity of the decision (see section “h” for appeal process).

The dean will provide the Provost with a written report listing the name of faculty members reviewed during the academic year, a summary of the outcomes of those reviews, confirmation that all UNCW PTR policies and procedures were followed, and any additional information as required by UNC General Administration.

**EXPECTATIONS**

**General criteria**

The purpose of post-tenure review is “to support and encourage excellence among tenured faculty and to provide for a clear plan and timetable for improvement of faculty whose performance is judged to be below expectations.” “Annual evaluations for the period under review will substantially inform the PTR process; however, annual reviews should not be substituted for the “comprehensive, periodic, cumulative review” required by UNC Policy 400.3.3.”

Criteria for *meeting expectations* according to the UNCW Post-Tenure Review Policy are:

- sustained competence in teaching, research and service
- conscientious discharge of duties in relation to goals established at the beginning of the review period, taking into account distribution of workload as assigned by the department chair; and
- efforts to improve performance.

The criteria for *exceeds expectations* according to the UNCW Post-Tenure Review Policy are:

- sustained excellence in teaching, research, and service; and
- professional performance that is substantially above expectations and that significantly exceeds the performance of most faculty.
“Faculty performance below these criteria does not meet expectations.”

**Expectations of tenured Assistant Professors**

PTR expectations for tenured Assistant Professors are the same as those for tenured Associate Professors, taking into account differences in professional experience and distribution of workload assigned by the department chair.

**Expectations of tenured Associate Professors**

Successful teaching is the primary criterion for performance that meets expectation. Faculty are expected to provide evidence of ongoing conscientious discharge of teaching responsibilities and by maintaining acceptable ratings (above or near the departmental mean) on student and peer evaluations of classroom performance and instructional materials. Mentoring junior faculty and graduate students, developing Web-based instructional material, developing instructional software, supervising departmental honors projects, directing individual studies, directing internships, writing applications for instructional grants, designing or revising courses, and active participation in curriculum revisions are some examples of contributions to teaching. Conscientious student academic advising is expected of all faculty.

All faculty must provide evidence of ongoing attention to professional development in scholarship and research activities such as regularly submitting grant proposals and manuscripts for refereed publication, writing and reviewing textbooks or software, refereeing grant proposals and manuscripts for publication, participating in conferences and symposia, and involving students in research as appropriate for faculty rank, workload assigned by the Department Chair, and annual professional expectations.

All faculty are expected to participate in departmental meetings and activities and to carry out departmental duties such as annual reports, peer reviews, and committee service in a timely and professional manner. Departmental responsibilities, appointments to campus committees, and opportunities for professional service outside of UNCW will vary as part of the individual’s workload. It is expected that all such service be performed in a conscientious manner, and that the amount of service be appropriate to the individual’s workload in teaching and research.

**Expectations of tenured Professors**

Basic expectations for Professors are the same as those for tenured Associate Professors, taking into account differences in workload as assigned by the department chair and recognizing that Professors usually assume leadership roles in Department, University, and professional committees and organizations.

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**Procedures for faculty who receive does not meet expectations on their Post-tenure Review.**

“Progress toward achieving goals in the development plan will be reviewed in subsequent performance reviews by the Chair, who will provide detailed feedback to the faculty member. These reviews will occur
at least semiannually. A copy of these reviews will be provided to the Dean. At the end of the time specified in the development plan, the Chair will review the faculty member’s performance and make one of the following recommendations: (1) the faculty member’s performance has improved and no further action is necessary pending the next regularly scheduled PTR, (2) the faculty member’s performance has improved but not to the expected level, requiring adjustments in the developmental plan and/or the faculty member’s workload, or (3) the faculty member’s performance continues to be below expectations, in which case the Chair may recommend to the Dean the imposition of appropriate sanctions.

If the Dean agrees with the Chair’s recommendation that no further action is necessary, the review process stops pending the next regularly scheduled PTR, i.e. the date five years from the original PTR date. If the Dean agrees with the recommendation for adjustments in the development plan and/or workload, the changes are implemented and the performance will be reevaluated at least semiannually. The post tenure review stops when the performance meets the expected level within the specified timeframe. If the Dean agrees with the Chair’s recommendation for the imposition of serious sanctions, the Dean forwards this recommendation to the Provost, who will make the final decision regarding such action. Serious sanctions that may be imposed include demotion, salary reduction and recommendation for discharge.

If the Dean disagrees with the Chair evaluation of progress toward achieving goals in the development plan, the Dean, Chair, and the faculty member shall meet with appropriate offices within the University as agreed upon by all parties to resolve the issues. If differences cannot be successfully resolved, the issue will be forwarded to the Provost or his/her designee for final arbitration and resolution."

If a mutually agreeable plan is not reached within one month after the initial meeting, the currently existing mediation process of the University shall be utilized. If a mediated settlement plan cannot be achieved utilizing this process, the Director of Human Resources and or her/his designee shall advise adjustment by the Dean and the Dean shall act as an arbitrator in the development of a plan. The dean has the authority to utilize appropriate University offices and services to assist with achieving agreement on the development plan. If, after arbitration, a faculty member refuses to formulate the development plan, the dean will refer the faculty to the Provost for final arbitration and resolution. Failure of the faculty member to participate in good faith toward the creation of the development plan may result in the imposition of sanctions up to and including dismissal.”
Appendix E: GUIDELINES FOR PTR EVALUATION

Candidate: Dr: ____________

Please remember that post-tenure review is NOT an opportunity to make suggestions for improvements in faculty performance that meets or exceeds expectations. The purpose of post-tenure review is “to support and encourage excellence among tenured faculty by recognizing and rewarding faculty performance that meets or exceeds expectations; provide for a clear plan and timetable for improvement of faculty whose performance is judged to be below expectations; and for those whose performance remains below expectations, provide for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge.”

The overall rating is determined by weighing each area (teaching, research, and service) according to the workloads that have been assigned to this individual by the department chair. University guidelines stipulate that teaching should be 60-80% of the total annual workload (each 3-hour course is normally considered 10% of the total annual workload), research should be 10-40% of the total annual workload, and service should be 5-20% of the total annual workload.

Teaching
Because successful teaching is the primary criterion for satisfactory performance, evaluate the following:

• contributions to teaching;
• maintaining acceptable SPOT/IDEA ratings (a rating of average or above);
• maintaining acceptable peer ratings (peer observation in the classroom);
• mentoring junior faculty;
• mentoring graduate students;
• directing honors projects, individual studies, internships, or other forms of teaching;
• developing instructional software and Web-based instructional material;
• writing applications for instructional grants;
• designing or revising courses
• participating in curriculum revisions; and
• conscientious student advising

Rating (exceeds expectations, meets expectations or does not meet expectations):
**Research**
All faculty also must provide evidence of ongoing attention to professional development in scholarship and research activities. Evaluate the following:

- submission of grant proposals;
- submission of manuscripts for publication in refereed journals;
- submission of final reports and other manuscripts;
- writing and reviewing textbooks or software;
- refereeing grant proposals and manuscripts for publication;
- participation in conferences and symposia; and
- directing graduate and honors projects, individual studies, internships, or other forms of student research, and serving on thesis committees.

Rating (*exceeds expectations, meets expectations or does not meet expectations*):

**Service**
In addition, all faculty are expected to participate in departmental meetings and activities and to carry out departmental duties such as annual reports, peer reviews, and committee service in a professional and timely manner. Departmental responsibilities, appointments to campus committees, and opportunities for professional service outside of UNCW will vary as part of the individual’s workload. It is expected that all such service be performed in a conscientious manner, and that the amount of service be appropriate to the individual’s workload in teaching and research.

Rating (*exceeds expectations, meets expectations or does not meet expectations*):

**Overall Rating** (*exceeds expectations, meets expectations or does not meet expectations*):
Appendix F

Sample Goals for Biology and Marine Biology Faculty PTR Plans
(as adapted by the BIO CAC, November 2015 from CAS provided template, and as approved by our
Faculty on November 20, 2015)

As tenured faculty now must, per GA and UNCW policy, prepare, in consultation with the Chair, a plan
or set of goals to be considered as part of their PTR process, you may find this list helpful. We stress
that these are not aspirational goals. They are designed to comply with the mandate and to help chairs
and faculty set a floor for the reviewed to work towards “meets expectations” per the policy. It is also
important to note that, per the policy, the assessment of candidates for PTR is holistic and does not
depend exclusively on progress towards chosen goals.

Teaching
To maintain IDEA results that are in line with departmental averages
To achieve results in peer evaluation that are acceptable in relation to departmental expectations
To teach courses as assigned by my chair
To advise majors conscientiously and in close connection to curricular developments/help my advisees
graduate in a timely manner and accomplish their educational goals
Revise and keep current my course materials and syllabi
To take advantage of professional development opportunities to improve my teaching
To engage in high-impact teaching practices
To mentor graduate and undergraduate students

Research
To retain/return to research active status in relation to Departmental standards
To remain current in my field
To maintain a publication and meeting presentation record appropriate for Research Active faculty
To take advantage of opportunities to engage in professional development related to research
To seek support for my research activities
To maintain Graduate Faculty status

Service
To provide service to my profession
To provide service to UNCW
To provide service to my department and college
To provide professionally appropriate service to my community
Appendix G:

PROCEDURES AND GUIDELINES FOR RECRUITING AND ALLOCATING DEPARTMENTAL RESOURCES TO GRADUATE STUDENTS
Department of Biology and Marine Biology

(1) Graduate Faculty in the Department of Biology and Marine Biology are eligible to recruit M.S. and Ph.D. students. Requirements for obtaining and maintaining Graduate Faculty status are listed elsewhere. Graduate Faculty in Departments other than Biology and Marine Biology must obtain a secondary appointment in the Department before requesting permission to recruit Ph.D. students.

Graduate Faculty wishing to recruit a graduate student will have (a) an established record of successfully mentoring graduate students, (b) an established record and reasonable expectation of extramural funding sufficient to cover research expenses and salary support in the form of summer stipends and research assistantships (RAs) for the academic year, and (c) a significant record of scholarly work. In practice, new tenure-track hires are exempt from items (a) and (b) above.

(2) Prior to recruiting a student, Graduate Faculty should develop a plan for student funding. This plan should include (a) a projected graduation date for the student, (b) requests for teaching assistantships (TAs), (c) requests for in- or out-of-state tuition remissions, and (d) an indication of whether the student will be supported by extramurally funded research assistantships (RAs).

For planning purposes, the M.S. degree is designed to be a 2-year course of study whereas time-in-residence for Ph.D. students is typically 4-6 years. Due to limited departmental Ph.D. TA support and the longer time to degree for Ph.D. students, at least partial RA support is generally required to recruit a Ph.D. student.

(3) Plans for student recruitment and funding should be made known to the Graduate Coordinator, who may share this information with the Graduate Advisory Committee (GAC). This information is important for managing departmental resources as equitably as possible. If the student is to be accepted, the Graduate Coordinator will alert the Graduate School. The Graduate School will then send a letter of admittance, and the Graduate Coordinator will send a letter with an offer for financial support. Individual faculty members should not make an offer of admittance to the program.

(4) The Graduate Coordinator, in consultation with the GAC, evaluates requests for student recruitment and financial resource allocation applying the following criteria as necessary.
   (a) As a first priority, currently enrolled students making satisfactory progress towards their degree are awarded continuing support (unless other funding sources were identified in the student funding plan).
   (b) TAs and tuition remissions for new students are preferentially allocated to full-time graduate faculty in the department.
   (c) TAs and tuition remissions are awarded to new and continuing students to promote an equal distribution of student financial aid among faculty members within the department.
   (d) TAs and tuition remissions for new students may be preferentially awarded to the highest qualified applicants.
   (e) TAs and tuition remissions for new students may be awarded in a manner that maintains adequate enrollment in each degree program.
Appendix H

Sample advertisement for use in faculty recruitment

The Department of Biology and Marine Biology at the University of North Carolina Wilmington invites applications for the position of tenure-track Assistant Professor in Evolutionary Developmental Biology starting August, 2016. The successful candidate will contribute to undergraduate and graduate courses in developmental biology and other topics depending on area of expertise, as well as maintain a vigorous, extramurally funded research program involving both undergraduate and graduate students. Candidates with a research program that targets the interface of evolution and development, including those that study evolutionary developmental biology from an environmental perspective, are especially encouraged to apply. The department has an excellent record of faculty development and mentorship, and is committed to assisting new faculty to succeed. The department is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community. Graduate curricula in the department include M.S. programs in Biology and Marine Biology, as well as a Ph.D. program in Marine Biology. Preference will be given to candidates able to complement existing disciplinary strengths and leverage departmental facilities (http://www.uncw.edu/bio/) and who can interact with and contribute to our Ph.D. program in Marine Biology. Excellent support for research is provided in Departmental facilities on campus (http://www.uncw.edu/bio/) and at the CREST Research Park (http://uncw.edu/CREST/), including the Center for Marine Science, Shellfish Research Hatchery, and Biotechnology Center.

Candidates must have a Ph.D. in biology, evolutionary biology, or a related field, post-doctoral research experience, and strong potential for excellence in research and teaching. For complete information and application instructions, please visit: https://jobs.uncw.edu/postings/3584

For full consideration, the application MUST contain these components:
(1) a letter of application that includes:
a) A brief statement of teaching philosophy,
b) A brief statement of research interests with particular attention to the applicant’s fit to this department,
c) A separate statement that addresses how the candidate’s cultural, experiential, or academic background contributes to building an equitable and diverse scholarly environment; see www.uncw.edu/bio/diversitystatement.html for further details,
(2) a curriculum vitae,
(3) contact information for three references.

MS Word or Adobe PDF attachments are required. For questions about the position, contact the Search Chair, Dr. Search Chair (search@uncw.edu). For questions about the online application process, contact Ms. Search Admin (admin@uncw.edu). Priority consideration will be given to applications submitted before January 4, 2016, however applications will be accepted until the position is filled.

UNC Wilmington actively fosters a diverse and inclusive working and learning environment and is an equal opportunity employer. Qualified men and women from all racial, ethnic or other minority groups, protected veterans, and individuals with disabilities are strongly encouraged to apply.
Department of Biology and Marine Biology
Syllabus Toolkit

Summary
This syllabus checklist & template has been developed by SAND, utilizing information from the Center for Teaching Excellence and other campus resources. In addition to required pieces per the UNCW Faculty Senate and Faculty Handbook (course grading policies and penalties; office hours), we have included numerous best practices inclusions (learning outcomes; makeup policies; academic integrity policies; disability accommodation statement) as well as the new Diversity, Equity, and Inclusion (DEI) language we’ve developed over the past academic year. The adoption of this checklist serves to:

- Assist you in communicating policies to your students, for their understanding and your protection;
- Adhere to documentation requirements for continuing institutional accreditation;
- Demonstrate our department’s commitment to DEI and our willingness to put our stance and values in a written document.

BMB Syllabus Checklist

☐ Course title, code, and section
☐ Semester/year
☐ Instructor name and contact information
☐ Office Hours
☐ Class meeting times and locations
☐ Course description
☐ Course prerequisites
☐ Required and recommended course materials
☐ Attendance Policy
☐ Penalties for late or missed classes, late or missed assignments, and missed exams
☐ Grading, methods of evaluation, relative weighting of items toward the final grade
☐ Reasonable Accommodation statement (see Disability Resource Center)
☐ Academic Integrity statement and policies (see Honor Code)
☐ Statement on use of personal electronic devices
☐ All other course policies
☐ Course Learning Outcomes (see CAS Student Learning Outcomes and University Studies Learning Outcomes for qualifying courses)
☐ Information on the Library, University Writing Center, Supplemental Instruction, and other services such as the University Learning Center
☐ DEI Statements, non-discrimination policy, zero-tolerance violence and harassment policies, related resources
☐ Campus Safety Resources
☐ Copyright Language
☐ Course Schedule

BMB Sample Syllabus
Biology of Cool Stuff – BIO 333 section 001 (CRN 55555) – Fall 2021
Instructor: Dr. Awesome
Office location and phone: Dobo Hall 1000; 910-555-5555
Email address: awesome@uncw.edu
Office Hours: Tuesday/Thursday 2-4PM
Course meeting time and location: M/W/F 10:00-10:50 AM, DO 1006
Catalog Course Description
An introduction to all the coolest biology. Credit Hrs: 3. Prerequisites: BIO 201 Principles of Biology: Cells and CHM 101 General Chemistry I.

Course Learning Outcomes (based on BS Biology Student Learning Outcomes; Writing Intensive Outcomes)
By the end of the course, students are expected to demonstrate understanding of cool biology and evaluate published research on the subject.
Specific learning outcomes are:
- Understand and explain the main principles of the evolution of cool stuff
- Describe and apply strategies for characterization and taxonomy of cool stuff
- Explain the principles of molecular barcoding and demonstrate how it is used to characterize populations of cool stuff
- Demonstrate a clear understanding of the diversity and ecology of cool stuff and the known and potential impacts of climate change on this diversity.
- Understand the process and effectively apply the skills of critical peer review of journal articles [WI 1]*
- Write a summary and critique of current literature of cool stuff demonstrating synthesis of the topic [WI 1]*
- Present your ideas effectively in oral and paper format implementing iterative peer and instructor feedback [WI 2]*

*cross reference relevant University Studies Learning Outcomes

Required material:
- Web Resources – Canvas Course Page: Canvas is UNCW’s Learning Management System (LMS). To log in to the course go to: https://uncw.instructure.com. Canvas Help is available using the “Help” button on the left navbar. Contact UNCW’s TAC (Technology Assistance Center) for support.

Class Attendance and Participation: Class attendance is mandatory for participation in quizzes/activities and exams. Class attendance and participation will also accrue points toward Extra Credit.

Writing Services, in the form of face-to-face or online consultations, are available through the University Learning Center: https://uncw.edu/ulc/services/writing/index.html

Academic Integrity: All members of UNCW’s community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully, as covered in the UNCW Student Handbook and available here: http://www.uncw.edu/odos/honorcode/. Academic dishonesty in any form will not be tolerated in this class. Academic integrity violations could include:
- Use of unauthorized materials or consulting or receiving help from anyone during exams
- Plagiarism or failure to appropriately cite references or images
- Sharing exam questions or answers with other students or the public (class material is copyrighted)

Disability Resource Center UNCW supports the right of enrolled students to a full and equal educational opportunity and is committed to reasonable accommodations for individuals with documented disabilities or who are impacted by Title IX concerns. Students with disabilities for whom accommodations may be necessary must be registered with, and provide official notification through, UNCW’s Disability Resource Center. Once established, responsibility for disability-related accommodations and access is shared by DRC, faculty, and the student.

Non-Discrimination Policy Individuals who wish to report any form of gender-based discrimination or sexual misconduct/harassment should contact UNCW’s Title IX Office. Students may also report incidents of misconduct to faculty; however, be aware that faculty are required by law to notify the Title IX office. If students seek confidential resources
Diversity, Equity, Inclusion:
I embrace diversity, equity, and inclusivity in the classroom and in academia. I strive to make this class inclusive for all students, free of discrimination based on race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, or physical and learning ability. I value your presence and contributions to this course and our department. If you think I can improve the accessibility and inclusivity of our learning environment, please reach out to me with suggestions.

For the following sections related to diversity, equity, and inclusion, please use the text in its unaltered form in your syllabus. These sections have been developed in consultation with multiple individuals and groups on campus to insure effective and appropriate communication.

Diversity, Equity, and Inclusion: What to expect of your department
The UNCW Department of Biology and Marine Biology seeks to promote equity and diversity. We respect and welcome all people, with zero tolerance for discrimination of any kind. Discrimination includes all derogatory, inappropriate, and negative incidents including, but not limited to, words and actions based on personal biases related to race, color, gender, gender identity, national origin/ancestry, citizenship, religion, age, maternity, marital status, indigenous status, social origin, disability, sexual orientation, or veteran status. It is your right to learn in a safe environment and to be treated with dignity and respect, no matter your visible or nonvisible differences.

Diversity, Equity, and Inclusion: What we expect of you
It is expected that students and instructors collaborate to foster an equitable and inclusive learning environment and hold themselves accountable for being respectful. Members of the UNCW community coexist with those who are different from themselves and it is our responsibility to nurture, respect, and appreciate those differences. We engage in civil discourse as a part of the learning enterprise, but do not tolerate harassment or discriminatory behavior that seeks to marginalize or demean members of our community.

UNCW Community Safety & Resources
UNCW is against violence and harassment of any kind. If you are concerned about a harassment situation, resources are available from CARE (910-962-2273) or through the Campus Police (910-962-3184). To officially (but anonymously) report any incident of gender-based discrimination or sexual misconduct/harassment, fill out this report. Any other concerns or suggestions can be reported anonymously via our Departmental Comment Card.

UNCW Code of conduct
We will uphold the values endorsed in the Seahawk Respect Compact regardless of the mode of instruction. Any student behavior deviating from this code will be reported to the Dean of Students and may result in academic penalties up to and including academic suspension and dismissal.

Land Acknowledgement
The Department of Biology and Marine Biology pursues education and research on organisms and ecosystems locally, regionally, and globally. We recognize that the campus and associated properties and intellectual capital of UNC Wilmington are a product of the land and history that brings us here today. UNCW and associated properties are located within the home of the Catawba, Lumbee, and Waccamaw Siouan People, and North Carolina is home to the Coharie, Lumbee, Meherrin, Occaneechi Saponi, Haliwa Saponi, Waccamaw Siouan, Sappony, and the Eastern Band of Cherokee (Oxendine, n.d.; Native Land, 2021). We recognize the historical injustices and violence brought through purposeful erasure of indigenous people, communities, and culture of our region. We acknowledge the contributions of indigenous people and we honor their history, cultural wisdom, and environmental stewardship that are vital for us to enact restorative change. (U.S. Department of Arts and Culture Honor Native Land Guide). See Land Acknowledgement at UNCW Office of Diversity and Inclusion for more information.

Wilmington History
The Department would like to recognize that Wilmington and UNCW have benefitted from the impacts of racism and slavery, specifically the abuses and human rights violations perpetrated against Black people. Research shows that up to 45 percent of white households in 1860 benefited directly from slavery, which includes white families who owned the land on which UNCW and its properties now exist (Davidson, n.d.). In 1898, white supremacists murdered countless black citizens, displaced thousands, and overthrew the government in the Wilmington Massacre of 1898 (see Zucchino, 2020). The Wilmington Massacre led to a state-wide disfranchisement campaign that stripped political power from African American community members for decades. It resulted in land and property loss, and supported laws and practices that gave white residents social, political, and economic power. The gains received by white residents would later benefit UNCW via land, donations, and funding to the university. For more information, see:

- UNCW Office of Arts Black History Exhibit
- Cape Fear Museum 1898 Massacre Timeline
- Upperman African American Center
- Antiracism resources from UNCW Randall Library’s collection

In light of historical and modern events, the department commits to acknowledging and to overcoming these inequities via educating department community members on our history and diversity and inclusion topics, developing stronger ties to underrepresented Wilmington groups, uplifting BIPOC voices, and more actions; see our SAND webpages.

**GRADING POLICIES**

**Determination of the final course grade:**

- Exam #1 – 100 points
- Exam #2 – 100 points
- Exam #3 – 100 points
- Total of 5 20-pt quizzes/activities – 100 points
- Final Paper – 100 points
- Comprehensive Final Exam – 200 points
- Syllabus Quiz, Class Participation – Extra Credit
- **Total Points – 700**

**Grade Distributions**

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**Make-Up Policy:**

**Exams:** No make-up exams are given. If you miss one exam for any reason (you must communicate the circumstances to the professor), your final comprehensive exam will increase in value from 200 to 300 points to offset that zero. The point value of the comprehensive final exam will NOT be increased beyond 300 points (i.e., only ONE missed exam may be rolled into the final). For upcoming known and documented medical/family emergencies (surgery, travel due to a death in family) or official travel (eg., representing UNCW at a sports competition) brought to the professor prior to the exam, at professor’s discretion you may be able to take the exam at an alternative time. However, there will be NO make-ups after the fact. **Quizzes/Activities:** There will be no make-ups for quizzes/activities. **Final Paper:** 10 points will be deducted for each day the paper is submitted beyond the deadline.

**Other Policies:**

- You are expected to read the assigned textbook material prior to the in-class lecture.
- **Digital Devices:** You may bring your cell phone, tablet, or laptop to class provided it is not used for any
activities unrelated to BIO 333 and that it does not disrupt the flow of the class or the learning of any of your fellow students. No games, talking, texting, surfing, or working on other courses. You may accept emergency calls after leaving the classroom. If you disrupt the class, I may ask you leave for the day.

**Important Copyright Note:**
Any dissemination of class notes, lecture slides, recordings, handouts, copies of exams, or any other course materials without permission of the instructor is prohibited by UNCW policy. UNC Copyright Use and Ownership Policy ([http://www.uncw.edu/policies/documents/01210.copyrightpolicy.pdf](http://www.uncw.edu/policies/documents/01210.copyrightpolicy.pdf)) specifies that class notes and related materials are considered derivative of original intellectual property of the course instructor. Therefore, the instructor (not the student) owns the copyright and must provide specific permission to distribute and/or reuse those materials for anything other than personal use and scholarship by the student. Commercial use, display, or dissemination of such notes, copies, or recordings—as well as posting to websites—will generally constitute an infringement of copyright and the Honor Code. Materials that qualify as student-owned are listed in the policy.

**SCHEDULE – BIO 333 – Fall 2021**
To account for unforeseen circumstances, this syllabus & schedule may be altered at the discretion of the instructor.

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<td>Oct 11</td>
<td>Topic P</td>
<td>Chapter 10</td>
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<td>Topics S, T</td>
<td>Chapter 12</td>
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<td>Topics U, V</td>
<td>Chapter 13</td>
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<td>Nov 8</td>
<td>Topics W, X</td>
<td>Chapter 14</td>
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<td>Topic Y</td>
<td>Chapter 15</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter</td>
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<td>Nov 22</td>
<td>Topic Z&lt;br&gt;Wed-Friday: NO Classes – Thanksgiving Holiday</td>
<td>Chapter 16</td>
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<tr>
<td>Nov 29</td>
<td>Monday: Final Paper Due&lt;br&gt;Wednesday: Last Day of Classes</td>
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<tr>
<td>Dec 6</td>
<td>Final Exam: Location and Time</td>
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APPENDIX J

BMB Diversity and Inclusion Statement in hiring practices

The following statements should be provided to candidates, minimally using People Admin or similar job posting systems.

Information for candidates on purpose of BMB diversity statement.

UNCW Diversity and Inclusion Statement
In the pursuit of excellence, the University of North Carolina Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance and open-mindedness among students, faculty, staff, and the broader community. Diversity is an educational benefit that enhances the academic experience, and fosters a free exchange of ideas from multiple perspectives.

Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran's status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.

Purpose of the Biology and Marine Biology diversity statement:
In addition to excellence in teaching and research, the Department of Biology and Marine Biology at UNCW is committed to building an educational environment that promotes equity, inclusion, and diversity. We are therefore interested in faculty who share that commitment, and are willing to engage, through teaching, research, mentoring, leadership, community outreach or service, to promoting campus diversity and equity efforts. In completing your diversity statement, you are welcome to provide your own unique perspectives on past experience, and/or present skills and in particular, your future aspirations to enhance diversity in this position. This statement is an integral part of your application package and the committee values and welcomes all voices.

Additional information is on The Department’s Diversity and Inclusion resources webpage https://uncw.edu/bio/sand_home.html. More about UNCW Diversity and Inclusion efforts can be found here https://uncw.edu/diversity/about.html and the Chancellor’s Campus Climate Initiative can be accessed here: https://uncw.edu/campusclimate/ . Resources and events developed by the UNCW Racial Justice Learning Community can be found here: https://uncw.edu/cte/antiracismresources/index.html

BMB guidance on evaluation of candidates based on departmental diversity goals.

Evaluation of diversity statements:
There are many and varied ways that candidates may choose to discuss their background, experience and ideas. A strong statement, as with a teaching statement or a good ‘Broader Impacts’ statement for a grant proposal will have three components:
1) Recognition; of bias/inequality/under-representation in the academy and educational opportunities
2) Evidence based statements; on their experience with respect to diversity and inclusiveness from teaching, research, service and/or through community involvement or personal experience outside an academic setting
3) Vision; ideas of how they have or would like to address diversity goals or foster a culture of inclusiveness in the classroom or research setting if they came to UNCW.

Evaluation at the interview:
Example questions in the three categories of assessment; how these questions are posed to each candidate will be adapted in the context of/with reference to the candidate’s portfolio and diversity statement etc.
Committees should aim to explore at least one question in each category.

**Recognition**
- What do you see as the most challenging aspects of an increasingly diverse academic community?
- Please comment on the holistic benefits of diversity in the student body and the faculty. [Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran’s status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.]

**Evidence**
- Describe how you, as a (prospective) faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
- Describe your experience in serving or teaching students of diverse backgrounds or in underrepresented communities.
- How have multicultural issues influenced and/or been a part of your teaching, research and/or outreach?
- How have you participated in diversity events and organizations at other colleges and/or universities?
- What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings?

**Vision**
- What ideas do you have about diversity in the classroom?
- What does it mean for you to have a commitment to diversity and how would you develop and apply this commitment in this department?
A. The Chair’s Advisory Committee will solicit and evaluate applications for 6 CHE releases each year, and provide recommendations to the Department Chair. Final determination of granting a release will be based on CAC recommendation and teaching needs of the department.

B. Applicants must have a full-time (1.0) appointment at UNCW and be voting members and graduate faculty within the Department.

C. A recipient must have achieved tenure prior to the semester in which the research release is undertaken. Faculty submitting a Promotion and Tenure dossier during the Fall or Spring semester of a given academic year are eligible to apply for a 6-CHE release for the subsequent academic year. If awarded, the release must be undertaken during a semester subsequent to the awarding of tenure. In the event that tenure is not achieved prior to administration of the awarded release, the release will be revoked.

D. Previous awardees are eligible to be awarded subsequent releases no sooner than 3 years following the academic year of the most recent award. For example, if a faculty member applies for a release during AY 2017-18 to be undertaken during AY 2018-19, that same faculty member would be eligible to apply for a subsequent release during AY 2020-21, to be undertaken during AY 2021-22.

E. Applicants may apply for a 6-CHE research release award and a University Research Reassignment award for the same academic year with prior consultation and approval of the Chair. The applicant and the Chair should clearly outline a course of action to be taken if both releases are awarded (e.g., one award is declined/deferred, both awards are taken in the same academic year). Careful prior discussion with the Chair is necessary to ensure that suitable benefits, and the necessary resources, are in place for both the applicant and the Department in the event that the applicant desires to take both releases within the same academic year.

A brief report summarizing the recipient’s accomplishments must be filed with the department chair no later than 90 days after completion of the release time award. This report will be considered to be part of any future application and will be appended to any future application.

Application template:

APPLICATION FOR RESEARCH RELEASE
DEPARTMENT OF BIOLOGY AND MARINE BIOLOGY

Beginning in 2009-2010, two department research releases (= 6 CHE for one semester) will be awarded each academic year to faculty on the basis of scholarly merit and benefit to the graduate program. To apply, email this completed application, along with a 2-page abbreviated CV, and your Annual Evaluation scores with CAC comments for the last 3 years to the CAC Chair by [annual deadline].

NAME: ____________________________

Semester and year of last department release: ________________

Semester and year of desired department release: ________________

NARRATIVE: In the space below (500 word maximum), please explain (a) why your recent scholarly activities merit a one-semester release, or how your current scholarly activities would be enhanced by a one-semester release; (b) in specifics, provide a description of what you would do during the release; and (c) how a release would benefit the graduate program.