Mission Statement (Revised February 15, 2008)

The Department of Geography and Geology contributes to the mission of the University through its commitment to quality in teaching, research, and professional service. The primary objective of the Department is to offer rigorous and comprehensive degree programs in geography and geology that cover fundamental geographic and geologic knowledge as well as the latest innovations within these disciplines. The degree programs emphasize experiential learning opportunities including field studies, laboratory analysis, geospatial and quantitative methods, student research, internships, and international studies. Faculty research and service include a wide range of efforts dedicated to scholarly achievement, civic engagement, and applied problem solving at the local, regional, national, and international levels. We build on the traditional strengths of the department while contributing specifically to the University goals of providing a powerful learning experience for students, maintaining a faculty of outstanding scholars, strengthening regional engagement and outreach, preparing students to be global citizens, and encouraging and enhancing diversity.

Goals of the Department (established in September, 2000)

Goal 1: To provide the highest quality undergraduate and graduate teaching in the earth sciences through innovative, effective curricula that emphasizes current technologies and experiential learning.

Goal 2: To produce and disseminate new knowledge in the earth sciences through vigorous, creative research and scholarship, and to enhance student learning through involvement in research.

Goal 3: To provide resources in the earth sciences to the public and scientific communities from a local to international level through a variety of professional services.
Organization

- Organization chart
  http://www.uncw.edu/cas/PDF%20org%20Charts/GGYOrgchart.pdf

Departmental Structure

Departmental Committees (selection process, membership, duties):

All faculty members are expected to participate as active members on established and ad-hoc committees of the department and in appointed special assignments. Each fall, the department chair seeks input from faculty as to their preferences (self-selection) of committee assignments. The chair subsequently appoints others to fill committee vacancies as required. As continuity on some committees is essential, some appointments carry two-year terms. The chair attempts to provide equal representation of both geography and geology faculty on sensitive departmental committees.

Permanent Administrative Committees

Senior Faculty. All tenured Associate and Full Professors automatically become designated Senior Faculty. The Senior Faculty serves as an advisory body to the department chairperson (ex-officio member of the senior faculty). The functions of the Senior Faculty include reviews and recommendations for reappointment, tenure, and promotion and conducting peer-reviews of teaching and annual evaluations.

Graduate Program Advisory Committee. All approved graduate faculty are automatically members of this committee. Its functions include review of the graduate policies and procedures of the department including any degree or curricular changes proposed to the administration of the university.

Geography Curriculum Committee. All members of the geography faculty constitute the committee. The chair is the appointed geography coordinator. Committee is responsible for reviewing and recommending any modifications to the geography curriculum and for assisting with the establishment of semester teaching schedules. This committee also deals with any additional concerns specific to the geography program and makes recommendations to the department as appropriate.

Geology Curriculum Committee. All members of the geology faculty constitute the committee. The department chair appoints the chair of this committee. Committee is responsible for reviewing and recommending any modifications to the geology curriculum and for assisting with the establishment of semester teaching schedules. This committee also deals with any additional concerns specific to the undergraduate geology program and makes recommendations to the department as appropriate.

Current Biennial and Annual Committees
1) Annual Evaluations Committee- Appointed (by Chair) members of the Senior Faculty. Senior faculty serve a one year term on a 3 year rotation.

2) Classroom Visitation Committee – (appointed members of the Senior Faculty) - responsible for conducting classroom evaluations of untenured faculty, including tenure-track, visiting and part-time faculty.

3) Club advisors – Geology Club, Geography Club, and Geology Graduate Student club. Work with club members to carry out the mission of the club and enhance involvement of the clubs in the department.

4) Assessment Committee – responsible for tracking assessment data available to the department and to evaluate/generate instruments for providing specific assessment data.

5) Faculty Senate (2; elected from the department to a two-year term) – represents the Department at Senate meetings and reports to and solicits feedback from the Department as appropriate. Historically, the Department attempts to have one senator each from both geography and geology.

6) Geology field course coordinator – responsible for coordinating with other campuses as well as working with UNCW students enrolled in GLY 470 as part of the North Carolina Universities System-Wide Field Camp.

7) Faculty Search Committee - appointed as necessary pending new or vacant positions within the department – responsibilities include following established federal and state procedures in advertising the position, screening applications, and making recommendations to the department.

8) Graduate Coordinator – involved in all phases of graduate program, including recruitment and admission of students, advisement and monitoring of student progress, TA assignments, and coordination with the Graduate School. The coordinator also chairs the Graduate Program Advisory Committee Faculty and serves on additional committees relevant to the graduate program (Public Relations, Scholarships and Awards).

9) Library Representative – liaison between the Department and the Randall Library; recommends purchases of books and periodical subscriptions, monitors library budget, attends policy meetings, etc.

10) Public Relations – Involved in all aspects of public relations, including development of materials such as flyers, displays, and web page and coordinating the departmental presence at various recruitment activities on and/or off campus.
11) Lab supervisors – supervisors for the cartography lab, spatial analysis lab, rock lab, XRD lab, sedimentology lab, and mass spec lab; coordinate usage of the lab, ensure that equipment is maintained and properly used, safety measures are followed, etc.

12) Seminar speaker committee – invite speakers, schedule visits, and assist with travel and local arrangements as needed, and publicity.

13) Scholarships and Awards Committee - nominates students for departmental, university, and external awards; recommend recipients of student grants.

Administrative Positions and Duties

Selection of the chair

Chair (selection process and duties):
[Approved by Dean, College of Arts and Sciences, 1989-1990]

Credentials
The permanent chair should:
1) Be a tenured associate or full professor,
2) Have administrative and teaching experience in the earth sciences, including a graduate curriculum,
3) Have a record of research accomplishments, and
4) Have no close allegiances with members of the department (for external selection only).

Leadership Ability
The permanent chair should:
1) Be an efficient and effective leader with the ability to make well-informed, objective decisions,
2) Be able to effectively and tactfully communicate within the department, with the administration, and with the public, and
3) Be motivated, energetic, imaginative, consistent, resolute, and perceptive.

Internal Duties
- The chair represents the department’s interests to the college and university administration and serves as an advocate for the collective wishes and decisions of the department.
- The chair is responsible for program coordination, curriculum development and review for the department’s degree programs.
- The chair is responsible for developing and maintaining--with the advice and consent of the faculty--departmental objectives, long-term planning, and on-going evaluation procedures.
- The chair must be aware of and attentive to departmental, college, and university deadlines.
• The chair manages the department’s annual budget, trust fund, departmental scholarships, and fund-raising activities with the objective of meeting the instructional and research needs of the faculty and students.
• The chair prepares departmental schedules and teaching assignments with the objective of balancing the needs of individual faculty members with those of the department and the college.
• The chair makes committee assignments within the department and schedules departmental meetings in a timely manner.
• The chair conducts departmental meetings and represents the department at the college chairs’ meeting.
• The chair leads departmental ceremonies and represents the department at various departmental events such as honor society meetings, and guest speakers.
• The chair is accessible to faculty, staff, students, and the public.
• The chair teaches courses in the department curriculum. The teaching load is negotiated with the dean.
• The chair is responsible for hiring, supervising, and evaluating departmental staff and student workers.
• The chair is responsible for coordinating the annual peer review of faculty, post-tenure review of faculty, and classroom observations of untenured faculty members and faculty members requesting promotion.
• The chair is responsible for the hiring process for tenure-track faculty.
• The chair is responsible for orientating and mentoring new faculty.
• The chair encourages faculty professional development and collaborative research.
• The chair is responsible for submitting recommendations to the dean on hiring, reappointment, tenure, promotion, and post-tenure review decisions, and for making merit pay recommendations (in accordance with university guidelines).
• The chair is responsible for the acquisition, supervision, and security of departmental inventory, and manages the physical space assigned to the department.
• The chair is responsible for the supervision of the recruiting of students for graduate programs.
• The chair is a primary mediator in disputes involving faculty and students relating to academic policies or professional behavior.

External Relations
• The chair is responsible for providing reports and recommendations requested by the college or university administration.
• The chair works with coordinators of other major and minor programs in the university, especially with regard to scheduling departmental courses that support these interdisciplinary programs.
• The chair works with the directors of the Honors Program and the Center for Teaching Excellence.
• The chair is responsible for relaying information and directives from the administration to the department. The chair should strive to keep faculty members informed of opportunities for curriculum development and support for research and travel.
• The chair advocates for funding internally and externally including public relations and departmental publications.

Length of Term (approved by the ERS Department, October 2, 1990)

The chair has an initial appointment of three years with the option of a three-year reappointment. The option of reappointment is at the discretion of the department and is determined by using the following process.

Process of Selecting a Department Chairperson (approved October 3, 1990)

This process begins early in the fall semester of the last year of the current three-year term of the existing departmental chairperson.

1) The search committee for a department chairperson is the entire department acting as a committee of the whole, exclusive of candidates.
2) The outgoing department chairperson collects nominations for the position of chairperson. Nominees must confirm their acceptance of nomination.
3) The chair notifies the department of the list of nominees.
4) The departmental faculty, exclusive of nominees, subsequently convenes to discuss the candidates.
5) All of the departmental faculty subsequently meet and vote by ballot for the departmental chair. The candidate receiving a simple majority of the votes then becomes the approved candidate recommended to the Dean of the college. In case of a plurality vote, that nominee with the lowest number of votes is eliminated, and the department votes again. In case of a tie vote, two names are submitted to the Dean.

The option to reappoint a department chair to a second three-year term follows these same procedures with the following modifications: a faculty member other than the current chairperson is appointed to collect nominations for the position of chairperson. This faculty member also confirms the acceptance of each nominee, notifies the department of the list of nominees, convenes the department for subsequent discussions, convenes the department for the vote, and notifies the dean of the approved nomination.

The preceding process assumes an initial search that is not external to UNCW. An external search for a department chair must follow established university policies and procedures for advertising, reviewing potential candidates, and selecting new faculty members. However, the preceding list of approved departmental credentials, leadership ability expectations, and duties of the department chair are to be important considerations in the external search. It is understood that the selection process for a department chairperson by an external search follows a similar process of selection as outlined here.

Grad Coordinator (selection process and duties): The Graduate Coordinator for the Department of Geography and Geology is appointed by the Chair and is involved in all phases of graduate program, including recruitment and admission of students, advisement and monitoring
of student progress, TA assignments, and coordination with the Graduate School. The coordinator also chairs the Graduate Program Advisory Committee Faculty and serves on additional committees relevant to the graduate program (Public Relations, Scholarships and Awards).

**Undergrad Coordinator or Assistant Chair:** The Assistant Chair for the Department of Geography and Geology is appointed by the Chair. Administrative duties are assigned by chair and include work on the teaching schedule, departmental annual report, and department handbook of policies and procedures.

**Personnel**

**Hiring (fulltime, tenure track and part-time):** A primary goal of the university is to recruit faculty to assist with the stated mission of the institution. The University Handbook outlines the university policy for faculty recruitment, and the department adheres to these polices. The department chair submits to the Dean of the College names of individual faculty for inclusion as members of, and identifies to the Dean of the College an individual to serve as chairperson of the search committee for a full-time faculty position. Faculty appointed to the committee usually have expertise or knowledge of the general area or discipline that is being hired.

The primary duties of the search committee are to screen each application for the advertised position with the intent of selecting that applicant whose credentials best match the stated goals and responsibilities of the official published advertisement. Membership on a search committee carries an unwritten expectation of adherence to the highest ethical and professional standards. Legal issues command each search committee member to ensure the privacy of each and all applicants until such time that names of the applicant pool can be officially released. Search committee responsibilities must ensure that the search remains open and fair to all applicants until the search is concluded. Professional and ethical considerations can extend these responsibilities beyond that point.

The search committee attempts to gather as much specific feedback on the candidates invited to campus from other department faculty and students. The search committee evaluates these data and other appropriate information available when identifying and recommending a viable candidate for the position to the department as a whole. The committee must ensure that the selection criteria for either a positive or negative recommendation are clear and unbiased towards any of the applicants. These criteria must be capable of being discussed openly in a department faculty meeting.

The search committee makes a recommendation of one or more of the candidates for hiring to the department as a whole. The department reviews the recommendation of the search committee and votes to either approve or disapprove the recommendation. If favorable, the recommendation is sent by the department chair to the dean for approval. When approval is obtained, the department chairperson becomes the chief spokesperson for conducting any and all negotiations with the candidate. Should the candidate refuse the offer of the position, the department chairperson can begin discussions and negotiations with the next candidate (s) as approved by the department and dean. Should all of the candidates refuse any offer, then subsequent actions
may require reconvening the search committee to arrive at a new slate of candidates with the consent and approval of the dean.

The Department of Geography and Geology historically has discussed and decided the general discipline and field of new faculty positions and/or replacement positions awarded to the department through the College. Often, the Department has established a long-term ("wish") priority list of positions to be filled as awarded.

**Voting Eligibility:**

All full-time faculty members of the department who hold the rank of professor, associate professor, assistant professor, or lecturer have full voting privileges as appropriate in departmental matters with the exception of those designated for action by senior faculty.

Senior Faculty are defined as “at rank or above”.

A quorum consists of two thirds of the voting members of the department. All votes must be recorded by show of hands in the categories “For”, “Against”, and “Abstain”. A motion passes with the affirmative vote of a majority of votes cast. Electronic voting may be used for non-personnel issues.

The chair votes as faculty in all instances except where the chair is making a recommendation (which would cause the chair to vote twice).

**Joint-Appointments** (if applicable): No existing policy.

**Lecturer policy** (expectations for three-year contract and then senior lecturer)
No Departmental Policy. Apply CAS policy as follows: Lecturers and non-research-active faculty are assigned to teach four courses (12 CHE) each semester and may on occasion, at the discretion of the department chair, teach an overload course (3-4 CHE) in the College. The faculty member granted the additional paid teaching assignment accepts with the full understanding that this five-course load is the maximum load the faculty member may teach in any given semester inclusive of all divisions within the university. In authorizing this assignment, the department chair also expects the faculty member to inform him/her about any additional formal teaching commitments the faculty member has made or will make with educational institutions external to UNC Wilmington.

**Faculty Teaching Workload Policy**

Faculty workload in the Department of Geography and Geology includes teaching, scholarship, research, and service. Following guidelines provided by the College of Arts and Sciences, a full workload consists of a teaching assignment of 24 credit hours per year, including equivalencies; routine advising of majors and minors; maintaining professional scholarship; routine service on departmental and university committees; and routine service to the profession. Research-active faculty may receive a course reduction (CR) of 3 credit hours per semester. This course
reduction results in a teaching workload of 18 credit hours per year, defined as a standard workload.

The total teaching load for a faculty member is calculated as the sum of the teaching contact hours and credit-hour equivalencies (CHEs). Faculty members will report their CHEs annually and at the same time that they submit their annual report. The Department of Geography and Geology will keep a record of the number of CHEs earned by each faculty member during the previous 3 years. It is at the discretion of the department chair whether or not a faculty member’s workload will be adjusted based on the accumulation of CHEs.

Consistent with the College of Arts and Sciences policy, the following standard CHEs will be observed:

- Directed Independent Study (491 or 591): 0.2 CHE per student credit hour.
- Honor’s thesis (499): 0.2 CHE per student credit hour.
- Graduate thesis (599 or 699) or non-thesis capstone (597): 0.5 CHE per student credit hour.
- Successful defense of graduate student thesis (signed masters or doctorate thesis): 1 CHE assigned to committee chair, and 0.5 CHE assigned to each committee member.

Additional CHEs may be assigned for other teaching-related workload as described below. The appropriate number of CHE will be determined by the department chair in consultation with the faculty member:

- Internship (498 or 598): administering student internships may be considered part of standard faculty workload, or may be assigned CHEs as determined by the department chair. The number of CHEs assigned must be negotiated with the chair prior to finalizing the teaching schedule.
- Extended Teaching: courses that involve significantly more contact hours than represented by course credit hours, such as those involving overnight field experiences, may be assigned CHEs as determined by the department chair. The number of CHEs assigned must be negotiated with the chair prior to finalizing the teaching schedule.
- Teaching Overloads: CHE may be assigned for a teaching load above the 18 hour standard load (or 24 hour full load). CHE will only be assigned if the overload was requested by the department chair, and is not compensated by either supplemental pay or by a workload adjustment the following semester. If a faculty member chooses to teach an overload for another UNCW entity, this overload is not included in determining departmental CHE. Once the chair determines that these conditions are met, 1 CHE will be assigned for every hour above the standard/full workload.
### DEPARTMENT OF GEOGRAPHY AND GEOLOGY
### FACULTY RECORD OF BANKED CREDIT-HOUR EQUIVALENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall</th>
<th>Spring</th>
<th>Credit-Hour Equivalents</th>
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<tr>
<td>Standard CHE:</td>
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<tr>
<td>GGY/GLY 491/591 (DIS) @ 0.2 CHE per student credit-hour</td>
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<tr>
<td>GGY/GLY 499 (honors) @ 0.2 CHE per student credit-hour</td>
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<tr>
<td>GGY/GLY 599/699 (thesis) or 597 (non-thesis capstone) @ 0.5 CHE per</td>
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<td>student credit-hour</td>
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<tr>
<td>Signed graduate thesis @ 1 CHE for chair of committee</td>
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<tr>
<td>Signed graduate thesis @ 0.5 CHE for committee member</td>
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<tr>
<td>Additional CHE determined by department chair:</td>
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<tr>
<td>GGY/GLY 498/598 (Internship)</td>
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<td>Extended Teaching</td>
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<td>Teaching Overload</td>
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<td>TOTAL</td>
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Faculty member signature: ____________________  Date: ____________

Department chair signature: ____________________  Date: ____________

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Faculty Research Active-Status
Per College of Arts and Sciences policy, research-active faculty normally teach three courses (9 CHE) each semester and those members of the faculty with tenure may on occasion, at the discretion of the department chair, teach an overload course (3-4 CHE) in the College. The department chair makes this occasional accommodation to the workload of the tenured research-active faculty member with the expectation that this additional assignment will not adversely affect the quality of the faculty member’s other duties and responsibilities (i.e.: research and scholarship; advising; service to the department, college, and university; mentoring and leadership roles). The faculty member granted the additional paid teaching assignment accepts with the full understanding that this one course overload is the maximum load the faculty member may teach in any given semester inclusive of all divisions within the university. In making this assignment, the department chair also expects the faculty member to inform him/her about any additional formal teaching or research commitments the faculty member has made or will make with educational institutions external to UNC Wilmington.

In addition, in the Department of Geography and Geology:

- All untenured faculty members are automatically considered research active during their probationary period.

- The departmental minimum criteria for research active status for tenured faculty are:
  1. Completion of two refereed publications, and three presentations to professional audiences at regional, national, or international meetings, or submission of one external grant proposal during the preceding five year period OR
  2. One peer-reviewed article and the development of one peer-reviewed funded grant whose results are widely disseminated; or a monograph.

- Research active faculty members receive a course reduction (CR) of 3 credit hours per semester. This course reduction results in a teaching workload of 18 credit hours per year defined as a standard workload. Course reductions are also possible for unusual contributions in the areas of teaching, research, and service.

Graduate Faculty Status
Appointment to the Graduate Faculty must be by formal application available from the department chair. Graduate Faculty appointments are for five-year terms. New faculty hires generally receive an initial three-year appointment based on their graduate and any post-graduate studies and/or experience. Renewal of the appointment requires another application to be filed. The departmental minimal criteria for reappointment are the completion of two refereed publications and three presentations to professional audiences at either regional or national meetings. All of these publications and presentations must utilize research initiated at UNCW during the preceding appointment period as a graduate faculty member.

Adjunct Faculty
The Department recommends qualified persons to the Dean of the College as adjunct faculty without pay in instructional or research programs. These positions are renewable for their
defined term. The curriculum vita of an adjunct candidate must be circulated to the department whose vote determines acceptance of the candidate. Adjunct faculty are eligible to serve on graduate committees where deemed appropriate, but cannot chair graduate student committees, unless specifically granted that privilege by the Graduate School. The Provost and Vice Chancellor for Academic Affairs reviews and accepts or rejects the recommendations for Adjunct Faculty submitted by the Department and Dean of the College.

**Evaluation of Faculty**

The following steps outline the procedure to be used for annual evaluation of faculty members in the Department of Geography and Geology.

1) Faculty have the option of meeting with the Chair to discuss an annual agenda that states tentative goals related to teaching, scholarship and research, professional development, and service. This meeting is mandatory for untenured faculty and is strongly encouraged for faculty seeking future promotion. This meeting assists the faculty member in establishing realistic professional goals towards promotion and informs the Chair of special needs that a faculty member may have, enables the Chair to apportion resources and establish workloads, and assists the Chair in planning teaching schedules based upon student needs and availability of faculty members.

2) By January 31 of each calendar year, each faculty member submits a written annual report that follows the prescribed format provided annually.

3) The Chair appoints an annual evaluation committee that consists of one-half of the tenured faculty in the department. The Chair should ensure that the committee membership will be rotated so that committee composition changes by no more than 50% in any given year.

4) Insofar as possible, membership on the annual evaluation committee should not exceed two consecutive years. Further, spouses or faculty involved in a romantic relationship with one another will not serve on the evaluation committee simultaneously. Further, spouses or faculty involved in a romantic relationship with another departmental faculty member will not review that individual.

5) The annual evaluation committee receives copies of each annual report and conducts an independent formative evaluation where they rate each faculty member’s performance in each category based upon a prescribed performance rating. Copies of SPOT scores and comments must be made available in the departmental office for the evaluation committee. The evaluators must provide a candid evaluation of each faculty member’s performance applying the guidelines and criteria listed above. It is incumbent on the evaluator to consider workload assigned by the Chair or special administrative duties in the evaluation process.

6) Members of the evaluation committee are expected to apply evaluative criteria rigorously, conscientiously, and professionally and to provide a cogently developed rationale for their rating, i.e., a narrative with comments. The performance ratings are outstanding, above expectations, meets expectations, below expectations, and deficient, and are described below by evaluation area and faculty rank. Each instance of an activity under a criterion counts separately towards meeting expectations.

7) Individual formative evaluations are forwarded to the Chair.
8) The Chair reviews the individual faculty evaluations, the SPOT scores and comments, and the peer reviews of teaching, when available.
9) The Chair writes a summative annual evaluation documenting significant achievements based on the formative evaluations provided by the committee and his/her own judgment.
10) The Chair’s evaluation is provided to each faculty member in writing.
11) Faculty members review the Chair’s evaluation and may respond. In all cases, the faculty member must sign the evaluation to acknowledge receipt of the evaluation and a copy must be kept in the faculty’s permanent departmental file. Each faculty member reserves the right to append a written response to their annual evaluation.
12) Untenured faculty members are required to meet with the Chair to discuss the evaluation, and all other faculty are encouraged to do so.

Performance Ratings for Annual Evaluation

Preamble: The performance ratings listed below are intended as minimal guidelines. The annual evaluation committee should remain flexible when considering the significance of particular activities and achievements. Each instance of an activity under a criterion counts separately towards meeting expectations. See Appendix A for example criteria.

TEACHING

Outstanding:
To be rated as “Outstanding,” a faculty member must achieve the requirements for “meets expectations”, demonstrate efforts to enhance teaching effectiveness through application of many of the activities under Teaching Criteria 2 through 7 AND two of the following:
- Obtain an internal or external grant to support instruction and curriculum development;
- Recognition in the form of teaching awards
- SPOT scores for question 16 within the uppermost University quintile or SPOT scores for Question 16 having a mean value of 6.6 or greater quintile in most lecture and laboratory sections;
- Supervision of two or more graduate or undergraduate honors theses, or graduate non-thesis option projects
- Publication of a 1st edition textbook or laboratory manual (not in-house)

Above Expectations:
To be rated as “Above Expectations,” a faculty member must achieve the requirements for “Meets Expectations”, and demonstrate efforts to enhance teaching effectiveness through at least three of the activities under Teaching Criteria 2 through 7, OR one of the following:
- Submit a grant proposal to an internal and/or external source to support instruction and curriculum development;
- Recognition in the form of teaching awards
- SPOT scores for question 16 within the upper two University quintiles OR scores for Question 16 having a mean value between 5.1 and 6.5 for most lecture and laboratory sections;
• Supervision of a graduate or undergraduate honors thesis, or graduate non-thesis option project.

Meets Expectations:
To be rated as “Meets Expectations,” a faculty member must conscientiously teach his or her assigned courses, demonstrate an effort to enhance teaching effectiveness through one activity under Teaching Criteria 2 through 7, AND have SPOT scores for question 16 within the middle University quintile OR SPOT scores for Question 16 having a mean value between 3.51 and 5 for most lecture and laboratory sections.

Below Expectations:
To be rated as “below expectations,” a faculty member does not achieve the “Meets expectations” rating OR has SPOT scores for question 16 that are below the middle University quintile OR SPOT scores for Question 16 having a mean value between 2.5 or 3.5 for most lecture and laboratory sections.

Deficient:
To be rated as “Deficient,” a faculty member does not achieve the “Meets Expectations” rating AND has SPOT scores for question 16 within the lowest University quintile OR SPOT scores for Question 16 having a mean value less than 2.5 for most lecture and laboratory sections.

SCHOLARSHIP AND RESEARCH

Outstanding:
To be rated as “outstanding,” a faculty member must achieve the requirements for “Above Expectations” AND provide one additional scholarly achievement from the list below:
• Secure one or more external grants or fellowships;
• Publish more than one article in a peer-reviewed journal or edited scholarly volume;
• Publish a book (non-textbook);
• Receive recognition (award) for outstanding scholarship or research.

Above Expectations:
To be rated as “Above Expectations,” a faculty member must achieve the requirements for “Meets Expectations” AND achieve one of the following:
• Submit an external grant or fellowship proposal, or obtain an internal grant;
• Publish an article in a peer-reviewed journal or edited scholarly volume;
• Deliver an invited seminar, address, distinguished lectureship, or keynote speech to a professional audience.

Meets Expectations:
To be rated as “Meets Expectations,” a faculty member must achieve at least three of the activities listed under Scholarship and Research Criteria 1 through 5.

Below Expectations:
To be rated as “Below Expectations,” a faculty member did not achieve three of the activities listed under Scholarship and Research Criteria 1 through 5.

**Deficient:**
To be rated as “Deficient,” a faculty member achieved one or none of the activities listed under Scholarship and Research Criteria 1 through 5.

**PROFESSIONAL DEVELOPMENT**

**Outstanding:**
To be rated as “Outstanding,” a faculty member must demonstrate participation in four or more activities described under Professional Development Criteria 1 through 4.

**Above Expectations:**
To be rated as “Above Expectations,” a faculty member must demonstrate participation in three activities described under Professional Development Criteria 1 through 4.

**Meets Expectations:**
To be rated as “Meets Expectations,” a faculty member must demonstrate participation in two activities described under Professional Development Criteria 1 through 4.

**Below Expectations:**
To be rated as “Meets Expectations,” a faculty member demonstrates participation in only one activity described under Professional Development Criteria 1 through 4.

**Deficient:**
To be rated as “deficient,” a faculty member provides no tangible evidence of professional development activities.

**SERVICE**

**Outstanding:**
To be rated as “Outstanding,” a faculty member must be rated as “Meets Expectations” and demonstrate commitment to any three additional criteria under “Meets Expectations.”

**Above Expectations:**
To be rated as “Above Expectations,” a faculty member must be rated as “Meets Expectations” and demonstrate commitment to any two additional criteria under “Meets Expectations.”

**Meets Expectations:**
To be rated as “meets expectations,” a faculty member must participate in normal departmental service assignments, demonstrate conscientious attendance and regular participation in departmental events such as seminars, awards ceremonies, departmental graduation ceremonies, RTP decisions, and departmental faculty meetings, and demonstrate commitment to at least one of the following:

1. Membership and participation in a work-intensive departmental, College, or University committee;
2. Professional service through such activities as organizing a professional meeting and/or field trip and field-trip guidebook;

3. Professional service through such activities as reviews of manuscripts and/or grant proposals, session chair at conferences, and/or student paper judging;

4. Organize a session, panel, and/or forum for a professional meeting;

5. Active participation in professional society boards, steering or advisory committees, funding agency panels, and/or consortia;

6. Service leadership without reduced teaching load in a facility or classroom that contains common-use equipment for a small or large population of students or has employees;

7. Professionally-related community service that falls under the category of Geography and Geology.

**Below Expectations:**
To be rated as “Below Expectations,” a faculty member participates in normal departmental service assignments and demonstrates conscientious attendance and regular participation in departmental events such as seminars, awards ceremonies, departmental graduation ceremonies, RTP decisions, and departmental faculty meetings, but does not demonstrate commitment to any additional criteria as listed under “Meets Expectations.”

**Deficient:**
To be rated as “Deficient,” a faculty member does not participate in normal departmental service assignments, demonstrate conscientious attendance, nor provide regular participation in departmental events such as seminars, awards ceremonies, departmental graduation ceremonies, RTP decisions, and departmental faculty meetings.

**EVALUATION FORM FOR ANNUAL EVALUATION OF FACULTY**

**20XX ANNUAL FACULTY EVALUATION OF ______________________________**

Please examine the annual report and student SPOT evaluations of the indicated faculty member, and conduct an evaluation of their professional performance for the past year in the four evaluation areas. Provide a summative performance rating for each area using the department scale of Outstanding, Above Expectations, Meets Expectations, Below Expectations, or Deficient. Also provide formative comments which are intended to support your rating and assist the faculty in professional growth through positive and constructive criticism.

1. **Teaching Performance Summative Rating:** ______________________________
   **Formative Comments:**

2. **Scholarship and Research Performance Summative Rating:** _________________
   **Formative Comments:**

3. **Professional Development Performance Summative Rating:** _________________
   **Formative Comments:**
4. Service Performance Summative Rating: ________________________________

Formative Comments:

Evaluation of Part-Time Faculty and Graduate Teaching Assistants

Approved 2/19/10

Review of Part-Time Instructional Staff:

A direct classroom observation of at least one lecture each semester of all part-time instructional staff is required. This responsibility is carried out by members of the Classroom Visitation Committee of the Senior Faculty in the department using a form approved by the department (Appendix L). The Committee member arranges the classroom visitation in conjunction with the instructor. Prior to the visitation, both meet in a conference to go over the evaluation form and discuss the visitation. If a lecturer is teaching online, a faculty member assigned by the chair will be enrolled in the class to evaluate materials and discussions, reporting on a departmental form. After the observation, the Committee member completes the form and discusses it with the instructor. This post-visitation conference should be held as soon as possible after the observation. At the conclusion of the conference, both the instructor and faculty reviewer sign and date the form with the instructor adding any comments in the space provided. The Committee member submits the signed evaluation form to the department chairperson. The instructor receives a copy of the completed evaluation form. In instances where the initial review is unsatisfactory or significant issues are noted, the Department chairperson may request additional observation and review following the procedure described above. If the subsequent review remains unsatisfactory, the chairperson will recommend appropriate remedial action to be completed prior to any consideration for re-employment by the department.

Review of Graduate Teaching Assistants:

All graduate teaching assistants must be evaluated by graduate faculty using a form approved by the department (Appendix H). The Graduate Coordinator currently assigns evaluation of graduate teaching assistants to the lab coordinator. Each assistant shall be evaluated for at least one instructional period in a lab section during each semester. The evaluator must make arrangements with the teaching assistant on which lab session to attend for the evaluation. Prior to the evaluation, the evaluator meets with the teaching assistant to discuss the evaluation form and what is to be evaluated during the classroom observation. As soon as possible after the observation, the evaluator discusses the completed form with the teaching assistant in an evaluation conference. At the conference's conclusion, the evaluator and teaching assistant both sign and date the form, adding any comments in the space provided. The evaluator then submits the completed form containing both signatures to the department office. Each teaching assistant receives a copy of this document. In instances where the review is unsatisfactory or significant issues are noted, the Graduate Coordinator may request additional observation and review following the procedure described above. If the subsequent review remains unsatisfactory, the Graduate Coordinator will recommend appropriate remedial action to be completed.
**Reappointment Tenure and Promotion (RPT):** The Department of Geography and Geology employs the same criteria and policies for reappointment, tenure, and promotion as those stated in the UNCW Faculty Handbook. The Department only recently revamped its Annual Evaluation policy and continues to test it through a second round. At this point, the official Department policy on Reappoint, Tenure, and Promotion mirrors the criteria as listed in the Faculty Handbook. Faculty members in the Department of Geography and Geology are strongly advised to study the Annual Report and Annual Evaluation policies and procedures as presented in the previous section in order to see the specific items that lead to favorable Annual Evaluations. These are strong guidelines to specific items valued by this department for favorable recommendations regarding reappointment, promotion, and tenure.

RPT recommendations are made to the department chair by the senior faculty, who are assembled by the chair after these faculty members have had opportunity to examine the candidate’s RPT dossier. The senior faculty members who were consulted are indicated on a signature page attached to the RPT recommendation.

**External Review Background and Policy**

Evaluations by accomplished scholars who are not a part of the local university community provide a valuable element in assessing the accomplishments of faculty who are being considered for promotion and tenure. The Department of Geography and Geology requires external evaluation for persons applying for promotion to the rank of full professor. For individuals being considered for promotion to the rank of associate professor with tenure, external evaluations are not required. However, in this latter case, the department’s senior faculty by majority vote may request external evaluations in individual cases. In addition in these cases, candidates may request the department to solicit external evaluation. These evaluations should be obtained in a manner that assures the involvement of the individual being reviewed and the academic leadership of the school or department in identifying outside evaluators. Candidates should participate in the selection of external reviewers, but contact with the reviewers is only instituted by the department chair. The department chair is responsible for requesting external review letters. Letters requested from thesis advisors, most co-authors, former students or professors are not considered “arm’s length.”

The anonymity of external reviewers is essential for candid reviews. Reviewers will be requested to submit a cover letter identifying themselves, their affiliation, and their personal or professional connection to the candidate, and the review on a separated attachment. The review should contain no information identifying the reviewer. Senior faculty members and others making decisions on candidacy shall have access to both the reviewers’ identities and evaluations. Only the content of the reviews shall be made available to the candidate.

Outside evaluators will be provided with documentary evidence of the individual’s accomplishments and asked to comment on the quality, quantity, impact, and creativity of those accomplishments. Promotion criteria from the university, the college, and the department should be sent to reviewers along with the candidates’ curriculum vitae and copies of papers.

**Instruction to Candidates**
Overview: Each application must have a minimum of three and no more than five letters from external “arm’s length” referees who have achieved senior status and national recognition. External reviewers must be full professors. “Arm’s length” excludes the following people:

- Former teachers or students, including chairs of dissertation committees
- Colleagues who have collaborated significantly in joint publications, e.g., some coauthors of articles or co-editors of books
- Any faculty member in the UNCW system
- A retired faculty member who is no longer professionally active and whose currency in the discipline is questionable
- Any person whose relationship to the candidate might make an objective assessment difficult, e.g., personal friends or family members

Candidates should not contact anyone they consider a potential reviewer to ask him/her to serve as a reviewer. Candidates will not know which external reviewers are asked to write letters or which reviewers write letters. We seek external reviewers who can provide fair, objective, and open-minded reviews while providing informed judgments about the research, creative accomplishments, and scholarship of each candidate.

What Candidates Should Do

- During the semester prior to application for promotion to full professor, review with the department chair the timetable for preparing the materials for the external review and identifying external reviewers.
- Ensure that the materials to be sent to external reviewers are current and complete. Revise your curriculum vitae (CV) and copies of your research or creative accomplishments.
- Indicate in your CV your relative contribution (%) to publications that are not single-authored.
- Select samples of your best and most representative scholarly work. For most candidates this will be about six refereed journal articles, but there will be variations by discipline. Your selections should be discussed with your department chair.
- Discuss with the department chair your ideas for external reviewers and ways to identify potential reviewers.
- Prepare your list of five to six potential external reviewers and send it to your department chair for review and discussion.
- Once you and your department chair have discussed your list and removed any inappropriate potential reviewers, prepare your list with the following information and send it to the chair by e-mail no later than the end of the spring semester. Provide: The complete name, academic rank, mailing address, e-mail address, and telephone and fax numbers.

What the Department Chair Should Do:
The department chair will contact all of the people on the list to determine if they are willing to write a review letter and will indicate on the list which people have agreed to write. Letters will
be requested by the chair and added to the candidate’s dossier to review by the RPT committee (specifically consisting only of full professors in the department in this case).

In requesting evaluations, the chair should as the referees:

What is your assessment of the significance and quality of the candidate’s scholarly and/or creative contributions?

Is the candidate likely to emerge as a scholar whose work is known and respected by leaders in the field?

At what types (e.g., research, comprehensive, or other) of institutions do you believe this faculty member would be a credible candidate for promotion?

What is the nature of your professional contact with and knowledge of the candidate?

Letters to referees should also include a brief description of the candidate’s department and its mission. Letters should also specify a date for return of the evaluation.

The Role of External Review in the Decision-Making Process
External review letters will be used in an advisory capacity only. Recommendations for tenure and/or promotion will remain with the department RPT committee, and will be based upon the criteria stated in the university, college and department policies and procedures.

Post Tenure Review (PTR):
Policy Statement. Post-tenure review in the Department of Geography and Geology follows the post-tenure review policy of the University of North Carolina at Wilmington, including the procedure, timetable and criteria specified by the university.

Department members undergoing post-tenure review must submit their:
1) Annual Reports for the preceding five years,
2) Copies of the Chair’s Annual evaluations for each year over the same period, and,
3) A five-year analysis of the individual’s SPOTs, available from Institutional Research.

In addition, any faculty member undergoing post-tenure review could submit any additional documentation that they desired.

A committee of three senior faculty members who have previously served on the department Annual Evaluations Committee shall conduct peer review within the department. The committee will be appointed during each fall semester by the department chair. Representatives of both departmental disciplines will serve on the committee. During a given year, a faculty member should not serve on both the Annual Evaluations Committee and the Post-Tenure Review Committee. Each committee member will review the PTR report submitted by each faculty member and provide a written evaluation of the faculty member's record in teaching research, and service and an assessment of overall performance as satisfactory, exemplary, or deficient as
defined in the UNCW PTR guidelines. The Chair reviews committee input and completes an
evaluation for each faculty member which is then forwarded to the Dean’s office.

Review Criteria

General Principles. The Department of Geography and Geology includes faculty from a wide
range of disciplines within the field of geography and geology. Our courses include large lecture
course, small seminars or graduate courses, lecture courses accompanied by laboratories, and
courses that are entirely laboratory or field based. The geography program offers a baccalaureate
degree, whereas the geology program includes baccalaureate and graduate degrees.
Consequently, teaching duties vary among faculty.

Likewise, research programs vary widely among faculty. Some faculty work as independent
investigators and others are members of research teams. The research performed by cultural
geographers may resemble that conducted by sociologists, anthropologists, economists or
historians. Physical geographers and geologists conduct research that may involve such activities
as field or laboratory experimentation; observation or simulation of geological processes;
computer or other modeling; field mapping; or sample collection, preparation, and analysis.
Disciplines differ with respect to methods used to conduct research, resources needed and/or
available, time needed to complete projects, and means of dissemination of results.

Because of this diversity within the Department, criteria for post-tenure review must be flexible.
In reviewing each faculty member, consideration must be given to factors intrinsic to the faculty
member’s discipline, rank, and the assigned distribution of duties.

The department follows the established university criteria for summarizing post-tenure review as
satisfactory, deficient, or exemplary.

Departmental Criteria for Teaching and Related Professional Development.

Faculty are expected to contribute to the teaching mission of the department both within
and outside the classroom. The criteria for satisfactory classroom performance include
currency of course content, appropriate range and depth of topics covered, and
presentation of material in a way that enhances student learning. All faculty members
should make efforts to improve teaching performance.

The departmental teaching mission also includes the following activities:
- Developing courses, class field trips, and Web-based instructional materials
- Publishing textbooks
- Supervising departmental honors projects
- Directing individual studies or otherwise involving students in research
- Supervising internships
- Advising undergraduate students
- Supervising M. S. theses or doctoral dissertations
- Serving on graduate student committees
• Writing applications for instructional grants
• Obtaining grants or in-kind donations for student support
• Obtaining resources from donors to support the departmental teaching mission
• Active participation in curriculum or program revisions
• Attending professional meetings, short courses, workshops, etc.
• Mentoring junior faculty

Faculty participation in the above activities varies depending on such factors as the faculty member's discipline, workload, and rank. In general, tenured professors are expected to contribute more significantly to the teaching mission of the department than are associate professors.

Departmental Criteria for Research and Related Professional Development

In the scholarly community, research is exhibited through the publication of papers and books. Professional presentations and grantsmanship are also among the items contributing to a profile of the faculty member's research and scholarly activities. Research and related professional development may involve:

• publication of books
• publications in refereed journals
• publication of proceedings papers, abstracts, book reviews, etc.
• publication of research by federal or state agencies (reports, maps, etc.)
• submission of technical reports to public, private and industrial granting agencies
• editorship of volumes
• presentations and/or authoring/editing fieldtrip guidebooks for professional society meetings
• invited lectures
• research funding by public or private sources
• attendance at research conferences
• work as a consultant

Faculty involvement in the above activities varies depending on such factors as the faculty member's discipline, workload, and rank. Research contributions are expected of all faculty; sustained, significant research activity is expected of those at the rank of professor.

Departmental Criteria for Service and Related Professional Development

All faculty are expected to participate in service commensurate with discipline, workload, and rank. The departmental mission includes service to the university, profession, and community.

University service may include committee membership, leadership, or administrative duties at the level of the department, college, university, or system. Such responsibilities should be carried out conscientiously and in a timely and professional manner. Activities that contribute to the department's ability to function as a team are an important form of service.
Professional service may include such activities as:

- leadership in professional societies
- organizing or contributing to seminars, workshops, short courses, or other professional meetings
- editing manuscripts or serving on journal editorial boards
- serving on proposal review panels
- reviewing manuscripts or grant proposals
- work as a consultant.

Service to the community may involve professionally related activities as well as activities unrelated to a faculty member's professional expertise.

Although all faculty members are expected to contribute to the service mission of the department, faculty at the rank of professor are expected to be role models and leaders in university and/or professional service.

**Mentoring:**
A mentoring program is intended to be a useful way of helping new faculty members adjust to their new environment. Whether it is academe itself that is new, or simply the UNCW campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a Department Chair provides during the early years at a new university.

**The Responsibility of the Department Chair**
As soon as the new employee is hired, the chair assigns a mentor. In rare cases the new faculty member may request a specific person as mentor. For faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to UNCW. The chair is responsible for advising new faculty member on matters pertaining to academic reviews and advancement. As the mentor may also be asked to provide informal advice, it is also the chair’s responsibility to see that mentors have current information on UNCW’s academic personnel process.

**The Responsibility of the Mentor**
The mentor should contact the faculty member in advance of his/her arrival at the University and then meet with the new faculty member on a regular basis over at least the first two years. The mentor should provide informal advice to the new faculty member on aspects of teaching research and committee work or be able to direct the new faculty member to appropriate other individuals. The mentor should treat all dealings and discussion in confidence. There is no evaluation or assessment of the new faculty member on the part of mentor only supportive guidance and constructive criticism.

The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to UNCW. Although the role of mentor is an informal one, it poses a challenge and requires dedication and time. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member’s career development and satisfaction.
The Responsibility of the New Faculty Member
The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. If for any reason the new faculty member finds the mentoring relationship unsatisfactory, she/he must inform the Chair who consequently will appoint a new mentor. New faculty members are advised to consult with other colleagues concerning departmental and academic issues.

Qualities of a Good Mentor
Accessibility – the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation. It is very helpful for the mentor to make time to read and critique proposals and papers and to provide periodic review of progress.

Networking – the mentor should be able to help the new faculty member establish a professional network beyond the department.

Guidance – the mentor should be able to offer assistance about the department’s culture, and guidance towards promotion and tenure. In addition the mentor should be able to offer assistance in programmatic development of teaching skills.

Independence – the new faculty member’s intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

Goals of the Mentoring Relationship
Familiarization with the campus and its environment

Developing awareness – help new faculty members understand policies and procedures that are relevant to the new faculty member’s work.

Constructive criticism and encouragement, compliments on achievements.

Helping to sort out priorities – budgeting time. Balancing research, teaching, and service

Developing visibility and prominence within the profession.

Achieving career advancement.

Typical Issues
How does one establish an appropriate balance between teaching, research, and committee work?
How does one say “No?”

What criteria are used for teaching excellence, how is teaching evaluated?

How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
What are the criteria for research excellence, how is research evaluated?

How does the merit and promotion process work? Who is involved?

What committees should one be on and how much committee work should one expect?

Who Should Serve as a Mentor?

Associate or full professors, appropriate to the discipline of the new hire

Length of mentorship for any new faculty member? Two years

How many new faculty members should a department mentor be assigned? One

Professional Development:
The University encourages faculty members to continue his or her education throughout their professional careers, upgrading their teaching, scholarship and research, and service abilities through attendance at a variety of local, regional, national, and international events. It would be wise for faculty members to seek appropriate advanced study that will enhance teaching effectiveness, apprise them of developments and funding sources in their academic fields, or add new areas of expertise to the existing departmental programs. When possible, departmental funds will be allocated to faculty for these purposes.

Criteria and tangible examples include, but are not limited to:

1. Professional development for teaching skills
   - Attendance at short courses on teaching
   - Attendance at seminars on teaching
   - Attendance at CTE workshops
   - Attendance at other activities or specialized training pertaining to teaching
   - Focused and substantiated program of self-study

2. Research Professional Development
   - Attendance at short courses on research opportunities
   - Attendance at workshops on grant writing
   - Summer institutes
   - Other activities or specialized training pertaining to scholarship and research
   - Focused and substantiated program of self-study

3. Service Professional Development
   - Attendance at short courses on peer evaluation and student assessment
   - Other unique activities or specialized training pertaining to service

4. Professional meetings and seminars attended
   - International meetings
   - Annual professional meetings
   - Society meetings
• Attendance at Departmental, College, and University seminars

**Professional/Ethical Conduct:** The Department of Geography and Geology is a community of scholars engaging in a common task which is articulated in the mission statement. In addition to the various duties and responsibilities of the faculty outlined in the Faculty Handbook, the college has the expectation that the faculty member's behavior towards colleagues, staff, and students be consistent with professional standards. Therefore, the Department of Geography and Geology faculty are expected to abide by national standards for professional conduct as identified in the American Association of University Professors Statement on Professional Ethics as follows:

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Suspected violations of these standards for professional conduct may be referred to the Faculty Professional Relations Grievance Committee for possible mediation or to other reporting authorities for possible disciplinary action as specified in the UNCW Faculty Handbook.

Teaching

Classroom Observation Policy: A direct classroom observation of at least two lectures each semester of all untenured faculty members is required by UNCW. This responsibility is carried out by members of the Classroom Visitation Committee of the Senior Faculty in the department using a form approved by the department (Appendix L). The Committee member arranges the classroom visitation in conjunction with the untenured faculty member. Prior to the visitation, both meet in a conference to go over the evaluation form and discuss the visitation. After the observation, the Committee member completes the form and discusses it with the untenured faculty member. This post-visitation conference should be held as soon as possible after the classroom observation. At the conclusion of the conference, both faculty sign and date the form with the untenured faculty member adding any comments in the space provided. The Committee member submits the signed evaluation form to the department chairperson. The untenured faculty member receives a copy of the completed evaluation form.

Office Hours: Faculty are expected to be available to students for answering questions, giving extra help, general discussion, and advising. The university suggests that all faculty members be available for at least two hours each day, five days each week. Office hours must be posted where appropriate near each faculty office as well as on each class syllabus. The department strongly urges each faculty to inform the office staff of their office hours for each semester.

Advising

The GEOGRAPHY AND GEOLOGY office staff assigns declared undergraduate majors in the department to faculty members as appropriate. However, the office staff attempts to honor individual student requests for a particular advisor if practical. 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 (2-3174).

The UNCW Faculty Handbook clearly defines advising as one of the faculty member's most important duties in the university. The university considers advising as a regular part of teaching responsibilities. Advising errors can prevent a student from completion of his or her degree in a timely fashion as well as lead to a student receiving a surcharge on tuition (for completed
semester hours in excess of 140 for a first baccalaureate degree in a four-year program). Faculty advising expectations are provided in the UNCW Faculty Handbook (http://www.uncw.edu/fac_handbook/responsibilities/advising/responsibilities.htm) Evaluation of Advising.

The Department requests feedback from advisees on their faculty advisor within the department by way of an advising evaluation form. This form is given to each student at the completion of the pre-registration advising session. Students should complete the form anonymously and outside the presence of the advisor. The department office maintains an enclosed box for anonymous submission of the completed forms by the students.

Note: Students have the primary responsibility for planning their programs and for meeting the graduation requirements. Refer students to the appropriate college catalogue year for relevant polices on graduation requirements.
APPENDIX A. Annual Report and Annual Evaluation

PREAMBLE

Each faculty member in the Department of Geography and Geology is required to submit an annual report of his or her activities and productivity. The guidelines described below establish the prescribed format for the annual report and the annual evaluation. At the end of the calendar year review period, an annual report is submitted that should concisely and accurately document contributions in each of the four evaluation areas established by the University, which are: 1) teaching, 2) scholarship and research, 3) professional development, and 4) service. The College and University define these four evaluation areas as the ways in which performance is measured for the purposes of reappointment, tenure, and promotion decisions, and post-tenure review.

The departmental annual evaluation process is designed to candidly review the yearly performance of each faculty member based on the tangible evidence of his or her activity and productivity as cited in the annual report. Activity and productivity are evaluated, commensurate with faculty rank, according to the expectation levels and performance ratings listed below. The annual evaluation is both summative and formative in that it provides summary ratings of faculty performance, feedback in the form of constructive criticism of individual strengths and weaknesses, and evaluation of progress toward tenure and promotion.

To encourage excellence in job performance, and to insure fairness and consistency in the annual evaluation process, this document: 1) defines the four evaluation areas and the evaluation criteria in each area, 2) furnishes tangible examples of activity and accomplishments for each criterion to be provided in the annual report, 3) defines the annual evaluation committee and outlines the annual evaluation procedure, and 4) establishes performance ratings and the parameters that define each rating. This process addresses a driving institutional question, “In what way is this individual of importance to the University?” (Faculty Handbook: Faculty employment: RTP: Criteria for reappointment, promotion, and award of tenure: Introduction, 2001). The annual evaluation process and its rationale are necessary in order to effectually mentor faculty seeking tenure and promotion, for recognizing faculty achievements, and as a component for recommending annual salary increases based upon merit and accountability.

This process must also account for, and accommodate, a diverse faculty whose individual members have unique strengths within each of the four evaluation areas. Heterogeneity among faculty in their contributions to the department, College, University, and community is desirable and benefits the department at all levels. In reviewing each faculty member’s individual annual performance, consideration must be given to the diverse nature of the Geography and Geology faculty and to factors such as rank, assigned group and solitary duties, or other special assignments. Therefore, the guidelines, criteria, and examples for the annual report, and the annual evaluation process, are designed to permit faculty members to document his or her activity and productivity in a flexible manner according to their discipline, rank and assigned duties. Furthermore, while the criteria span the full range of responsibilities possible for a departmental faculty position, in any particular year, individual faculty are not expected, and may not be able, to provide tangible examples of activity or productivity for every criterion.

While collegiality is not listed as an evaluation category, the annual report and evaluation process also attempts to align departmental culture with the University’s commitment to professional collegiality as expressed by the AAUP Statement of Professional Ethics. This statement provides ethical standards that guide the variety of department, College, and University responsibilities undertaken by all members of the faculty in each of the four evaluation areas. Professional collegiality may be defined as service in the governance of the University, College, graduate school, or department by responding in a timely manner to the need to serve on appointed committees, as the ability to interact professionally with other faculty members, and as the willingness to contribute toward achieving broad departmental and University mission statement goals in a harmonious manner (Adapted from the Summary of Activities and Recommendations to the Faculty Senate and Provost by the Faculty Senate Special Select Reappointment, Promotion, and Tenure Committee, 2002).
**Period of Annual Review**

To achieve timely evaluation and return of summative and formative feedback to each faculty member, the previous calendar year is used for annual reporting and review. By January 31 of each year, each faculty member submits a concise, accurate, and complete annual report of his or her individual activities and productivity to the Chair. The annual evaluation committee, comprised of a subset of tenured faculty members as defined below, then reviews the annual report and each committee member writes an annual evaluation for each departmental faculty member. These committee evaluations are reviewed and summarized by the department chair, and communicated in writing to individual faculty members.

**Definition of Major Evaluation Areas**

The Chair assigns workloads that include teaching responsibilities, individual departmental service assignments and directorships, committee activities, and other service duties in consultation with each faculty member. All faculty members must assume the leadership of their own scholarship, research, and professional development activities. The annual report and evaluation process should acknowledge and account for faculty that may have a reassigned workload concomitant with research reassignment, leave of absence, and special departmental, college, and University duties. The following format defines the four areas of evaluation, and establishes criteria with examples for reporting and evaluating faculty performance in each area. However, these criteria do not establish a fixed and exclusive set of common desired activities. Rather, for each category, they present possible outlets for performance and tangible examples. These criteria also form the basis for determining a faculty member’s summative rating based on the expectation levels and performance rating described below.

The criteria are the activities and products that fall within each evaluation area. They are not listed in any ranked order or significance. Criteria such as number of courses taught, peer evaluation of teaching, or SPOT scores and comments are obvious and examples are not needed. More ambiguous criteria, such as evidence of course revisions or innovations, publications, grants, and professional meeting efforts or professional and community service require more specific information such as dates, titles, meetings, granting agencies, etc. Examples of each criterion are provided in the format. These examples may serve as a checklist for summative evaluation, but, more importantly, they guide the faculty as they list accomplishments being solicited for the annual report.

Although other examples not specifically listed in this document may occasionally arise, adherence to the format listed below should minimize inconsistency among individual annual reports by clearly specifying which activities and products apply to each evaluation area and each criterion. Together, the definitions of the four evaluation areas, the criteria, and examples should clearly establish expectations within each of the four areas, insure a concise, complete and accurate annual report, minimize redundancy in the same year and multiple years, and provide for an objective and candid evaluation process.

**Teaching**

The primary concern of the department, college, and University is teaching undergraduate and graduate students, making teaching effectiveness a primary responsibility of the faculty. Faculty must be well-trained, knowledgeable, skillful, and enthusiastic presenters of knowledge in a variety of traditional and non-traditional settings including large lecture sections, lecture sections accompanied by laboratories, small seminars or graduate lectures, and courses that are entirely laboratory or field oriented. The transmission of knowledge, the development of a student’s desire for knowledge, the development of a student’s desire for the skills of acquiring knowledge and its critical evaluation, and the development of the desire of the factors that enable students to assume a responsible role in society are fundamental goals of the University teaching mission.

The departmental mission statement emphasizes that faculty must also provide the highest quality undergraduate and graduate teaching in the Earth Sciences through innovative, effective curricula that highlight current technologies and experiential learning. In fact, teaching involves all aspects of the educative process from acquiring knowledge to presenting knowledge that reflects pedagogy in line with departmental guidelines and
expectations as well as professional trends. It includes maintaining currency of course content, maintaining appropriate range and depth of topics covered, and presentation of course content that enhances student learning.

Faculty members are expected to contribute to the departmental teaching mission both within and outside the classroom and to make efforts to improve teaching performance. Both the annual report and the annual evaluation should include as many aspects of teaching as possible. Criteria and tangible examples of teaching include, but not limited to:

1. Courses taught including credit hours, contact hours, and number of students enrolled
   - 3 courses - 9 hour workload for research active faculty and 4 courses - 12 hour workload for non-research active faculty (not including undergraduate DIS, Honors projects, internships, and graduate DIS)
   - Explanation of reduced teaching load
2. New undergraduate or graduate course development
   - New preparation for the faculty member and department in basic studies, core, and specialized courses
3. Significant or unusual efforts to improve, revise, or enhance existing courses
   - Addition of new lecture or laboratory components including on-line instructional materials and multimedia lectures
   - Implementing computer technology and/or writing assignments in coursework
   - Field-oriented studies
   - Developing online instruction
   - Transfer or development of multimedia course material
   - Learning communities
   - Course linking
   - Publications related to teaching such as textbooks (indicate whether first or revised edition), in-house laboratory manuals, book chapters, electronic media, or course packs
4. Efforts to promote undergraduate/graduate education
   - Supervision of undergraduate DIS
   - Supervision of graduate DIS
   - Supervision of honors research projects
   - Supervision of internships
5. Supervision of graduate students and RAs (list name and degree program)
   - Graduate student thesis option advisor
   - Graduate student non-thesis option final project advisor
   - Graduate student thesis option committee member
   - Graduate student non-thesis option committee member
   - Supervise graduate student RAs or non-thesis-related activities
6. Additional efforts to promote student education
   - Course field-trip leader
   - Multi-institutional instructional meetings
   - Guest lectures in classes at UNCW or forums at other institutions
   - Other student mentoring activities (meeting attendance, field trips)
7. Promotion of teaching mission in the department
   - Writing grant proposals for instructional/teaching
   - Obtaining grants or in-kind donations for student support
   - Obtaining donor resources to support the departmental teaching mission
8. Student advising
   - Undergraduate advisor/mentor
   - Advising outside department
9. Department, College, University or professional teaching awards, recognition, or significant impact citations
   - Chancellor’s Teaching Excellence Awards
   - College of Arts and Sciences Teaching Awards
   - Distinguished Teaching Professorships
   - Board of Governors’ Awards for Excellence in Teaching
   - National Council for Geographic Education Distinguished Teaching Award
   - Biggs Awards
   - Other national Awards
   - Awards and recognition of teaching from students

Scholarship and Research

Scholarship involves the mastery of a discipline through familiarity with its various aspects, problems, continuing investigations, new developments and discoveries, and new technologies. It requires attention to relevant literature and the ability to organize, synthesize, and effectively evaluate the work of others. In addition, scholarship is an important component of the teaching mission of each faculty member. It is considered a prime responsibility within the academic profession and by the University, which encourages all faculty members to continue their scholarly efforts throughout their academic careers.

While scholarship enhances teaching effectiveness, research is considered to be individual, multi-disciplinary, and multi-institutional investigations that produce new knowledge and thereby also enrich the educational mission. Research that has vitality, integrity, originality, and quality provides timely additions to the University and department research efforts while enriching students, the profession, and society at large in many ways and adds to the store of human knowledge in Earth Sciences.

Dissemination of a faculty member’s research products is an essential part of one’s academic responsibilities, and is considered by the University to be a central function of an educational institution. Public dissemination of research results is also essential to obtaining extramural funding for continued research and to support graduate education. Therefore, attempting and demonstrating successful grantsmanship are key components of the research area. Communication and dissemination of research results may be accomplished through a variety of forms to the department, University, profession, and the community at large, but peer-reviewed publications are the primary product. Proprietary reports and funding obtained through consulting contracts not awarded to the University nor processed through the Office of Sponsored Programs will not be listed on the annual report or considered in the annual evaluation process.

Both the annual report and the annual evaluation should include as many aspects of scholarship and research as possible. All publications and reports are to be listed in journal citation format. Criteria and tangible examples include, but are not limited to:

1. Peer-reviewed publications (indicate whether regional, national, international)
   - Refereed articles: a) published, b) in press, c) in review
   - Books: a) published, b) in press, c) in review
   - Chapters: a) published, b) in press, c) in review
   - Papers in conference proceedings: a) published, b) in press, c) in review
   - Software: a) published, b) in press, c) in review
   - Grant products such as detailed project and technical reports

2. Non-peer-reviewed publications
   - Non-refereed articles: a) published, b) in press, c) in review
   - Papers in conference proceedings: a) published, b) in press, c) in review
   - Open-file reports: a) published, b) in press, c) in review
• Digital maps or on-line reference information
• Grant products such as detailed project reports
• Professional meeting abstracts

3. External grantsmanship (indicate pending or declined)
• Submitted: Proposal title, agency, amount, timeframe
• Awarded: Proposal title, agency, amount, and grant final reports
• Continuing: Proposal title, agency, amount, and grant final reports

4. Internal grantsmanship (indicate pending or declined)
• Submitted: Proposal title, agency, amount, and timeframe
• Awarded: Proposal title, agency, amount, and grant final reports

5. Professional Presentations (oral or poster)
• Invited
• Volunteered
• Public lectures, forums, panels

6. Scholarship and research awards or recognition
• UNCW Faculty Scholarship Award
• Outstanding paper awards issued by professional societies
• Society scholarship or research awards

7. Fellowships received

8. Service

Each faculty member is expected to apply his or her talents and abilities to the administration and operation of the department, University, and community at a level commensurate with rank and other responsibilities. The departmental mission includes service to University, College, profession, and community. Activities that contribute to the department’s ability to function are an important form of service and are demonstrated through individual initiative and active committee membership. Faculty members are evaluated according to initiative, effort, effectiveness, and reliability of contributions.

Service that benefits the community, scholarly organizations, or the profession when academically relevant is equally valued and meritorious. This department believes that the majority of the service load will be placed on the tenured faculty, while untenured faculty members provide support. In addition, faculty members at the rank of professor are expected to be role models and leaders in all aspects of service, and to routinely chair significant standing and ad hoc committees in the department. All service activities should be conducted in a timely and accountable manner.

Examples of service contributions include, but are not limited to:

1. University
   • UCC
   • Chancellor’s advisory committees
   • Special advisory duties (e.g. SACS, Associate Dean, etc.)
   • Faculty Senate
   • Graduate Council
   • RTP committee
   • Cahill or Research Reassignment awards committees
   • Buildings and Grounds
   • Other service

2. College
   • Curriculum committee
   • Faculty/staff search committees
3. Department

- Other assigned duties by the CAS Dean

- Individual assignments given by the chair
- Standing and/or ad hoc committees
- Non-thesis option director and advisory board
- Geography or geology laboratory coordinator
- Geography or geology club adviser
- Internship coordinators
- Laboratory directorships
- Individual initiatives that improve departmental instructional activities
- Cape Fear Community College presentations and recruiting efforts
- Earth Science Week recruiting efforts
- Professional meeting booths
- Recruitment/majors fairs
- Fall visitation

4. Profession

- Leadership in professional societies such as board member and/or officer
- Organizing professional meetings, workshops, seminars, and/or field trips
- Publication journal editor or associate editorial board
- Edit a scholarly volume
- Manuscript reviewer
- Textbook reviewer
- Field Guidebook editor and/or reviewer
- Report reviewer
- Organization of a special issue for publication
- Grant proposal review(s)
- Grant review panel(s)
- Educational advisory boards

5. Community

- Guest lectures at primary education schools
- Science fair judge
- Volunteer work related to one’s profession
- Educational outreach to community teachers
- Educational outreach to civic organizations and community groups
- Other professional activity to local, regional, or state organizations
Appendix B. Course Numbering Scheme for Geology

The geology curriculum committee generated a logical approach to the numbering of their courses that also provided a convenient manner to plug in new courses. The graduate program in geology continued this numbering scheme during the planning and implementation of the Master of Science in Geology program. In the following table, the variable X represents the numeral 1, 2, 3, 4, or 5 as the appropriate lead designator of level for the course. Although not perfect, this scheme provides a useful starting point for assigning course numbers to new courses and has worked reasonably well over the years.

<table>
<thead>
<tr>
<th>X00-X99</th>
<th>Basic courses to all fields of geology including introductory courses, methods, and mineralogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X10-X19</td>
<td>Courses in petrology</td>
</tr>
<tr>
<td>X20-X29</td>
<td>Environmental geology, geologic hazards, hydrogeology</td>
</tr>
<tr>
<td>X30-X39</td>
<td>Paleontology and stratigraphy</td>
</tr>
<tr>
<td>X40-X49</td>
<td>Structural geology, regional geology, and tectonics</td>
</tr>
<tr>
<td>X50-X59</td>
<td>Oceanography, marine geology</td>
</tr>
<tr>
<td>X60-X69</td>
<td>Geophysics</td>
</tr>
<tr>
<td>X70-X79</td>
<td>Field Camp, Geochemistry</td>
</tr>
<tr>
<td>X80-X89</td>
<td>Specialized topics, special topics, capstone courses</td>
</tr>
<tr>
<td>X90-X99</td>
<td>Directed Individual Studies, experimental or trial courses, seminars, and honors work</td>
</tr>
</tbody>
</table>
Appendix C. Policy on Indirect Receipts

The breakdown for indirect receipts is:

- 50% to PI
- 25% for student research/travel (at discretion of PI)
- 25% for equipment replacement, service contracts. Chair will determine expenditures in consultation with respective PI’s who generated the funds.
Appendix D. Policy for Determining Summer School Assignments

Opportunities to teach summer school classes comprise a method by which permanent (tenure-track) faculty can augment their academic year earnings. Part-time or short-term faculty cannot participate in the following priority system, but can participate in teaching summer school classes if tenure-track faculty members are unavailable.

1. The department chair shall prepare a list, through a poll of the permanent departmental faculty early in the Fall semester, of those courses that are eligible for consideration as part of the following year's summer curriculum.

2. In a similar manner, the department chair shall prepare a list of the departmental faculty that are interested in and eligible for the following year's summer teaching positions. Eligibility will be based on employment status and the following priority system:
   A. First priority will be given to first-year faculty who have not taught summer school at UNCW previously.
   B. Second priority will be given to faculty who did not hold a summer teaching position at UNCW in the previous year. Within this category, priority increases as a direct function of the number of years removed from the last summer teaching position.
   C. Lowest priority will be given to those faculty members who taught in the previous summer at UNCW.

3. Final determination of the summer school curriculum and the allocation of summer teaching positions will be determined by the departmental faculty at a departmental meeting called prior to the summer school scheduling deadline. The list of eligible courses and the faculty priority list shall be distributed to the department faculty one week prior to this meeting. It shall be the faculty's responsibility to determine impartially and within the framework of summer budget allocations: (1) those courses that are to be included in the following year's summer curriculum; and, (2) those faculty members that are qualified to teach the proposed courses. (Approved by ERS Department faculty on 08/29/1978).