

Department of Environmental Sciences

Policies and Procedures



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Table of Contents

Basic Unit Structure and Management Processes.....	4
Mission Statement.....	4
Department Goals and Strategies.....	5
Long-Range Planning	7
Position Descriptions of Administrative Roles within the Department.....	8
Selection of a Department Chair.....	9
Selection of Coordinators	12
Hiring of Departmental Faculty	12
Reappointment, Tenure, and Promotion	13
Post-Tenure Review.....	17
Faculty Research-Active Status Verification.....	21
Graduate Faculty Criteria for Environmental Sciences	23
Faculty Annual Evaluation	24
Observation of Classroom Teaching Policy	27
Faculty Teaching Load Policy	28
Summer Teaching Assignment Policy.....	31
Faculty Professional Development	32
Mentoring of Faculty Members	33
Program Planning, Evaluation, and Assessment.....	33
Departmental Advising	34
Graduate Program Admissions	36
Selecting Recipients for Departmental Scholarships.....	36
Use of Student Assistants.....	37
Final Examinations, Grades, Evaluation, and End of Semester	38
Assignment of Faculty Office and Lab Space	39
Return of Indirect Costs	40
Library Policies.....	40
Policy on Obtaining Software for Classroom Use.....	41
Disaster Recovery Plan.....	41
EVS Truck Guidelines	42
EVS Van Guidelines.....	45
Appendix A: Confirmation of Research-Active Status	47

Appendix B: Quantitative Summary Cover Sheet and RTP Essential Components for the Annual Review Document.....	49
Annual Report Quantitative Cover Sheet	50
Academic Year 202x	50
Faculty Member:	50
TEACHING	50
<i>Courses taught</i>	50
SCHOLARSHIP (ACADEMIC YEAR)	51
SCHOLARSHIP (THREE YEAR WINDOW: APRIL 1, 202X TO MARCH 31, 202X)	52
SERVICE	52
Appendix C: Peer Evaluation Form	53
Appendix D: Peer Evaluator’s Guide	58
Appendix E: Classroom Observation Report.....	61
Appendix F: Quality Matters Rubric	64
Appendix G: EVS Truck Forms	69
Appendix H: EVS Van Forms	72

Basic Unit Structure and Management Processes

The Department of Environmental Sciences (EVS) is an academic unit within the College of Arts and Sciences (CAS). The primary unit manager is the Department Chair. The Chair reports directly to the Dean of the CAS. The CAS Dean's office reviews and approves all curriculum, faculty, and budget-related requests that come forth from the Department. The College also provides leadership training to ensure that Department Chairs are knowledgeable of and in compliance with University, College, and Department policies and procedures.

The Department Chair is responsible for office management, course scheduling, faculty workload assignments, annual faculty evaluations, budgeting, and other administrative functions. Faculty members also complete a course request each semester to specify which courses they would like to teach. The Chair develops a schedule of classes taking this information, as well as other unit considerations (e.g., new programs, faculty expertise, budgets, timely student graduation) into account. In addition, the Chair is responsible for managing the day-to-day functions of the Department office.

Reappointment, promotion, tenure, and post-tenure processes and guidelines are established at the University, College, and Department levels. Reappointment, promotion, tenure, and post-tenure review guidelines are reviewed with prospective faculty during the recruitment and hiring process. In addition, continuing faculty review the guidelines with the Department Chair during their evaluation each year. Faculty are involved in all aspects of the Department including curriculum development, recruitment and hiring of faculty, development of new programs and services, and strategic planning. Each year the Department Chair assigns faculty to serve on the various Departmental committees that are responsible for overseeing each of these areas. This will include standing departmental committees (such as the Curriculum Committee, Assessment Committee, Scholarship Committee, Graduate Applications Committee, and the Justice, Equity, Diversity, and Inclusion Committee), as well as other committees which will be created as needed.

The Department holds regular meetings throughout the year to plan, evaluate, and assess the program and address issues such as faculty hiring, long-range planning, curricular changes, etc.

Mission Statement

The Department of Environmental Sciences is a community of scholars dedicated to excellence in teaching, scholarship/research/artistic activities, and service. The Department offers a contemporary curriculum leading to Bachelor of Arts in Environmental Sciences, a Bachelor of Science in Environmental Sciences, and a Master of Science in Environmental Studies. The Department considers the use of experiential education, including practica, honors projects, and directed individual studies, to be essential for effective learning. The Department is committed to preparing its students for careers in the emerging knowledge-based economy and helping them become life-long learners.

The Department seeks to enrich the learning environment through the active professional development of its faculty. This includes professional development in teaching, scholarship/research/artistic activities, and service. The Department is committed to providing leadership in the use of emerging concepts, technologies, and techniques both on campus and in the

surrounding region. The Department engages in a diversity of activities that enrich the academic life of the campus and the community at large.

The Department supports the University's values of diversity, global perspectives, community citizenship, and human integrity.

Department Goals and Strategies

Goal 1 – To provide high-quality graduate and undergraduate programs.

Strategies:

1. Continually reviewing and revising the Department's curricula to ensure that it integrates current theories, practices, and standards.
2. Improving student problem-solving skills using a combination of classroom, laboratory, and experiential activities.
3. Providing a modern learning environment for students to develop the latest techniques and applications in the field.
4. Providing state-of-the-art facilities for faculty and students.
5. Rewarding faculty efforts to create and offer new courses and experiment with new ways of teaching and learning.
6. Providing students with opportunities that will enhance their ability to become life-long learners.

Goal 2 – To increase faculty professional development opportunities.

Strategies:

1. Providing travel support for seminar, workshop, conference attendance, and other professional development opportunities.
2. Seeking external funding to sponsor professional development activities.
3. Encouraging faculty initiatives in consulting, short-course development, and other external activities.

Goal 3 – To improve research opportunities for graduate and undergraduate students.

Strategies:

1. Involving students in ongoing basic and applied research and scholarly activities as part of the teaching-learning process.
2. Actively pursuing external funding aimed at graduate and undergraduate student research.

Goal 4 – To increase externally-funded faculty research.

Strategies:

1. Encouraging and rewarding faculty involvement in s scholarship/research/artistic activities.
2. Pursuing opportunities to obtain funding from off-campus agencies to sponsor research and other mission-related activities.
3. Encouraging faculty collaborations, seminars, and research groups.

Goal 5 – To share in the role of faculty governance through committee participation at all levels within the University.

Strategies:

1. Rewarding faculty service on Department, College, and University committees.
2. Regularly offering faculty the opportunity to serve on ad-hoc and other special committee assignments.

Goal 6 – To support faculty service activities in the profession as well as the community at large.

Strategies:

1. Supporting service to the scientific and professional communities that contribute to the discipline of Environmental Sciences.
2. Applying professional expertise to address regional, national, and international needs in Environmental Sciences.
3. Creating applied learning experiences that provide education for students and serve the needs of regional environmental organizations.
4. Rewarding faculty who engage in significant service activities that enhance the Departmental mission and bring an international perspective to the learning community.

Goal 7 – To improve awareness and sensitivity to diversity in both the faculty and student body.

Strategies:

1. Actively recruiting faculty and students from underrepresented groups.
2. Supporting and participating in the University's efforts to engage the community in diversity and social justice issues.

Long-Range Planning

The Department of Environmental Sciences strives to establish an important leadership role in the instruction and development of new and emerging concepts in the environment.

Curriculum Strategy

The Department engages in a continuous strategic effort to maintain high quality graduate and undergraduate programs in Environmental Sciences.

1. Revise existing courses in order to ensure consistency with existing and emerging practices in all environmental fields.
2. Offer new advanced courses in existing content areas to ensure a wide range of course alternatives.
3. Develop and expands course offerings in emerging areas.
4. Develop and implements a high-quality graduate program in Environmental Sciences.
5. Provide robust and relevant University Studies courses for students majoring in other disciplines.
6. Encourage diversity in faculty, students, and curriculum.

Outreach Strategy

The Department will continue to build upon existing ties with the local government, non-governmental organizations and private industry for funding, internship and other work opportunities for students, and job placement after graduation.

Research Strategy

The Department will continue to provide support for scholarship/research/artistic activities among its faculty.

1. Develop focal areas within the Department to foster research among faculty with common interests.
2. Develop facilities and maintain equipment to support instruction and research in specific focal areas.
3. Hire new faculty to support instruction and research in existing and new focal areas.
4. Expand collaborative opportunities with other programs on the UNCW campus.

Hiring Strategy

New and replacement faculty hires should have teaching and research interests in the areas that complement existing strengths of the Department and/or areas that are identified for strategic growth.

For tenure-track faculty, the Department will search for candidates who demonstrate potential for excellence in teaching, engagement in research, and service to the University and profession. For teaching, non-tenure track faculty, the Department will search for candidates who demonstrate potential for excellence in teaching and service to the University and profession. The Department also encourages and promotes diversity in its hiring procedures and student recruitment.

Position Descriptions of Administrative Roles within the Department

Department Chair

The Department Chair provides overall leadership for the Environmental Sciences Department. Specific responsibilities include long-range program planning, budget preparation and administration, course scheduling, and liaising with other academic Departments and campus offices. The Department Chair position is a 12-month appointment with teaching responsibilities of one course per semester during fall and spring. As such, the Chair's duties are apportioned as 75% administration and 25% teaching and advising. The Department Chair reports directly to the Dean of the College of Arts and Sciences.

Assistant Department Chair

The Assistant Department Chair is responsible for supporting the Department Chair in long-range program planning, budget preparation and administration, course scheduling, liaising with other academic Departments and campus offices, and other administrative duties as assigned by the Chair. Additionally, the Assistant Department Chair is responsible for recruitment of undergraduate students, supervision of the undergraduate curriculum, and coordination of participating faculty within the undergraduate curriculum. As needed, the Assistant Department Chair may represent the Department in the absence of the Chair. The Assistant Department Chair is a 9-month appointment with teaching responsibilities of two courses per semester during fall and spring. As such, the Assistant Department Chair's duties are apportioned as 25% administration, 25% research, and 50% teaching and advising. The Assistant Department Chair will report directly to the Department Chair.

Graduate Program Coordinator

The Graduate Program Coordinator is responsible for recruitment of graduate students, advisement of all graduate students, assignment of Graduate Teaching Assistants, supervision of the graduate curriculum, and coordination of participating faculty within the graduate curriculum. The Graduate Program Coordinator is a 9-month appointment with teaching responsibilities of two courses per semester during fall and spring. As such, the Graduate Program Coordinator's duties are apportioned as 25% administration, 25% research, and 50% teaching and advising. A stipend for coordination of the graduate program and graduate student advisement during the summer will be provided by the College of Arts and Sciences as available. The Graduate Program Coordinator will report directly to the Department Chair.

Applied Learning Coordinator

The Applied Learning Coordinator serves as the liaison between the Department and local businesses, government agencies, and public organizations. The Applied Learning Coordinator is responsible for supporting and supervising students in gaining practical work experience through applied learning assignments at public, private, and non-profit environmentally-oriented organizations. The Applied Learning Coordinator is also responsible for maintaining data regarding applied learning placements. Coordinating the applied learning curriculum is considered to be 25% of a faculty member's workload in both fall and spring semesters. If the Applied Learning Coordinator wishes to also coordinate the program during the summer, they may do so. If not, another faculty member will be assigned by the Department Chair to assume these duties. Coordinating the applied learning program during the summer earns supplemental pay at the CAS' standard rates. The Applied Learning Coordinator reports directly to the Department Chair.

EVSL 195 Lab Coordinator

The EVSL 195 Lab Coordinator is responsible for managing, supervising, and training all Graduate Teaching Assistants assigned to sections of the EVSL 195 Environmental Sciences Lab. This includes ensuring that the course material is contemporary and delivered in a pedagogically-sound manner. Additionally, the EVSL 195 Lab Coordinator is responsible for supervising the Equipment Manager in assuring that the equipment and supplies used to support both teaching and research are maintained, functional, and prepared for use. Coordinating EVSL 195 Labs is considered to be 25% of a faculty member's workload in both fall and spring semesters. The EVSL 195 Lab Coordinator reports directly to the Department Chair.

Selection of a Department Chair

Terms and Qualifications

The position of Department Chair is a four-year term and is renewable by the Dean of the CAS after consultation with the Department. The Department Chair may be recruited from current Departmental faculty or from outside UNCW through a national search. Candidates for the Department Chair will have the following qualifications:

1. A professional record meriting tenure and the rank of full professor or tenured associate professor
2. Evidence of teaching effectiveness, a continuing pattern of research, regular professional service, and scholarship/research/artistic activities, and professional development
3. Demonstrated leadership ability
4. Demonstrated administrative skills

Procedure for Department Chair Recruitment

On the recommendation of the Provost and Dean of the CAS, the Chancellor appoints all Department Chairs. UNCW's Faculty Handbook delegates to the Dean the responsibility for

determining the process leading to the recommendation. The Dean initiates the recruitment process and solicits input from the faculty with respect to the preferred option. Final approval of all recommendations rests with the Dean of the CAS.

In the spring semester prior to a current Department Chair's last year of service, the Dean of the CAS will communicate the options available for Departmental leadership to all full-time members of the faculty:

1. Renewal of current chair, if eligible according to Departmental policy
2. An internal search
3. An external, national search

The feasibility of an external, national search is determined primarily by the availability of salary resources and a position to support the outside hire. In communicating the options available to the faculty, the Dean will indicate whether an external, national search is possible.

In accordance with the Department's policy on personnel and hiring decisions, eligible members of the faculty, with the exception of the Department Chair, will meet to review the available options and decide on a recommendation to the Dean of the CAS. Upon receiving the Department's recommendation, the Dean will meet with all full-time members of the faculty to discuss the recommendation and share his/her decision with respect to the recommendation. If the faculty supports a renewal of the sitting chair, the Dean will determine the current chair's willingness to serve another term and will communicate this information when the Dean meets with the faculty.

The search process is then determined by the nature of the option approved by the Dean.

PROCESS FOR AN INTERNAL SEARCH

The Dean invites all tenured associate and full professors in the Department to apply formally for the Department chair position. The current Chair is eligible to apply if Department policy permits another term. Applications must include:

1. A statement of administrative philosophy
2. A statement of applicant's vision for the Department's future
3. A curriculum vitae

The inclusion of external references is optional. The Dean of the CAS will appoint a senior faculty member to serve as the coordinator of the internal search. The internal search will then proceed according to Departmental policy. The Dean may also invite faculty members to send their own individual assessments directly to the Dean. The outgoing chair will not attend the formal Departmental interview(s), but will have a separate, informal interview with the applicant(s) and will submit a separate written assessment of the candidate(s) to the Dean. Should the Dean approve the Department's recommendation, the Dean will recommend the applicant to the Provost for approval. Should the Dean discover, during the interview, issues that threaten a preferred

applicant's potential effectiveness as the next chair, the Dean will meet with the Department to discuss the search and to determine a mutually acceptable resolution. If no resolution results, the Dean will indicate his/her recommendation to the Provost but will also communicate that the recommendation does not have the Department's full support.

PROCESS FOR A NATIONAL SEARCH

The Dean initiates the search by appointing a search committee comprised of members of both the senior and junior faculty in the Department and one member-at-large at the senior rank from a comparable discipline. The current Department Chair does not serve on the search committee. The search committee should also, in so far as possible, reflect the diversity in the Department.

The committee is charged with drafting a position announcement for the Dean's approval, screening all applications, and recommending a pool of finalists for the Dean's approval for presentation to the full-time Departmental faculty. Internal candidates may apply, but all applicants in a national search, whether external or internal, must hold at least the rank of associate professor, although it is preferred that a candidate qualifies for the rank of full professor at UNCW. Additionally, the candidate should have some administrative experience. Applications must include:

1. A statement of administrative philosophy
2. A summary of the applicant's research
3. A curriculum vitae
4. Official copies of all university transcripts upon hire
5. The names, addresses, email addresses, and telephone numbers of five references
6. A statement of vision for the Department's future

External candidates are normally invited to campus for a two-day interview that includes a meeting with the Dean, a formal presentation to the full Department, a dinner with the search committee, a Departmental reception and/or other opportunities to interact informally with faculty and students, as well as other activities deemed appropriate by the Department. Internal candidates for the Chair's position must submit the same application materials and participate in the same interview activities as external candidates. The outgoing Department Chair will not attend any formal Departmental interviews but will be scheduled for a private interview with each finalist. At the conclusion of the final interview, the Department will have seven days to make its recommendation to the Dean.

During the same seven-day period, the Dean may invite all full-time faculty members to send their individual assessments of the finalists directly to him/her for consideration. The Dean will then consult by telephone with the finalist(s) receiving the strongest support by the Departmental faculty. Pending a positive recommendation from the Dean of the finalist's home institution and the Dean of the CAS' concurrence with the Departmental recommendation, the Dean will inform the Department that the candidate's appointment is being forwarded for approval by the Provost and Chancellor. Should the Dean discover serious issues with the faculty's recommendation, the Dean

will meet with the Department to discuss those issues and then solicit the faculty's recommendation for an alternative, or instead reopen the search the following year.

Selection of Coordinators

When the position of Assistant Department Chair, Graduate Program Coordinator, Applied Learning Coordinator, or EVSL 195 Lab Coordinator becomes available, the Chair shall inform all members of the Department. Any full-time faculty member of the Department interested in filling the position shall inform the Chair of his/her interest within a time period specified by the Chair. The Chair shall interview each applicant for the position individually.

Appointment of a faculty member as Assistant Department Chair, Graduate Program Coordinator, Applied Learning Coordinator, or EVSL 195 Lab Coordinator rests with the Department Chair and the Dean of the CAS. Coordinators serve in that role at the pleasure of the Chair and the Dean.

Evaluation of the administrative performance of a faculty member serving as Coordinator is part of the regular annual peer and chair's evaluation of the faculty member.

Hiring of Departmental Faculty

Tenure-Track Positions

1. Faculty positions are requested from the Dean of the CAS by the Department Chair in the spring semester each year and allocated to the Department during the summer or fall semesters.
2. In a Department meeting, the Department must agree on area(s) of specialization and on primary and secondary hiring objectives for each position based on the Departmental Long-Range Hiring plan.
3. The Department Chair will appoint a committee for each position. The committee works with the Department Chair to develop advertisements and announcements for appropriate journals, electronic postings, and flyers. Before the position is advertised, the Department must approve the wording of the position description, secondary objectives, and any special criteria to be used in selecting candidates. These materials must additionally be approved by Academic Affairs Resource Management. Advertisements should be placed as early as possible and in appropriate media.
4. As applications are received, the Departmental administrative staff establishes a database of applicants, handles routine correspondence and forms, and maintains a digital repository of applicant materials available to all Departmental faculty.
5. On or after the date for beginning review of applications, the committee identifies candidates for consideration, taking care to identify candidates who meet the specialization objectives and who are well qualified for the position, as well as candidates whose presence might assist the Department in its efforts to achieve a diversified faculty.

6. Members of the committee may conduct interviews via telephone or video conference, or brief meetings at conferences with candidates identified for further consideration. The committee then develops a proposed interview pool and a group of alternates to be submitted to Academic Affairs Resource Management for AA/EOE approval. Typically, three candidates are selected for interview, but the pool may be as small as one candidate or as large as funds permit. If no candidates are deemed acceptable for interview, the search may be terminated, extended, or carried over with approval of the Dean.
7. Interviews are arranged by the Department and committee chair and will include the following:
 - a) A seminar by the candidate concerning his or her current research
 - b) A classroom lecture with evaluations by both students and peer observers, the results of which are reported to the Department
 - c) Meetings with as many members of the Department as possible
 - d) Interviews with the Department Chair, a representative of the Dean of the CAS, and occasionally an interview with the Provost and/or members of other Departments as necessary
 - e) A tour of the campus and surrounding area
8. After the interviews, all faculty members in the Department have the opportunity to discuss the candidates in a Departmental meeting. Voting on the candidates by all full-time tenured and tenure-track faculty follows this discussion; this vote is an advisory recommendation to the Department Chair. Lecturers may participate in the discussion but are not allowed to vote on the advisory recommendation.
9. Recommendations for hiring are submitted by the Department Chair to the Dean of the CAS for approval. Approved recommendations are reported to the Department.
10. Throughout the recruiting and hiring process the Chair of the Department and chair of the hiring committee will be in contact with the Academic Affairs Resource Management for guidance and compliance with all hiring and employment procedures.

Full-Time, Non-Tenure Track Positions

For full-time, non-tenure-track positions, the Department Chair may chair the search committee or assign this duty to another faculty member. The hiring process is parallel to that described for tenure-track positions.

Reappointment, Tenure, and Promotion

Criteria for evaluation of faculty performance for reappointment, promotion, and tenure in the four evaluation areas of teaching, scholarship/research/artistic activities, and service are established by the Criteria for Reappointment, Promotion and Award of Tenure in the UNCW Faculty Handbook.

The purpose of this section is to reiterate expectations for Departmental faculty based on the UNCW Faculty Handbook (June 27, 2016).

Definition of Senior Faculty

The senior faculty of the Department shall be defined as the Chair and all faculty for whom a positive decision for tenure at the rank of Associate Professor or higher has been made. However, no faculty member who has served less than one calendar year in the Department shall be considered a senior member.

Expectations for Reappointment as an Assistant Professor

For appointment to the rank of assistant professor a candidate shall show promise as a teacher, evidence of progress in the area of scholarship/ research/artistic activities, and potential to provide service to the Department, University, community, and profession.

Expectations for Promotion to the Rank of Associate Professor with the Award of Permanent Tenure

Because of their long-term consequences for the University and its faculty, tenure decisions are important. To be granted tenure, a faculty member must have evidenced proficiency and a pattern of growth in areas of teaching; scholarship/research/artistic activities; and service. Of these, teaching effectiveness is the primary criterion for the granting of tenure. When a faculty member who has served two years or longer at the rank of assistant professor is recommended for permanent tenure, he/she will also be recommended for promotion.

For initial appointment or promotion to the rank of associate professor a candidate shall show evidence of having developed into an effective teacher, of a continuing pattern of scholarship/research/artistic activities, and service.

Teaching involves various aspects of the educative process. In addition to teaching courses and advising students, what marks the effective teacher is significant accomplishments in two or more of the following aspects: revising courses, developing new ones, developing teaching methods; mentoring students in academic matters, supervising interns, DIS, honors; including students in scholarship/research/artistic activities; engaging students in applied learning; engaging professional development of self and others in a discipline; securing grant-supported funds for educational activities.

Formal evaluation of teaching effectiveness must include peer evaluation, student evaluation, and documentation of relevant teaching-related activities as listed above.

Expectations for Promotion to the Rank of Professor

For promotion to the rank of professor a candidate shall have exhibited during her/his career distinguished accomplishment in teaching, a sustained record of scholarship/research/artistic activities, and a significant record of service. An individual with the rank of professor should have a reputation as a distinguished teacher and be recognized as a scholar within her/his professional field.

Teaching involves various aspects of the educative process. In addition to teaching courses and advising students, what marks the distinguished teacher is significant accomplishments in three or more of the following aspects: revising courses, developing new ones, developing teaching methods; mentoring students in academic matters, supervising interns, DIS, honors; including students in scholarship/research/creative activities; engaging students in applied learning; engaging professional development of self and others in a discipline; securing grant-supported funds for educational activities.

Formal evaluation of teaching effectiveness must include peer evaluation, student evaluation, and documentation of relevant teaching-related activities as listed above.

Process for Faculty RTP Applications

Candidates for mandatory tenure and promotion reviews are typically reviewed in the Fall. Candidates for mandatory reappointment are typically reviewed in the Spring. Some deviations to this policy may occur due to extenuating circumstances, such as Family Medical Leave or spring hire date. Discretionary reviews, whether for tenure (with or without promotion) after the required two-year probationary period but prior to the mandatory time for review or for promotion of a tenured faculty member, may be conducted either all or spring semester.

All mandatory reviews are scheduled as follows:

1. An assistant professor with an initial four-year contract must be reviewed for reappointment no later than early in the sixth semester of employment.
2. An assistant professor with a second three-year contract must be reviewed for tenure and promotion no later than early in the third semester of that contract (eleventh semester of employment).
3. An associate professor not granted tenure at the time of appointment shall be appointed to an initial term of five years; and in such cases, must be reviewed for tenure before the end of the seventh semester of employment.

A candidate for promotion to full professor will notify the Department Chair in the Spring semester preceding the Fall in which s/he intends to apply for promotion, so that the Department Chair can determine whether senior members will require an external review.

Candidates for mandatory or optional personnel actions will compile dossiers that conform to the University RTP application format, in consultation with the Department Chair, and place the dossier in the location and by the date specified by the Department Chair for the review of senior faculty. This date is traditionally at least four weeks prior to the date that the Department Chair's letter of support is due.

Prior to writing a recommendation for reappointment, promotion, or tenure, the Department Chair must assemble, consult with, and take an advisory vote of the senior faculty. Along with writing a detailed evaluation of the candidate, the Department Chair must report the numerical results of the vote and state the Department Chair's recommendation for or against the RTP action. It is the policy of the Department not to accept proxy votes on personnel matters.

A faculty member and/or administrator should only vote in one capacity for each candidate. For example, the Department Chair would not vote as a senior faculty member and additionally write the Chair's evaluation letter.

If assembled senior faculty suggest changes to the candidate's dossier, all changes must take place prior to the meeting called by the Department Chair to assemble senior faculty at one time, in a single meeting, for the purpose of considering the personnel action recommendation.

At least five business days prior to forwarding the candidate's reappointment, promotion, or tenure dossier to the Dean of the CAS, the Department Chair must give each senior member a copy of the chair's recommendation letter. If the recommendation of the Department Chair disagrees with the majority vote of the senior faculty, the majority may submit a separate recommendation to the Dean. This dissenting recommendation must bear the signatures of a majority of senior faculty and the Department Chair will receive a copy.

External Reviews of Candidates for Reappointment, Promotion, or Tenure

External review will not be sought in each instance, nor is it to be construed to be required. It is expected that requests for the inclusion of external reviewers' evaluations will be made only in cases in which it is clear that such evaluators offer supplemental skills or knowledge that may be useful to the decision-making process. A decision whether or not to seek external review on this basis will be reached by the senior members at least four months prior to the deadline for submission of the reappointment, promotion, or tenure dossier to the senior faculty, and the Department Chair will alert the candidate that the procedure outlined below will apply.

Requests may also originate from the faculty member under review. In that case, the candidate will advise the Department Chair of his/her request no later than the semester prior to the formal application for reappointment, promotion, or tenure.

Whether the request for external review originates with the senior faculty or with the candidate, the process for soliciting and including these reviews is as follows:

1. The candidate under review will provide a list of four names (excluding members of the candidate's dissertation committee) with contact information and the relevant academic credentials of potential reviewers.
2. The Department Chair will select one individual from this list and one other upon consultation with colleagues and the candidate.
3. The Department Chair will contact the reviewer to discuss the external review process.
4. Reviewers will be provided with all University and Departmental regulations and a complete copy of the candidate's dossier.

The anonymity of reviewers is essential in assuring candid reviews, and reviewers will be asked to submit a cover letter identifying themselves, their affiliation, and any personal or professional connection to the candidate. Reviews are to be submitted as attachments to the cover letter and should contain no information identifying the reviewers. Senior faculty will have access to both the

reviewers' identities and evaluations, but only the content of the reviews shall be made available to the candidate.

The reviewers' written, confidential assessments will be added to the candidate's dossier in advance of the meeting at which the faculty member's candidacy will be assessed. Reviewers will make a recommendation regarding the reappointment, promotion, or tenure decision. Senior faculty will see the external reviewers' assessments in advance of the Department's voting.

Regardless of whether an external review is conducted, candidates are permitted to include in their dossier any outside evaluations of projects, publications, or presentations, and may solicit any supportive documentation desired.

Post-Tenure Review

Purpose

Post-tenure review ("PTR") is a comprehensive, formal, periodic evaluation of cumulative faculty performance to ensure faculty development and to promote faculty vitality. The purpose of PTR is to support and encourage excellence among tenured faculty by recognizing and rewarding faculty performance that meets or exceeds expectations; provide for a clear plan and timetable for improvement of faculty whose performance is judged to be below expectations; and for those whose performance remains below expectations, provide for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge (UNCW Faculty Handbook, 2015).

Faculty Affected

PTR is required of all tenured faculty whose primary responsibilities (50% or more) are teaching and/or research and/or service. A faculty member who is in phased retirement or has officially set an irrevocable retirement or resignation within the next 12 months is exempt from PTR.

Frequency of PTR

Faculty for whom PTR is required must undergo a review no later than the fifth academic year following the most recent award of tenure and/or promotion at UNCW, prior post-tenure review, or return to faculty status following administrative service of two years or more. However, a faculty member may elect to undergo post-tenure review at any time. In extenuating circumstances, a faculty member may petition for a postponement of PTR for one year beyond the five-year period. Faculty on reassignment or leave will resume their five-year PTR cycle upon return to the faculty.

Work Plan

At the beginning of their PTR cycle, faculty members will prepare, in consultation with their Department Chair, a briefly written five-year plan or set of goals consistent with the expectations of the Department. This plan can be modified annually by the faculty member in consultation with the Department Chair as deemed appropriate.

PTR Dossier

A faculty member being reviewed shall provide a succinct written report, for the period being evaluated, on all aspects of professional activities in teaching, scholarship/research/artistic activities, and service. This report must include (where applicable):

1. Goals established by the faculty member
2. A brief statement of progress toward achieving the goals
3. Courses taught
4. Theses and dissertations directed
5. All evaluations of teaching
6. Documentation of research and scholarly activity
7. Documentation of service activities

Peer Review Committee

The Department Chair will appoint a minimum of three tenured faculty to review the PTR report. The faculty member being reviewed does not have the option of selecting members of this committee. Two tenured faculty members undergoing post-tenure review in the same year may not be peer reviewers for each other. No person related to or having a romantic relationship with the faculty member being reviewed may deliberate or recommend on a PTR action. Typically, committee members are selected from within the Department. However, should fewer than three tenured faculty be available internally, the Department Chair will solicit committee membership from tenured faculty in allied departments in order to meet the minimum requirement of three members.

All members of the tenured and tenure-track faculty must complete PTR training as mandated by the University of North Carolina System prior to any related personnel action. After completing the training, the faculty member should forward the Attestation of Completion to the Department Chair, who will retain these records in the departmental office.

Procedures for PTR

Each peer reviewer will individually examine the submitted PTR dossier. The peer review committee will then meet as a whole, in confidence, to deliberate the status of the application for PTR. Upon conclusion of deliberation, the peer review committee will submit a written recommendation to the Department Chair. This document will state whether the faculty member's overall professional performance *exceeds expectations*, *meets expectations*, or *does not meet expectations*, and detail the rationale for this determination. The peer review committee recommendations are advisory to the Department Chair.

Criteria for *meets expectations* are professional competence and conscientious discharge of duties in relation to the goals/plan established at the beginning of the review period, considering the distribution of workload as assigned by the Department Chair. Performance below these criteria *does not meet expectations*. Criteria for *exceeds expectations* are sustained excellence in the teaching, scholarship/research/artistic activities, and service, as well as professional performance that is substantially above expectations and that significantly exceeds the performance of most faculty in the unit and the University.

Upon receipt and consideration of the recommendation from the peer review committee, the Department Chair will develop a written evaluation that states whether the faculty member's overall professional performance *exceeds expectations*, *meets expectations*, or *does not meet expectations*, and detail the rationale for this determination.

The Department Chair will then inform the peer review committee of the outcome of the recommendation. The Department Chair will provide a copy of his or her written evaluation to the faculty member and subsequently meet with the faculty member to discuss the evaluation. The faculty member has the option of attaching a written response to this evaluation. Faculty may appeal any decision within the PTR process if the faculty member believes his or her rights were violated or that procedural irregularities cast doubt on the validity of the decision.

No later than ten days after the evaluation summary meeting, the Department Chair will forward the faculty member's PTR document, a list of the peer evaluators, a copy of the written evaluation signed by both the Department Chair and the faculty member, and the faculty member's written response, if any, to the Dean of the CAS.

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

Outcomes

In the case of performance judged as *exceeds expectations*, both the Department Chair and the Dean of the CAS must agree with this rating. In this case, information regarding the faculty member's rating of *exceeds expectations* shall be shared with relevant parties in regard to University rewards and awards. If the Department Chair and the Dean of the CAS do not agree on a rating of *exceeds expectations*, the final rating is reported as *meets expectations*. In both cases, the PTR process is complete once Department Chair has forwarded the required documents to the faculty member and the Dean of the CAS, and the faculty member and Department Chair have met to review the outcome of the PTR process.

In the case of performance judged as *meets expectations*, no further action is required after the Department Chair has forwarded the required documents to the faculty member and the Dean of the CAS, and the faculty member and Department Chair have met to review the outcome of the PTR process.

In the case of performance judged as *does not meet expectations*, the Department Chair and faculty member shall meet within ten working days of receipt of the evaluation or denial of an appeal of the

finding of *does not meet expectations*. In consultation, the Department Chair and faculty member shall begin to create a development plan that is the product of mutual negotiation. The plan should respect professional self-direction and should be flexible enough to allow for alteration. The plan should represent both a commitment to improvement by the faculty member and to the support of that improvement by the Department Chair, Dean of the CAS, and University. Establishment of a development plan is not a disciplinary action; rather it is a mechanism for committing to specific development goals and strategies. The plan should be developed within one month after the initial meeting and shall include the following:

1. Specific strategies and steps designed to lead to improvement
2. Delineation of specific outcomes that constitute improvement
3. Resources to be committed, if any
4. A specified timeline, not to exceed three years, in which the improvement is expected to occur
5. A statement regarding new allocation of responsibilities if duties are modified as a result of an assessment
6. A statement of the process by which performance under the plan will be evaluated and feedback provided to the faculty member, including possible peer mentoring processes, and clear specification of who will conduct the evaluation (the evaluation must include at least semi-annual progress meetings with the Department Chair, followed by a report to the Dean of the CAS)
7. A clear statement of consequences should the improvement not occur in the designated timeline

The faculty member and the Department Chair will sign the development plan, and the Department Chair will forward a copy to the Dean of the CAS who must approve the plan and any resources to be committed.

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

If the Dean of the CAS agrees with the Department Chair recommendation that no further action is necessary, the review process stops pending the next regularly scheduled PTR, i.e. the date five

years from the original PTR date. If the Dean of the CAS agrees with the recommendation for adjustments in the development plan and/or workload, the changes are implemented, and the performance will be reevaluated at least semi-annually. The post-tenure review stops when the performance meets the expected level within the specified timeframe. If the Dean of the CAS agrees with the Department Chair recommendation for the imposition of significant sanctions, the Dean of the CAS forwards this recommendation to the Provost, who will make the final decision regarding such action. Significant sanctions that may be imposed include, but are not limited to, demotion, salary reduction, and recommendation for discharge.

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

Appeals

A faculty member may appeal a finding of *does not meet expectations* if there has been an alleged violation of due process. The appeal must be made by letter to the chair of the Faculty Professional Relations Committee within ten working days after the faculty member has received the written evaluation from: 1) the Department Chair and Dean of the CAS, and/or (2) the Provost. Faculty may also appeal a finding of non-compliance with a development plan using the above process. Again, this appeal must be based on violation of due process.

Based on issues of due process, the committee will determine whether the appeal should be upheld and communicate a recommendation to the Chancellor or Provost, as appropriate. If the Chancellor or Provost decides to uphold the appeal, the PTR process will be reinitiated. If the appeal is not upheld, the PTR process is concluded.

Failure to Agree on a Development Plan

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

Faculty Research-Active Status Verification

Purpose

The workload of all tenured and tenure-track faculty at UNCW is equivalent to 4 courses, or 12 contact hours, per semester. Faculty who are research active, based on departmental criteria, may

receive a one course release per semester, at the discretion of the Department Chair. It is therefore essential that research-active status is verified each year for all faculty members and appropriate workload compensation identified.

Faculty Affected

Verification of research active-status is required of all full-time, tenured and tenure-track faculty. Those in phased retirement or having officially set an irrevocable retirement or resignation are exempt from verification of research-active status.

Criteria for Research-Active Status

The traditional workload of all tenured and tenure-track faculty at UNCW is equivalent to 4 courses, or 12 contact hours, per semester. A number of faculty activities may warrant the assignment of an alternative workload equivalent to traditional coursework. The most common of these involves the engagement of faculty in scholarship/research/artistic activities. Tenured faculty who do not attain or maintain research-active status must adhere to the workload expectation of 4 courses, or 12 contact hours, per semester, unless other tasks assigned by the Department Chair are deemed equivalent.

The CAS sets the following as the minimum standard for research-active status: Criteria for Research-Active Status in the CAS (Adopted 03.04.09; revised 01.13.10). As such, the Department's criteria are consistent with this policy.

1. Full-time lecturers have no expectations of r scholarship/research/artistic activities; therefore, they are not eligible for research-active status.
2. Newly-hired assistant and associate tenure-track professors will be given research-active status for two years with the understanding that these faculty members must be making steady progress in building a record of scholarship/research/artistic activities consistent with the Departments' expectations for permanent tenure at the rank of associate professor.
3. For tenured associate and full professors, the minimum criteria for research-active status are as follows
 - a) Every five years, a faculty member is expected to publish two articles in a discipline-appropriate peer-reviewed journal; or one peer-reviewed article and the development of one peer-reviewed funded grant whose results are widely disseminated; or a monograph.
 - b) Every five years, for a faculty member whose discipline requires creative/artistic achievement, the expectation is a minimum of two performances, exhibitions, recordings, or other forms of artistic accomplishment subject to regional, national, or international peer evaluation as recognized by the academic discipline.

4. By the start date of each new calendar year, a faculty member with research active status is expected to have met the minimum criteria within the preceding five years. Exceptions to this provision of the policy include:
 - a) Department chairs, directors, associate deans, and deans returning to regular faculty roles will do so with research-active status and will be expected to meet the minimum criteria within five years.
 - b) A faculty member returning from medical leave (e.g., FMLA, Disability) to full-time employment resumes his/her research-active status at the point it was when the medical leave was granted (e.g., if the faculty member left full-time employment with three years remaining on research-active status, then he/she resumes with three years).
 - c) The Dean of the CAS is the final arbiter regarding any research contribution for which there is a question of compliance with these criteria.
 - d) The Dean of the CAS, in consultation with the Department Chair, may extend the five-year provision of this policy if extenuating circumstances warrant such an action.

Research-Active Status and Annual Evaluation

The annual peer review process should evaluate faculty on all areas of their performance. Nevertheless, the evaluation should take into consideration the distribution of their workload assignment and weigh the results accordingly. For example, faculty members who are not research active, while expected to show continued scholarship/research/artistic activities, should receive greater consideration for performance in the classroom.

Verification of Research-Active Status

By January 1st, each faculty member will submit their Confirmation of Research-Active Status form (see *Appendix A*) and supporting documentation to the Department Chair. This document must be submitted as a single PDF file and the Confirmation of Research-Active Status form digitally signed by the faculty member. The PDF should be entitled: last name, first name CRAS year (e.g. “Jones, Terry CRAS 2016).

Graduate Faculty Criteria for Environmental Sciences

At the minimum, the following general criteria are required for membership on the Graduate Faculty by the Graduate School.

1. An earned terminal degree in an appropriate discipline along with demonstrated effectiveness in teaching.
2. A continuing record of productive scholarship/research/artistic activities, defined as the creation of factual, theoretical, or interpretive knowledge, including performances, showings, and other forms of artistic accomplishment, which:

- a) is subject to regional, national, or international peer evaluation,
 - b) is disseminated regionally, nationally, or internationally in professional media,
 - c) establishes a permanent record in a format appropriate to the discipline.
3. A record or strong indication of growing involvement with scholarship/research/artistic activities for those applicants/members holding the rank of assistant professor.

Additionally, the Department has established specific criteria as well. New tenure-track faculty will be provided provisional graduate faculty status for a period of one year from their start date. Candidates for membership on the graduate faculty within the Department shall meet all of the following criteria:

1. At least one reviewed publication accepted in journals or conference proceedings during the five-year period immediately preceding application for membership in the graduate faculty.
2. At least one oral or poster presentation at a professional conference during the five years immediately preceding application for membership in the graduate faculty.
3. Active involvement in the graduate program, such as teaching graduate courses, involvement in graduate DIS or research, graduate teaching assistant evaluation, review of graduate program applications, and participation in graduate faculty meetings.

Should one or more of the above criteria not be met, a review of the applicant will be conducted by the Department Chair. Any special circumstances will be considered in the formulation of a recommendation.

Faculty Annual Evaluation

Purpose

During the spring semester, each permanent, full-time faculty member is required to complete a departmental Annual Productivity Report (APR). The Peer Evaluation Committee will review the faculty member's APR and make individual, confidential recommendations to the chair as to whether expectations were met in the areas of teaching, research and scholarship, and service. The Chair then prepares an annual written evaluation of each faculty member based on peer evaluation and his or her own review. The Chair's annual evaluations will subsequently be used for merit recommendations. The annual evaluation also serves to provide faculty members with feedback and documentation regarding their academic performance and progress toward their professional goals, including reappointment, promotion, and tenure.

Faculty Affected

Annual evaluation is required of all permanent full-time faculty, excluding those in phased retirement or who have officially set an irrevocable retirement or resignation date.

Evaluative Criteria

Evaluative criteria for research-active, tenure-track faculty include all aspects of teaching, research and scholarship, and service. Research faculty are evaluated primarily upon their record of research and scholarship, as well as service, although teaching activities may be included in the APR if relevant. Lecturers and tenure-track faculty who are not considered research active based upon departmental criteria are evaluated upon teaching and service, although research or scholarship activities may be included in the APR if relevant.

Reporting Timeframe

The period for annual evaluation of faculty includes activities from July 1st to June 30th of each year. A faculty member's APR is to be emailed to the Department Chair by April 1st.

Peer Evaluation Committee Structure

The Peer Evaluation Committee will consist of three faculty members and one alternate member. All continuing full-time tenure-track faculty are eligible to serve as committee members. Research faculty, lecturers, part-time faculty, and non-continuing faculty, including those on one-year contracts, are ineligible to serve on the committee. The Department Chair is also ineligible, as are administrators who hold faculty ranks within the department but report directly to someone other than the Department Chair. Assignment of faculty to the Peer Evaluation Committee will be made by the Department Chair in the beginning of each academic year. Faculty will serve on a two-year rotation cycle. All terms will be staggered, with two faculty rotating off each year.

Components of the APR

For all faculty, the APR should include (see *Appendix B*):

1. The Annual Report Quantitative Cover Sheet [mandatory]
2. RTP Essential Components for the Annual Review document [mandatory]
3. A brief, three-page maximum narrative summary of the faculty member's achievements for the review period [optional]

No supplemental documentation may be attached to the APR submission. Any specific documentation of teaching, research and scholarship, or service must be contained within the context of the Annual Report Cover Sheet and Essential Components of the Annual Review documents. The optional narrative provides faculty with the opportunity to elaborate on activities contained within these documents.

Faculty appointments may have differing expectations for productivity and achievement in teaching, research and scholarship, and service. Therefore, the APR should provide sufficient evidence within each of these areas relevant to the faculty member's defined duties and responsibilities:

- Tenure-track faculty are expected to engage in appropriate levels of teaching, research and scholarship, and service.
- Research faculty are expected to engage in research and scholarly activity as their primary duty, although service, and in some cases teaching, may also play a role.
- Lecturers are expected to engage in teaching as their primary duty. However, service, and in some cases research and scholarship, may also play a role.

Annual Peer Evaluation Procedure

At the beginning of each academic year, the Department Chair will assign faculty to the Peer Evaluation Committee. Two new members will be assigned each year as faculty having completed their two-year term rotate off. Committee members may not evaluate themselves. In this instance, the committee member under review must recuse themselves and the committee alternate will serve in their place.

By April 1st, each faculty member will submit their APR to the Department Chair. The APR will be submitted in a single PDF entitled: last name, first name, APR date based upon Academic Year (e.g. “Jones, Terry APR 2016).

The APR documents will then be forwarded to each member of the Peer Evaluation Committee. Using the required Peer Evaluation Form (see *Appendix C*), evaluations completed by each committee member will initially be performed independently (see *Appendix D*). The committee will then meet in confidence as a whole to discuss the individual evaluations for each faculty member. At this point, revisions to the individual peer evaluations are permissible. The completed and finalized individual Peer Evaluation Forms will then be emailed in PDF format, digitally signed, to the Department Chair by the last day of the spring academic semester.

The Department Chair will then use the input of the Peer Evaluation Committee to complete the Annual Evaluation Summary Form. This form will aggregate the results of the individual Peer Evaluation Forms, and provide a synopsis reflecting the Department Chair’s conclusions. The Department Chair will also compose a narrative statement summarizing his or her evaluation of the faculty member, taking the Peer Evaluation Committee’s input as advisory. The Annual Evaluation Summary Form and Department Chair’s narrative statement will then be emailed to the faculty member being evaluated. The Chair will also meet with the individual faculty members to discuss their evaluations.

The faculty member being evaluated will then sign the Annual Evaluation Summary Form and Department Chair’s narrative statement to indicate that he or she has received and read the documents. Approval or disapproval of the evaluation by the faculty member being evaluated is not required. If the faculty member being evaluated disagrees with the Department Chair’s evaluation, a summary statement may be submitted to the Department Chair and appended to the evaluation. The evaluations, and rebuttal if any, will be filed in the faculty member’s departmental personnel file and forwarded to the College of Arts and Sciences’ Office of the Dean.

Observation of Classroom Teaching Policy

Purpose

To provide data regarding a faculty member's effectiveness in the classroom, regular observation of classroom teaching is required of all faculty. The data act as a complement to IDEA scores and other evaluative mechanisms, and thereby are to be included in the faculty member's Annual Productivity Report (APR) as well as any Reappointment, Tenure, and Promotion (RTP) or Post-tenure Review (PTR) dossiers.

Faculty Affected

Observation of classroom teaching is required of all faculty, both full- and part-time, as well as Graduate Teaching Assistants. A faculty member who is in phased retirement or has officially set an irrevocable retirement or resignation is exempt from observation of classroom teaching.

Frequency of Observation of Classroom Teaching

For all non-tenured, tenure-track faculty, direct observation of classroom teaching will occur once each semester by at least two members of the tenure-track faculty until promoted and tenured. After tenure, peer observation of teaching will occur at least twice during a five-year period, and a minimum of twice before a promotion decision.

Full-time lecturers will be observed during both of the first two semesters of their appointment by at least two tenure-track faculty. After this initial observation period, full-time lecturers will be observed a minimum of once each year. After award of senior lecturer status, peer observation of teaching will occur at least twice during a five-year period.

Graduate Teaching Assistants will be observed each semester.

Process for Observation of Faculty Classroom Teaching

The Department Chair will solicit participation in the observation of classroom teaching from among the full-time faculty. Observer assignments are arranged by the Department Chair and will take into consideration the preferences of faculty and equitable workloads. A team of two individuals is required for observation of classroom teaching of all faculty. The faculty member being evaluated will select the course being observed and a time convenient to the observers. The faculty member being observed may not request specific peer evaluators.

The pair of peer observers must observe the same class session. They are to remain inconspicuous during the period. As such, they should seat themselves in an unobtrusive area of the classroom and not participate in class activities or discussions. Observers should remain for at least the first 30 minutes of class.

Observers are responsible for completing the Classroom Observation Report (see *Appendix E*) and providing copies to the Department Chair, who will then forward these to the faculty member being observed. The faculty member being observed will then sign the Classroom Observation Report to

indicate that he/she has received and read the document. Approval or disapproval of the evaluation by the Department Chair and/or faculty member being observed is not required. If the faculty member observed disagrees with the peer evaluations, a summary rebuttal may be submitted to the Department Chair and appended to the evaluations. The evaluations, and rebuttal if any, will be filed in the faculty member's departmental personnel file.

Process for Observation of Graduate Teaching Assistant Classroom Teaching

Graduate Teaching Assistants who have teaching duties, such as discussion or lab sections, will be observed each semester by their supervising faculty member using the Classroom Observation Report. Should scheduling conflicts arise, the Graduate Coordinator or other faculty designee may act in place of the student's supervising faculty member. All evaluations will be shared with their supervising faculty member, Graduate Coordinator, and the student. The Graduate Teaching Assistant being observed will then sign the Classroom Observation Report to indicate that they have received and read the document. Agreement or disagreement with the evaluation by the student being observed is not required. If the student being observed disagrees with the evaluation, a summary rebuttal may be submitted to their supervising faculty member and Graduate Coordinator and appended to the evaluations. The evaluations, and rebuttal if any, will be filed in the departmental records.

Process for Evaluation of Online Courses

Faculty teaching online courses will be assessed by having the peer evaluators access the course as "Administrators" via the online delivery platform. The peer evaluators will then assess the teaching effectiveness using the Quality Matters Rubric (see *Appendix F*).

As with observation of traditional face-to-face instruction, the evaluators' teaching evaluations will be provided to the Department Chair, who will then forward these to the faculty member being observed. The faculty member being observed will then sign the teaching evaluations to indicate that he/she has received and read the document. Approval or disapproval of the evaluation by the Department Chair and/or faculty member being observed is not required. If the faculty member observed disagrees with the peer evaluations, a summary statement may be submitted to the Department Chair and appended to the evaluations. The evaluations, and rebuttal if any, will be filed in the faculty member's departmental personnel file.

Classroom Observation Report

Observers are expected to use the department's Classroom Observation Report (see *Appendix E*) or Quality Matters Rubric (see *Appendix F*) as applicable.

Faculty Teaching Load Policy

Purpose

In order to meet the Department's instructional needs while at the same time accounting for the diversity of individual faculty professional activities, it is necessary to have a means to balance faculty workloads. The purpose of this policy is to set forth guidelines that are understood and

agreed upon by the faculty and ensure that, insofar as practicable, the teaching load of each faculty member is equitably assigned in view of all other professional activities engaged in by that faculty member. This document also provides an accounting of how faculty workloads in the Department are computed and reported.

Definitions

According to the policies of UNCW and of the CAS, the full workload of faculty comprises teaching and service activities, and for tenure-track faculty, additionally scholarship/research/artistic activities. The distribution of effort in these three areas may vary among individual faculty within ranges described in the CAS Workload Policy. The classroom teaching portion of the full workload for most faculty ranges from the equivalent of 24 credit hours per academic year, referred to in this policy as a “full teaching load,” to the equivalent of 18 credit hours per academic year, referred to as a “standard teaching load.” The full teaching load should not be misconstrued as their complete workload; all faculty, even those with a full teaching load, are expected to perform additional teaching-related duties, such as advising and faculty development, as well any relevant research and/or service. The Department Chair may assign a faculty member a “reduced teaching load,” defined as one that is the equivalent of fewer than their standard workload for activities above and beyond normal expectations in one or more of the following areas:

Instructional

- a. course/curriculum concerns
- b. heavy academic advising
- c. accreditation/program review
- d. technology training
- e. co-curricular activities
- f. academic administration
- g. compensation for prior overload
- h. on-load courses deferred
- i. other instructional

Research/Service

- j. externally funded research
- k. institutionally-supported research
- l. institutional service
- m. service to the public
- n. service to the profession
- o. off campus scholarly assignment/leave
- p. other research/service

Within teaching loads as additional weight may be given for instructional activities or efforts not reflected in the credit hours of courses taught through calculation of Credit-Hour Equivalent (CHE). Credit-Hour Equivalents may be accrued for additional laboratory contact hours integrated with instruction, excess enrollment, atypically substantial class preparation, direction of honors, master’s thesis, or Directed Individual Study courses, and other instructional activity outside the normal course structure, as defined by the CAS. As resources permit, departments may receive the Dean’s approval to count credit-hour equivalencies in their faculty members’ teaching loads.

The Department has determined that a class of 100 or more is considered a double section. CHEs will be assigned for class size using the College of Arts and Sciences workload formula. No class shall be considered larger than a double section regardless of student enrollment.

In the Department, non-tenured tenure-track faculty and members of the graduate faculty who can document an ongoing scholarship/research/artistic activities are eligible for a standard teaching load. However, because it may not be possible to meet the Department’s scheduling needs unless some faculty who are eligible for a standard teaching load are assigned teaching loads in excess of

the equivalent of 18 credit hours per year, and because there may be other legitimate reasons to assign a faculty member less than the default teaching load, any faculty member of the Department may ask for special consideration of a teaching assignment that accommodates his or her specific research plans by submitting a written request to the Department Chair. Such a request should outline the planned research activity during the period that the teaching load is requested to be below that otherwise assigned by the Department Chair and must be approved by the Department Chair and the Dean of the College of Arts and Sciences. Determination of scheduling needs and eligibility for a standard teaching load are the prerogative of the Department Chair. In addition, faculty who are providing exceptional service to the University, the profession, or the larger community may be assigned a standard teaching load or a teaching load in the range between a standard teaching load and a full teaching load.

Implementation

Credit hour equivalents (CHE):

While there will be variations among disciplines in the specific ways they are applied, the following equivalencies are generally observed throughout the CAS, consistent with college policy and approval:

1. Supervision of internships and practica: 3 contact hours per week in the field or in follow-up seminar = 1 CHE
2. Supervision of student teaching: each 5 students supervised = 3 CHEs
3. Supervision of master's thesis = 1 CHE
4. Supervision of honors thesis or directed individual studies course: 1 student credit hour = 0.2 CHE
5. Labs and other classes that meet for more hours weekly than reflected in their student credit hours and that require extensive instructor preparation for class and extensive evaluation of student performance: 1 CHE per additional hour beyond the published credit hours for the course
6. Classes that require more preparation than regular classes of course level, content, and/or required pedagogy: 1 CHE
7. Sections of courses that exceed the enrollment caps set by Departments: 1 CHE per one third over-enrollment

Teaching loads less than full teaching load

Administrative Assignments

1. The teaching load of the Department Chair is reduced by 9 hours per semester from the full (12 hour) teaching load for administrative duties and the teaching assignment is

normally 3 hours per semester. The Chair is not normally given a teaching load reduction for being research active.

2. The teaching load of the Assistant Chair/Undergraduate Curriculum Coordinator and the Graduate Program Coordinator is reduced by 3 hours per semester from the full (12 hour) teaching load.
3. Faculty who assume extra-Departmental administrative duties may receive teaching load adjustments dependent on the demands of the position they fill.

Standard Teaching Load

1. Non-tenured tenure-track faculty and members of the Graduate Faculty who can document a current research project are eligible for a “standard teaching load.” New non-tenured tenure-track faculty are normally given a standard teaching load (18 hours/year) for the first six years of employment. A 3-hour reduction is given each semester for research-active status.
2. A faculty member may request from the Department Chair special consideration for a teaching load reduction or a special distribution of teaching load between fall and spring semesters of a particular academic year for specified scholarly projects, and for a specified period of time.
3. Faculty may request a research reassignment to pursue a specific project for a semester or a year according to University policy.
4. Banking of classes for semester release is in accordance with the policies and procedures adopted by the CAS.

Professional Service

1. A faculty member holding national office in a professional organization or a similarly demanding position of service to the profession may receive a commensurate reduction from the full teaching load.

Courses taught in other Departments

Supervising student teachers, Honors supervision, and teaching courses in other departments carry credit hours and CHE consistent with the policies established by the other unit.

Summer Teaching Assignment Policy

The Department Chair has the responsibility of assigning faculty to summer session classes based on faculty interest and the need for particular expertise in teaching courses.

Each year, full-time faculty in the Department will have the opportunity to request summer teaching. Faculty requesting summer teaching assignments agree that once a summer course is placed in the published schedule, it becomes an obligation that the course be offered if a sufficient

number of students enroll. The faculty member normally may not withdraw from summer teaching unless another instructor is available for the course.

Tenured faculty, tenure-track faculty, and other full-time faculty with at least three years of service in the Department have priority over all others for summer teaching assignments. Faculty members on phased retirement are eligible for summer teaching assignments but are given lowest priority as determined by the Department Chair.

The Department Chair will first attempt to assign one course to each faculty member who requests summer teaching in accordance with the priority ranking as described below. While courses remain unassigned, the Department Chair will be guided by the rankings in assigning additional courses to those requesting additional teaching.

Priority rankings are determined as follows:

1. Faculty members contractually required to teach one or more summer courses are placed at the top of the rankings.
2. For tenure-track faculty, the faculty who has taught summer school most recently will be given lowest priority. This gives all faculty an opportunity to teach summer school on a rotating basis if they so choose. The Department Chair will prioritize faculty and assign summer courses based on availability of funds, potential enrollment, and other strategic decisions. New faculty will be given priority over those who have taught in the past.
3. This policy of ranking priority does not apply to faculty who are selected and paid by external agencies, such as NSF.

Faculty Professional Development

To promote various activities associated with reappointment, promotion, and tenure, the Department will provide faculty with professional development support, as is feasible. This will include, but is not limited to:

8. Travel funds will be provided for faculty travel to professional activities (meetings, workshops, etc.) as they are available dependent on budget restrictions. Faculty at the rank of assistant professor will be given highest priority. Requests will be given to the Department Chair for consideration and funding.
9. Development funds for research will also be provided based on budget availability of funds. Requests will be given to the Department Chair for consideration and funding.
10. Supplies and equipment funds will be provided for teaching and research activities as they become available to the Department and the College of Arts and Sciences. Requests will be given to the Department Chair for consideration and funding.

Mentoring of Faculty Members

The mentoring program in the Department of Environmental Sciences is designed to assist faculty in successfully establishing a successful academic career track and in complying with Departmental and University guidelines. The mentor shall serve as a resource to guide the faculty member. The relationship between the mentor and mentee shall be collegial rather than supervisory.

Each faculty member will, upon hire, be apprised by the Department Chair of Departmental and University expectations in teaching, scholarship/research/artistic activities, and service as relevant to their position and assigned duties. The chair may continue to act as mentor with regard to these matters. In addition, an faculty member may consult with the Department Chair to select an individual within the department to provide additional mentoring. Such mentoring will consist of encouraging and supporting the faculty member's efforts in teaching, scholarship/research/artistic activities, and service as relevant to their position and assigned duties. Advice and concerns will be expressed in an appropriate manner, as will be determined by the mentor and the mentee. The decision whether to seek an additional mentor is entirely at the discretion of the faculty member and will be viewed without prejudice.

Program Planning, Evaluation, and Assessment

The planning, evaluation, and assessment processes in the Department involve a variety of activities, including but not limited to:

1. Internal reviews (regularly scheduled Department meetings throughout the year).
2. External program reviews and assessment as directed by the college and university.
3. Comprehensive long-range planning as directed by the college and university.
4. Special reviews initiated by Departmental faculty.

The Department has a comprehensive program planning and evaluation process. The planning process occurs at Departmental meetings, both formal and informal. All faculty are involved in the planning process. Departmental meetings include a report by the Department Chair on the state of the Department, including the number of majors; enrollment trends; spending by budget category; student applied learning and career placements; faculty and staff hiring updates; and summary figures on faculty and student achievements. The Department Chair establishes Departmental faculty committees as needed.

Program evaluation is carried out in a variety of ways. Faculty are involved with external agencies for consultation on curriculum evaluation based on our applied learning program as well as other schools, both within and outside of the UNC system. As part of UNCW's emphasis on program assessment, the Department has instituted learning outcomes assessment in conjunction with the CAS Assessment Office. The Chair keeps the current program/student outcomes assessments and evaluation on file and produces an annual report for the CAS Assessment Office in conjunction with the undergraduate and graduate program coordinators.

Departmental Advising

Academic advising is considered an important part of all faculty member's teaching duties, for both tenure-track faculty and lecturers, at UNCW, and is an area in which all full-time faculty are evaluated annually. The Department and the CAS both consider advising in faculty evaluations. General information concerning advising is in the UNCW Faculty Handbook. All advisors are expected to be familiar with this material.

Formal Advising

Full-time faculty members who have served for at least one year in the Department are normally assigned advisees. Good advising makes a significant difference to students, and the time and effort to do a good job of academic advising are time and effort well spent.

All Environmental Sciences students are assigned a faculty advisor by the Department's administrative staff. For undergraduate students, the Department engages in group advising sessions for undergraduates. Group advising sessions are led by the Department Chair or his/her designee with assistance from all other full-time faculty. Email notification of the sessions is sent to all undergraduate students at least one week before the advising sessions. As all advisees are assigned to an advisor, follow-up meetings may be held with individual students at the discretion of that faculty member.

Advising of all graduate students is typically done on a one-on-one basis with the Graduate Program Coordinator. It is performed prior to pre-registration each semester, as well as on an as-needed basis. The Graduate Coordinator is responsible for contacting the graduate students and scheduling all advising meetings.

Unofficial Advising

As the student's instructor, you know more than most faculty members about her/his abilities in the subject you teach. Therefore, students commonly ask their instructors for advice about course sequencing, what major to choose, academic minors, withdrawing from courses, and other academic matters. This unofficial, informal advising is an important part of faculty teaching responsibilities. However, it is critical to note that for formal academic advising, a student should be directed to his/her assigned advisor.

How Advisors and Advisees are Assigned

Upon declaring an Environmental Sciences major, an undergraduate student's information is forwarded to the Department for assignment of an advisor by the administrative staff. Students may request a change of advisor by talking with the Department Chair. All graduate students are automatically assigned to the Graduate Coordinator.

The Advising Appointment

It is important to review the degree audit with each student at the group and/or individual advising appointment. For every student each semester, be sure to check at least the following:

1. Are the major, concentration, and catalog year correct? If any of these are not correct, the student must go to the Registrar's Office or access SeaNet to fill out the appropriate change form. The rest of the degree audit will not be correct, so it is advised that you run a "what-if" audit online during the advising appointment. If necessary, remind the student that he/she must graduate within six years of the expiration date of the catalog they choose.
2. Check that the overall undergraduate GPA listed is 2.0 or better, or 3.0 or higher for a graduate student. If not, discuss the importance of raising the GPA with the student.
3. Determine the hours remaining for graduation. When does the student plan to graduate? Remind the student of opportunities to advance the date of graduation by attending summer school, and of the necessity to formally apply for graduation.
4. Emphasize the need to complete all University Studies requirements.
5. Review the major requirements, as well as prerequisites. Discuss when courses are usually offered to assist the student in preparing a viable sequence of when to take courses in order to graduate on schedule.
6. Cover the same points as major requirements.

Other Duties of the Advisor

The academic advisor is the interface between the student and the University. However, the advisor is not required to know all the answers to the student's questions but should instead assist the student in finding the correct information. Your advisees should feel free to contact you at any time with questions about University academic policies. Most of the answers will be found either in the catalog or in the student handbook. If unsure, concur with a more experienced faculty member, the Department Chair, or the Registrar's Office.

If a course is to be substituted for one required in the major or minor, or if a requirement in the major or minor is to be waived, it is the responsibility of the advisor to complete a Course Substitution Form (either online or paper copy, depending upon circumstances) and submit it to the Department Chair for approval before the start of the student's last semester.

Clearing a Graduating Student's Degree Audit

Near the end of the undergraduate student's next to last semester, the Registrar does a preliminary graduation degree audit on all students who expect to graduate at the end of the upcoming semester. Reports of those audits are sent to the Department Chair, who contacts the advisor of any students who will not satisfy graduation requirements. To avoid having to inform an advisee at that time that he or she will not graduate, it is recommended that advisor encourage advisees to schedule an appointment during the drop-add period their last semester for a meeting with the advisor. This serves as a check that the classes the student is taking will satisfy all graduation requirements, at a time when schedule adjustments are still possible.

Answers to Some Common Questions

1. If the student believes that the evaluation of transfer credits is inaccurate, the matter must be discussed with the Chair of the appropriate UNCW Department.
2. If a student has received transfer credit for a course, the course may not be repeated for credit at UNCW no matter how many hours of transfer credit were granted. However, a transfer course in which the student received a D satisfies UNCW requirements but does not grant UNCW credit, so it may be repeated.
3. Prior permission is required to take a course elsewhere in summer school. The Transient Study forms may be found online.
4. If an undergraduate intends to complete more than 7 hours in one summer session or more than 18 hours in one regular semester, permission of the Dean of the CAS is required.
5. A student with an Incomplete outstanding in a course may not register for or audit that course until the incomplete is removed; it counts as an F in computing the GPA until it is removed.

Graduate Program Admissions

Admission into the MS in Environmental Studies is a competitive process. Candidates for admission to the Master of Sciences program will submit all required information through the online application system: transcripts from all prior educational institutions; three letters of reference; and a personal statement describing educational and professional experiences, reasons for pursuing graduate study in Environmental Sciences and career goals. On the day following the priority application deadline, the Graduate Program Coordinator will assemble a committee of faculty to review the candidates' applications whose materials were received by the priority date. For those candidates whom the faculty wish to make offers, decisions will be sent to the Graduate School for confirmation. The Graduate Program Coordinator, at his/her prerogative, contact these candidates at an appropriate time. Once the final application deadline has been reached, the Graduate Program Coordinator will collaborate with the assembled faculty committee to review all remaining applications for final determination of admittance, intending to either make an offer of admission or reject. Once finalized, the decisions will be sent to the Graduate School for confirmation and subsequent notification of candidates.

Selecting Recipients for Departmental Scholarships

Winners of academic scholarships in the Department are selected by the following procedure, carried out under the direction of the Department Chair:

1. A report is run of all students who meet the following criteria:
 - EVS major (graduate and/or undergraduate depending upon scholarship)
 - Has completed at least 45 hours (undergraduate only)

- Has not applied for graduation
2. For undergraduate scholarships, the Department Chair ranks those students from the list who have pre-registered for the next regular semester in decreasing order of GPA. Scholarships may be awarded on the basis of GPA, need, effort, or any criteria the faculty feel are relevant, as long as the departmental criteria are consistent with those of the scholarship. For graduate scholarships and fee remissions, the Graduate Coordinator compiles an ordered ranking of prospective recipients based upon GPA, extracurricular activities, leadership, and other criteria as deemed appropriate.
 3. The Departmental full-time faculty will then vote on the top students from the ranking.

Use of Student Assistants

Undergraduate and graduate student assistants (either work-study or work-assistance positions) are hired by the Department Chair depending on the availability of funds and of qualified students. Undergraduate student assistants are assigned to one or more of the following:

1. Assist the Department administrative staff
2. Assist the Department Chair
3. Assist individual faculty members

Faculty members are given the opportunity to request student assistants each semester. Assignments to individual faculty members are made by the Graduate Program Coordinator, in coordination with the Department Chair, as appropriate, based on Departmental needs, faculty workload, and availability of assistants.

A student assistant assigned to an individual faculty member works under the supervision of that faculty member, who is ultimately responsible for the student's work.

Undergraduate student assistants **MAY** be used to:

1. Assist the faculty member in closed laboratory sessions or other on-line classroom activities
2. Assist with administrative responsibilities
3. Assist with the faculty member's research

Undergraduate student assistants **MAY NOT** be used:

1. To give lectures in class
2. To grade assignments or other homework
3. To grade true-false or multiple-choice portions of quizzes and tests
4. To grade essay questions on tests or quizzes

5. To hold office hours for the faculty member
6. As a substitute for the faculty member in academic advising

Graduate student assistants **MAY** be used to:

1. Assist the faculty member in closed laboratory sessions or other on-line classroom activities
2. Grade assignments or other homework
3. Grade true-false or multiple-choice portions of quizzes and tests
4. Assist with administrative responsibilities
5. Assist with the faculty member's research
6. To give lectures in class
7. To grade essay questions on tests or quizzes

Graduate student assistants **MAY NOT** be used:

1. To hold office hours for the faculty member
2. As a substitute for the faculty member in academic advising

Student assistants may not be used in any situation where a conflict of interest might arise or where the student's work would violate University policies (for example, the student may not grade work done by a relative, roommate, or one with whom the student has a personal relationship). Student assistants may not be asked to work during the final examination period including reading day.

Final Examinations, Grades, Evaluation, and End of Semester

Final Examinations

A final examination or an "equivalent learning experience" must be part of each course in the Department. Senior capstone ("project") courses typically do not have a traditional final but require each student to make a formal presentation of the project to the entire class. Internship courses also do not have traditional final examinations; a final paper/report and/or a presentation are required instead.

The format and weighting of final examinations are determined by the instructor for each course. Each student has the right to see his/her graded final examination, but instructors are required to keep all graded final examinations on file for at least one full regular semester after the examination was given. Faculty members who leave the University during this time period must turn in all graded final examinations to the Department Chair before leaving.

Final exams are to be given according to the published schedule and may not be changed for an entire class without permission of the Dean of the CAS. Final exams may not be given outside the exam period. Tests, quizzes, or substantive assignments may not be given the last week of classes.

Grades

Grades may be assigned in any manner the instructor chooses so long as the grading scheme is academically defensible, presented clearly on the syllabus, and applied equitably to all students.

Grades are expected to be submitted to the Registrar's Office by the deadline announced each semester. If a faculty member is unable to submit grades by this deadline, it is the responsibility of the faculty member to notify the Department Chair of that fact and the rationale before the deadline.

Student grades are to be made available solely on SeaNet. Faculty should not discuss grades or student performance with parents or guardians without a signed and submitted FERPA written consent.

Evaluation

IDEA evaluations are required in all classes enrolling more than three students. The use of additional instruments at the close of the semester to evaluate teaching is strongly discouraged.

However, many faculty members find that gathering student feedback at mid-semester is a very valuable teaching practice. Use of incentives to improve student response rates should be carefully considered and not be grade-based.

Assignment of Faculty Office and Lab Space

Assignment of faculty office and lab space is the prerogative of the Department Chair. However, the Chair is guided by these principles:

1. Once a full-time faculty member has been assigned to an office and/or lab, the faculty member is required to move to another space only under one of the following circumstances:
 - a) Reassignment of space for the Department as a whole, as directed by the Dean of the CAS.
 - b) Reallocation of faculty office and/or lab space among departments, as directed by the Dean of the CAS.
 - c) The faculty member ceases to be either a full-time faculty member or becomes a faculty member under a phased retirement contract of the Department.
 - d) The faculty member becomes the Department Chair or leaves the position of Department Chair.

2. When one or more faculty office and/or lab spaces become available, the Chair shall poll all full-time faculty to determine if any wish to move to the vacant space(s). Priorities for assignment of faculty space will be:
 - a) First, anyone leaving the position of Department Chair;
 - b) Next, unique or specific research and/or teaching needs of the faculty member.
 - c) Finally, full-time faculty ranked in descending order of years of full-time service to UNCW. Ties in years of service are broken first by rank and then by years of service in rank.
3. Office and/or lab space assigned to faculty members on leave for a specified period may be assigned to visiting or temporary faculty during the leave period, but normally will be re-assigned to the faculty member on return to the Department.

Return of Indirect Costs

Various funding agencies provide for the payment of indirect cost (also called overhead or F&A) to cover some of the expenses associated with conducting research that are not considered direct costs of individual projects. When a portion of these indirect cost funds are returned to the Department, the Department Chair will allocate these funds according to the following schedule:

1. 25% will be reserved to support equipment maintenance and repair, with an emphasis on multi-user equipment (hardware and software) that is used for research,
2. 25% will be reserved to support students conducting research, and
3. 50% will be reserved for use by the faculty member(s) who served as the Principal Investigator(s) on the projects that generated the funds; however, this cannot be used for a salary stipend.

The Department administrative staff will track these funds and provide the Department Chair and the faculty with regular reports on the distribution of these funds.

Library Policies

Each year the Department Chair appoints a Departmental Library Representative to serve throughout the following fiscal year. Journal subscriptions (either additions or deletions) and institutional memberships are managed according to policies established by the Randall Library. Each full-time faculty member of the Department may submit acquisition requests to the Departmental Library Representative. The Representative will then process the request according to policies established by Randall Library.

Policy on Obtaining Software for Classroom Use

All software loaded on UNCW computers must be licensed, and a copy of the license must be on file in the Departmental Office (or in the faculty member's office for software loaded only on a single faculty office computer) unless the software has a UNCW site license.

The Department will maintain adequate licensing to support the usage and installation of all software approved by the Department and/or ITS. All software that will be used for classroom or laboratory AV purposes must be approved.

Disaster Recovery Plan

The purpose of the Disaster Recovery Plan (DRP) is to ensure that the essential services and functions provided by the Department can continue following a disaster. A disaster may affect any or all of the following:

1. Personnel
2. System software and data
3. Equipment
4. Site and facilities
5. University network
6. User program files

The DRP must be integrated and comprehensive, well documented, explicitly accepted and approved by UNCW administration, and thoroughly tested.

Objective/Constraints

The major objective of this document is to define procedures for a contingency plan for recovery from disruption of those areas maintained by the Department. These areas include:

1. The Department Administration office
2. Research laboratory
3. Classrooms
4. Faculty offices

Primary Areas to be Addressed

Department Administration Office – The Department Administration Office contains all faculty, staff, and student paper records and other paperwork and supplies typically found in an academic Department, including all software licenses purchased by the Department. The Department houses

the Departmental administrative staff's computer, a networked laser printer, a networked copier, a fax machine, and a telephone. All computers are connected to the campus network.

All forms, supplies, and documents housed in the Department office could be replaced in the case of disaster. Many of the forms and supplies could simply be reordered from the University warehouse. Those records and documents generated by the Department (policy and procedures documents, specialized forms, etc.) are all electronic and therefore reproducible from computer backups. Faculty, staff, and student records and the Department's software licenses are the most vulnerable to loss in case of fire or another catastrophic event. Duplicates of all critical faculty and staff records are stored in the CAS and the Office of Human Resources. All critical student records showing academic progress at UNCW are maintained by the Office of the Registrar; therefore, loss of information currently in the Department office file cabinet would not be critical.

The Department administrative staff store all Department-related files on a campus server and therefore failure of this computer is not critical. Another computer can be readily configured and attached to the campus network restoring full service and data functionality. Student assistant computers do not store critical information and are therefore not backed up. The Department Chair ensures redundancy of his/her information through physical and/or cloud-based systems.

Classrooms – The Department's classrooms are equipped with an instructor's multimedia system, including a networked computer and video projector at a minimum. All classrooms systems, and installed software, are maintained by the Office of Instructional Technology.

Faculty Offices – Each faculty member in the Department has a networked computer in their office which is maintained by the Office of Instructional Technology and replaced under lifecycle approximately every 5 years. Faculty are responsible for maintaining a backup of the important data on their personal computer via campus servers, cloud-based systems, or physical media.

Department Hurricane Procedures

UNCW closes for a hurricane when an official mandatory closure order is given. Classes that are missed during the closure must be made up in the manner required by UNCW administration.

If UNCW closes for a hurricane, faculty are required to disconnect office computing equipment from power and internet cables and wrap all computing equipment in plastic bags. Personal property should also be removed from offices or protected. UNCW assumes no responsibility for personal property left in offices. Physical access to campus will then be blocked until the storm passes and the damage assessment team has completed its work.

EVS Truck Guidelines

Important Contacts

1. The Transportation Resiliency Upkeep Committee (TRUC): evstruck@uncw.edu
2. Travel Pre-authorizations and driver certification: The EVS Administrative Associate

Rules for Usage

The EVS truck is for EVS-affiliated use only.

Priority for Use:

1. Fieldwork requiring a 4x4 vehicle to access field site
2. Fieldwork carrying large equipment or towing trailer (*note: if towing a boat and a CMS vehicle is available, please try to use that as first option and EVS truck second)
3. General fieldwork
4. Field classes needing 4x4 vehicle access or utilizing large equipment (i.e., would take several vehicles to transport or require towing)

Cannot be used for:

1. Running errands (unless picking-up large equipment or hardware supplies)
2. Meetings, workshops, or conferences
3. Other field trips not under category 4 above
4. Other professional development
5. Cannot be taken to (regardless of if you are on official travel)*:
 - a. A bar or store selling alcohol (example: ABC store)
 - b. Personal shopping

*Please note that these are official University rules for vehicle use!

Winch and 4x4 usage:

1. 4x4 requires training with the TRUC Committee prior to use (or possible need at a field site)
2. Winch use requires training with the TRUC Committee prior to use (or possible need at a field site). Please try all possible alternatives prior to using the winch and make sure all safety requirements are followed during winch operation.

Check-out and Check-in Procedures

1. Check Outlook calendar before scheduling*
 - a. If available, put your day(s) on calendar. Reservations must occur at least 1 week in advance!
 - b. Name on calendar means truck is in use ALL day
 - c. If you need prep time or early departure, please schedule for the day before also
**If your name isn't on the calendar then the truck is NOT reserved no matter how badly you need it! Talk to the EVS TRUC committee if you need someone to resend a calendar invite to you.*
2. Make sure you are certified to drive a university vehicle several weeks BEFORE requesting the truck! This involves all of the following:

- a. Must have completed the online Driver Safety, Distracted Driver, High Capacity Van Safety, and any other modules required for ALL university vehicle use. These modules are available through Seaport.
- b. Must have a NC driver's license (The EVS Administrative Associate must have copy)
- c. Yearly driver background check completed (see the EVS Administrative Associate)
3. Make sure you have completed a travel pre-authorization BEFORE you take the truck!
 - a. All drivers and passengers (including students) must be included on pre-authorization. Student passengers can be listed in general notes.
 - b. Must provide the EVS Administrative with a fund number to use:
 - i. Research grants (if you have you must use!)
 - ii. Unfunded research travel (can be paid on a very limited basis by EVS General Funds, check with the EVS Administrative Associate and the EVS Department Chair for approval prior to travel)
 - iii. ETF pays for class field trips (see the EVS Administrative Associate)
4. Make sure you have carefully reviewed this entire document and submitted your signature page agreeing to the rules and guidelines.
5. Pick-up Procedure:
 - a. Keys:
 - i. Main set: hanging in supply cabinet in EVS main office
 - ii. Back-up set: held by the EVS Administrative Associate
 - b. Truck location: truck is parked in the faculty lot across from the Rec Center. Please pick-up and return it to one of the designated 24-hour faculty spots. The truck is a white Ford F150 with a cab cover.
 - c. Before leaving:
 - i. Complete check-list Part A (in truck driver's side door)
 1. Starting mileage, amount of gas, etc.
 - ii. Take a picture of the check-list and send to evstruck@uncw.edu
 - iii. Problems upon pick-up (very important!). If there are any problems (dash notifications, missing supplies, damage, etc.), please immediately email the TRUC Committee Chair.
6. Return Procedure:
 - a. Complete check-list Part B (in truck driver's side door)
 - i. Clean-up section of check-list (there are cleaning supplies in the truck for this purpose, please notify truck committee if you use the last of something) and ending mileage
 - ii. Take a picture of the second part of check-list and send to evstruck@uncw.edu
 - iii. Any problems that occurred or damage during your usage. If there are any problems (dash notifications, missing supplies, damage, etc.), please immediately email the TRUC Committee Chair.
 - b. Must fill up the tank (make sure you put in travel pre-authorization how you will gas up and if reimbursement needed)

- c. If necessary put air back in tires BEFORE driving back to campus

EVS Van Guidelines

Important Contacts

1. The Transportation Resiliency Upkeep Committee (TRUC): evstruck@uncw.edu
2. Travel Pre-authorizations and driver certification: The EVS Administrative Associate

Rules for Usage

The EVS van is for EVS-affiliated use only.

Priority for Use:

1. Class field trips
2. Conferences, workshops, or other off-site meetings, *but only if bringing students*
3. Urgent fieldwork that doesn't need 4WD, when truck is unavailable

Cannot be used for:

1. Running errands (unless picking-up large equipment or hardware supplies)
2. Professional development that doesn't include students
3. Cannot be taken to (regardless of if you are on official travel)*:
 - a. A bar or store selling alcohol (example: ABC store)
 - b. Personal shopping

*Please note that these are official University rules for vehicle use!

Check-out and Check-in Procedures

1. Check Outlook calendar before scheduling*
 - a. If available, put your day(s) on calendar. Reservations must occur at least 1 week in advance!
 - b. Name on calendar means van is in use ALL day
 - c. If you need prep time or early departure, please schedule for the day before also
 - d. *If your name isn't on the calendar then the van is NOT reserved no matter how badly you need it! Talk to the EVS TRUC committee if you need someone to resend a calendar *invite to you*.
2. Make sure you are certified to drive a university vehicle several weeks BEFORE requesting the van! This involves all of the following:
 - a. Must have completed the online Driver Safety, Distracted Driver, High Capacity Van Safety, and any other modules required for ALL university vehicle use. These modules are available through Seaport.
 - b. Must have a NC driver's license (the EVS Administrative Associate must have copy)
 - c. Yearly driver background check completed (see the EVS Administrative Associate)
3. Make sure you have completed a travel pre-authorization BEFORE you take the van!

- a. All drivers and passengers (including students) must be included on pre-authorization. Student passengers can be listed in general notes.
 - b. ETF pays for field trips but you must provide the EVS Administrative Associate with a fund number to use for research-related trip van use:
 - i. Research grants (if you have you must use!)
 - ii. Unfunded research travel (can be paid on a very limited basis by EVS General Funds, check with the EVS Administrative Associate and the EVS Department Chair for approval prior to travel)
4. Make sure you have carefully reviewed this entire document and submitted your signature page agreeing to the rules and guidelines.
5. Pick-up Procedure:
- a. Keys:
 - i. Main set: hanging in supply cabinet in EVS main office
 - ii. Back-up set: held by the EVS Administrative Associate
 - b. Van location: van is parked in the faculty lot across from the Rec Center. Please pick-up and return it to one of the designated 24-hour faculty spots.
 - c. Before leaving:
 - i. Complete check-list Part A (in van driver's side door)
 - ii. Starting mileage, amount of gas, etc.
 - iii. Take a picture of the check-list and send to evstruck@uncw.edu
 - iv. Problems upon pick-up (very important!). If there are any problems (dash notifications, missing supplies, damage, etc.), please immediately email the TRUC Committee Chair.
6. Return Procedure:
- a. Complete check-list Part B (in van driver's side door)
 - i. Clean-up section of check-list (there are cleaning supplies in the van for this purpose, please notify truck and van committee if you use the last of something) and ending mileage
 - ii. Take a picture of the second part of check-list and send to evstruck@uncw.edu
 - iii. Any problems that occurred or damage during your usage. If there are any problems (dash notifications, missing supplies, damage, etc.), please immediately email the TRUC Committee Chair.
 - b. Must fill up the tank (make sure you put in travel pre-authorization how you will gas up and if reimbursement needed)
 - c. If necessary put air back in tires BEFORE driving back to campus

Appendix A: Confirmation of Research-Active Status



UNIVERSITY *of* NORTH CAROLINA WILMINGTON
DEPARTMENT *of* ENVIRONMENTAL SCIENCES

Confirmation of Research-Active Status

The College of Arts and Sciences Policy and Procedures Manual stipulates that tenure-track faculty must meet the following criteria in order to maintain research-active status:

- a. Every five years, a faculty member is expected to publish two articles in a discipline-appropriate peer-reviewed journal; or one peer-reviewed article and the development of one peer-reviewed funded grant whose results are widely disseminated; or a monograph.
- b. Every five years, for a faculty member whose discipline requires creative/artistic achievement, the expectation is a minimum of two performances, exhibitions, recordings, or other forms of artistic accomplishment subject to regional, national, or international peer evaluation as recognized by the academic discipline.

If there are extenuating circumstances to be taken into consideration, contact the Department Chair. The Dean of the College of Arts and Sciences is the final arbiter regarding any research contribution for which there is a question of compliance with these criteria.

Check one of the below and append supporting documentation:

- I have satisfied the research-active criteria by publishing two refereed articles or the equivalent per College of Arts and Sciences policies in the last five years.

Faculty meeting the criteria for research-active status will be expected to teach a course load equivalent of 3/3 in the next academic year and maintain research productivity.

- I have not satisfied the research-active criteria by publishing two refereed articles or the equivalent per College of Arts and Sciences policies in the last five years.

Faculty not meeting the criteria for research-active status will be expected to teach a course load equivalent of 4/4 in the next academic year.

Printed name _____ Date _____

Signature _____

Signature of department chair _____

*Appendix B: Quantitative Summary Cover Sheet and RTP Essential Components
for the Annual Review Document*

**Annual Report Quantitative Cover Sheet
Academic Year 202x**

Faculty Member:

TEACHING

Courses taught

Semester	Course (include full course number and title)	Enrollment (from Seonet)	SCH generated
Spring 202x			
Summer 202x			
Fall 202x			

IDEA scores (raw and adjusted)

Semester	Course	Response rate	Summary evaluation	Progress on relevant objectives	Excellent teacher	Excellent course
Spring 202x						
Summer 202x						
Fall 202x						

Peer observations of teaching

Semester	Course	Observers	Summary Observer Evaluations
Spring 202x			
Summer 202x			
Fall 202x			

CHE generated

	CHE
Supervision of master's thesis (must be chair)	
Supervision of honor's thesis (must be chair)	
Supervision of EVS 291/491/591/595	
Class in excess of credit hours (justify with footnote)	
Class with excessive preparation (justify with footnote)	
Class with enrollment over one-third of cap	

Non-CHE generating student mentoring

Semester	UG RAs (number paid and unpaid)	Grad RAs (number paid and unpaid)	FYRE students (number)	Master's Theses committee member (number)	Dissertation committee member (number)	Honor Theses committee member (number)
Spring 202x						
Summer 202x						
Fall 202x						

Number of students advised

Semester	EVS Undergraduate Advisees	EVS Graduate Advisees
Spring 202x		
Fall 202x		

SCHOLARSHIP (ACADEMIC YEAR)

	Published	Accepted or in press	Under consideration	In preparation
Refereed publications				
Other publications				

	Internal (number)	Total (\$)	External (number)	Total (\$)
Awarded grants				
Submitted grants (under review)				
Submitted grants (not funded)				

	International	National	State/local	Public
Oral Presentations				
Poster Presentations				

SCHOLARSHIP (THREE YEAR WINDOW: APRIL 1, 202X TO MARCH 31, 202X)

	Published
Refereed publications	
Other publications	

	Internal (number)	Total (\$)	External (number)	Total (\$)
Awarded grants				
Submitted grants (not funded)				

	International	National	State/local	Public
Presentations				
Posters				

SERVICE

Provide the number of items per category.

	Department	College	University	Professional	Community
Total service					

Appendix C: Peer Evaluation Form

Teaching Peer Evaluation Form

Name of Faculty Member Being Evaluated: _____

Based on materials provided, the overall evaluation of this faculty member's contributions to teaching is (circle a number below):

Exceeds expectations			Meets expectations			Does not meet expectations		
9	8	7	6	5	4	3	2	1

Exceeds expectations: Instructional materials, course syllabi, and exams/tests/assignments show active concern for improving teaching and maintaining high standards in the classroom. IDEA scores are consistently high. Evidence of significant educational contributions outside the classroom.

Meets expectations: Evidence of concern for teaching and some degree of involvement with students and teaching outside the classroom. IDEA scores are acceptable.

Does not meet expectations: Indicative of problems as a teacher. Evidence of little interest in teaching beyond meeting classes. Little or no involvement with the teaching function other than attending regular class sessions. IDEA scores are consistently weak.

Comments: Discuss particular strengths and/or weaknesses noted in the area of teaching. Any rating of “does not meet expectations” must be justified.

Research and Scholarship Peer Evaluation Form

Name of Faculty Member Being Evaluated: _____

Based on materials provided, the overall evaluation of this faculty member's contributions to research and scholarship is (circle a number below):

Exceeds expectations			Meets expectations			Does not meet expectations		
9	8	7	6	5	4	3	2	1

Exceeds expectations: Evidence of publication in recognized journals, scholarly books, extensive involvement in scholarly projects, receipt of funded research awards, invited addresses at national conferences, and very significant research involvement and activity.

Meets expectations: Evidence of some involvement with scholarly projects, recent research involvement, recent research accomplishment in at least one category (e.g. paper presentation, work in progress, grant(s) submitted).

Does not meet expectations: Exhibited little or no involvement in research and scholarly activity, little or no research involvement, and no record of research.

Comments: Discuss particular strengths and/or weaknesses noted in the area of research and scholarship. Any rating of “does not meet expectations” must be justified.

Service Peer Evaluation Form

Name of Faculty Member Being Evaluated: _____

Based on materials provided, the overall evaluation of this faculty member's contributions to service to the department, university, community, and the profession (circle a number below):

Exceeds expectations			Meets expectations			Does not meet expectations		
9	8	7	6	5	4	3	2	1

Exceeds expectations: Played a key role in the conduct of departmental business. Made major contributions to the university, professional organizations, or community. Significant support of departmental outreach efforts. Exhibited exemplary departmental citizenship.

Meets expectations: Attended departmental meetings and participated in departmental business. Participated in some extra service to university, professional organizations, and/or community. Occasionally engaged in departmental outreach efforts. Exhibited acceptable levels of departmental citizenship.

Does not meet expectations: Exhibited little interest in departmental affairs or outreach. Expressed little or no involvement in extra-departmental service. Problematic in departmental citizenship.

Comments: Discuss particular strengths and/or weaknesses noted in the area of service. Any rating of “does not meet expectations” must be justified.

This page is to be removed by chair prior to distribution to faculty member being evaluated

Signature of Evaluator: _____ Date: _____

Appendix D: Peer Evaluator's Guide

Peer Evaluator's Guide

Teaching

1. Teaching Development and Innovation: creative and innovative teaching strategies, special efforts to improve teaching expertise, curriculum development, or attendance at professional meetings/institutes/workshops related to teaching and pedagogy.

Highest rating for evidence of being extremely active in implementing and exploring innovative strategies, techniques, and ideas to enhance teaching effectiveness, showing concern for improving teaching and maintaining high standards in the classroom.

2. Direct Student Engagement: student involvement outside the classroom (e.g. DIS, honors projects, student participation in research, study abroad).

Highest rating for evidence of making contributions to teaching outside the classroom including directing honors theses, supervising student research, and mentoring DIS projects.

3. Recognition of Excellence in Teaching: grants, fellowships, honors, or awards related to teaching.

Highest rating for recognition of significant efforts in teaching and pedagogy.

Research and Scholarship

1. Refereed Publications: research record that includes refereed journal articles, books, and other juried or peer-reviewed scholarship.

Highest rating for publication in recognized journals, scholarly books in non-vanity presses, extensive involvement in scholarly projects (independently and/or with peers), particularly as first author.

2. Other Publications: scholarship that is not juried or peer-reviewed, which may include published abstracts, non-refereed journal publications, papers presented at professional meetings, manuscripts in progress, book reviews, etc.

Highest rating for publications with broad impact in recognized periodicals, technical reports, abstracts, or white papers, particularly as first author.

3. Research grants: extramural or intramural grants or contracts awarded to support research.

Highest rating for significant grants and contracts awarded, particularly as extramural grants as Principal Investigator.

4. Professional Presentations: presentations at professional meetings, including readings, lectures, and posters

Highest rating for presentations at significant professional venues (especially those at a national or international level), particularly as lead presenter.

Service

1. Professional Service: organizing/chairing session, discussant, committee member, officer, memberships, and other roles in professional organization honors and awards, etc.

Highest rating for leadership roles in professional organizations, committee membership in professional organizations, honors and awards for service to profession, etc.

2. University Service: university committees, senate, conducting workshops/colloquia for faculty, etc.

Highest rating for leadership roles and labor-intensive committees and projects.

3. Department Service: department committees, departmental projects and activities, faculty sponsor of student organizations, program coordinator, etc.

Highest rating for leadership roles and labor-intensive committees and projects.

4. Community Service: participation in advisory boards, boards of directors, unpaid consulting, public lectures, interviews with media, conducting workshops, etc. related to professional expertise or as University representative.

Highest rating for leadership positions, active participation in significant community programs, groups, etc.

Appendix E: Classroom Observation Report

Appendix F: Quality Matters Rubric

Quality Matters: Inter-Institutional Quality Assurance in Online Learning

Standards	Points	Yes	No	Notes
1. Course Overview and Introduction				
<i>General Review Standard:</i> The overall design of the course is made clear to the student at the beginning of the course.				
1.1 Instructions make clear how to get started and where to find various course components.	3	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	3	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.	1	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 The self-introduction by the instructor is appropriate and available online.	1	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Students are asked to introduce themselves to the class.	1	<input type="checkbox"/>	<input type="checkbox"/>	
1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1	<input type="checkbox"/>	<input type="checkbox"/>	
1.7 Minimum technical skills expected of the student are clearly stated.	1	<input type="checkbox"/>	<input type="checkbox"/>	
2 Learning Objectives (Competencies)				
<i>General Review Standard:</i> Learning objectives are clearly stated and explained. They assist students in focusing their effort in the course.				
2.1 The course learning objectives describe outcomes that are measurable.	3	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 All learning objectives are stated clearly and written from the students’ perspective.	3	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 The learning objectives are appropriately designed for the level of the course.	2	<input type="checkbox"/>	<input type="checkbox"/>	

2. Assessment and Measurement:				
<i>General Review Standard:</i> Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.				
3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 The course grading policy is stated clearly.	3	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 "Self-check" or practice assignments are provided, with timely feedback to students.	2	<input type="checkbox"/>	<input type="checkbox"/>	
4. Resources and Materials:				
<i>General Review Standard:</i> Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons competent in their fields.				
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.	3	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	2	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 All resources and materials used in the course are appropriately cited.	1	<input type="checkbox"/>	<input type="checkbox"/>	
5. Learner Engagement				
<i>General Review Standard:</i> Meaningful interaction between the instructor and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development.				
5.1 The learning activities promote the achievement of the stated learning objectives. (Note: in some institutions learning objectives may be called learning outcomes.)	3	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.	3	<input type="checkbox"/>	<input type="checkbox"/>	

5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	2	<input type="checkbox"/>	<input type="checkbox"/>	
5.4 The requirements for student interaction are clearly articulated.	2	<input type="checkbox"/>	<input type="checkbox"/>	
6. Course Technology				
General Review Course navigation and the technology employed in the course foster student engagement and ensure access to instructional materials and resources.				
6.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 The tools and media support student engagement and guide the student to become an active learner.	3	<input type="checkbox"/>	<input type="checkbox"/>	
6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	3	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Students have ready access to the technologies required in the course.	2	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 The course components are compatible with current standards for delivery modes.	1	<input type="checkbox"/>	<input type="checkbox"/>	
6.6 Instructions on how to access resources at a distance are sufficient and easy to understand.	1	<input type="checkbox"/>	<input type="checkbox"/>	
6.7 The course design takes full advantage of available tools and media.	1	<input type="checkbox"/>	<input type="checkbox"/>	
7. Learner Support				
General Review The course facilitates student access to institutional services essential to student success.				
7.1 The course instructions articulate or link to a clear description of the technical support offered.	2	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	2	<input type="checkbox"/>	<input type="checkbox"/>	
7.3 Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals.	1	<input type="checkbox"/>	<input type="checkbox"/>	
7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	1	<input type="checkbox"/>	<input type="checkbox"/>	

8. Accessibility		The face-to-face and online course components are accessible to all students.		
<i>General Review Standard:</i>				
8.1 The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.	3	<input type="checkbox"/>	<input type="checkbox"/>	
8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	2	<input type="checkbox"/>	<input type="checkbox"/>	
8.3 Course pages have links that are self-describing and meaningful.	2	<input type="checkbox"/>	<input type="checkbox"/>	
8.4 The course ensures screen readability.	1	<input type="checkbox"/>	<input type="checkbox"/>	
Total				

Comments:

Signature of Observer _____ Date _____

Comments:

Signature of Instructor _____ Date _____

Appendix G: EVS Truck Forms

EVS TRUCK PART A: CHECK-OUT

Current Mileage: _____

- Gas Tank Full?**
 - **If no, amount left:** _____; send email to EVStruck@uncw.edu
- Exterior Clean?**
 - If no, send pictures to EVStruck@uncw.edu
- Interior Clean?**
 - If no, send pictures to EVStruck@uncw.edu
- Tires at ~34PSI?** (Dash reports tire pressure. Gauge is also in glove box)
 - **Do not drive on flat or under inflated tires!**
- Inside Truck** (check all):
 - Winch and Cables (in truck bed)
 - Flashlight (working, check batteries)
 - Jumper Cables (under back seat)
 - First Aid Kit (under back seat)
 - Container of Bungies (under back seat)
 - Hand Broom (in back passenger door)
 - Cleaning Wipes & Paper Towels (passenger doors)
 - Car Jack (under back seat)

Circle Yes (Y) or No (N) for each item below.

- Are there dash notifications or alerts (check engine, oil, etc.)? Y N
- Are there any missing supplies from inside the truck? Y N
- Is there any damage to the vehicle, inside or outside? Y N

If you answered yes to any of the above statements, the issue requires immediate reporting to the TRUC Committee Chair. Include pictures of any damage with email.

Do not drive truck if there are dash alerts that need to be addressed.

- Take photo of completed PART A and email to EVStruck@uncw.edu**
- Have fun and take pictures to put on our Social Media and TV!**

EVS TRUCK PART B: CHECK-IN

End Mileage: _____

- Gas Tank Filled?**
- Cap locked?**
- Exterior Cleaned?**
 - If exposed to beach conditions (salt/brackish water), undercarriage washed with fresh water?
- Interior Cleaned?**
- Tires at ~34PSI?** (Dash reports tire pressure. Gauge is also in glove box)
- Inside Truck** (check all):
 - Winch and Cables (in truck bed)
 - Flashlight (working, check batteries)
 - Jumper Cables (under back seat)
 - First Aid Kit (under back seat)
 - Container of Bungies (under back seat)
 - Hand Broom (in back passenger door)
 - Cleaning Wipes and Paper Towels (in passenger doors)
 - Car Jack (under back seat)

Circle Yes (Y) or No (N) for each item below.

- Are there dash notifications or alerts (check engine, oil, etc.)? Y N
- Are there any missing supplies from inside the truck? Y N
- Is there any damage to the vehicle, inside or outside? Y N

If you answered yes to any of the above statements, the issue requires immediate reporting to the TRUC Committee Chair. Include pictures of any damage with email.

- Take photo of completed PART B and email to EVStruck@uncw.edu**
- Remember to send any pictures to the EVS Administrative Associate for our Social Media and TV!

Appendix H: EVS Van Forms

EVS VAN PART A: CHECK-OUT

Current Mileage: _____

- Gas Tank Full?**
 - **If no, amount left:** _____; send email to EVStruck@uncw.edu
- Exterior Clean?**
 - If no, send pictures to EVStruck@uncw.edu
- Interior Clean?**
 - If no, send pictures to EVStruck@uncw.edu
- Tires at ~34PSI?** (Dash reports tire pressure. Gauge is also in glove box)
 - **Do not drive on flat or under inflated tires!**
- Inside Van** (check all):
 - Flashlight - working, check batteries (front of vehicle)
 - First Aid Kit (front of vehicle)
 - Hand Broom (front of vehicle)
 - Cleaning Wipes & Paper Towels (front of vehicle)
 - Car Jack (under far back seats)
 - Jumper Cables (under far back seats)
 - Container of Bungies (under far back seats)

Circle Yes (Y) or No (N) for each item below.

- Are there dash notifications or alerts (check engine, oil, etc.)? Y N
- Are there any missing supplies from inside the van? Y N
- Is there any damage to the vehicle, inside or outside? Y N

If you answered yes to any of the above statements, the issue requires immediate reporting to the TRUC Committee Chair. Include pictures of any damage with email.

Do not drive van if there are dash alerts that need to be addressed.

- Take photo of completed PART A and email to EVStruck@uncw.edu**
- Have fun and take pictures to put on our Social Media and TV!**

EVS VAN PART B: CHECK-IN

End Mileage: _____

- Gas Tank Filled?**
- Exterior Cleaned?**
 - If exposed to beach conditions (salt/brackish water), undercarriage washed with fresh water?
- Interior Cleaned?**
- Tires at ~34PSI?** (Dash reports tire pressure. Gauge is also in glove box)
- Inside Van** (check all):
 - Flashlight - working, check batteries (front of vehicle)
 - First Aid Kit (front of vehicle)
 - Hand Broom (front of vehicle)
 - Cleaning Wipes and Paper Towels (front of vehicle)
 - Car Jack (under far back seats)
 - Jumper Cables (under far back seats)
 - Container of Bungies (under far back seats)

Circle Yes (Y) or No (N) for each item below.

- Are there dash notifications or alerts (check engine, oil, etc.)? Y N
- Are there any missing supplies from inside the van? Y N
- Is there any damage to the vehicle, inside or outside? Y N

If you answered yes to any of the above statements, the issue requires immediate reporting the TRUC Committee Chair. Include pictures of any damage with email.

- Take photo of completed PART B and email to EVStruck@uncw.edu**
- Remember to send any pictures to the EVS Administrative Associate for our Social Media and TV!