

DEC Guidelines for Geological Sciences Department:
Adopted December 2014, revised April 2021

Preamble: The faculty of the Geological Sciences Department have a wide variety of specializations in both teaching responsibilities and professional expertise. The standardized guidelines listed below can only be applied to each individual faculty member while simultaneously recognizing the diversity of our faculty and their individual strengths.

Formal mentoring policy:

Upon hiring a new tenure-track faculty member, the Chair shall appoint two members of the Department to serve as mentors to the new faculty member. The chair shall also consult with the new faculty member and consider asking one or more faculty or staff members outside the Department also to serve as mentors, depending on expressed interests and/or needs of the new individual. In the second semester of a new faculty member's service, the Chair shall ask whether that individual would like any additional formal mentoring relationships. Mentors shall make every effort to be useful to new faculty members, but the formal mentoring program does not relieve the entire department of its responsibilities for sharing with junior faculty members departmental expectations, the history and practices of the department, and, to the extent known, current practices of the University Administration and Promotion and Tenure Committee. The Chair shall make sure that each new tenure-track faculty member has a copy of the AAUP-CSU contract, the CCSU promotion and tenure policy, department bylaws, and this departmental policy.

Promotion and Tenure:

Normally the expectations for promotion to associate professor and for tenure are the same in this department. The Department of Geological Sciences expects someone recommended for promotion to Professor to show contribution well beyond minimal levels in at least one, preferably more, of the categories of evaluation, typically including significant contributions in the creative activity category.

Load Credit Activity:

For most faculty, this will be comprised of teaching. This is our primary mission at the University, so all faculty members should be good teachers, regardless of rank. Good teachers demonstrate:

- Commitment to high academic standards for their students, as demonstrated in individual faculty portfolios;
- Creativity in seeking effective results from varied teaching methodologies, as appropriate;
- Quality in teaching as supported by student opinion surveys (and other relevant documentation);

- Efforts to promote and encourage independent student investigations or projects, as appropriate.

Teaching in interdisciplinary programs will be valued equally with teaching within one's discipline. Faculty are encouraged to submit multiple pieces of evidence of successful teaching, and to explain in their portfolio how their teaching informs their creative activity, service to the university, and/or professional activity, as appropriate.

Faculty who accumulate load credit activity in ways other than teaching (e.g. program direction, research release time, chair load) will be required to submit evidence of quality in these activities as part of their portfolio.

One in-class observation of teaching is required during the first year of all new hires. One additional peer evaluation will be required within two years prior to application for any promotion. Sexennial evaluations will not require a peer evaluation. The DEC will conduct all peer evaluations which will only occur during regular semesters, not winter or summer sessions. The scheduling of all peer reviews will be the responsibility of the faculty member being evaluated. The evaluations will be written in narrative form, not a rubric, and may be prepared as a stand-alone item or may be incorporated into the DEC letter.

Creative Activity:

Faculty must demonstrate evidence of creative activity. Given the diversity of specializations among the department members, a holistic and discipline-relevant definition of creative activity must be applied. It is also understood that a faculty member's area(s) of creative activity may change throughout their career. Creative activity includes (but is not limited to) primary research, research conducted jointly with students, grant work, research/scholarly partnerships with industry and school systems, scholarship on pedagogy and engagement, interdisciplinary scholarship, applied research, and action research. A hallmark of true creative activity is that its results are shared with the greater academic community beyond the university, by means including the following (which is neither a ranked nor all-inclusive list):

- Externally funded grants;
- Internally funded grants;
- Grant applications for external funding;
- Grant applications for internal funding;
- Publications (including those with student co-authors) in appropriate peer-reviewed and editor-reviewed journals, chapters and articles in books, and complete books;
- Research/scholarly reports done for outside constituencies (such as school districts);
- Presentations at conferences and professional workshops, especially conferences and workshops hosted by national or international organizations.

Faculty are encouraged to submit other evidence of successful creative activity, and to explain in their portfolio how this activity, such as curriculum development and curriculum development grants, informs their teaching, service to the university, and/or professional activity, as appropriate.

Service:

Departmental: Department service is expected of all faculty, regardless of rank. Departmental service includes (but is not limited to):

- Student advising;
- Departmental committees;
- Department-based outreach and engagement activities;
- Departmental search committees;
- Representing the Department at University open houses, and graduations;
- Efforts towards improvement of the Department's course and programmatic offerings;
- Representing the department at local, regional, and national community and professional gatherings.

University: All faculty should strive to be involved in University-wide service, regardless of rank. Such service includes (but is not limited to):

- University committees (elected and appointed);
- Faculty Senate Committees;
- Assessment/Accreditation or other University needs;
- University-based outreach and engagement activities;
- Service to other University Schools (e.g. Education and Professional Studies).

First-year faculty are not expected to be involved with Faculty Senate Committees, but should seek other means of service to the University, such as University-based outreach. Faculty are encouraged to submit other evidence of successful service, (e.g. community service) and to explain in their portfolio how such service informs their teaching, creative activity, and/or professional activity, as appropriate.

Professional Activity:

All faculty are expected to remain active in their disciplines, regardless of rank, as this activity informs good teaching and provides avenues for creative activity. Professional activity generally includes interactions with the larger professional community outside of the University. It includes (but is not limited to):

- Active membership in professional organizations;
- Attendance and participation in regional, national, and international symposia and conferences;

- Reviewing of texts and serving as a reviewer for journals or grant applications;
- Partnerships and service with local, state, and national agencies and organizations appropriate to one's discipline.

Faculty are encouraged to submit other evidence of successful professional activity, and to explain in their portfolio how their service informs their teaching, creative activity, and/or service, as appropriate.