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**GEOLOGY AND GEOGRAPHY DEPARTMENT**  
**Disciplinary Guidelines for Tenure and Promotion**  
**December 2017**

**Assess the Nature of the Discipline(s) in your Department in the realm of teaching**

Questions to Consider and Answer:

1. What elements of your department's discipline are classified as auxiliary teaching activities?

Geology has a well-established series of teaching workshops that faculty can engage in, offered under the auspices of the National Association of Geoscience Teaching. These are both onsite (away from the UNCP campus) and virtual. These assist faculty in teaching development.

Supervision of student independent research, often as special topics courses. Faculty will describe this in their annual self-evaluation and in their summary self-evaluation for tenure and promotion. We encourage faculty to engage students in undergraduate research, while recognizing the challenges that exist with undergraduate activity in completing original research projects.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "imparting general knowledge?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "imparting specific knowledge?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "developing skills?" **No additions.**

Where relevant, skills should include the use of current and emerging technical skills, especially those related to the fields of cartographic, geospatial technologies, GIS, and remote sensing. This should not be limited to disciplinary specific technologies, but should include technologies from statistics, computer science, design, and relevant areas.

- What discipline specific note, addition, or deletion should accompany "motivating students?" **No additions.**



- What discipline specific note, addition, or deletion should accompany “setting requirements and evaluating performance?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “success with effective teaching practices?” **No additions.**

In the sciences generally, Kober (2015) describes the diverse methods of effective teaching for undergraduates. In the geosciences particularly, the “Teach the Earth” project ([serc.carleton.edu/teachearth/index.html](http://serc.carleton.edu/teachearth/index.html)) contains many years of effort in the community on development of geoscience teaching information. There are more than 2000 peer-reviewed teaching activities in the geosciences at this site that embody the methods outlined in Kober, more than in any other natural science field. We expect our geoscience faculty to be engaged with these kinds of approaches. Similarly, in geospatial technologies the National Geospatial Technology Center for Excellence (<http://www.geotechcenter.org/>) is a repository for course and curriculum development. We expect of geospatial technologies faculty to be engaged in the current pedagogical best practices in the discipline.

## **Assess the Nature of the Disciplines in your department in the realm of *research and scholarship***

### **Questions to consider and answer:**

1. What elements of your department’s discipline are critical to scholarship and may be unfamiliar to faculty in other disciplines.

The geosciences has a broad range of valid publishing venues including journals, books and monographs, chapters in books and monographs (published by established commercial publishers and scientific societies), guidebooks, and government reports (e.g., national and state geological survey reports). Journals can be international, national, and regional. Generally, the broader the scope, the more impressive the publication.<sup>1</sup> There are valid reasons to publish in regional journals; these are useful for studies with narrower scope. An example includes limited research projects that involve undergraduates.

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<sup>1</sup> We should be encouraging faculty to publish in the broadest scope, highest quality venues.



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Multi-authored works are common, even the norm, in the geosciences today. In these cases, the faculty member needs to explain specifically his or her contribution to each work.

2. What does peer review mean in your discipline? Describe any circumstances where peer review is not necessary for work product to be considered scholarship.

Published works in the geosciences can be scholarly even if not peer reviewed, but they are not weighted as highly as peer reviewed works as is described in the faculty handbook (p.111+).

Some government reports may not be peer-reviewed; faculty publishing in government reports will need to explain the level of peer review.

In addition, research may now result in substantive digital works which either provide a new collection of content or offer a multimedia representation of research in an original or unique way. The digital product may not fit current peer-reviewed means of distribution, but should be considered relevant.

3. What does and does not qualify as meaningful creative work in your discipline?  
No additions.
4. Does “paid” work count as scholarship? Explain?  
No additions.
5. How do 21<sup>st</sup> century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship in your department’s discipline?

Scholarship of Teaching and Learning is as valid as primary geoscientific scholarship subject to the same expectation of peer review. In addition, the geosciences has a well-organized external system, including peer review, for teaching activities (see Teach the Earth described under Teaching above). Contributing to this resource results in peer-reviewed publication on the web that makes the work available to the community.

In the context of information distribution and publication, digital resources are often equal to traditional publication.



6. How does your department's discipline assess issues of quality of scholarship?  
[No additions.](#)
7. How does your department's discipline assess issues of quantity of scholarship?  
[No additions.](#)

**Additional topics to assess:**

- What discipline specific note, addition, or deletion should accompany "Dissemination of Scholarship?" [No additions.](#)
- What discipline specific note, addition, or deletion should accompany "Creative Activities?" [No additions.](#)
- What discipline specific note, addition, or deletion should accompany "Editing?"

[Editing a volume or being an editor are meaningful scholarly contributions, but this participation of this type is not major scholarship for tenure or promotion in our disciplines.](#)

- What discipline specific note, addition, or deletion should accompany "Grants and Contracts?"

[External grants and contracts are what really counts, particularly in competitive RFP. \(For example, NSF is now rejecting 88-95% of proposals in most competitions, so success with NSF is a highly positive indicator of scientific merit\)](#)

[Substantial proposals \(funded or not\) can count as scholarly activity; however, funded proposals and activity are viewed as more significant.](#)

- What discipline specific note, addition, or deletion should accompany "Classroom based research projects—scholarship of teaching and learning?"  
[No additions.](#)
- What discipline specific note, addition, or deletion should accompany "Scholarship related to service or the use of professional expertise, Scholarship of Engagement or Application?"

[Possible. These are generally not peer-reviewed, but can be valuable especially if related to outreach to community.](#)

[Book Reviews: In general, in the geosciences, these are not peer-reviewed. While these are a satisfactory minor form, they can't substitute for other scholarship.](#)



- What discipline specific note, addition, or deletion should accompany “Other?”

External support for scholarly accomplishments is noted and valued.

### **Assess the Nature of the Discipline in your department in the realm of service**

#### **Questions to consider and answer:**

1. Within your department and discipline, what is the need, value, and expectation of department service? [No additions.](#)
2. Within your department and discipline, what is the need, value, and expectation of university service? [No additions.](#)
3. Within your department and discipline, what is the importance of service to profession? [No additions.](#)
4. Within your department and discipline, what is the importance of service to community? [No additions.](#)
5. How does your Department’s discipline assess issues of quality of service? [No additions.](#)
6. How does your Department’s discipline assess issues of quantity of service? [No additions.](#)

#### **Additional topics to assess:**

- What discipline specific note, addition, or deletion should accompany department service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany university service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to profession? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to the community? [No additions.](#)

#### **Reference**

Kober, N., 2015, [Reaching Students—What research says about effective instruction in undergraduate science and engineering](#): National Research Council, National Academies Press, Washington, 240 p.