

Rosenstiel School of Marine, Atmospheric, and Earth Science
University of Miami
School Bylaws

UNIVERSITY OF MIAMI
ROSENSTIEL SCHOOL of
MARINE, ATMOSPHERIC
& EARTH SCIENCE



Amendment History

Date	Amendment	Comments
Spring 2015	Initial version following departmentalization.	
May 20, 2016	Promotion of lecturers. Majority of electronic votes to pass a motion. Resolution of inter-departmental teaching conflicts (Appendix A).	Approved at faculty retreat
May 17, 2017	Secondary appointments. Periods for reappointments of research faculty, lecturers, and senior lecturers. Awards and Recognition Committee as an <i>ad hoc</i> committee. Appendix B added.	Approved at faculty retreat
Aug 31, 2018	Compliance with Faculty Manual for the election of the speaker of the school council. Compliance with Faculty Manual on the size of evaluation committees for promotion and tenure. Removal of UAC and GAC as school council committees.	Approved by faculty by e-mail vote following faculty retreat Aug 2018
Sep 13, 2019	Added Appendix C, Procedures for Promotion and Tenure Review at RSMAS.	Approved at May 2018 retreat; text approved by SC on 13 Sep 2019
Sep 11, 2020	Removed the Library Standing Committee and added the Diving Control Board and Small Boats Committee as standing committees.	Approved by school council
Jan 26, 2022	Updated the language on the Advisory Board on Promotion and Tenure to clarify it is a confidential committee; that it is an advisory board with no cast votes; and kept references to the Board consistent throughout.	Approved by school council on Jan 21, 2022
Sep 07, 2023	School name and logo updated. No voting restrictions anymore for speaker of the school council. Explicit statement that school council meetings are open to all faculty members. Corrected list of standing committees at beginning of Article IV. Permanent voting eligibility for research faculty. Updated promotion procedure and criteria for lecturers. Added Appendix D, Least Qualifications for Promotion. Some further small clarifications and corrections. Some formatting improvements.	Approved by faculty by e-mail vote on Sep 7, 2023, following discussions at faculty meeting on Feb 3, 2023

Rosenstiel School Bylaws

The Bylaws of the Rosenstiel School of Marine, Atmospheric, and Earth Science ("the School") are a specific addition to the University of Miami Faculty Manual (UM-FM). They are meant not to substitute for – but to be used with – the UM-FM, which provides definitions of UM organization and its governance. The UM-FM defines the various faculty positions available at UM, their roles, duties and privileges. It also specifies how the dean and the department chairs are appointed and reviewed on a regular basis. The UM-FM specifies the role of the school council. Thus, the purpose of these Bylaws is to provide guidance for the School faculty on those issues specifically delegated by the UM-FM to be determined by the School. None of the material unambiguously defined in the UM-FM is discussed here.

Article I: Organization and Definitions

The Rosenstiel School is divided into departments each led by a department chair. The School operates a number of graduate and undergraduate programs with each led by a director. Department chairs are responsible for all education programs run by their department. The relevant chairs and the delegated associate dean are responsible for cross-departmental programs. The School also operates research centers led by directors that report to relevant department chair or, if more than one department is involved, to the dean or the delegated associate dean.

Associate Deans

Associate deans and their job descriptions are contained in a document filed with Faculty Affairs.

School Council

School council (SC) members are charged with providing a perspective that fosters the betterment of the School in its entirety. Members of the SC are faculty elected by their departments (one per department) for 3-year, staggered terms. Each department also elects a member-elect to serve as their alternate representative; this person may succeed the full member after their 3-year term. It is encouraged that both representatives attend all meetings of the SC. However, if both attend a voting meeting, only one of them (typically the member) is eligible to cast a vote. A quorum for voting is defined as having a member or member-elect present from a majority of the departments. When neither of the members is available for a meeting, the department chair may designate a representative of the department to attend (this person should be a past SC member from the department if possible); members not in attendance have the responsibility to obtain updates from the speaker on all matters discussed at the meeting.

At the first meeting of the SC each academic year, the SC shall elect one of its members to be the speaker of the SC to preside at meetings of the SC. The speaker serves for one year, but reelection is permitted. The speaker facilitates the operations and procedures needed to ensure that SC meets its responsibilities. Planning and implementation by the speaker is done in consultation with the dean who serves as an *ex officio* member of the SC. The fact that an SC member acts as speaker of the SC does not affect that person's rights to vote on SC matters as

representative of their department. The SC meets monthly during the academic year (September to May), and more frequently if needed. SC meeting dates, times and agendas should be made available to faculty in advance of meetings, and minutes of open sessions posted on a website. All meetings of the SC are open to faculty members of the School, except for executive sessions, which will be announced as such and attended only by elected members or their alternates.

The SC has the following duties and responsibilities specific to the School in addition to those provided in the UM-FM:

- Respond to concerns of the faculty on matters relating to the welfare of the School.
- Provide a School-wide faculty perspective and discussion forum with respect to openings for new faculty hires brought by the departments.
- Charge standing and *ad hoc* committees needed to accomplish the work of the School and review reports from these annually and as required.
- Establish the department rotation for the Rosenstiel Award and approve candidates.
- Draft textual amendments / revisions to the School's Bylaws as needed, and when so petitioned.

Promotion Policies for Regular Faculty

Minimum qualifications for faculty at the rank of assistant professor are the promise of nationally recognized scholarship, of excellence in teaching, advising and mentoring, and of professional service. The additional minimum qualification for attaining the rank of associate professor is a nationally recognized record of excellence in scholarship. The additional minimum qualification for attaining the rank of professor is an internationally recognized record of excellence in scholarship.

Research Faculty

For research faculty, the primary evaluation criterion for appointment / reappointment, annual raise consideration, and promotion is research productivity. The additional minimum qualification for attaining the rank of associate professor is a nationally recognized record of excellence in scholarship. The additional minimum qualification for attaining the rank of professor is an internationally recognized record of excellence in scholarship. As members of the faculty, some participation in the School's education programs is expected, for example through advising or financial support of students.

1. The period between reviews for reappointment for research assistant professors is three years.
2. The period between reviews for reappointment for research associate professors and research professors is five years.
3. The interval between reviews is reset at the time of a promotion.
4. Department chairs can initiate a review at any time in these intervals if they believe it is necessary.

Article II. School Leadership

The Rosenstiel School leadership group consists of the dean, associate deans, department chairs, and the speaker of the SC. The group is advisory to the dean, thus meeting at the request of the dean. Appointment to this group is automatic with appointment by the dean (associate deans and department chairs) and election by the SC members (speaker). At the dean's discretion, other faculty members, staff members, and / or students may be invited to participate in specific meetings of this group.

Article III. Other Rights and Responsibilities of Faculty

Space

Regular and research faculty members are entitled to an office. Research space is allocated by the dean (or the designated associate dean for infrastructure) at the request of department chairs. Associated faculty are eligible for offices and research space on a case-by-case basis.

Student Advising

Graduate Student Advising: All faculty of the Rosenstiel School are expected to serve on the School's graduate student committees.

Undergraduate student advising: Any regular faculty, research faculty, lecturer or senior lecturer at the School is eligible to serve as an advisor to undergraduates of the School.

Secondary Faculty

1. The Rosenstiel School's faculty may hold secondary appointments in other departments of the School or in departments of another University of Miami school or college, with the approval of the chair of their primary department. Faculty from other University of Miami schools or colleges may hold secondary appointments in the Rosenstiel School's departments.
2. The secondary appointment may be made for a period of up to five years, and can be renewed.
3. The chair of the secondary department may conduct an annual review of the performance of the secondary faculty member, paying attention to engagement in the activities of the department, relevance of the faculty member's interests to the objectives of the department, performance in teaching and in research. The chair will convey the outcome of the review to the faculty of the secondary department, and to the dean. A negative review can lead to termination of the secondary appointment.
4. In alignment with the University of Miami Graduate Handbook, the faculty member may be the chair of the committee of graduate students in the secondary department.

Adjunct Faculty

Purpose of adjunct faculty appointments:

- Contribute to the Rosenstiel School's academic and research programs by serving on student committees, recruiting and placing students, supporting students, augmenting our academic and research program with special expertise, serving as a visiting lecturer or researcher; assisting in the recruitment of postdoctoral fellows and faculty; and / or other equivalent activities.
- The total number of adjunct appointments in each department must not exceed the number of full-time faculty; and no individual faculty member should sponsor more than two adjunct appointments.

Procedures:

1. All new nominations must be made with a CV and a cover letter outlining the case, including a record and a plan for participation in departmental programs by a faculty sponsor. Recommendations should be addressed to the chair and then sent to the dean.
2. The intent for these appointments should be for a multi-year relationship, subject to review by the departmental faculty every one to three years on the nature and intensity of participation in departmental programs, as documented in writing by the faculty sponsor.
3. A letter of gratitude should be provided by the department chair to the adjunct faculty member, including when the appointment is terminated. For reappointment exercises, candidates must submit a summary of their departmental-related activities for review by the faculty.

Lecturers

1. Full-time lecturers are eligible for promotion to senior lecturer solely based upon performance with respect to the Least Qualifications set by the Rosenstiel School (see Appendix D).
2. The period between reviews for reappointment for lecturers is three years.
3. The period between reviews for reappointment for senior lecturers is five years.
4. The interval between reviews is reset at the time of a promotion.
5. Department chairs can initiate a review at any time in these intervals if they believe it is necessary.

Article IV. Faculty Committees

Two types of committees exist: standing and *ad hoc*.

Standing committees are permanent sub-committees of the SC. Their membership changes periodically. The School's current standing committees are the Graduate and Undergraduate Academic Committees (both reporting to the dean) as well as the IT Committee, Ship Operations Committee, Boating Safety Committee, the Diving Control Board, and the Diversity, Equity and Inclusion Committee, all of which report to the school council.

With the exception of the Advisory Committee on Promotion and Tenure, *ad hoc* committees are formed by the dean and / or the SC and exist for finite time periods as needed. *Ad hoc* committees may be, but do not have to be, sub-committees of the SC.

Standing Committees

At the end of each academic year, all standing committees report to the SC on their activities of the year ending; they may report to the SC at other times if necessary. Standing committees are empowered to establish their own procedures consistent with their charge. Standing committee meeting dates, times and agendas should be made available to faculty in advance of meetings, and minutes of open sessions posted on a website.

IT Committee

The IT Committee regularly reviews the extent to which the School's faculty, staff, and students have ready access to the hardware and software required to both conduct their research and fulfill their educational responsibilities; they make recommendations as to how these services and facilities need to be augmented or improved. The IT Committee considers where the School might focus present and future technology resources and how these may be best distributed. The committee consists of department representatives who serve for three-year terms, and non-voting *ex-officio* members consisting of the director of the Rosenstiel School Computing Facility and the dean, or the delegated associate dean. The IT committee meets as needed during the academic year. The chair is elected by committee members for a nominal three-year term, and is expected to interact with UM-IT committee. The chair reports to the SC at least once a year and any time that an important issue needs the immediate attention of the School.

Ship Operations Committee

The Ship Operations Committee is responsible for advising the dean and SC about the operation and composition of the School's research vessel fleet. The SOC monitors the satisfaction of users, both from the School and from other organizations, with the operation and maintenance of the vessels, and makes recommendations for improvement to operation and maintenance. The SOC provides assistance when requested by the Director of Marine Operations (DMO) and the Manager of the Shipboard Technician Group (MSTG), with the scientific rationale / justification of School's ship and facility proposals and participates where appropriate in UNOLS-mandated vessel inspections.

The SOC is composed of one member chosen by each department and a chair chosen by the committee; all serve for a nominal three-year term. The dean or the delegated associate dean is an *ex-officio* non-voting member as are the DMO and MSTG. It is the responsibility of each SOC department representative and their department chair to ensure that an alternate participates in meetings when regular members cannot attend. Meetings will be held at least twice a year. The chair reports to the SC any time an important issue needs to be brought to the attention of the entire School.

Boating Safety Committee

The BSC oversees safe operation of the School's non University-National Oceanographic Laboratory System (UNOLS) boats for research and education. The structure of this committee follows guidelines from the Scientific Boating Safety Association. Duties include oversight / authority of the boating program's operation, including vessel purchases, vessel

donation, maintenance and inspection, curriculum, and research-based boating operations. Voting members must include a faculty chair and at least two other faculty members and should also include the Boating Safety Officer. Other members are representatives of the boating program.

Diving Control Board

OSHA allows diving to qualify for exemption from its operating standards if the activity is necessary for scientific and educational activities. To qualify, the Rosenstiel School must have a DCB in which the majority of the membership are scientific divers and have a current diving safety manual. Voting members must include the Diving Safety Officer and other representatives of the diving program. The DCB establishes additional standards, protocols, and operational procedures beyond the federal minimums to address UM-specific needs and concerns. The CDB administers the Research Diving Course, the main mechanism through which students can become approved scientific divers.

Diversity, Equity and Inclusion Committee

The Diversity, Equity and Inclusion Committee is charged with promoting an environment in which every member of the Rosenstiel School community is valued and with developing the appropriate programs to fulfill the commitment to caring for the diverse faculty, staff and student bodies. The committee enhances the awareness among the School community on diversity, equity and inclusion issues toward eliminating biases resulting from gender, ethnicity or sexual orientation. Membership of the committee consists of one representative from each department selected by the department chair, staff-wide election of a staff representative, and student appointment by the MSGSO. All members serve a nominal three-year term, with the chair elected by members for a three-year term. The chair reports to the SC at least once a year and any time that an important issue needs the immediate attention of the School.

Academic Committees

The Academic Committees are also Standing Committees, but they report to the dean, not directly to the school council.

Graduate Academic Committee

The Graduate Academic Committee (GAC) ensures that all graduate academic programs are of the highest quality and responsive to the needs of the graduate students. The voting membership of the GAC is composed of the graduate program directors of the Masters' and Doctoral programs offered by the School. In a program governed by a single department, a graduate program director is appointed by the department chair in consultation with the department faculty. In an interdepartmental program, a graduate program director is appointed by the delegated associate dean of graduate studies in consultation with the relevant department chairs and the program's faculty. The dean, or the delegated associate dean, is an *ex-officio* member of the GAC and can vote to break a tie vote. A non-voting graduate student member shall be elected by the graduate student body. One voting member of the GAC having served for at least one year shall be elected as its chair for a nominal term of one year, renewable if re-elected by the GAC committee. The GAC chair is entitled to vote on all issues.

The GAC shall normally meet monthly throughout the academic year. It is the responsibility of the graduate program directors to ensure their program is represented if they are unable to attend a monthly meeting. The delegated associate dean or GAC chair reports to the SC at least once a year and any time that an important issue needs the immediate attention of the School.

Administration of the graduate programs is documented in the appendix. Significant changes to this appendix must be approved and documented by the GAC and SC.

Undergraduate Academic Committee

The Undergraduate Academic Committee (UAC) ensures that all Rosenstiel School undergraduate academic programs are of the highest quality and responsive to the needs of the undergraduate students. It serves as the undergraduate curriculum committee. In a program governed by a single department, an undergraduate program director is appointed by the department chair in consultation with the department faculty, and can also serve as the departmental voting member. In an interdepartmental program, an undergraduate program director is appointed by the dean or the delegated associate dean of undergraduate studies, in consultation with the relevant department chairs and the program's faculty. The UAC addresses issues such as undergraduate recruitment, academic standards, changes or additions to existing undergraduate programs and degrees, and proposes necessary changes to the School's general education requirements. The UAC must approve any new undergraduate courses within the School's programs.

The UAC is composed of one voting member from each of the departments in the Rosenstiel School plus the directors of all Rosenstiel School undergraduate programs who serve as *ex-officio* members. The dean, or the delegated associate dean, is an *ex-officio* member voting only in the case of a tie vote. A non-voting undergraduate student member may be selected by the School's undergraduate program students. One voting member, having served on the committee for at least one year, is elected as its chair for a term of normally one year, renewable if re-elected by the UAC committee. The chair votes on all issues.

The UAC normally meets monthly during the academic year. It is the responsibility of each UAC department representative to ensure that, should they miss a meeting, an alternate represent their department at that meeting. The delegated associate dean or UAC chair reports to the SC at least once a year and any time that an important issue needs the immediate attention of the School.

Ad Hoc Committees

There are at least two types of *ad hoc* committees: School committees and student committees.

School Committees

The dean or SC initiates formation of and charge to *ad hoc* school committees as necessary:

Evaluation Committees for Promotion and Tenure

Each department will establish annually an evaluation committee for each faculty being considered for reappointment, 4th year review, tenure and promotion. The committee of at least five faculty is appointed by the department chair. The committee shall assist the faculty of the department by examining the complete work of the candidate. They shall write an evaluation, which will become part of the candidate's file. Before the faculty vote, the

candidate shall have the right to submit a written statement in response to a redacted version of the Evaluation Committee's report. The response shall be part of the candidate's file.

Advisory Board on Promotion and Tenure

The Advisory Board on Promotion and Tenure Committee (ABP&T) considers each case of promotion and tenure as well as mid-term reviews (at the beginning of the 4th year of the probationary period) for all tenure-track faculty, providing written recommendations that become part of the faculty member's file maintained in the dean's offices. The role of the Board is to evaluate whether the promotion and tenure procedures have been followed, that the dossier is complete and ensure that candidates have been treated fairly. The confidential ABP&T is composed of one member from each department appointed by the dean in consultation with the speaker of the school council. The dean and speaker are *ex-officio* non-voting members of the board. The speaker is chair of the Board. Board members are full professors. Chairs of departments are not eligible to serve. The term of ABP&T members is one year, and shall not exceed three consecutive one-year terms. The Board will deliberate after the department vote and after the department chair's letter is available. Board deliberations will be led by and primarily involve members from outside of the home department of the P&T candidate. The Board may call the relevant department chair for information on specific cases.

Awards and Recognition Committee

The Awards and Recognition Committee is charged with identifying, selecting and nominating Rosenstiel School faculty for university, national and international awards. Membership consists of one representative from each department selected by the department chair and a chair chosen by committee members; all serve for a nominal three-year term. The dean or the delegated associate dean is an *ex-officio* non-voting member of the committee. The chair reports to the SC at least once a year and any time that an important issue needs the immediate attention of the School.

Student Committees

Master's degree and Ph.D. degree student committees are formed by the student's faculty advisor in consultation with the student. The composition of these committees is defined in the Graduate Student Handbook, but individual programs may place additional requirements on the committee's makeup.

Article V. School-Wide Faculty Meetings and Voting Rights

Faculty Meetings

At least one general faculty meeting is held each semester. Special faculty meetings may be called by the dean, school council, or by written request of at least 20% of the voting members of the faculty. The speaker of the SC chairs general faculty meetings; when the speaker is unable to attend a meeting, another member of the SC should chair the meeting. Guests or observers may be asked to attend faculty meetings as appropriate; if so, they should be introduced at the beginning of the meeting and their reason for attending explained. When faculty votes are taken, care should be taken that non-voting faculty, lecturers, guests, and observers do not vote.

A faculty member is elected secretary of the faculty for a three-year term. It is the responsibility of the secretary to provide the faculty with summary minutes of each school-wide faculty meeting. The minutes shall be verbatim for all votes and action items. The minutes should be made available within two weeks of the faculty meeting.

Eligibility to Vote

Consistent with Section A3.1(b) of the Faculty Manual, the tenured regular faculty of the Rosenstiel School voted by e-mail vote on September 7, 2023, following a discussion at the School-wide faculty meeting on February 3, 2023, to permanently extend voting rights to the School's research faculty on the following matters:

1. Reappointment of research faculty of lower rank.
2. Promotion of research faculty of lower rank.
3. Evaluation of the department chair.
4. Evaluation of the dean.

Motions and Voting

There should be a chance for faculty to discuss issues to be voted on before a vote – either informally, formally school-wide or in departments, and see below under Notification. Motions can be made by individual faculty members eligible to vote. A simple majority of the faculty present decides on issues put to a vote, except in special cases. Such special cases (important school-wide decisions, e.g., see Article VI) require a majority vote of all voting faculty. In those cases, the majority of the faculty present must petition the speaker at least five working days before the vote, requesting a majority vote of all voting faculty. Electronic votes require a simple majority of the faculty who voted on the issue in question for an item to pass.

Absence During Voting at a Faculty Meeting

When a voting-eligible faculty member cannot be present at a properly announced and advertised meeting, absentee written ballots may be cast in a location determined by the SC, or a simple majority of those present at a meeting requiring faculty action may vote to approve an electronic ballot procedure. If the vote is anonymous or confidential in nature, appropriate mechanisms must be provided by the SC.

Notification

The speaker must give notification of faculty meeting agenda items requiring faculty action – including issues to be voted on – at least five academic days in advance of such meetings. Faculty members may request the inclusion of items to the agenda. Such requests are made in writing to the speaker at least one week prior to the meeting. Additional non-voting items may be added to the agenda by a faculty member or the dean at the start of the meeting or during the course of the meeting at the discretion of the meeting chair.

Article VI. Amendment, Revision and Suspension

The School's Bylaws are meant to be a living document with amendments and revisions as necessary. Textual amendments and / or revisions to these Bylaws are the responsibility of SC. In addition, amendments can be made following petition by the dean or at least 10% of the regular voting faculty. Amendment, revision or suspension requires both discussion at a school-wide meeting and a majority vote of the faculty with voting privileges.

APPENDIX A: Administration of Graduate Programs

The purpose of this Appendix is to document the way that graduate programs are currently administered at the Rosenstiel School. Further, there are items that relate to immediate issues arising from the reorganization of the School in departments, in particular: (1) programs that are not housed within one department, and (2) development of new graduate programs.

1. Graduate Programs and Committees

A **graduate program** provides the academic structure for a graduate student to pursue a M.P.S., M.S. or Ph.D. degree. For the M.S. and Ph.D. degrees, this structure includes (but is not limited to) curricula, comprehensive exam, advancement to candidacy (Ph.D. only), research under guidance from an advisor and committee, and the thesis / dissertation defense. For the M.P.S. degrees this structure includes (but is not limited to) curricula, comprehensive exam, internship under guidance from a faculty advisor, written report on the internship project, and oral defense of the report. Each graduate program is administered by a director with input from the program academic committee. Rules and guidelines are provided in the Rosenstiel School Graduate Handbook, with additional guidelines specific to the program (such as required courses) provided in a supplementary program handbook.

A **department program** is governed entirely by faculty belonging to one Rosenstiel School department (including faculty with joint appointments). In this case, the program academic committee is the same as the department graduate academic committee.

An **interdepartmental program** is governed by faculty across two or more departments.

The **associate dean for graduate studies** is appointed by the dean of the Rosenstiel School. If the dean appoints an associate dean for graduate studies, then the responsibilities of the associate dean are to:

- Maintain the quality of the graduate programs.
- Act as liaison between the Rosenstiel School and the Graduate School.
- Provide final approval on admission of new students.
- Run the TA program (assign TAs, evaluate them, recognize excellence).
- Update the faculty guidelines that correspond to graduate programs.
- Organize and run the school-wide recruitment event.
- Mediate in cases of student:advisor conflicts / problems.
- Supervise the Graduate Studies Office.

The **associate dean for professional studies** is appointed by dean of the Rosenstiel School. If the dean appoints an associate dean for professional studies, then the responsibilities of the associate dean are to:

- Maintain the quality of the MPS programs.
- Act as liaison between the Rosenstiel School and the Graduate School.
- Provide final approval on admission of new students.
- Update the faculty guidelines that correspond to graduate programs.

The **M.S. and Ph.D. graduate program director** must be a member of the academic faculty, the graduate faculty, and the program faculty. The director is a voting member of the GAC. Responsibilities of the director include the following:

- Chair the program academic committee.
- Attend and vote in GAC meetings.
- Delegate a member of the program academic committee to attend GAC meetings if the director is absent.
- Report on items from GAC and items relevant to the program
 - for a departmental program, in department faculty meetings;
 - for an interdepartmental program, chair program faculty meetings at least once per semester, especially when voting is necessary, and report at least monthly via e-mail.
- Communicate to students in the program (e.g., career development opportunities).
- Hold an annual town hall meeting with the students in the program.
- Maintain office hours or availability by appointment with students.
- Organize nominees for Rosenstiel School awards, and any awards within the program.
- Coordinate courses to be offered in each semester.
- Coordinate faculty teaching responsibilities with relevant department chairs (though only the chairs have authority).
- Coordinate TA assignments with relevant department chairs and program directors; and recommend them to the associate dean.
- Coordinate the component of recruitment weekend relevant to the program.
- Coordinate the nomination of UM fellowships and other fellowships for students.
- Collect annual progress reports and coordinate the annual student review.
- Review the student evaluations of courses in the program.
- Coordinate the admissions for the program.
- Sign the form for admission of new students into the program prior to final approval by the delegated associate dean.

Appointment of a graduate program director is defined in the "Graduate Academic Committee" section of the Bylaws. In a department program, the director reports to the department chair. The director of an interdepartmental program reports to the delegated associate dean for graduate education. The term of the director is normally 3 years. For interdepartmental programs, the director position should rotate between the participating departments with substantial representation in the program membership.

The **MPS program director** must be a member of the academic faculty, the graduate faculty, and the program faculty. The director is a voting member of the GAC. The MPS program director also serves as the academic advisor for the MPS students. In this role, the program director offers guidance regarding university expectations, coursework, registration, program details, and graduation requirements. The program director will establish the curriculum to be followed, based on the student's personal and professional goals and track requirements. Each student will also have a faculty member serve as committee chair. The committee chair serves as resource to the student regarding career guidance and the selection of an appropriate internship. Additional responsibilities of the MPS program director include the following:

- Attend and vote in GAC meetings.
- Communicate to students in the program (e.g., career development opportunities).
- Attend monthly MPS meetings with the students.
- Maintain office hours or availability by appointment with students.
- Organize nominees for MPS awards.
- Coordinate courses to be offered in each semester.
- Coordinate faculty teaching responsibilities with relevant department chairs (though only the chairs have authority).
- Review the student evaluations of courses in the program.
- Coordinate admissions for the program.

The MPS program director is appointed by the dean in consultation with the designated associate dean for professional studies; the director reports to the designated associate dean for professional studies.

Program Academic Committee. A program academic committee is composed of no more than 5 program faculty including the director. For interdepartmental programs, the committee membership is held in approximately equal proportion to the faculty membership from each department. The membership will be selected by the department chairs in consultation with the director. Responsibilities of the program academic committee include the following:

- Review program rules and guidelines.
- Determine and review course structure including core courses.
- Determine and review course curricula.
- Administer the comprehensive exam.
- Vote on program awards.
- Vote on other issues that do not require a full program faculty vote.
- Coordinate program student seminars (or delegation to a seminar chair).
- Involve self in student recruitment activities.
- Handle other assignments delegated by the director.
- Approve new special topics courses in the programs and transfer to permanent courses.

Graduate Program Membership. All faculty in graduate programs that were established prior to 2014 will remain as voting faculty members of those programs, unless they decide to withdraw from that program. All faculty will be voting members of their departmental graduate program.

For a **new graduate program**, the core group of faculty proposing to start the program will form a committee of those they expect to be central to it, and that committee would then develop a proposal for the new program that will ultimately need to be approved by the Faculty Senate. The expected timeline between submission of the proposal and the enrollment of the first students in the new program is 2 years. The proposal will need to include a rationale, a description of resources, detailed program and course curricula, information on student numbers and admissions, administrative arrangements, a budget, and comparisons with existing programs at other universities. The proposal would need to be coordinated with other programs under development and in consultation with GAC. The chair of the committee leading the program development will be invited to serve on GAC.

The composition of the **Graduate Academic Committee (GAC)** is given in the bylaws. Roles and responsibilities of the GAC include:

- Recommend TA assignments to the associate dean.
- Vote on approval of special topics courses and conversion to permanent courses.
- Vote on school-wide awards (Smith, Koczy, Dean's prizes, etc.).
- Vote on graduate student funds.
- Coordinate development of new graduate programs.
- Review academic standards across the School.
- Review and update guidelines (e.g. TA guidelines).
- Raise issues put forward by faculty and students.
- Advise the delegated associate deans of graduate education.
- Coordinate improvements to School programs, e.g. computing resources, representation on School website, recruitment.
- Communicate items from delegated associate deans to program faculty.
- Communicate items to student representative to be passed on to all students.
- Together with the associate deans, devise initiatives for recruitment, etc.

For **existing programs**, the overriding principle is that the program will be retained and unchanged in terms of academic requirements – at least until the last student graduates from the program. The voting membership would remain the same as that of the original division.

The department chair prepares **teaching assignments** for their faculty in coordination with the undergraduate and graduate program directors. The chairs are responsible for assuring that faculty assigned are qualified to teach a course. Where chairs are not in agreement - e.g. with respect to an interdisciplinary course that might be taught by faculty in different departments, the appropriate educational associate dean will resolve their dispute by an equitable means agreed upon by the chairs.

2. Students

Regulations in all graduate programs must follow those of the UM Graduate Handbook. Where there is flexibility, it is encouraged that there is consistency between all Rosenstiel School programs wherever possible, in order to minimize confusion across programs and to enable students to transfer between programs if they otherwise meet requirements.

In the large majority of cases, the **advisor** is a member of the department or interdepartmental program to which their student is enrolled in. If the advisor is not a member of the program (or does not have a joint appointment in the case of departments), he / she may still serve as committee chair as long as a graduate faculty member of the program agrees to serve as committee co-chair. The committee chair will have primary responsibility for financial support of the student, unless other arrangements are made with the co-chair or other committee members at the outset of the student's tenure. The committee chair will hold primary accountability for ensuring the student meets the academic and research requirements of the program. The co-chair is expected to aid the chair in communicating the academic expectations of the program.

Students enrolled in either a departmental or interdepartmental program will have an **office** in the home department of their advisor. The program to which each student belongs will be included on all student listings, including the School website.

Teaching assistantships are assigned in a coordinated effort between all program directors (and department chairs where necessary) relevant to the courses. The program directors provide a suggested TA roster to the delegated associate dean for graduate education, who finalizes all TA assignments.

For interdepartmental programs, **student seminars** may either be hosted within a department, or as part of a program seminar series that may or may not be held at the time of the department seminars. Scheduling of student seminars will be determined jointly between the program director, program seminar chair and the department seminar chair.

For M.S. and Ph.D. students, **thesis / dissertation committee** membership must follow the regulations in the UM Graduate Handbook. The committee chair and at least two members must be graduate faculty from "the program or department of concentration", and the external member must be from outside "the program or department of concentration." For M.P.S. students, the graduate committee must consist of at least 3 members: a faculty member as the committee chair, one "outside" member who typically serves as the internship supervisor, and the program director for their respective track. Students are permitted to add a fourth committee member, provided they are Rosenstiel School faculty or adjunct faculty.

Students will be able to **transfer** between programs if a new program better suits their needs, so long as they are able to meet the requirements of the program that they are transferring into. To accommodate the possibility, it is recommended that there is evenness in regulations and policy across all programs, and all programs need to retain and build in flexibility.

APPENDIX B: Required Teaching Standards for Rosenstiel School faculty

This Appendix sets minimal standards for teaching. The objective is not to stifle innovation nor to place unreasonable restrictions on either teachers or students. In addition to providing guidance on the processes needed to underpin the successful academic mission of the School, it provides a reference to help resolve disputes should they arise.

Variance in these policies can be requested by petitioning the relevant program director, who will consult with the academic committee, associate dean, and department chair(s) as appropriate. All requests should include the rationale and how changes will improve learning outcomes. Only under extreme circumstances can changes be made to the contact hours and syllabus once a course has started.

Throughout this Appendix, the term "teacher" refers to the faculty member giving the course.

Teachers are expected to be familiar with UM policies regarding class procedures available at:

<https://bulletin.miami.edu/general-university-information/university-policies/course-information/> (referred to below as UM_CI).

1. Contact Hours

Credit hours: A standard lecture course of 3 credit hours involves 150 minutes of contact hours per week for the 14-week semester. One credit-hour introductory laboratory courses (100-200 level) also involve a minimum of 150 minutes of contact hours per week for the 14-week semester. Field courses should similarly account for contact hours as justified by the syllabus, with field credit-hours being equivalent to laboratory credit-hours.

Teachers are expected to provide the required number of contact hours for any courses they are teaching at the time as scheduled. In the event of planned absences, it is the responsibility of the teacher to recommend in writing to the department chair, copied to the program director, a suitable faculty replacement, or to schedule additional make-up classes if feasible and with the agreement of all students. Graduate students are not considered to be suitable replacements except as part of their TA duties, in which the TA is required to have a minimum of 2 significant teaching opportunities during the semester. In the case of an unavoidable absence of the teacher, these can be used to cover such absences up to twice. If more than 2 teaching opportunities are offered to the TA, the teacher must be present and provide feedback for these activities. In the case of extended absences (over one week), it is the responsibility of the teacher to inform in writing the chair and program director of their absence and to provide the chair with a proposed substitute. Written approval of the chair is required. These changes are to be communicated to the associate dean prior to extended absences.

2. Syllabus

Teachers are required to provide a syllabus to all students, either on Blackboard or in print, before or during the first class of the semester. A copy should also be provided via hard copy or e-mail to the Undergraduate Program office (marsci@miami.edu for 100-400 level courses) or the Graduate Studies Office (gso@earth.miami.edu for 500 and higher level courses) before the start of the semester in which the course is offered. This is usually coordinated by the appropriate office. The syllabus must contain: i) Course title and number; ii) Teacher name and contact information; iii) Learning objectives and outcomes; iv) Bulletin description of course; v) Text books, and other course expenses; vi) Assessment breakdown and grading scheme; vii) Policies regarding class attendance and missed or late work; viii) A list of topics to be covered.

Teachers must teach according to the syllabus. Revisions to the lecture schedule or to course content can be taken to enhance learning objectives (as described by the syllabus) but should not be done routinely. Flexibility to ensure the material is taught in an effective fashion can be applied. But changes to sequences of lectures or course content during the semester should be conveyed to the students at the first possible opportunity. Substantive changes to the syllabus can occur only with the program director's and department chair's support and the approval of the academic committee and associate dean.

The syllabus, assessments (testing), grading or attendance policy cannot be changed during the semester a course is being taught. On the rare occasion it is necessary (e.g., the University is shut down as the result of a hurricane) instructions issued by the Central Administration should be followed.

By Federal Law (Higher Education Opportunities Act, Textbook Provision), a list of all required textbooks must be provided to students before the course registration period. At UM, this is accomplished by providing the textbook information to the UM Bookstore.

3. University Policies

Excused Student Absences. The teacher must allow each student who is absent for a University-approved reason either the opportunity to make up, or to be excused from, work missed without any reduction in the student's final course grade as a direct result of such absence. The following constitute University-approved reasons for absences (as per UM_CI):

- Participation in an activity approved by the Academic Deans Policy Council, such as musical and debate activity, R.O.T.C. function, or varsity athletic trip; participation in a special academic activity such as a field trip or other special event connected with academic coursework. Verification of a student's participation shall be issued by the sponsor when authorized by the Office of the Executive Vice President and Provost.
- Observance of a religious holy day as described in the Religious Holy Day Policy.

Office Hours. Teachers are expected to post and maintain office hours during which time they will be available to students outside of class. Teachers must also allow e-mail communication through the official media, either via Canelink, Blackboard, or UM e-mail. Teachers are expected to reply to student queries within one week, and preferably much sooner.

Final Exams. Final (cumulative) examinations may not be given during a regularly scheduled class period, and no examination shall be permitted during the reading period. At the graduate level, rescheduling finals is feasible by prior agreement between the teacher and the enrolled students, and with the written approval of the department chair, copied to the program director. See reference UM_CI above for further details. Final exams are graded by the teacher and not by a TA.

Course Cancellation. Classes may be cancelled due to low enrollment, lack of classroom space or for other exceptional reasons. The decision to cancel a class is made by the relevant associate dean, in discussion with the program director and chair.

This Appendix was approved by a secret ballot held at the Faculty Retreat on May 17, 2017.

Appendix C: Procedures for Promotion and Tenure Review at the Rosenstiel School

Background. Due to a hiatus in hiring of new faculty, the issue of the review procedure for tenure track faculty was dormant for a period of time (~2013-2019). Also over this hiatus period, the Rosenstiel School organization was changed from a division to a departmental structure, and new school bylaws were adopted. Review of new faculty that were hired in 2016 proceeded according to procedures from when the School was organized as divisions. At the time of the required mid-term review for these faculty (i.e., to occur in the spring term of the third academic year after the faculty was hired), inconsistencies and lack of clarity in the subsequent review process were identified. To continue with the review process for recently hired and new faculty, there was an immediate need to revise and clarify the procedures for tenure track faculty. At the May 2019 Rosenstiel School faculty retreat, the topic of review procedures for tenure-track faculty was discussed, and votes were cast to formulate a revised calendar of faculty review and to specify the procedures to be followed for all tenure track faculty at the School. The revised procedures were to become an appendix to the existing Rosenstiel School bylaws.

This appendix describes the schedule and procedures of review for all Rosenstiel School tenure track faculty that was approved at the May 2019 retreat. While years of service are based on the academic year (August-May), for the review process we consider the first year of activity to include the time from January 1 to December 31 of the calendar year, depending on the starting date of employment, the first year of review may be longer or shorter than one academic year.

Academic Year

Year 1 – No Review

Year 2 – Fall Semester: Progress Toward Tenure Review.
Material due to Academic Affairs by December 1.

Includes:

- Minimum three-person evaluation committee that includes one member from outside the department. Provides written report to department, and redacted copy of report to candidate, who may choose to respond.
- Vote of eligible tenured faculty.
- Memorandum and recommendation from department chair, includes summary of faculty discussion / vote.
- Summary of teaching evaluations.
- Updated candidate CV.
- Optional: Candidate's written career assessment.

Year 3 – Fall Semester: Candidate meeting with department chair.
Review of upcoming mid-term review (MTR).

Year 3 – Spring semester: UM required MTR (See UM Promotion and Tenure Guidebook).
Material due to Academic Affairs by April 1.

Includes:

- Minimum three-person evaluation committee that includes one member from outside the department. Provides written report to department, and redacted copy of report to candidate, who may choose to respond.
- Vote of eligible tenured faculty.
- Memorandum and recommendation from department chair, includes summary of faculty discussion / vote.
- Memorandum and recommendation from dean.
- Teaching evaluation form, including peer evaluation.
- Updated Candidate CV.
- Scholarly Material Review Certification form.
- Completed DF-15 form and copies of earlier DF-15 forms (if used).
- Peer Citation Review (compiled by Library).
- Current and Pending Grants (compiled by Sponsored Programs Office).
- Optional: Candidate's written career assessment.
- Note: No external letters required by the School for MTR.

Year 4 – Fall Semester: Candidate meeting with department chair.
Review of upcoming fourth year special review.

Year 4 – Spring Semester: Rosenstiel School fourth year special review.
To be completed by April 1.

Includes:

- Minimum three-person evaluation committee that includes one member from outside the department. Provides written report to department, and redacted copy of report to candidate, who may choose to respond.
- Minimum of three external letters solicited by department chair from tenured faculty at other institutions.
- Vote of eligible tenured faculty.
- Memorandum and recommendation from department chair, includes summary of faculty discussion / vote.
- Summary of teaching evaluations.
- Updated candidate CV.
- Peer citation review (compiled by library).
- Current and pending grants (compiled by Sponsored Programs Office).
- Optional: Candidate's written career assessment.

Year 5 – Fall or Spring Semester, optional: Candidate meeting with department chair.
Review of upcoming tenure review.

Year 6 – Fall Semester: UM mandatory Tenure Evaluation.
Material due to Academic Affairs by December 1.

Includes:

- Everything listed in UM MTR, plus
- Minimum of five letters from arms-length external reviewers.
- Completed Reviewer Biosketch Cover Page attached to each external letter.
- Copy of letter template used to solicit letters from arms-length reviewers.

Appendix D: Least Qualifications for Promotion for All Ranks

Least Qualifications for Promotion to

SENIOR LECTURER

Eligibility

Senior Lecturers are expected to have achieved a measure of distinction in their contributions to teaching of the academic program at the School. Full-time lecturers are eligible for promotion to Senior Lecturer typically after five years of service, or at the discretion of the department chair.

Educational Preparation

Candidates shall have received the academic degree appropriate to the assignment of teaching duties or have demonstrably equivalent training or experience in a discipline relevant to the position.

Evidence of Teaching Capability

Promotion to the rank of Senior Lecturer is based primarily on excellence in teaching, with contributions to the curriculum and advising and mentoring a secondary factor. The evaluation of teaching quality will be based on peer review and student evaluations. Publications and other professional activities are not required but may be submitted by the candidate for consideration.

Summary

The title of Senior Lecturer is reserved for individuals who have made substantial contributions to the teaching mission of the school and who have demonstrated their excellence in the classroom through peer review and student feedback.

This version of this section approved by faculty e-mail vote, September 7, 2023

Appendix D: Least Qualifications for Promotion for All Ranks

Least Qualifications for Promotion to ASSISTANT PROFESSOR

Educational Preparation

A Ph.D., or clearly demonstrably equivalent training or experience in a discipline relevant to the position.

Professional Work Experience

Should have demonstrated an ability to undertake and carry out imaginative, original research at the graduate or postgraduate level in a field relevant to the position.

Evidence of Research Capability

Should have produced original and significant research in his or her dissertation, and have prepared research manuscripts that have either been submitted to or accepted by recognized scientific journals using the peer review process.

Evidence of Teaching Capability

Should show promise for teaching courses, graduate or undergraduate, and for supervising graduate students.

Summary

A recent Ph.D. showing considerable promise as evidenced by his or her research (and perhaps teaching), and by letters of support from established, well-known colleagues. Exceptional performance in one area may be used to offset weaknesses in another area.

School Council approved: May 1997

Appendix D: Least Qualifications for Promotion for All Ranks

Least Qualifications for Promotion to ASSOCIATE PROFESSOR

Educational Preparation

A Ph.D., or clearly demonstrably equivalent training or experience in a discipline relevant to the position.

Professional Work Experience

Should have engaged in research and / or teaching at a recognized institution for a sufficient time to have clearly demonstrated promise for achieving a national and international reputation as a leader in his or her field.

Evidence of Research Capability

Should have published several original research papers subject to the peer review process (excluding his or her dissertation research) that have a significant impact on his or her field. Should have demonstrated ability to attract research funding for originally conceived research projects and to carry them to a successful completion.

Evidence of Teaching Capability

Should have successfully taught courses, graduate or undergraduate, and successfully supervised graduate students.

Summary

A researcher and teacher who has clearly demonstrated promise to become a recognized leader in his or her field. Must have demonstrated an ability to obtain research funds in support of his or her own research and students under his or her supervision. Exceptional performance in one area may be used to offset weaknesses in another area.

School Council approved: May 1997

Appendix D: Least Qualifications for Promotion for All Ranks

Least Qualifications for Promotion to RESEARCH ASSISTANT PROFESSOR

Educational Preparation

A Ph.D., or clearly demonstrably equivalent training or experience in a discipline relevant to the position.

Professional Work Experience

Should have demonstrated an ability to undertake and carry out imaginative, original research at the graduate or postgraduate level in a field relevant to the position.

Evidence of Research Capability

Should have produced original and significant research in his or her dissertation, and have prepared research manuscripts that have either been submitted to or accepted by recognized scientific journals using the peer review process.

Evidence of Student Mentoring Capability

Should show promise for supervising graduate students.

Summary

A recent Ph.D. showing considerable promise as evidenced by his or her research (and perhaps teaching), and by letters of support from established, well-known colleagues.

School Council approved: May 1997

Appendix D: Least Qualifications for Promotion for All Ranks

Least Qualifications for Promotion to RESEARCH ASSOCIATE PROFESSOR

Educational Preparation

A Ph.D., or clearly demonstrably equivalent training or experience in a discipline relevant to the position.

Professional Work Experience

Should have engaged in research and / or teaching at a recognized institution for a sufficient time to have clearly demonstrated promise for achieving a national and international reputation as a leader in his or her field.

Evidence of Research Capability

Should have published several original research papers subject to the peer review process (excluding his or her dissertation research) that have a significant impact on his or her field. Should have demonstrated ability to attract research funding for originally conceived research projects and to carry them to a successful completion.

Evidence of Student Mentoring Capability

Should have successfully supervised graduate students.

Summary

A researcher who has clearly demonstrated promise to become a recognized leader in his or her field. Must have demonstrated an ability to obtain research funds in support of his or her own research.

School Council approved: May 1997

Appendix D: Least Qualifications for Promotion for All Ranks

Least Qualifications for Promotion to RESEARCH PROFESSOR

Educational Preparation

A Ph.D., or clearly demonstrably equivalent training or experience in a discipline relevant to the position.

Professional Work Experience

Must possess a national and international reputation as a leader in his or her field. This should be clearly demonstrated through letters or recommendation that are solicited from renowned experts in his or her field. Other means of demonstrating recognition by peers would be invited papers at symposia, invitations to prepare review papers, associate editorships of journals, serving on review panels for government agencies, etc., and election to offices or appointments to committees and societies.

Evidence of Research Capability

Should have a solid national and international reputation for continued publication of scholarly papers which have withstood the criticism of peers. It should be demonstrable through outside references that these publications have had a significant impact on his or her field. Abstracts and short papers which were used for rapid communication of new findings should have been followed up with more substantial publications that were subject to the peer review process. Should have a history of consistent success in obtaining grant awards for his or her research.

Evidence of Student Mentoring Capability

Should have successfully supervised graduate students.

Summary

A scientist having a national and international reputation as a leader in his or her field.

School Council approved: May 1997

Appendix D: Least Qualifications for Promotion for All Ranks

Least Qualifications for Promotion to

PROFESSOR

Educational Preparation

A Ph.D., or clearly demonstrably equivalent training or experience in a discipline relevant to the position.

Professional Work Experience

Must possess a national and international reputation as a leader in his or her field. This should be clearly demonstrated through letters or recommendation that are solicited from renowned experts in his or her field. Other means of demonstrating recognition by peers would be invited papers at symposia, invitations to prepare review papers, associate editorships of journals, serving on review panels for government agencies, etc., and election to offices or appointments to committees and societies.

Evidence of Research Capability

Should have a solid national and international reputation for continued publication of scholarly papers which have withstood the criticism of peers. It should be demonstrable through outside references that these publications have had a significant impact on his or her field. Abstracts and short papers which were used for rapid communication of new findings should have been followed up with more substantial publications that were subject to the peer review process. Should have a history of consistent success in obtaining grant awards for his or her research.

Evidence of Teaching Capability

Should have successfully taught courses, graduate or undergraduate, and successfully supervised graduate students.

Summary

A scientist and teacher having a national and international reputation as a leader in his or her field. Exceptional performance in one area may be used to offset weaknesses in another area.

School Council approved: May 1997