



The UNIVERSITY *of* OKLAHOMA®

Office of the Senior Vice President and Provost

**Policy Approval
School of Geosciences**

Policy Document: School of Geosciences Bylaws

Approved by:

Gerilyn Soreghan, Director, School of Geosciences
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A handwritten signature in cursive script that reads "Sarah Ellis".

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4-28-23 Geosciences Bylaws

Review Cycle:

Annual review; Revision as necessary prior to next unit APR review and in the case of University or College policy changes or other precipitating factors.

The mission and vision of the School of Geosciences **1**

1.1 School of Geoscience Mission Statement (revised 2020): **1**

1. The mission and vision of the School of Geosciences

1.1 School of Geoscience Mission Statement (*revised 2019*):

“Our mission is to provide students with high-quality education and research opportunities within a creative, inclusive, and interdisciplinary environment with an emphasis on fundamental and applied geosciences.”

1.2 School of Geosciences Vision Statement (*revised 2019*):

“The School of Geosciences is a leader in multidisciplinary studies of complex and dynamic geosystems and their impacts on society.”

2. School of Geoscience Faculty Composition and Governance –

2.1 School of Geoscience Governance

The School of Geosciences is a self-governing body operating within the University of Oklahoma. The department makes decisions on curriculum, bylaws, promotion, and tenure in faculty meetings. **All Regular Faculty (defined in the faculty handbook section 3.1.1 as tenured, tenure-track, and ranked-renewable term) with full or partial appointments in the School of Geosciences are entitled to full participation and voting privileges, except in special cases such as promotion and tenure decisions, outlined below.** Research faculty, non-ranked instructional faculty, adjunct faculty, and affiliated faculty do not have voting privileges, but may be invited to attend faculty meetings.

2.2 Faculty meetings

Regular Faculty meetings shall be held monthly during the academic year according to a regular schedule determined at the beginning of each semester. The Director shall provide an agenda for each faculty meeting at least 24 hours in advance. **Votes pertaining to new business that do not appear on the agenda must be delayed until the next faculty meeting.** Each Regular Faculty member shall have one vote. No proxy votes may be cast in faculty meetings. Email votes may be sent to the Director within 48 hours after the meeting in which the vote occurs, unless otherwise specified by the Director, not to exceed 1 week following the meeting. Faculty meetings and votes will follow Roberts Rules of Order, unless otherwise specified. Bylaws can be instituted, amended, or modified by a majority vote of more than 75% of the Regular Faculty members in attendance at the faculty meeting where the vote occurs.

2.3 Eligibility to vote in matters of Tenure and Promotion

- A. The voting faculty for tenure decisions shall consist of all tenured faculty (Associate and Full).

- B. The voting faculty for promotion to associate professor shall consist of all Associate and Full professors (tenured, tenure-track, and ranked-renewable term).
- C. The voting faculty for promotion to full professor shall consist of all Full Professors (tenured and ranked-renewable term).

Eligible faculty members who are absent from the process due to sabbatical, leave, etc are considered “not available”. Only eligible faculty members who participate in the meeting where the tenure/promotion case is considered (either in person or via live electronic communication from offsite) may submit an abstain vote. Faculty who have a conflict of interest due to family relationships or other issues (as documented by the conflict of interest policy, HR, EOO, or the Title IX office) will be marked as “not eligible” and are not permitted to participate in the discussion or to have access to the tenure/promotion files.

In order to have a thorough discussion of the candidate’s tenure or promotion dossier, at least five Regular Faculty members of appropriate rank and tenure status must fully participate in the discussion and vote. If fewer than five Regular Faculty members are eligible and/or available to participate, the Director must work with Committee A and the candidate to identify one or more Regular Faculty (who do not also hold an administrative position on campus) in a related field from another unit on campus to participate in the process and serve as one of the required five participating and voting members.

2.31 Materials to be shared with external evaluators (approved by faculty vote 12-2-22)

While the full promotion and/or tenure dossier will be evaluated internally by the eligible faculty, only a subset of the dossier materials will be shared with the external evaluators. The following dossier components will be collated into a single file and shared with external evaluators:

- 1) Offer letter, MOU, or other description of the candidate’s effort distribution and any other specific job expectations.
- 2) The applicable School of Geosciences Tenure and Promotion Criteria
- 3) Research Statement*
- 4) Teaching Statement*
- 5) Service Statement*
- 6) Curriculum vitae
- 7) 2-4 peer reviewed manuscripts of the candidate’s choosing. The publications should be published or accepted for publication and have been published during the pre-tenure probationary period or during the candidate’s time at their current rank (assistant or associate).

*Research, Teaching, and Service Statements should be less than 15 pages, combined.

2.4 Graduate Faculty

Regular faculty, research faculty, and affiliate faculty within the School of Geosciences, who are actively involved in research/creative activity may be also be appointed to the graduate faculty as a Regular Member of the graduate faculty, with privileges defined by the graduate college.

The School of Geosciences may also ask the graduate college to appoint individuals who are not employed by the University of Oklahoma as Special Members of the graduate faculty in the School of Geosciences if there is a critical need for their skill, knowledge, and/or experience that cannot be filled by the existing Graduate Faculty. Special Members may not chair graduate committees or serve as the Graduate College Representative of dissertation committees (Appendix D).

Graduate faculty status shall be granted by majority vote of the Graduate Faculty Committee (composed of all Graduate Faculty who are also Regular Faculty) within the School of Geosciences and is granted for a five-year period with possibility of renewal, or throughout the duration of the completion of a specific graduate project in compliance with regulations from the Graduate College if they serve on or chair a graduate committee. All graduate faculty are expected to meet or exceed the expectations for graduate advisors described in the School of Geoscience's Graduate Expectations document (Appendix E). Graduate Faculty status may be revoked by a majority vote of the Graduate Faculty Committee prior to the end of the term if the graduate faculty member is not meeting the expectations described in the School of Geoscience's Graduate Expectations document.

2.5 Research faculty

Research faculty is defined in the faculty handbook section 3.5.3, and consists of individuals that are primarily engaged in research activities. A research faculty position is non-tenure track, term appointment whose compensation is generated by grants and/or contracts. Research faculty status does not confer Graduate Faculty status, unless separately evaluated by the Regular Faculty with full or partial appointments in the School of Geosciences, following the guidelines in section 2.4 in this document. Research faculty do not engage in teaching activities unless they also hold adjunct status. The term of research faculty is subject to the availability of grant, contract, or bridge funding. Research faculty do not have voting privileges in the department.

2.6 Adjunct faculty

Individuals with the qualifications and experience necessary to teach one or more courses that are needed to meet the instructional needs of the School can apply to be adjunct faculty in the School of Geosciences. The Regular Faculty with full or partial appointments in the School of Geosciences will evaluate the applicant and will vote to confer adjunct faculty status for a term of 3 years (unranked or at rank conferred by home department). Adjunct faculty terms may be renewed by a vote of the Regular Faculty without re-application. Adjunct faculty status does not confer Graduate Faculty status, unless separately evaluated by the Regular Faculty following the guidelines in section 2.4 in this document. Adjunct status is not required for PhD students and post-docs to independently teach undergraduate courses; however, Committee A must approve such teaching assignments. Adjunct faculty do not have voting privileges in the department.

2.7 Affiliate faculty

Regular faculty, research faculty, and state survey professionals who do not have full or partial appointments within the School of Geosciences, but who have a PhD + at least 2 years professional experience and are employed at OU, whose scholarly interests align with the School of Geosciences mission and vision, may be appointed as affiliate faculty within the School of Geosciences. The Regular Faculty with full or partial appointments in the School of Geosciences will evaluate the applicant and will vote to confer affiliate faculty status for a term of 5 years (unranked or at rank conferred by home department). Affiliate faculty status does not confer Graduate Faculty status, unless separately evaluated by the Regular Faculty with full or partial appointments in the School of Geosciences, following the guidelines in section 2.4 in this document. Affiliated faculty who do not hold a Regular Faculty position in another unit may not engage in teaching activities unless they also hold adjunct status. Affiliate faculty do not have voting privileges in the department.

2.8 Emeritus Faculty Titles

A Regular Faculty member who retires and expresses a desire to maintain a professional affiliation with the School can request emeritus status. The emeritus title indicates retirement in good standing, following a career in which the faculty member has made long-term, positive contributions to all three aspects of the University's mission: teaching, research, and professional service. The Regular Faculty of the School will vote to determine whether or not to nominate a faculty member for emeritus status, and if so, request support from the dean. The emeritus title is granted only by the University of Oklahoma Regents upon recommendation of the President of the University. If granted, the designation will be listed without any additional faculty rank (such as "Assistant" or "Associate") except that distinguished professor titles shall be retained. Emeritus faculty status does not confer Graduate Faculty status, unless separately evaluated by the Regular Faculty following the guidelines in section 2.4 in this document.

Pending space availability, emeritus faculty may have access to an office or a shared office with other emeritus faculty. Emeritus faculty who continue to conduct research and publish (~one paper per year, or an active book project), may request an individual office, pending space availability. Emeritus faculty are encouraged and welcome to attend School activities (colloquia, defenses, research symposia, graduation, social events), and interact with and informally mentor students, attend alumni events, etc., but are also expected to follow School, College, and University guidelines and expectations.

In extraordinary circumstances, emeritus faculty who maintain active, externally funded research programs that require lab space should discuss facility needs with the Director and Committee A. If an arrangement is possible, the Director will work with Committee A and the emeritus faculty member to generate a memorandum of understanding regarding the allocation of lab and office space commitments, and a timeline for reassessing the need for space. Granting of such space comes with the understanding that the activities align with and contribute to the mission of the

School and will not require financial support from the School. As external funding and personnel decrease, the facility allocations will decrease commensurately.

3. Role and Selection of School of Geosciences Director

The responsibility, expectations, evaluation, selection, appointment/reappointment, and adjudication of Faculty Grievance concerning the Director shall follow the university policy as defined in the Faculty Handbook section 2.8.2.

3.1 Responsibilities

The Director provides leadership and represents the School of Geosciences at College, University, and public functions. The Director has overall financial responsibility for the School's accounts. The Director is responsible for recruiting faculty and staff and handles all personnel matters in consultation with the Committee A, faculty, staff, and students as appropriate. The Director oversees faculty evaluations and tenure/promotion procedure, works with Committee A to make recommendations to the Dean concerning merit raises, and provides an explanation of the basis for raises to the faculty. The Director oversees the operation of the School of Geosciences office. The Director or an assigned signatory is also responsible for authorizing all proposals for external funding submitted through the School.

3.2 Term and Selection Procedure

The Director of the School of Geosciences will be a tenured faculty member within the School and hold a 12-month appointment during the duration of their 4 year term as Director. At the end of the 3rd year, Committee A will discuss with the Director if they are willing to serve another term. If the Director expresses an interest in continuing in the role for a second term, Committee A shall convene a special meeting of the Regular Faculty, without the Director present, to discuss and vote whether or not to recommend the reappointment of the Director and transmit the Regular Faculty's recommendation to the Dean. If the Dean does not concur with the faculty's recommendation, the Dean will meet with the School's Regular Faculty to discuss reasons for disagreement. However, the final decision for reappointment shall be made by the Dean.

When a new Director is required, the School's Regular Faculty shall meet with the Dean of the College to discuss the needs and expectations of the School as they relate to the appointment of a new Director, the role of the Director, and the type of search (i.e., internal or open to both internal and external candidates) that most likely will assure that an appropriate candidate is recommended. Internal candidates are herein restricted to tenured Regular Faculty of the School of Geosciences at the time of the search. If an internal search is conducted, internal candidates must be sponsored by at least two current Regular Faculty who are themselves neither candidates nor sponsoring another candidate in the search. Internal candidates applying to an open search need not be sponsored.

Following the meeting with the Dean, the School's Regular Faculty will discuss whether the search for a new Director should be limited to internal candidates or advertised as an open search. The Regular Faculty will vote whether or not to recommend an open search to the Dean.

If an internal search is preferred, the Regular Faculty will evaluate the sponsored internal candidates and vote to recommend an internal candidate to the Dean. If the Dean does not concur with the School's Regular Faculty recommendation, the Dean will meet with the School's Regular Faculty to discuss reasons for disagreement. However, the Dean's decision will be final and must be consistent with the University's Affirmative Action policies.

For open searches, a search committee will be formed consisting of elected School Regular Faculty members, one or two students reflecting undergraduate majors and graduate students to the extent appropriate, and members appointed by the Dean, including one current school/department director/chair. Elected School Regular Faculty shall constitute the majority of the search committee. The search committee will review applications and, in consultation with the School's Regular Faculty, will recommend to the Dean the candidates for on-campus visits. After the campus visits, both the search committee and the Regular Faculty will rank the acceptable candidates and recommend them to the Dean. The Dean will forward his/her recommendation to the Senior Vice President and Provost. The OU-Norman campus Senior Vice President and Provost will approve all appointments of School's Director prior to submission to the President's Office and the OU Board of Regents.

4. Composition and Role of Committee A

Committee A consists of the Director of the School of Geosciences and two elected members of the Regular Faculty, as defined in the faculty handbook section 2.8.2. The elected members of Committee A member serve staggered two-year terms, with one position to be elected annually. Terms begin on the day following the end of the Spring semester. All Regular Faculty members are eligible to serve on Committee A; however, it is expected that Committee A will consist of Associate and Full professors due to the significant service load. A faculty member who is to be evaluated for tenure and/or promotion decisions during their two-year term must recuse themselves from all Committee A tenure and promotion discussions during the term in which their case is considered. The Regular Faculty will elect an additional eligible faculty member to serve as a voting member of Committee A for that term, only as pertains to tenure and promotion issues.

Committee A is responsible for advising the Director and Dean on administrative matters affecting the School of Geosciences. This includes strategic planning (including endowed chair/professorships, space allocations, and new faculty hire requests), budget requests/allocations, faculty evaluations (including annual progress toward tenure letters and post-tenure reviews), tenure and promotion matters, and increases in salaries of faculty. Committee A is also available to mediate concerns or issues raised by students or faculty as needed.

5. Regular Faculty Searches and Appointments

The Director and Committee A will work with the Regular Faculty to regularly assess the teaching and research needs of the School. When the School determines that there is a need for a new Regular faculty member, the Director will appoint an ad hoc committee to draft a Regular Faculty Recruiting Application (RFRA) requesting permission to search for a new Regular faculty position. If the RFRA is approved, the Director will name a search committee comprising of a Chairperson and two or three other Geosciences faculty members, one graduate student from

the School of Geosciences, and one outside faculty member from another unit on campus. To minimize systemic biases that can influence judgement in the faculty hiring process, a majority of the committee members must participate or have participated in diversity training for search committees provided by the university.

The search committee to replace a regular faculty member is responsible for drafting the job ad, with input and final approval from the Regular Faculty, advertising the position, soliciting applications, keeping a list of all those contacted, screening applicants, and nominating several (normally three to four) candidates to visit the department, give seminars, and be interviewed by students, staff, faculty, and appropriate members of the College and University administration. The search committee will present their nominees and their application documents to both the Regular Faculty and the College diversity officer for evaluation and approval prior to inviting candidates to visit.

The chair of the search committee will be appointed by the Director of the School of Geosciences; any faculty member of the School of Geosciences, regular or ranked term, is eligible to serve on the search committee, along with outside regular faculty at OU. In extraordinary circumstances, Committee A may appoint a minority of members who are non-faculty to the committee.

Search committee members, and any other regular faculty members, must declare as soon as possible the existence of any known or potential conflicts of interest to the Director and Committee A. A “conflict of interest” may include but is not limited to a current or within-5-years graduate advisor/advisee relationship, a current or within-3-years post-doctoral mentor/mentee relationship, a current or past family or in-law relationship, or a current or past business/investment relationship. In the case of conflict, the reported conflict must be addressed and resolved by the Director and Committee A. Otherwise, all Regular Faculty may have access to and evaluate all document the full applicant pool.

Committee A may appoint a replacement to the search committee for a member or chair that has a conflict of interest or in other unforeseen circumstances. Faculty cannot participate in search committees while on leave or sabbatical.

During the interview process, Regular Faculty are expected to interact with the candidates through individual meetings, campus tours, colloquia, teaching demonstrations, and/or meals whenever possible. Once all the candidates have visited campus, the Regular Faculty will meet to discuss the candidates and 1) determine if any of the candidates are unacceptable, then 2) rank the remaining candidates in order of preference. The Director, unless compelling reasons dictate otherwise, will recommend the person preferred by the faculty. The search committee must follow all of the guidelines that are proscribed by the Provost and shall adhere to policies determined by the Office of Equity and Diversity at the University. Only Regular Faculty members vote on hiring, retention, and promotion decisions concerning Regular Faculty. If a candidate is to be hired at a rank greater than assistant professor or with tenure, the faculty will adhere to the voting guidelines in section 2.3.

6.0 Standing Committees

The School Director shall appoint such standing committees as are required for School operation. The School Director shall appoint the Committee Chairs. Committee chairs shall be appointed for approximately one year but may be renewed until discharged by the School Director. Currently School committees include:

6.1 Communication Committee: A committee of faculty and staff will be appointed by the Director to maintain and update the School of Geosciences website and provide feedback on other promotional materials distributed by the School and College.

6.2 Faculty Recognition Committee: A nominating committee will be appointed by the Director to seek out nominations for both internal and external faculty awards. The Faculty Recognition Committee will work with faculty, students, and staff to assemble the nomination packages and solicit letters of support as needed. If necessary, the Faculty Recognition Committee will consult with the Director and Committee A to prioritize nomination efforts.

6.3 Undergraduate Studies Committee (USC): The Director appoints the Undergraduate Studies Committee. Committee membership is normally the USC Chair, four or five Regular Faculty members drawn from both School of Geoscience Faculty and the School's Academic Programs Coordinator. Committee members shall be appointed for approximately one year but may be renewed until discharged by the School Director.

This committee has jurisdiction over undergraduate majors and the undergraduate academic program. The responsibilities of the USC include consideration and recommendations to the faculty about changes in undergraduate course requirements and curriculum. In addition, the USC sets out changes to the Undergraduate Assessment form used by the School and recommends changes to the faculty at large. Any curricular or assessment changes that pertain to the undergraduate program must be presented to the department for discussion and a final vote. Changes are 'accepted' by simple majority of a quorum of the School's Regular Faculty.

Note that although the USC may request to see a new course proposal submitted by faculty, it cannot prevent its submission to the University's Academic Program Council for consideration as a university course. However, the USC must review any course proposed for inclusion in a major program, minor program, concentration, or certificate as part of their responsibility for oversight of programmatic changes to degrees.

Graduate Studies Committee (GSC): The Director appoints the Graduate Studies Committee. Committee membership is normally the GSC Chair, four or five faculty members drawn from both School of Geosciences faculty and the School's Academic Programs Coordinator. Committee members shall be appointed for approximately one year but may be renewed until discharged by the School Director.

The GSC has jurisdiction over graduate admissions, graduate students, and the graduate academic program, except where University rules give individual dissertation committees such

control. The GSC considers and recommends to the faculty changes in department-wide course requirements and curriculum for graduate degrees. In addition, the GSC sets out changes to the Graduate Assessment form used by the School and recommends changes to the faculty at large. Any curricular changes that pertain to the graduate program or assessment must be presented to the department for discussion and a final vote. Changes are 'accepted' by simple majority of a quorum of the School's Graduate Faculty.

The GSC is also responsible for facilitating a functional and equitable admissions process. This includes reviewing and evaluating all applications, ranking for admission or denial, financial aid or denial, and may include communicating with applicants. GSC decisions constitute recommendations to the School Director on which applicants should be admitted to the graduate program and offered financial aid.

Graduate student TA support:

Subject to availability of School funds, each regular faculty member is eligible for one full TA (0.5 FTE) every two years. These funds can be used to provide full (four semesters of) support for a standard M.S. student (i.e., a "freebie" student) or two years for a PhD student if the advisor pledges two years (four semesters) of support for the student (i.e., a "50/50" student). Shared (50/50) support for additional MS and PhD students is negotiable, pending availability of funds and equity of distribution amongst the research-active faculty. Special consideration may be given to tenure-track faculty who are pre-tenure. Affiliate faculty members are not eligible for TA funding through the School of Geosciences.

School support for a TA appointment includes the cost of fringe benefits but does not cover fees. TAs are eligible for tuition waivers for the semesters they are appointed at 0.5 FTE (standard appointment).

7.0 Standing Appointments

The Director shall designate standing appointments as are required for School operation. Appointments shall be made for one year, but may be renewed until discharged by the Director. Currently School of Geosciences standing appointments include:

Graduate Liaison (GL):The Graduate Liaison is an administrative position that is held in addition to a faculty member's regular teaching, research, and service duties. The Graduate Liaison is the interface between a program and the Graduate College. The Liaison performs administrative functions for the School of Geosciences such as reviewing and signing students' programs of graduate work before they are submitted to the Graduate College and submitting petitions on behalf of students.

Research Liaison (RL): The Research Liaison is the School's representative to the Research Liaison Program run by the Office of the Vice President for Research. The Director appoints the Research Liaison from all Regular Faculty. Research Liaisons serve as a resource within the academic program for communicating to faculty and students and answering

questions regarding research opportunities, policy changes, and other information provided by the OVPRP; serve as a resource to the OVPRP regarding departmental research capabilities and plans; and provide input to the OVPRP on other issues related to organized research and creative activity.

Degree Assessment Officers: The University of Oklahoma Office of Academic Assessment (OAA) is charged with promoting student learning and overall success by fostering good assessment practices across all academic programs at OU. As part of its mission, the OAA conducts Program Assessments of every individual undergraduate (BS) and graduate degrees (MS and PhD) in every department and school on an annual basis. Each department and school is tasked with developing internal program outcomes, conducting assessments of degree, and reporting results.

In the School of Geosciences, Program assessment outcomes were originally developed by the Director and inaugural UAO and GAO and recommended to the faculty. Recommendations to the general faculty for modifications to these program outcomes are made by the Undergraduate and Graduate Studies committees (see above). Assessment is divided by undergraduate and graduate programs and assigned to an officer to complete in compliance with OAA guidelines and practices.

Undergraduate Assessment Officer (UAO): The UAO is responsible for assessing the Bachelor of Science degree in Geology and the Bachelor of Science degree in Geophysics. The Director makes an appointment from all Regular Faculty in School of Geosciences.

Graduate Assessment Officer (GAO): The GAO is responsible for assessing the Master of Science degree in Geology, the Masters of Science degree in Geophysics, Doctor of Philosophy degree in Geology, the Doctor of Philosophy of Science degree in Geophysics. The Director makes an appointment from all Graduate Faculty in School of Geosciences.

8.0 School of Geosciences Ad Hoc Committees and Appointments

The Director will work with Committee A to determine which ad hoc committees are required to support the operations of the School. The Director will appoint members and chairs as appropriate. School of Geosciences Ad hoc committees and appointments will be re-evaluated at the beginning and end of each academic year.

9.0 Bartell Field Camp Director (approved by faculty vote 10/29/2021)

9.1 Responsibilities and Compensation

The Bartell Field Camp Director is responsible for

The Field Camp Director is responsible for leading the summer field schools, as well as maintaining and staffing the camp. This includes leading curriculum development and teaching efforts for; developing and implementing field camp policies and procedures, including updating the emergency response plan (ERP); recruiting, hiring, and supervising the faculty, teaching assistant(s), and cooking/cleaning staff needed to operate the summer field courses; recruiting and admitting students, as well as awarding scholarships as appropriate; facilitating rental arrangements with other schools, departments, and groups when the camp is not being used for

School of Geoscience activities; coordinating and/or performing routine and emergency maintenance of all facilities and access points to the facilities at the camp; and working with School of Geoscience Director and staff to responsibly manage field camp funds.

The Bartell Field Camp Director will receive an annual stipend in addition to the standard faculty compensation for teaching during field camp.

9.2 Term and Selection Procedure

The Director of the Bartell Field Camp will be a regular faculty member within the School and will be appointed for a 4 year term as Field Camp Director. At the end of the 3rd year, Committee A will discuss with the Field Camp Director if they are willing to serve another term. If the Field Camp Director expresses an interest in continuing in the role for an additional term, the Director of the School of Geosciences shall consult with the Regular Faculty, without the Field Camp Director present, to discuss and vote whether or not to recommend the reappointment of the Field Camp Director. The final decision for reappointment shall be made by Committee A.

When a new Field Camp Director is required, the School's Regular Faculty shall meet to discuss the appointment of a new Director, the role of the Director, and how to conduct a search (i.e., internal or open to both internal and external candidates) that most likely will assure that an appropriate candidate is recommended. If an internal search is preferred, the Regular Faculty will evaluate internal candidates and vote to recommend an internal candidate to Committee A; the final decision for appointment shall be made by Committee A. If an external search is preferred, the School of Geosciences will follow the guidelines for Regular Faculty Searches outlined in section 5.0 of this document.

10. Field Trip Planning and Support

The School of Geosciences may provide funding for course field trips, pending available funds. Priority will be given to required courses and trips that make efficient and effective use of funding. Organizing faculty member(s) must first submit a budget and safety plan well in advance of the field trip date. No travel arrangements may be made (including asking students to purchase plane tickets) until the Director has approved a budget and safety plan for the trip. Budget and safety plan templates or examples will be available to all faculty.

Appendix A. Faculty Roles and Responsibilities (approved by School of Geosciences Faculty 2019)

In order to encourage faculty to fulfill their responsibilities and obligation as members of the School of Geosciences, this document aims to remind faculty of their minimal responsibilities as outlined by University (Faculty Handbook) and School (By Laws) policies. This document arises from discussions that occurred at the NAGT Workshop held 05/2019 and is an effort to continue developing the School of Geosciences as a vibrant and collaborative School. The School's mission statement, combined with the above goals, requires robust faculty participation in all areas: teaching, research, and service. The School of Geosciences provides significant support to all faculty members, including current policies such as 50/50 student support and a sponsored MS student. Highlighted below are areas/policies of recent concern:

- Faculty should attend a majority of School events. These include student research events, semester social events/picnics, and award ceremonies (with the understanding of occasional absences owing to family obligations, research, field trips, professional service, etc).
- Faculty should attend a majority of departmental colloquia and encourage student attendance.
- Faculty should attend all faculty meetings.
- Faculty are expected to attend convocation (Faculty Handbook Sec 3.27).
- Faculty should not miss classes for reasons outside of emergencies, research opportunities, university-related service, and professional duties. Absences for outside employment and consulting of more than a week when classes are in session will require prior written approval of the Senior Vice President and Provost (Honoring our Commitment to Our Students University Policies Regarding Instruction Sec 4.19, Sec 5.7). In addition, in order to meet their teaching responsibilities, faculty must make every effort to be available (in person) to students during the academic year.
- Faculty must adhere to Dead Week policies (Honoring our Commitment to Our Students University Policies Regarding Instruction Sec 4.10).
- Faculty that received (are currently receiving) state/university/school support for field and laboratory equipment should make that equipment, and expertise, available for student research project use, assuming appropriate training, as a part of furthering OU's educational mission. If costs are associated with equipment use, an appropriate fee policy and schedule may be implemented.

TENURE AND PROMOTION POLICIES

Approved by Faculty Vote on March 19, 2021, Approved by Provost's Office May, 2022

PREAMBLE

The University of Oklahoma hires faculty in support of its mission "...to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society" and its purpose—"We change lives."

Explicit in these statements is the paramount obligation of faculty to the education of our students, and by extension, to the students themselves, that is accomplished through positive impact on, ethical interactions with, and effective mentoring and instruction of students. Research and creative activities, and service contribute to student education because it is through these that faculty advance and model the knowledge and skills they transmit to students, as well as define, further, and promote the disciplines that the students will pursue and to which students will contribute in turn.

In order to be recommended for tenure and promotion, a faculty member must present evidence of 1) effective teaching and mentoring, 2) scholarly, impactful and durable achievement in research, and 3) initial engagement in and potential to increase enriching, practical intramural and extramural service that are aligned with the specific expectations outlined in this document.

In all matters related to promotion and tenure, the School of Geosciences will carefully follow and adhere to the *Faculty Handbook* and the *Provost's Call for Tenure and Promotion Recommendations*. The standards, criteria, and processes presented in this document are intended to supplement and/or extend those policies.

Tenure and/or Promotion to Associate Professor

The act of hiring faculty to join the School of Geosciences is an affirmative statement by the current faculty that the new member has demonstrated the potential to meet all of the expectations outlined below.

Implicit in hiring is the establishment of a contract with the new member that is every bit as strong and binding as the faculty's collective obligation to students and university; this contract requires the School of Geosciences to actively promote the belonging and emotional and academic growth of the new member in the School and at the University of Oklahoma.

Therefore, each new faculty member is entitled to expect from the School of Geosciences that during their 5-year (or as otherwise defined in their offer letter) path to tenure and/or promotion consideration, the faculty member will:

1. receive annual progress-to-tenure or -promotion letters from the School's Committee A outlining both general performance and specific areas of success and/or concern. Suggestions for achieving successful progress should be included.
2. receive from Committee A, or their designate, in-person, in-class teaching assessments with a written summary twice in different courses taught during years 1-3 and twice in different courses taught during years 4-5. These assessments will be made in semesters and courses (but not necessarily on days) mutually agreed to in advance by the candidate and assessor, and the letters of progress toward tenure or promotion in those years will include comments on those observations. The candidate will be expected to respond to these comments—specifically how they were or were not addressed—in their tenure or promotion narrative.
3. be provided, on request to Committee A, additional in-person in-class teaching assessments (up to one per year per candidate, on a day mutually agreed to by candidate and assessor) by a current tenured faculty member; comments from candidate-initiated assessments will not be included in progress-to-tenure letters. A candidate may informally ask any OU faculty member to sit in on a class if approved by Committee A ahead of time and resulting assessor comments need not be submitted to Committee A.
4. be assigned a formal faculty mentor with whom they will meet at least once per year through their path to tenure or promotion consideration. The goal of this mentorship is to aid the candidate in advancing to tenure and/or promotion and in identifying successes and navigating obstacles. To promote open communication and positive outcomes, the

mentor/mentee discussions will not be summarized or in any way documented and/or otherwise disclosed to Director, Committee A, or other OU staff/faculty. The mentor could be from Geosciences, or another unit as appropriate/desired.

The failure on the part of the School of Geosciences to meet the above four expectations may support the determination of a “failure of process” by the University of Oklahoma Campus Tenure Committee.

While many faculty enter the School of Geosciences as tenure-track Assistant professors, some may hold non-tenure track ranked-renewable term positions, or enter at the rank of Associate professor without tenure. While the criteria outlined below are commonly utilized for tenure and promotion concurrently, they may also be applied for either tenure or promotion separately, as appropriate. Ranked renewable term faculty are encouraged to follow a similar timeline for promotion to Associate and Full Professor as that expected for tenure-track faculty. Similarly, while the most common workload distribution for tenure-track assistant professors is 45% research, 45% teaching, and 10% service, both tenure-track and ranked renewable term faculty may hold different workload distributions (determined through mutual agreement by the candidate and committee A). In these cases, the expectations for tenure and/or promotion shall be adjusted accordingly.

Teaching Criteria

Commitment to teaching at all levels and demonstrated teaching effectiveness are necessary conditions for tenure or promotion. The School will consider all the information it can obtain about the quality of the candidate's teaching, including student survey responses, written evaluations by majors and graduate students, peer evaluations, teaching awards (if applicable), and letters from alumni. The candidate is also encouraged to provide any other evidence about quality of teaching--for example, self-evaluation statements, course syllabi, tests or assignments, additional resources, etc. The candidate's work in successfully advising and mentoring undergraduates, graduate students, and postdocs, as well as serving on M.S. and Ph.D. committees is also considered part of teaching and plays an important role in the overall assessment of the candidate.

The factors that contribute to quality teaching are many and varied. The following is a non-comprehensive list of some factors that will be taken into account in evaluating the candidate's teaching, if information is included in the candidate's dossier. (It is not expected that a candidate will have achieved everything, or even most things, on the list. It is provided simply to indicate what sorts of accomplishments will count toward a positive teaching evaluation.)

- Development of new, discipline-appropriate courses, teaching materials, and pedagogical methods/techniques
- Preparation to teach a class one has never taught before

- Course syllabi, schedules, and other evidence of effective planning, preparation and conducting of courses at the appropriate level of instruction
- Development of cultural competency in the classroom
- Positive student evaluations and/or other student feedback
- Positive peer review of teaching covering preparation, materials, student engagement, etc.
- Response to student and peer feedback to strengthen teaching.
- External and internal teaching awards and honors
- Employment of evidence-based high-impact teaching practices (e.g. active learning, project-based learning, writing-enriched courses, field experiences, community-engaged or service learning)
- Provision of professional/career advising and mentoring of students and former students at all levels
- Updating and/or diversifying syllabi, course readings, and/or other materials for a class.
- Teaching classes with high enrollments and/or high intrinsic grading demands
- Demonstrating willingness to teach according to School needs
- Participation in professional development activities related to teaching
- Teaching consultation involving a class visit for either a colleague or a graduate student
- Current and former student successes achieved, in part, through mentorship, including student authorship of peer-reviewed manuscripts
- Timely progress of graduate advisees towards completion
- Membership on graduate committees
- Effective supervision of theses and dissertations
- Advising and supervising undergraduate research projects.

Research Criteria

The primary measure of a scholarly research record is the quality, quantity, and impact (significance of the work on our knowledge of geoscience and related disciplines) of the candidate's publications and other peer-reviewed scholarship products. Over the period of evaluation, the candidate should meet or exceed expectations in terms of peer-reviewed scholarship products. A candidate is also expected to generate, after the first years of an entry-level appointment, sufficient research funding to sustain a research program.

The factors that contribute to the quality and impact of scholarship are also many and varied. The following is a non-comprehensive list of factors that will be taken into account in evaluating the candidate's research. Faculty are expected to provide evidence of each of these components.

- Publications in refereed journals are the most common product of scholarship in the Geosciences. While quantity is important, the emphasis is on the *quality and durability* of publications. Additional modes of peer-reviewed scholarship, including books, public reports, or other media will also be considered.
- Procuring funding for research. Funding obtained through external, *peer-reviewed* funding programs is especially valued as it signals that the scholarship is viewed by peers as both high quality and likely to be impactful.

- Evidence of both leadership and collaboration in research. Leadership roles in manuscripts, either as the lead author or co-author with direct student- or postdoc advisees, are highly valued. The School of Geosciences also values collaborative and transdisciplinary scholarship. Therefore, the candidate's role in research products led by others will also be considered, with the expectation that candidates will demonstrate the ability to both lead projects and also collaborate with colleagues internal and/or external to OU, as evidenced through co-authorship.
- Demonstrated impact of scholarly work. Impact may be demonstrated through a variety of evidence, e.g. letters from external reviewers, invited talks, written feedback from community partners, colleague engagement with the candidate's scholarship, patents, and media engagement (interviews, etc.). Citation indices, H- and Impact Factors are numerical abstractions (with known biases), and alone are insufficient evidence of the significance and durability of a researcher's 'impact' on the field.

Service Criteria

Successful candidates for tenure and/or promotion will have shown a capacity and willingness to perform effective intramural and extramural service, at a level appropriate for their rank and workload distribution. The following provides a non-comprehensive list of some activities and factors that will be taken into account in evaluating the candidate's service. (It is not expected that a candidate will have achieved everything, or even most things, on the list. It is provided simply to indicate what sorts of accomplishments will count toward a positive assessment of service efforts)

- Formal and informal mentoring and advising of colleagues, both internal and external to OU.
- Efforts toward positively impacting diversity, equity, and inclusion within our field, school, college and university.
- Evidence of engagement in activities associated with the successful operations of the School of Geosciences, for example consistent participation in shared governance (e.g., faculty meetings and retreats), strategic planning, student recruitment, commencement, alumni interactions, awards ceremonies, and other events.
- Participation in professional development activities aimed at strengthening community engagement; diversity, equity, and inclusion efforts; and professional service.
- a list of elected or appointed School, College, or University committee assignments or other service roles and information regarding the candidate's contributions within these assignments.
- a list of professional service responsibilities, such as editor, referee, panelist, judge, or office- holder, and description of the candidate's contributions within these roles.

- a list of local community/outreach services as a speaker, educator, blogger, podcaster, consultant, evaluator, advisor, planner, etc. and description of the candidate's contributions within these roles.
- a list of national or international or other commissions, advisory boards, or agencies on which the candidate has served, and description of the candidate's contributions to these bodies

While many of these activities should be included on the candidate's CV, the context and impact of their contributions may be further discussed in their narrative statement. Further evidence of faculty contributions and their impact within these areas, including written communication from community partners, mentees, and professional organizations; documents, resources, or policies created; awards or citations; etc., may also be included in the dossier.

Promotion to Full Professor

In order to be recommended for promotion to the rank of Professor, a faculty member must demonstrate high levels of achievement in teaching, research, and service as defined above. Except for those cases of initial appointment at the rank of Professor, candidates should have at least five years of service at the Associate Professor rank before being recommended for promotion to Professor. Achievement in both undergraduate and graduate teaching and mentorship is expected for promotion to Professor. The high level of research achievement includes, in addition to the attributes described above, earning a well-established, widespread reputation for research and/or scholarship and innovative contributions to the advancement of geoscience and/or transdisciplinary scholarship. This is demonstrated through recognition by external leaders in the candidate's discipline that the candidate has made impactful and durable contributions to research that would merit promotion to full professor at peer institutions. Candidates recommended for full professor should also have made major and sustained service contributions to the School, University, and/or external bodies in addition to other aspects of service defined above.

Initial Appointment with Tenure

Senior faculty members may be appointed to the University with tenure. In such cases, a tenure dossier will be prepared and evaluated by the School faculty as outlined above for all other candidates. Teaching, research, and service will be judged on the basis of the candidate's

performance at other institutions. If there is no previous record of teaching, research or service at a previous institution, the candidate will not be considered for immediate tenure, and instead be subject to a minimum of two-years' probationary period. External reviewers will be asked to pay special attention to these requirements.

Joint Appointments

Candidates for tenure and promotion whose lines are divided with another unit of the University are evaluated by standards that vary widely, depending on the policies adopted by the participating units. The Director and Committee A shall therefore, in conjunction with the chair and Committee A of the other unit, provide specified evaluation, promotion, and/or tenure policies and procedures in the initial letter of joint appointment.

Policy for Promotion of **Ranked Renewable Term Faculty**

Approved by School of Geology and Geophysics February 2010

Ranked renewable term faculty members in the School of Geology and Geophysics are eligible for promotion as outlined in the Norman Campus Faculty Handbook.

The ranked renewable term faculty members will be evaluated for promotion based on the effort percentages (teaching, research, and service) agreed upon when they were hired and the guidelines provided in the Tenure and Promotion Guidelines. For example, if the school and a ranked renewable term faculty member agree that he/she will be evaluated and reviewed like tenured or tenure-track faculty members (45-45-10; teaching, research, and service for assistant professors), then promotion to the associate level will be based on the criteria for promotion in the Tenure and Promotion Guidelines document.

Ranked renewable term faculty will be afforded all the rights of tenured or tenure-track faculty members in the school except that they will not participate or vote on tenure decisions. The ranked renewable term faculty members will be evaluated yearly based on the effort percentages (teaching, research, and service) agreed upon when they were hired (or modified at a later date). A ranked renewable term faculty members' effort distribution may include teaching, research, and service in any combination that is consistent with the needs of the school, college, and the university.

¹These recommendations must comply with the Faculty Handbook.

Faculty Annual Evaluation System
Approved by faculty vote on January 20, 2023

This evaluation system was designed with three primary goals in mind:

- A) Clearly communicate the expectations for faculty work across teaching, research and creative activities, and service within a flexible and inclusive framework that encourages faculty to engage in activities that best suit their scholarship and career goals.
- B) Reward activities that align with the School of Geoscience, MCEE, and broader OU goals.
- C) Recalibrate evaluation scores so that the expected outcome for most faculty is “meets expectations.”

The evaluation framework in each area (Teaching, Research and Creative Activities, and Service) contains two components:

- 1) a list of valued contributions/activities and
- 2) a rubric that is used to translate a faculty member’s demonstrated contributions/activities into an integer evaluation number.

While the lists aims to be inclusive of diverse contributions, additional activities may also be valued in each area. Faculty members are encouraged to consult with Committee A and regarding activities not included in the current list.

The rubric is also intended to be flexible and inclusive of diverse faculty activities. However, in some cases there are one or more core contributions that must be present in order to meet or exceed expectations. For example, in order to meet expectations in service, faculty must regularly attend faculty meetings and official school events. However, in many other aspects a faculty member is not expected to fulfill ALL the different types of contributions. Within the research and service areas, the rubrics also outline different expectations for different career stages.

Committee A may consider greatly exceeding expectations in one category as meeting expectations in two categories, to the benefit of the faculty member.

Criteria will be linearly adjusted based on effort distribution (Research/Teaching/Service) and FTE for faculty with split appointments.

TEACHING

List of Valued Contributions

- 1) Teaches expected number of courses for effort distribution (e.g. 3, 3-credit courses per year for 40% distribution) This is a core contribution that is required in order to meet expectations in Teaching. Co-teaching courses is encouraged and one 3-credit course co-taught by two instructors can be counted as a full course. Additional co-taught courses will count as partial courses, with credit allocated based on the the number of co-instructors and level of active engagement throughout the semester.**

Teaching field camp for 3 weeks = a 3-hour course, since 3 weeks at camp in the field is a full-time 24 hour job. If there are two or more co-instructors fully engaged with field camp, each receives full credit for teaching for those 3 weeks. If a faculty member participates in camp for lesser time, then the teaching credit should be scaled appropriately, e.g. 1 week =1 credit hour.

- 2) Produces at least 3 credit hours per % teaching effort distribution during the evaluation period (120 credit-hours for a 40% teaching distribution; equivalent to 40 students in a 3 credit course). *exceeding this expectation by integer multiples may count as fulfilling one additional expectation or exceeding expectations in this area, whichever leads to a higher evaluation score. Credit hours will be split amongst co-instructors in co-taught classes.
- 3) Teaching Development: Demonstrates engagement with and changes based on feedback and student learning outcomes to improve teaching and courses; engages in professional development and uses these resources to improve their teaching and courses.
- 4) Contributes to program's learning objectives and curriculum needs; works with other instructors to help students achieve broad program-level learning goals. Creating a new course that meets program needs would represent exceptional effort.
- 5) Effective mentorship of student researchers (e.g. chairing grad student committees, mentoring undergrad researchers, and/or postdocs). Demonstrates they are meeting or exceeding graduate mentoring/advising expectations outlined in the Graduate Expectations document. Expectation that faculty will mentor 1 student researcher/10% research effort distribution.
- 6) Employs effective, evidence-based teaching practices. Examples:
 - Course syllabi, schedules, and other evidence of effective planning, preparation and conducting of courses at the appropriate level of instruction

- Development and practice of evidence-based inclusive pedagogy- e.g. growth mindset/language, motivational syllabus, clear expectations, [transparent assignments](#), broader context for information/skills, universal design components, etc.
- Employment of evidence-based, high-impact teaching practices -e.g. active learning, project-based learning, writing-enriched courses, field experiences, community-engaged or service learning
- Updating and/or diversifying syllabi, course readings, and/or other materials for a class
- Develops and assesses new, discipline-appropriate teaching materials, and pedagogical methods/techniques

TEACHING

Evaluation Rubric

| 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|-------------------------------|---|--|---|
| Unacceptable | Below Expectations | Meets Expectations | Exceeds Expectations | Greatly exceeds expectations – extraordinary work |
| Baseline # of courses for FTE | | | | |
| Meets expectations in <3 areas. | Meets expectations in 3 areas | Meets expectations for their effort distribution in 4 or more areas | Meets expectations in 4 or more areas and exceeds in 2-3 areas | Exceeds expectations in 4 or more |

RESEARCH

List of Valued Contributions

Expectations for 40% research effort; expectations will be scaled linearly for other values

- 1) A running average of 2 papers/yr in peer-reviewed disciplinary journals or equivalent forms of peer-reviewed scholarship over a period of 3 years. Role in manuscripts is described.
- 2) Two external ORS competitive proposals OR fellowships (e.g. Fulbright, AGI Policy Fellow; etc.) submitted as PI or co-I.
- 3) Securing research funds to sustainably support your research (e.g. a running average of \$50k/yr over 3 years)
- 4) Two invited talks (colloquia), or two conference presentations with published abstracts
- 5) Participating in a high-impact, interdisciplinary research team or community engaged research project (4 or more PIs/Co-Is that reaches beyond the School, and likely includes partners from outside the university), either in proposal development or in active stage of research.
- 6) Communicating your scholarship with the broader community, e.g. media interviews, blogging, podcasts, field trips, non-academic publications, whitepapers, policy reports, patents, public datasets, presentations to non-academic audiences, serving on advisory boards related to your research.

RESEARCH

Evaluation Rubric

| Level | 1 | 2 | 3 | 4 | 5 |
|------------------|--|-------------------------------|-------------------------------|--|--|
| | Unacceptable | Below Expectations | Meets Expectations | Exceeds expectations | Greatly exceeds expectations – extraordinary work |
| Yr 1-3 Assistant | Does not meet expectations in any area | Meets expectations in 1 area | Meets expectations in 2 areas | Meets expectations in 4 or more areas AND exceeds in 1 | Meets expectations in 5 areas AND exceeds in 2 or more |
| Yr 4-6 Assistant | Meets expectations in <2 areas | Meets expectations in 2 areas | Meets expectations in 3 areas | Meets expectations in 5 or more areas AND exceeds in 1-2 | Meets expectations in 5 areas AND exceeds in 3 or more |
| Associate | Meets expectations in <2 areas | Meets expectations in 2 areas | Meets expectations in 4 areas | Meets expectations in 5 areas and exceeds in 3 or more | Meets expectations in 5 areas AND exceeds in 4 or more |
| Full | Meets expectations in <2 areas | Meets expectations in 2 areas | Meets expectations in 4 areas | Meets expectations in 5 areas and exceeds in 4 or more | Exceeds expectations in 5 or more areas |

SERVICE

List of Valued Contributions

Faculty are expected to participate (>75% attendance) in faculty meetings, colloquia, and other school-sponsored events. Additional service is binned into levels: A: high-impact and/or high time investment; B-- moderate impact/moderate time; C = low impact and/or low time investment. Faculty should provide a brief narrative to explain/justify as needed.

| | A: High Impact and/or High Time | B: Moderate Impact and/or Moderate Time | C: Lower time and/or impact |
|----------------------------|--|--|--|
| School | <ul style="list-style-type: none"> -Committee A; Search Comm Chair; Chair of GAC, USC -Lead major policy/program development | <ul style="list-style-type: none"> -First-Year or New-Grad Trip Leader; Members of GAC, USC; Nominations Committee; Search committees; Assessment Coordinator; Ad Hoc Committees for School Issues (e.g. Bylaws, Web, etc) -Advise a student club that meets weekly-monthly -Lead award nomination package -Lead organizer of a School outreach/recruiting/alumni activity | <ul style="list-style-type: none"> -Committee membership for occasional committees (selections for student awards; library; etc); Graduation enunciator; Honors coordinator, Membership on graduate committees, etc -Contribute letter to an award nomination package -Contribute to School outreach/recruiting/alumni activities -Advise a student club that meets <monthly. |
| College/ Campus | <ul style="list-style-type: none"> -Chair of major committee, e.g. DEI, Research Council, Campus Tenure) -Lead significant policy, program, or | <ul style="list-style-type: none"> -Member of major committee (see list at left) Chair or member of a committee that meets >4 times annually. -Contribute significantly to major policy, program, or initiative | <ul style="list-style-type: none"> -University mentoring (e.g. FYRE), member of a committee that meets < 4 times a year -University-level reviewer/evaluator |

| | | | |
|-----------------------------|--|--|--|
| | initiative development/ implementation. | development/ implementation. -Faculty Senate Rep | -Contribute to college or university outreach/ recruiting/alumni activities |
| Professional | -Major outreach (e.g. K-12 summer program); Editor of major journal; Chair of nat'l/int'l organization w/ many meetings; - NSF/NASA/DOE panel -Lead a significant program, or initiative development/ implementation for a professional organization or external agency | -Associate Editor, or guest editor for a special volume; Chair of major committee of national society; Organizer of symposium, trip; podcast episode; promotion or tenure external reviewer. -Contribute significantly to a major policy, program, or initiative development/ implementation for a professional organization or external agency | -Colloquium or guest talk; manuscript or proposal review; blog post; media interview -Member of a committee for national society. -Serve as session organizer/ chair for a professional society meeting. |
| Community Engagement | -Lead or Co-lead a multi-entity, major community-engagement effort, e.g. working with a district to redesign their curriculum, a municipal office or non-profit to develop a regional monitoring program; a tribal nation to assess natural resources/ hazards, etc. -Lead (research, write, present) podcast development | -Lead or Co-lead a moderate scale or one-on-one community-engagement effort, e.g. working with a teacher to develop a lesson plan; a non-profit to host student interns; or a tribal nation to develop a data sovereignty plan for samples collected in a specific project. | -Work to develop positive relationships with community partners. -Contribute to Community-engaged outreach activities organized by others. |

SERVICE

Evaluation Rubric

| Rank | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---------------------------------------|---|---|---|
| | Unacceptable | Below Expectations | Meets Expectations | Exceeds Expectations | Exceptional Work |
| All faculty | | | Regularly participates in faculty meetings, colloquia, commencement, and at least one other school activity/semester | | |
| Yr 1-3 Assistant | <2 B/C activities | <3 B/C activities | 3 or more B/C activities | 1 or more B activities, and 3 or more C activities | 1 A activity, 2 or more B activities, and 3 or more C activities |
| Yr 4-6 Assistant | <3 B/C activities | <5 B/C activities | 1 B activity, 3 or more C activities | 3 or more B activities, and 4 or more C activities | 1 A activity, 3 or more B activities, and 4 or more C activities |
| Associate | No A or B activities <3 C activities | <3 B activities and <4 C activities | 3 or more B activities, and 4 or more C activities | At least 1 A activity, 3 or more B activities, and 4 or more C activities | 2 or more A activities + 1 or more activities in 2 rows within B or C |
| Full | <2 B activities and <3 C activities | 2-3 B activities and 3-4 C activities | At least one A activity, 3 or more B activities, and 4 or more C activities | 2 or more A activities + 1 or more activities in 2 rows within B-C | >2 A activities and 1 or more activities in each row of B or C |

Appendix D. Graduate Faculty Qualifications and Special Member Qualifications will be prepared once we have guidelines from the Graduate College. These is the current guidelines/criteria that were approved in 1986:

| Graduate Faculty Appointment* | Minimum criteria | Privileges |
|-------------------------------|---|---|
| RM0 | <p>Regular Faculty within the School of Geoscience</p> <p>Or a PhD in Geosciences or a related field</p> <p>Or a MS in Geosciences or a related field + at least 3 years of professional experience after completing the MS</p> | May teach graduate-level classes |
| RM1 | <p>Regular Faculty within the School of Geoscience</p> <p>Or a PhD in Geosciences or a related field plus 2 years of professional experience post PhD</p> <p>Or a MS in Geosciences or a related field + at least 5 years professional experience conducting research in the Geosciences or a related field</p> | All the privileges of RM0 and may serve on master's degree committees |
| RM2 | Regular Faculty within the School of Geoscience | All the privileges of RM1 and may chair non-thesis master's committees |

| | | |
|-----|---|---|
| | <p>Or a PhD in Geosciences or a related field plus 2 years of professional experience post PhD</p> <p>In either case, they should have a strong record of scholarly achievements, comparable to scholarship requirements for a tenure-track faculty member with similar number of years of professional experiences.</p> | |
| RM3 | <p>Regular Faculty within the School of Geoscience</p> <p>Or a PhD in Geosciences or a related field plus 2 years of professional experience post PhD</p> <p>In either case, they should have a strong record of scholarly achievements, comparable to scholarship requirements for a tenure-track faculty member with similar number of years of professional experiences.</p> | <p>All the privileges of RM2 and may chair master's thesis committees and serve on doctoral committees</p> |
| RM4 | <p>Regular Faculty within the School of Geoscience</p> <p>Or a PhD in Geosciences or a related field plus 2 years of professional experience post PhD</p> <p>In either case, they should have a strong record of scholarly achievements, comparable to scholarship requirements for a tenure-track faculty member with similar number of years of professional experiences.</p> | <p>All the privileges of RM3 and may chair doctoral committees</p> |

| | | |
|----|---|---|
| SM | <p>Special Membership status for geoscience professionals and faculty. May or may not be employed by OU.</p> <p>Minimum qualifications equivalent to RM0-3 criteria listed above.</p> | <p>May be granted the privilege to teach graduate-level classes, to serve on graduate examination committees, or to serve on thesis or dissertation committees, at the discretion of the academic department and subject to the approval of the graduate dean. May not chair graduate committees or serve as the Graduate College Representative of dissertation committees.</p> |
|----|---|---|

Appendix E. Graduate Expectations (approved by School of Geosciences Faculty in 2019)-
linked to document, text below as a placeholder

School of Geoscience Vision Statement:

The School of Geosciences is a leader in multidisciplinary studies of complex and dynamic geosystems and their impacts on society.

The School will provide students with high-quality education and research opportunities within a creative and interdisciplinary environment with an emphasis on fundamental and applied geosciences.

Therefore, we expect graduate students, faculty, and staff to work together towards the following goals:

- 1) Develop a positive learning and working environment for students, faculty, and staff.
 - Respect the rights of others- students, peers, faculty, and staff
 - Seek out and share information, resources, and opportunities
 - Listen and provide constructive feedback
 - Demonstrate civility; bullying, belittlement, harassment, and intimidation of others- whether undergraduate students, graduate students, faculty, or staff- is unacceptable.
- 2) Engage in scholarship (research, teaching, outreach, and other creative activities) that expands our knowledge of the geosciences through interdisciplinary and collaborative efforts that have a positive impact on our community.

Expectations for Graduate Students:

1. Gain expertise and skills in geosciences and related fields by pursuing a topic of scholarly research for their thesis or dissertation.
 - Select an appropriate advisor and committee members who will provide guidance and expertise free from conflicts of interest and will evaluate student work based on the academic merit alone.
 - Request clear guidelines of expectations from their research advisor, including timetables for completion.
 - Communicate regularly with faculty advisors and committee members, especially on matters related to research, academic progress, concerns, and problems within their graduate program.

- Recognize that the faculty advisor and committee members are responsible for guiding graduate-student research but that students are responsible for conducting the independent research required for the graduate degree. Recognize the time constraints and other demands imposed on faculty, staff, and other students.

2. Fulfill program requirements in a timely matter by developing an individual development plan and actively participating the annual progress review process with their advisor and committee.

- Devote an appropriate amount of time and energy toward achieving academic excellence and earning their advanced degree (~4 hours work per credit hour per week).
- Take primary responsibility to learn about School of Geosciences and Graduate College policies and procedures, program requirements, and expectations established by faculty. See the Graduate College Bulletin and School of Geoscience MS and PhD degree sheets to get started.
- Ask questions to promote their understanding of these requirements and expectations and any additional assistantship requirements.
- Meet with their full thesis/dissertation committee at least once per academic year either in person or via live electronic communication.
- Inform their faculty advisor and graduate student coordinator (Rebecca Fay) of any leaves of absence that may be needed, including their data of departure and expected date of return.
- For international students, recognize that the immigration form specifies the normal length of the academic program (2 years for master's degree, 5 years for PhD). Extensions to the immigration form may be requested based on academic reasons.

3. Exercise honest and ethical behavior in all their academic pursuits, whether these undertakings pertain to study, course work, research, outreach, engagement, or teaching.

- Contribute to the maintenance of an ethical environment by reporting any unethical actions they observe or are aware of to their research advisor or other responsible supervisor.
- Acknowledge the contributions of faculty and other members of the research team in all publications and conference presentations.
- Work with faculty and collaborators to agree as early as possible upon authorship positions or acknowledgements commensurate with levels of contributions to the work.

4. Devote time and commitment to instructional duties in order to provide high quality education to their students.
 - Receive appropriate training and evaluation for instructional roles they are asked to undertake.
 - Pursue, to the extent possible, teaching and training opportunities that are relevant to their career expectations and that enhance teaching to diverse learners and populations.

5. Pursue professional opportunities, training programs, seminars, and courses that will enhance their professional and personal growth and development and help them build a broad network of professional contacts.
 - Seek out mentors and advisors to help them prepare for professional careers and responsibilities.
 - Contribute, to the extent possible, to the discourse of the scholarly discipline through presentations, publications, collaborative projects, and other means.

6. Contribute to the University of Oklahoma's academic mission by providing high-quality teaching to undergraduate students, supporting the scholarly activities of fellow graduate students whenever possible, and upholding the public-service aspects of the university mission.
 - Uphold, in their own classrooms, research groups, and laboratories, an ethos of collegiality and collaboration.
 - Contribute to the overall academic culture of the department through attending colloquium and other department events whenever possible.
 - Behave consistently with OU's Institutional Goals for Diversity and Inclusion, as a community member who respects and celebrates diversity.
 - Contribute to the department, university, and external communities by participating in broader impacts and outreach activities when able.

If appointed to a graduate assistantship (GA, GRA, or GTA), graduate students are expected to Request clear guidelines for graduate assistantships from the appropriate faculty or staffmember.

1. Fulfill the responsibilities and requirements of the appointment as stated in the contractual agreement with the department and university. Students on full-time assistantships are expected to work an average of 20 hours/week. Note, these hours are in addition to the

hours required for coursework and individual thesis/dissertation research. Students on appointment are also expected to attend colloquium.

2. Act in a professional manner in all aspects of their duties as graduate assistants.
3. Elect to decline tasks that are not related to or are in excess of their contractual obligations and/or thesis/dissertation research projects. This includes work on assigned projects that, on average over the course of a semester, are in excess of the hours for which they are being paid.

Expectations for Faculty:

1. Provide intellectual guidance and support for graduate students' scholarly and pedagogical efforts and are responsible for the ongoing evaluation of graduate students' performance in academic, research, and scholarly activities.
 - Support the academic progress of graduate students in their program by working with the student to develop an appropriate plan of study and an individual development plan.
 - Establish a meeting schedule that has been mutually agreed upon with their graduate students.
 - Take reasonable measures to ensure that graduate students initiate thesis or dissertation research in a timely fashion.
 - Communicate their expectations of graduate students by providing clear descriptions of the requirements each student must meet, including course work, research tools, examinations, and thesis or dissertation work.
 - Provide students with feedback in a timely manner (typically less than one month), particularly for manuscript and thesis/dissertation drafts.
 - Participate in at least one committee meeting (in person or via live electronic communication) per academic year to discuss student progress and research plans prior to completing the annual progress report.
 - Conduct annual evaluations that reassess each graduate student. These evaluations should be factual, specific, and based on criteria that are understood by both the faculty advisor and the student.
 - Support and respect graduate students' work–personal life balance.
 - Provide intellectual guidance on and promote rigor in students' educational programs and specific research projects.

- Provide students with knowledge of the current frontiers and opportunities in disciplinary and inter-or cross-disciplinary research.
 - Provide appropriate guidelines for completion of research projects.
2. Create an environment of the highest ethical standards and act as role models for ethical behavior in all professional activities.
- Demonstrate and encourage collegiality with students, faculty, and staff.
 - Demonstrate departmental/academic collegiality and interest in the broader geoscience field by attending colloquia, defenses, and other departmental events.
 - Act fairly, impartially, professionally, and in the student's best interest in all dealings with graduate students, in accordance with university policies governing nondiscrimination and harassment of all sorts.
 - Model and mentor ethical practices in research, teaching and training, and professional interactions. Engage in discussions about managing situations that would be considered as unethical.
 - Treat all students fairly and assess their work in meaningful ways, consistent with the discipline. Assessment of work should be judged by academic scholarly merit alone.
 - Avoid situations that might create conflict of interest for graduate students. This includes supporting the student selection of a committee that avoids conflicts of interest or coercive relationships among the committee members as well as between the student and committee members.
 - Recognize graduate student participation in supervised research and ensure that ethical standards of attribution and acknowledgment in collaborative settings are followed.
 - Work with graduate students to agree as early as possible upon authorship positions and acknowledgments commensurate with levels of contributions to the work.
3. Help graduate students develop the professional research, teaching, and networking skills required for a variety of career options, both within and outside academia.
- Encourage and assist students in developing teaching and presentation skills that meet the needs of diverse learners and populations.
 - Help students develop interpretive, writing, oral, and quantitative skills.
 - Assist graduate students in developing grant-writing skills, where appropriate.

- Provide training for any equipment, instruments, laboratory procedures, or field skills that are necessary for the student's research and teaching program.
- Encourage graduate students to participate in and present their work at professional meetings
- Encourage graduate students to pursue professional training programs, seminars, and courses that will enhance their professional and personal growth and development.
- Prepare students to be competitive for employment, which includes portraying a realistic view of the field and the job market and making use of professional contacts for the benefit of their students.

Expectations for the School of Geosciences Administrators (Director and Committee A) and Staff

1. Provide appropriate resources and environments to allow students to complete their education and research in a timely and productive manner.
 - Create a collegial learning environment in which faculty, staff, and students work together in mutual respect and collaboration.
 - Establish an environment in which members of diverse communities feel welcome and honored.
 - Address graduate student concerns in a timely and productive manner. Provide best practices for conflict resolution.
 - Provide specific mechanisms for appeal or complaint when standards of collegiality or fairness may have been violated.
 - Hold faculty, staff, and graduate students accountable for fulfilling their expectations.
 - Inform graduate students of the requirements for the academic program, including the expected time-to-degrees within the program, the plan-of-study requirements, and the availability of courses required for their graduate studies.
 - Provide accurate, timely, and clearly stated information concerning academic requirements and academic evaluation, as well as guidance toward establishing and maintaining acceptable academic standing.
 - Provide relevant course offerings at the graduate level.

- Provide supervision, external to the institution if necessary, if the student’s dissertation or thesis advisor departs the University of Oklahoma after the student’s graduate work has begun.
 - Ensure that graduate students receive regular evaluation and feedback throughout their academic program, including annual evaluation. Written evaluations should, at a minimum, include annual progress reports.
 - Provide graduate students with a fair opportunity to correct deficiencies in their academic performance before being dismissed. Dismissal of a graduate student from a graduate program for academic reasons should typically be based on annual progress reviews.
2. Ensure the highest standards of academic quality in all aspects of the graduate program.
- Ensure that advisors and committees treat all students fairly and assess their work in meaningful and consistent ways
 - Follow FERPA guidelines, which mandate a student’s right to reasonable privacy and confidentiality in all communications among students, professors, staff, and administrators.
 - Provide graduate students with a safe working environment.
3. Encourage graduate students to engage in professional development activities and opportunities that will prepare them for a wide range of future career options.
- Encourage graduate students with interests in teaching to participate in teaching workshops
 - Provide information to graduate students about professional meetings relevant to their research area.
 - Provide information to graduate students about professional training programs, seminars, and courses that will enhance their professional growth and development.
 - Assist students to be competitive for employment by providing information about opportunities and, when appropriate, making use of professional contacts for the benefit of graduate students.

If a graduate student is supported on an assistantship (GRA, GA, or TA), the School of Geosciences is expected to

- Provide clear expectations to students on their responsibilities as GAs, GTAs, or GRAs.

- Inform graduate students of the requirements and qualifications necessary for academic employment, training, or financial support.
- Provide graduate students on assistantships (GA, GTA, GRA) with a written agreement as well as the terms and conditions of any graduate-assistant appointments
- Inform graduate-student assistants of academic or other institutional policies affecting their role as employees.
- Inform graduate students of available funding sources, including departmental or program of study sources of funding.
- Should a funding source be terminated through no fault of the graduate student, the School of Geosciences and faculty advisor should make reasonable efforts to find alternative funding for that student.

Additional Resources

Graduate College

OU libraries

Writing Center

Office of Diversity and Inclusion

Vice President for Research (VPRP)

Title IX

Gender and Equality Center (GEC)

Equal Opportunity Office (EOO)

Disability Resource Center (DRC)

Center for Teaching Excellence

Graduate Student Senate

Goddard Health Center

University Counseling Center

Best Practices for Resolving Graduate Education Conflicts, Concerns, and Appeals

1. Graduate students, faculty advisors, and committee members are encouraged to discuss their concerns directly whenever appropriate. However, they may also discuss concerns with other faculty members serving on the thesis/dissertation committee, the School of Geosciences Graduate Liaison (Mike Engel), Student Relations and Communication/Events Coordinator (Ashley Tullius), or the Academic Programs Coordinator (Rebecca Fay).
2. Both the Student Relations (Ashley Tullius) and Academic Programs Coordinator (Rebecca Fay) may serve as ombudspersons within the department to provide advice and mediation support when needed. Students should be aware that graduate students on assistantship, as well as all faculty and staff are all required to report sexual misconduct concerns to the Sexual Misconduct Office as mandatory reporters.
3. If the conflict/ concern cannot be resolved following these measures, the student, committee member(s), advisor, and/or staff will inform School of Geoscience Committee A (the Director + 2 faculty members elected by the faculty in the School of Geosciences) of the situation. Committee A will meet with the concerned parties and work with the advisor, graduate student, committee members, staff, and/or graduate liaison to resolve the concern/conflict based on the expectations laid out in the School of Geosciences Graduate Expectations document, OU Student Conduct Policies, Graduate College Bulletin, and Faculty Handbook and following the University of Oklahoma's non-discrimination policy.
4. Graduate students, advisors, thesis/dissertation committee members, and staff may also contact the Mewbourne College of Earth and Energy Dean's office or the Graduate College for further support and/or appeal if their concern/conflict is not adequately addressed. The MCEE Academic Appeals Board addresses concerns/conflicts associated with academic classes within the College of Earth and Energy, while the Graduate College addresses concerns/conflicts associated with graduate student annual evaluations, thesis/dissertation work, qualifying exams, and defenses, as well as graduate assistantships.
5. Faculty and staff are expected maintain student confidentiality when possible and follow FERPA guidelines as they work with students and faculty to resolve concerns or conflicts, but also recognize that they are required to report sexual misconduct and research ethics concerns as mandatory reporters under Title IX law and the Ethics in Research portion of the Faculty Handbook.

Appendix: F. School of Geosciences Staff Responsibilities (may be revised as appropriate by the Director, with input from the Manager of Finance and Operations and Committee A)

AF.1 Manager of Finance and Operations (Leah Moser)

- Approve Crimson Corner, Pcard and Concur.
- OUF and Grant Signature Authority
- Develops and manages the School of Geosciences budget
- Faculty Searches – RFRA’s, ByCommittee, ad placement, candidate visits, and hiring process.
- Assist Committee A with procedures, timeline for faculty evaluations, promotion & tenure, progress towards tenure, post tenure reviews, progress towards promotion, and assist with FAS & the tps system.
- Take minutes at faculty meetings.
- Quickbooks- data entry, reconciliations, and reports
- Scholarships – review/approve
- ePAFs- review and approve
- Time entry approvals
- OUF request approvals: scholarships, transfers, payment requests
- Review and approve reconciled accounts
- Process or approve budget revisions, EDRs, Pcard
- Review and approve leave requests from staff
- Conduct staff evaluations
- Review/approve student travel assistant applications
- Process student travel applications
- Coordinate field camp expenditures and budget.

AF..2 Financial Associate (Ginger Leivas)

- Process invoices in Crimson Corner

- Reconcile all grant and OUF accounts
- Assist with OUF and State deposits
- Process PAFS and EPAFS
- Pcard approvals and reconciliations
- Prepare and run financial reports as needed
- Hourly and Monthly Payroll: time entry, review extracts, post actuals
- Reimburse payroll from OUF accounts
- CrimsonCorner shopper & requester
- Assist with Concur expense reports and paper travel claims
- Posting into QuickBooks: invoices and deposits
- Request funding from the Dean's Office
- Assist with reconciling declining balance card transactions
- OUF payments
- Program Fee support
- Tech Fee support
- Shared Tuition Request

AF.3 Coordinator, Academic Student Services (Rebecca Fay)

- Undergraduate Academic Advising and Academic Planning
- Program and Course modifications
- Classroom Management
- Update Course information (enrollment, instructor) in university systems
- Provide Faculty Members yearly information on courses taught and enrollment numbers
- Participate on Undergraduate and Graduate Studies Committees
- Assist with undergraduate/graduate assessment reports
- Facilitate Field Camp Applications and Registration

- Meet with prospective new and transfer students (undergraduate and graduate levels)
- Facilitate Graduate Admissions
- Provide Graduate Students with any required overrides/permission for enrollment
- Graduate College Communication and Assist Graduate Liaison with current student progress
- Maintain our Graduate College Faculty and Special Membership Status'/Applications
- Submit Tuition Waivers for Graduate Students
- Maintain current TA/RA lists
- Send out and collect Graduate Student Progress Reports and Individual Development Plans
- Coordinate Defense times/locations and send out Defense Announcements to whole school

AF.4 Administrative Assistant (position currently vacant, distributed amongst remaining staff)

- Open office, make coffee (all staff)
- Purchase office supplies – Ginger (all staff)
- Primary to answer phones and greet individuals (all staff)
- Shipping, Fed Ex -Ginger (all staff)
- Purchase and distribute visitor parking passes - Ashley
- Emergency contact sheets - Leah
- Update lists (graduate students, faculty, staff & scientists, helpful university offices, tutor)- Rebecca/Leah
- Outlook scheduling of vehicles, conference rooms – Ashley (all staff)
- Mail - Primary to take mail to mailboxes, pick up, and distribute (all staff)
- Graduate student office assignment - Rebecca
- Textbook orders - Rebecca

- Colloquium – Coordinate flights, lodging, sign-in sheets, refreshment cart for colloquium speakers - Ashley
- Field Trips – maintain field trip itineraries and waivers, bus charters, vehicles - Ashley

AF.5 Special Events & Donor Relations Coordinator (Ashley Tullius)

- Manage company recruitment visits during the fall (evening info sessions and daily interviews), including collecting and distributing resumes and transcripts for students and recruiters
- Organize and oversee annual Spring Break Expo Geoscience Job Fair
- Organize and oversee annual School of Geosciences Research Symposium
- Serve as the staff liaison with student groups (AAPG, SEG, Pick & Hammer)
- Register, organize and oversee all booths at professional geoscience conferences (AAPG, SEG, AGU & GSA)
- Organize alumni receptions at conferences
- Serve as liaison between the School and the School of Geosciences Alumni Advisory Committee
- Write thank you letters to all donors (signed by Director)
- Manage alumni and donor contact lists
- Organize all departmental events
- Serve as main marketing/PR representative for the department
- Designs and co-edits the Earth Scientist annually (summer)
- Maintain School of Geosciences website in accordance with OU WebComm & OU Public Affairs requirements
- Provides daily updates on School of Geosciences social media sites (Facebook, Instagram, Twitter)
- Serve as departmental representative for OU Communicators

AF.6 Researcher Lab Supervisor (Robert Turner)

- Lab management, includes taking care of lab problems, reporting issues to Physical Plant.
- Disposal of waste chemicals and other hazardous material.
- Monitor vehicles (oil change and repairs)
- Build items and make repairs in labs.
- Assist faculty with lab equipment and tests
- Manage checked out items (Compasses, GPS units, Laptops, etc...)
- Manage card swipes for labs and classrooms
- Check out keys to people in G&G dept.
- Every Spring, get the OU field camp ready
- Assist with other various odd jobs such as painting, moving furniture, etc...
- Assist students with lab tests items (making improvised items and parts)

AF.7 Recruitment Specialist/Instructor (Gail Holloway)

- Teach classes as needed (GEOL 1104 and GEOL 1114)
- Oversee the GEOL 1104/1114 labs
- Recruit undergrad students
- Supervise TA's for GEOL 1104/1114
- Run the GEOL 1104/1114 lab sections
- Organize and lead the Freshmen Field trip
- Attend OU and college recruiting seminars and meetings
- Present at recruiting events
- Pick and Hammer advisor