ATTENDEES: Herb Appelson, David Applebaum, Gina Audio, Smitesh Bakrania, Tom Bendtsen, Mark Berkey-Gerard, Lori Block, Kate Boland, Robert Bullard, Gregory Caputo, Joe Cassidy, Jay Chaskes, Hanmei Chen, David Clowney, Jennifer Courtney, Joel Crichlow, Patrick Crumrine, Ron Czochor, Robert D'Intino, Tom Doddy, Carol Eigenbrot, Jess Everett, Jon Foglein, Bill Freind, Zenaida Gephardt, Eddie Guerra, Steve Hartley, Julie Haynes, Karen Haynes, Greg Hecht, Erin Herberg, Sandy Jones, Yuhui Li, Valarie Lee, Michael Lim, Janet Lindman, Douglas Mann, Douglas Mapp, Deb Martin, Rory McElwee, Corinne Meredith, Thomas Merrill, Eric Milou, Amos Mugweru, Darren Nicholson, Anne Phillips, Robi Polikar, Peter Rattigan, Dan Reigel, Beth Rey, Will Riddell, Connie Rosenberger, Mariano Savelski, Nick Schmelz, Edward, Schoen, Richard Scott, Midge Shuff, Sonia Spencer, Pat Alexy-Stoll, Eileen Stutzbach, Uma Thayasivam, Sandy Tweedie, Barbara Williams, Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Bruce Caswell represented by Yuhui Li.

NOT IN ATTENDANCE: Joe Basso (3rd consecutive absence), Keith Brand, Larry Depasquale, Richard Fopeano, Marlena Herman, Lili Levinowitz (4th consecutive absence), Jacqueline McCafferty (2nd consecutive absence), Keeley Powell, Kathryn Quigley, Christine Saum, Edward Smith.

8:30 – 9am
>   Breakfast and New Senator Orientation

9 - 11:30am (Provost joined us at 9:30am)
1. Approval of Agenda - moved, seconded, approved
2. Introductions of Visitors - Jeff Maxson, Chair of Chairs
3. Approval of Minutes from April 2011 - moved, seconded, approved
4. President's Report
5. Elections
    a. President – Eric Milou
    b. Vice President – Rory McElwee
    c. Secretary – Carol Eigenbrot
    d. Standing Committees
        i. Academic Integrity – Peter Rattigan
        ii. Academic Policies & Procedures – Bill Freind
        iii. Campus Aesthetics & Environmental Concerns – Skeff Thomas
        iv. Career Development – Ted Schoen
        v. Committee on Committees – Beth Rey
        vi. Curriculum – Erin Herberg
        vii. Diversity – Mary Beth Walpole
        viii. Intercollegiate Athletics – Darren Nicholson
        ix. Learning Outcomes Assessment – Sandy Tweedie
        x. Professional Ethics & Welfare – Yuhui Li
        xi. Promotion – Barbara Williams
        xii. Recruitment/Admissions/Retention – Keeley Powell
        xiii. Research – Cori Meredith
        xiv. Sabbatical Leave – Julie Haynes
        xv. Student Relations – Sue Hersh
        xvi. Technological Resources – Bob Bullard
        xvii. Tenure & Recontracting – Donna Jorgensen
        xviii. University Budget & Planning – Bruce Caswell
            *NOTE: 2011-12 Committee Selection Meeting on May 25th at 1pm
    e. Senator Executive Committee At-Large Members – Lori Block, Eddie Guerra
    f. Senate Representatives to Board of Trustees Committees – very important to attend this year and establish good working relationship with BoT. BoT Facilities Committee – Skeff Thomas, BoT Audit Committee - Gerry Hough, BoT University Advancement & Relations – Eddie Guerra
6. Committee Reports
    a. Second Readings
        i. Senate Technological Resources Committee Resolution on Equitable Scheduling of TEC Classrooms (page 4) – was tabled at April Senate meeting – motion made to withdraw resolution, seconded and passed. Motion to withdraw was made due to a conversation with Registrar's Office. Muriel and Steve will post how these rooms get scheduled on their website so everyone will be aware of the policy/procedure for how these rooms are scheduled. They will also work toward better designation of rooms – smart, semi-smart, or handicapped accessible, hopefully in Banner as well as Live 25.

ii. Chairs Council: Senate Resolution to revise Senate Resolution 980224-1: "Election of Department Chairpersons" (pages 5-7) - was tabled at April Senate meeting – motion to remove from table – made, seconded and passed. Motion to pass this resolution with friendly amendment made, seconded, passed.

iii. Resolution to Revise and Rename Laptop Policy (page 8) – motion made, seconded and passed with friendly amendments.

iv. Resolution to Revise Policy for Repeating a Course (page 9) – Resolution with friendly amendment moved, seconded and passed with 3 opposed. This resolution is retroactive.

v. Resolution to Revise the Academic Integrity Policy (pages 10-12) – moved, seconded, approved.

b. Curriculum Committee Report (pages 13-15) – If you want to serve on a subcommittee for General Education see Janet, as a few more subcommittee members are needed. Nine Process C proposals. Items 112, 115, 244, 324, 337, 346, 511, and 627 were moved, seconded and passed unanimously. Item 628 was tabled by a vote of 32 yes, 15, no and 4 abstentions.

c. Resolution of Credit and Contact Hours in Lab Courses (pages 16-21). Motion made to suspend rules and vote on this today, seconded and passed. Motion on this resolution made, seconded and passed with friendly amendments.

d. Budget and Planning Report (page 22) – Greg Hecht gave report for Bruce Caswell. Balanced budget this year. BoT is acting in a much more timely fashion and with more detail than in previous years. BoT shows a willingness to have more dialogue with Budget and Planning Committee. Bruce asked campus wide for money saving suggestions and got 75 responses. Peter Jansson's 10 megawatts power project suggested for West Campus could save 1.5 million dollars each year. Proposal that these savings be invested in other Green Projects. Provost has great interest in this project. This suggestion almost got lost with the transition from President to CEO, trying to get it to the BoT. Bruce Caswell gets credit for getting this suggestion back on the table. Motion made for the Budget and Planning Committee to continue working over the summer was made seconded and approved.

LUNCH: 11:30am to 12:30pm
OPEN PERIOD: 12:30 to 1pm

7. Steve Leo & Anne Coyle, Storbeck/Pimentel & Associates (Presidential Search Firm)
Steve and Anne have been involved in 75-100 searches in the last 6-7 years. They hope to bring candidates on campus by Thanksgiving with the new candidate to be announced in winter to take office July 1st. President Search website to be going up soon with a survey for us to take. Website will be essential in endeavor to have transparency of process, yet confidentiality regarding the candidates. Any good candidate will Google and will find out what happened with Don Farish leaving before the end of his contract. They are looking for someone who is excited, strong personality, can deal with BoT, and yet be their own self. Various senators commented on strengths to look for in presidential candidates. Hope the incoming president will have knowledge of energy issues and campus aesthetics and have cultural sensitivity, appreciate the arts as well as engineering, one that understands the value of liberal education and professional training. New president should understand that the library is a valuable service center to the university and cannot become a revenue center – we need a president who puts academics first and understands the needs of a library. Search team should discuss with BoT the different types of leadership styles, are we looking for someone with a strictly academic background or someone with exposure to other key factors. Search team has already told BoT "you have a PR problem". Search team wants to run a quality search – done right. Search firm will be bringing credentials of dozens of candidates to the search committee. Senators point out more qualities to be sought. Need diversity of high quality candidates, for president, faculty and student body, paying attention to the Latino/white gap, the African American/white gap and the need for strong female candidates. The current members of the BoT do not have much experience in higher education. Faculty wishes they would come see what we do. We need support of the Graduate School. Knowledge on a college campus should be both disseminated and generated – hopefully the new president will bring resources and support for the graduate school and research. Need a president who can provide transparency. Regarding shared governance with the president and the BoT – looking for strong leadership here rather than the apparent crumbling we've seen. Successful candidate should demonstrate a commitment to sustainability, set priorities for new buildings to come, and keep a quality undergraduate education as the primary mission of the university. Steve states this feedback indicates we have the passion needed for a good search, now please visit the presidential search website and take the survey. Also help by giving names of potential candidates we may know of and be assured your referral will be kept anonymous. Can contact Steve or Anne at rowan@storbeckprimentel.com.

Dr. Ali Houshmand addressed the Senate for a few minutes. Next year's budget (AY12) is balanced, and actually shows a $1.1 million surplus with a tuition increase of only 3%. For next year we have $1.5 million set aside for additional Financial Aid and $2.5 million for deferred maintenance. $750,000 will go to Academic Affairs for new program development and more money for IT investments including more smart classrooms. Enrollment as of May 1st is on target, except for College of Engineering which has an incoming class of 200 rather than their usual 140. Regarding adjusted load, all proposals that were applied for and approved by their units for next year have been approved. Cuts from last year's adjusted load still hold this year. Jim Newell is talking to the Deans about new hires for next year. Board has discussed contingencies if the governor's budget cuts to higher education go further. There are over 250 sections per year that are lab courses with lab credit where faculty get paid for one more credit than students pay for with their tuition. Ali wants departments to come up with a solution to this problem – make them equal. Ali won't impose something – wants faculty to work with him. No action is not a solution. The new Senate and AFT Executive Committee members, Deans, Vice Presidents, and BoT members are invited by Ali and his wife to a social gathering on Thursday, May 19th.

8. End of Year Committee Reports
   a. Standing Committees – separate file
   b. All University Committees – separate file
   c. Ad-Hoc Committees – none
9. New Business – none
10. Adjournment

PRESIDENT'S REPORT

.

1. Medical School Curriculum Summary (pages 23-24) – shown to us for our blessing – has been preliminarily approved by LCME – can bring back to departments for their information. Ex-officio member will have a vote. Asked that future reports be given in laymen's language.
2. Report from Deans & Provost on CGCE revenues- Eric has been assured by Jim and Provost that such a report will be coming.
3. Adjusted Load concerns – Eric has been assured by Jim that there are no more problems about this on campus this year.

Senate Technological Resources Committee
Resolution on Equitable Scheduling of TEC Classrooms

Background:

Over the last 15 years, instructional technology has become a mainstay of teaching pedagogy. Electronic slideshows, the inclusion of internet and personal video into lectures and recitations, and the use of diverse media sources to enrich the educational experience have become standards for modern teaching. In addition, the pervasiveness of technology in the lives of all aspects of the Rowan community expands the learning environment from the classroom into the world. Despite the numerous advantages of instructional technology, the ability for instructors and faculty to schedule TEC Classrooms is limited by the lack of rooms across campus, and a request system that is inefficient.

One of the main roadblocks to reserving a TEC Classroom for classes is the required online form an instructor or staff member must fill out well in advance of the relevant semester. Individual faculty members frequently do not have their schedules finalized until late in the semester before the class commences, and therefore cannot provide the requested time and day reservations needed to guarantee a TEC classroom. The form currently being used must be submitted almost a full year before the class, and frequently has an incorrect semester indicated on the form (the website still indicates a deadline of 11/10/09 for the 2010 year). In addition, there is no feedback to the faculty requesting a TEC room that the request was received or awarded.

Therefore, this resolution intends to remedy this inequity by requesting that the academic scheduling office post more accurate information on the Tech classroom reservation form, and to allow faculty to reserve TEC rooms up until the month before final examinations to allow all faculty to have equal opportunity to be scheduled in the room that is the best fit to the class's needs. This will increase the number of classes that are properly assigned TEC classrooms, and decrease room changes that occur when instructors find that the room scheduled does not have the required technology.

Resolution:

Whereas the use of instructional technology has become a standard practice in teaching pedagogy over the last 15 years

Whereas there are limited TEC Classrooms at Rowan University

Whereas the reservation system requires faculty and staff to reserve a room well in advance of the date of final instructional scheduling by Departments.

Whereas many individuals do not have their instructional schedules finalized until several months before the academic semester begins.

Whereas each individual should have an equal opportunity to schedule a TEC Classroom if it is his/her choice, even if it necessitates a change in day or time of the class.

Be it also resolved that the University Senate recommends to the Office of the Registrar to institute a reservation policy that provides all faculty the opportunity to schedule a TEC Classroom until the deadline for Departments to finalize their instructional schedule. Non-TEC classroom scheduling will not be affected by this resolution.

Be it also resolved that the Registrar schedule TEC rooms based on the reservations received ONLY after the end of that Departmental deadline for final instructional schedules. Requestors will be notified in a timely fashion that the TEC request has been received, awarded, or denied due to space limitations. If a TEC classroom is unavailable for the days and times of the class, the faculty member and/or the Department will be given the opportunity to reschedule the class to accommodate the TEC request.

1. WHEREAS there are no provisions in the "Election of Department Chairpersons" guidelines in the event that a chairperson steps down before his or her term is completed.

WHEREAS there are no provisions there for the case where a new department is created,

THEREFORE BE IT RESOLVED that the following be added after the eighth paragraph (beginning "If a chairperson cannot be elected"):

In the event that a chairperson resigns before the end of his or her term an election will be held according to the guidelines above. The person elected will then serve out the remainder of the term of the departing chairperson and the department will hold another election for chair for a three-year term. In the event that a new department is created (due to a merger or otherwise), a chair will be elected immediately from among the members who will constitute that department, and that chair will serve until the end of the three-year chairs' term cycle at which other chairs are elected.

2. WHEREAS there are no provisions in the guidelines for a tie or a three-way election,

THEREFORE BE IT RESOLVED that the following be added after the sixth paragraph (beginning "The person receiving"):

In the event that no candidate receives a majority of the votes of those eligible, a run-off election will be held. This could be the case if:
    * There is an election of three or more candidates, in which case the two candidates receiving the greatest number of votes will participate in the run-off election.
    * There is an election of two or more candidates and they receive an equal number of votes. In this case, a run-off between the same candidates will be held. This may be repeated in the case of another tie, or the department may vote to have the Dean or Vice President/Provost appoint a temporary chair as detailed below.

3. WHEREAS the number of members on the election committee is not relevant in the case of a tie vote in the department,

THEREFORE BE IT RESOLVED that in the "Often Asked Questions" section, question 6 should be deleted.

ELECTION OF DEPARTMENT
CHAIRPERSONS
Senate Resolution #980224-1

Elections for all department chairpersons are to be held during the spring semester. Elections must be in accord with University Senate policy and the State/Union Agreement. All elections must be completed and reported to the appropriate Dean and the University Senate office by April 30.

Only the following are PEOPLE ELIGIBLE TO VOTE:
- All full-time permanent faculty, including those on leave.
- All full-time professional staff assigned to a department, including those on leave.
- All on-going three-quarter time faculty and professional staff assigned to an academic department, including those on leave.*

- Faculty on full-time alternate out-of-unit assignments are NOT eligible to vote.

Each election shall be by secret ballot and shall "be conducted in a formal, unquestionable procedure so that it will ensure a fair and just expression of each department member's preference." The elections are to be conducted by an odd-numbered election committee of the department. This committee will prepare ballots, make all other arrangements necessary for the balloting, EVEN IF THERE IS NO DECLARED OPPOSITION, and open and count ballots at the ballot box.

The ballot box is to be resealed and taken by members of the election committee to the office of the appropriate Academic Dean where it will be stored.

In any department, the election committee may request that a committee of the University Senate supervise election procedures. No member of that committee may be a member of the department conducting the election.

The person receiving a majority (ONE MORE THAN 50 PERCENT) of ALL ELIGIBLE VOTERS of a department shall be declared elected. The term of office for all newly-elected or re-elected chairpersons shall be three (3) years starting July 1st.

In the event that an election result is contested, or called into question by a department member, upon his/her formal written complaint to the Vice President/Provost within ten (10) days of the election, the Vice President/Provost or the appropriate Academic Dean will, in the presence of the complainant and the department election committee, re-open and cause to be recounted the ballots cast in the election. If this does not satisfy the complainant, the Vice-President/Provost may call for another election, which will then be held under his/her supervision. The Vice President/Provost may request that the University Senate also send a representative to aid in conducting the election. The vice President/Provost may not in any way attempt to influence the outcome of this election. The Vice President/Provost's sole concern will be with the election procedures. No further appeals may be made following this election.

If a chairperson cannot be elected from among department members, the department may seek a chairperson outside the immediate department. In the event the department is unable to elect a chairperson, the department may then, by simple majority, vote to have the appropriate Academic Dean or the Vice President/Provost appoint a temporary chairperson for no more than one (1) year.

*Ongoing three-quarter-time faculty who fill one-year temporary positions WILL BE eligible to vote. Temporary three-quarter time faculty who fill ongoing three-quarter time positions WILL NOT be eligible to vote.

Often Asked Questions About Election of Department Chairpersons:

1. How many times can the same person serve as chair?
   Answer: Unlimited

2. No voice voting—must be done as outlined in Department Election of Chair Guidelines

3. If any faculty member(s) is out of town/country during election time, every effort must be made to reach this person(s).

4. Does chair have to be tenured?
   Answer: No, but the president has been hesitant in approving non-tenured department chairs.

5. Can faculty members who will not be here next year vote for the department chairperson?
   Answer: yes.

6. Tie?
   Answer: An uneven number of faculty should be on a committee. Winner must have a majority of the vote.

<div align="center">**Resolution to Revise and Rename Laptop Policy**</div>

WHEREAS, the laptop policy is in need of revision to include a diverse range of mobile electronic devices.

WHEREAS, the intent of the policy is to promote the use of these devices as an aid to instruction.

WHEREAS, the uninhibited use of mobile electronic devices creates distractions that are detrimental to the learning environment.

THEREFORE BE IT RESOLVED,
the laptop policy be renamed the Mobile Electronic Device policy

AND BE IT FURTHER RESOLVED,
the Mobile Electronic Device Policy should clearly state that these devices are allowed at the discretion of the instructor and should not be used in a manner that is distracting to students or the instructor.

AND BE IT FURTHER RESOLVED,
the policy be revised as shown in the attached version to enact the changes mentioned above.

Mobile Electronic Device Policy

The use of laptop or notebook microcomputers and other mobile electronic devices for classroom activities is allowed at the discretion of the instructor. The use of such electronic devices should not be a distraction to other students or the instructor. Students are expected to use electronic devices only as part of ongoing class activities. If an instructor believes the use of electronic devices is detrimental to the learning environment or gives any student an unfair advantage, then the instructor may prohibit their use at any time. Also, the use of any device for purposes of audio or video recording may occur only with the prior approval of the instructor.

<div align="center">**Resolution to Revise Policy for Repeating a Course at Rowan University**</div>

WHEREAS, the current policy regarding the repetition of a course is unclear and is subject to misinterpretation.

WHEREAS, the intent of the policy is to compel students to consult with a department if they wish to take a course more than twice.

THEREFORE BE IT RESOLVED,
the policy should be revised to state clearly that approval from the department chairperson is required for a student to take course more than twice.

AND BE IT FURTHER RESOLVED,
the policy be revised as shown in the attached version to enact the changes mentioned above.

AND BE IT FURTHER RESOLVED,
the relevant approval form be changed to reflect this revised policy.

Repeating a Course

In the event that a student repeats a course, the grade received for the repeated course will constitute the final grade for that course for cumulative G.P.A. purposes whether the grade is higher or lower than the grade received in the original course. The original grade, although not counted in the cumulative G.P.A., remains on the student's transcript.

The same course may not be taken more than twice, including withdrawals, unless noted otherwise in the course description or unless approval from the department chairperson is granted. The approval by the chairperson is for one repetition of the course, and each repetition will require separate approval. Previous approval is no guarantee of approval for future repetitions.

Except for general education and Rowan Experience courses, more stringent restrictions may be determined by the individual departments/colleges, only to meet standards recommended by accrediting bodies, statutory regulations, and/or professional societies.

This resolution Is retroactive.

Resolution to Revise the Academic Integrity Policy

WHEREAS, the instructional sessions required of some students for violations of academic integrity are referred to as "Academic Integrity Seminars" and are distinct from "Academic Integrity Workshops" offered to faculty and others.

WHEREAS, a minimum number of students who are familiar with academic integrity policies and procedures are required to serve on the academic integrity board.

WHEREAS, students are entitled to the submission of written statements and additional documentation in their defense to the Academic Integrity Review Board

WHEREAS, students are entitled to call witnesses to present testimony with advance approval of the Academic Integrity Review Board AND guidelines should be provided for the conduct of these witnesses AND these witnesses should be made aware of their rights.

WHEREAS, the academic integrity board only recommends sanctions and the Provost chooses and imposes sanctions.

THEREFORE BE IT RESOLVED,
the term workshop be replaced with seminar in the Academic Integrity Policy

AND BE IT FURTHER RESOLVED,
the procedure regarding the composition of the academic integrity board be changed to allow the SGA to choose members from a pool of qualified students.

AND BE IT FURTHER RESOLVED,
the attached statement regarding the submission of written statements and documentation be amended to the Academic Integrity Policy

AND BE IT FURTHER RESOLVED,
the attached statement regarding the calling of witnesses be amended to the Academic Integrity Policy

AND BE IT FURTHER RESOLVED,
the wording in the Academic Integrity Policy include an explicit statement that the academic integrity policy only recommends sanctions against students.

1. Change the term workshop to seminar in two places:

    Under section III

        Level 1 Violations

        Recommended Sanction(s): Make-up assignment at a more difficult level or assignment of no credit for work in question, required attendance at a seminar on academic honesty, and/or an assignment that will increase the student's awareness of academic integrity.

    Under section VII

        Description of Sanctions

        Notation of Academic Integrity Violation on Transcript: When a student fails a course for reasons of academic dishonesty, this will be noted on the student's transcript. The notation will be removed from the transcript after the student completes an academic integrity seminar or its equivalent. The student can have a maximum of one such notation removed in his/her career as a Rowan student

V. Academic Integrity Review Board Procedures

Composition of the Board
The Academic Integrity Review Board is composed of six members.

- ✦ Two student member from a pool of between 7 and 14 students who are appointed by the SGA. Student members must be matriculated, in good standing with the University, and complete an academic integrity orientation prior to serving on the board.

- ✦ Two members of the faculty who are appointed by the University Senate President

- ✦ Two members of the administration who are appointed by the Office of the Provost.

- ✦ One alternate from each category will also be appointed.

The Academic Integrity Review Board is chaired by the Associate Provost for Academic Affairs. The chair shall be a participating but nonvoting member of the committee. The Academic Integrity Review Board may conduct a sanction review or be convened for adjudication of an allegation of academic dishonesty by a quorum of four members, provided that at least one student, one faculty member and one administrator are present.

Additional Procedures Guidelines

a. For matters not being adjudicated by the Academic Integrity Review Board (Levels 1 and 2), the Board will conduct a sanction review to determine whether the student has prior violation and then determine appropriate additional sanctions.

b. When applicable the Office of the Provost will be responsible for providing both the student and the instructor with proper notice concerning their participation in a hearing before the Academic Integrity Review Board. In addition, notice of the results of hearings and matters referred for sanction review will also be provided. In the event that either the student or the instructor does not attend a scheduled hearing the matter will be heard based on the written record and the information provided by the party in attendance.

c. Hearings conducted by the Academic Integrity Review Board will be closed to all members of the campus and outside community except those directly involved with the case.

d. The burden of proof rests upon the complainant, who must establish, on the basis of the standard of a "preponderance of evidence," that it was "more likely than not" that the accused student is responsible for the conduct violation based on the weight of the credible information presented.

e. Any student appearing at a hearing before the Academic Integrity Review Board for adjudication of an allegation of academic dishonesty may challenge the assignment of any member of the board to his/her case. Upon hearing the details of the challenge, the Chair will either uphold or deny the challenge.

f. A Board member will withdraw from adjudicating any case in which he/she cannot reach a fair and objective decision.

g. Because legal procedures will not be formally applied, the Chair will make all determinations on questions of procedure and admissibility of information presented and will not be excluded from hearings or Board deliberations except that s/he will not vote. The Chair will exercise control over the manner in which the hearing is conducted to avoid unnecessarily lengthy hearings and to prevent the harassment or intimidation of witnesses. Anyone who disrupts a hearing or who fails to adhere to hearing procedures may be excluded from the proceeding.

h. The accused student may submit a written statement to the Board prior to the hearing. Submission of such a statement is not a substitute for participation in the hearing. The student may also provide, in advance or during the hearing, additional documentation that is directly relevant to the case.

i. With advance approval from the Academic Integrity Hearing Board, the accused student is allowed to call witnesses to present testimony that is directly relevant to the case. Character witnesses are not permitted. The student must sign a FERPA waiver indicating consent to have the witness present. The witness will be called into the hearing only to present testimony and to be questioned by the Board. The student may not address the witness or the Board while the witness is present. If the witness is a Rowan University student, no immunity is implied; any information provided may be used in subsequent hearings. The witness will be informed that he/she cannot be compelled to appear, stay at the hearing, or give any testimony if unwilling. The witness will sign a statement to that effect.

j. The Board will review all materials and hear all information pertinent to the case from the complainant, the accused and all witnesses. Members of the Board, including the Chair, will be free to ask relevant questions in order to clarify information or resulting issues.

k. After hearing all the information, the Board will deliberate privately until a decision is reached by a majority vote. A tie vote will result in a finding of "not responsible."

l. If the student is found "responsible", both the academic and non-academic past disciplinary records of the accused student will be supplied to the Board by the Chair. Other information from the Chair which is relevant to the choice of recommended sanction(s) may also be introduced at this point, including information concerning sanctions imposed against other students for similar offenses. No information directly related to the case in question may be introduced for the first time unless the accused student has been informed and allowed to review and comment on the information. The Board will then recommend sanctions to the office of the Provost.

m. Following the hearing, the Office of the Provost will provide the accused student with written notification of the decision reached, the reason for the decision and information regarding the University's appeal process. If the student is ultimately found "responsible," a record of the decision will be placed in the student's advising folder.

Report of the University Curriculum Committee
May 9, 2011
Submitted by Janet Moore Lindman

Process C

SCC#	College	Title	Department
10-11-112	Business	Supply Chain and Logistical Systems	Marketing/MIS
10-11-115	Business	Supply Chain and Logistical Systems for MBA	Marketing/MIS
10-11-244	Communication	COGS in Radio, Television, Film	Radio, Television, Film
10-11-324	Education	MA in Health Promotion Management	Health and Exercise Science
10-11-337	Education	Nursing Educational Leadership	Educational Leadership
10-11-346	Education	Ed.D. in Educational Leadership	Educational Leadership
10-11-511	Fine and Performing Arts	MA in Theatre	Theatre/Dance
10-11-627	Liberal Arts and Sciences	Liberal Studies: H/SS Sequence A In American Studies	Philosophy/Religion
10-11-628	Liberal Arts and Sciences	COGS in Teaching Grammar and Literature	English

Process B

UCC#	College	Title	Department
10-11-733	Liberal Arts and Sciences	Introduction to Geography and Earth Studies	Geography/Anthropology
10-11-809	Liberal Arts and Sciences	Software Engineering I	Computer Science
10-11-822	Liberal Arts and Sciences	Introductory Explorations of Programming Robotics	Computer Science

Process A

SCC#	College	Title	Department
10-11-111	Business	MIS Major	Marketing/MIS
10-11-113	Business	Issues in Supply Chain and Logistics	Marketing/MIS
10-11-114	Business	Strategic Supply Chain Management	Marketing/MIS
10-11-116	Business	Introduction to Logistics and Supply Chain Management	Marketing/MIS
10-11-117	Business	Supply Chain Management Strategies	Management and Entrepreneurship
10-11-122	Business	Improving Business Processes – Graduate	Management and Entrepreneurship
10-11-123	Business	Improving Business Processes – Undergraduate	Management and Entrepreneurship
10-11-124	Business	Legal Aspects of HRM	Management and Entrepreneurship
10-11-126	Business	Leadership in Health Promotion	Management and Entrepreneurship
10-11-131	Business	Marketing Minor	Marketing/MIS
10-11-219	Communication	Situating Writing	Writing Arts
10-11-220	Communication	Writing with Technologies	Writing Arts
10-11-221	Communication	Internship II in Writing Arts	Writing Arts
10-11-222	Communication	Internship I in Writing Arts	Writing Arts
10-11-223	Communication	Communication Studies Internship I	Communication Studies
10-11-224	Communication	Journal Internship I	Journalism
10-11-225	Communication	Journal Internship II	Journalism

10-11-226	Communication	Journal Internship III	Journalism
10-11-227	Communication	PR/Advertising Internship I	Public Relations/Advertising
10-11-228	Communication	PR/Advertising Internship II	Public Relations/Advertising
10-11-229	Communication	PR/Advertising Internship III	Public Relations/Advertising
10-11-230	Communication	Graduate Film Production	Radio/TV/Film
10-11-231	Communication	Graduate Screenwriting	Radio/TV/Film
10-11-232	Communication	Graduate Audio Production	Radio/TV/Film
10-11-233	Communication	TV Program Packaging 2	Radio/TV/Film
10-11-234	Communication	Graduate Documentary Production	Radio/TV/Film
10-11-235	Communication	Internship IV	Radio/TV/Film
10-11-236	Communication	TV Production II	Radio/TV/Film
10-11-237	Communication	Advanced Film Production	Radio/TV/Film
10-11-238	Communication	Film Production II	Radio/TV/Film
10-11-239	Communication	TV Documentary and Field Production	Radio/TV/Film
10-11-240	Communication	Add Prereq to 6 courses	Radio/TV/Film
10-11-241	Communication	Add Prereq to 7 courses	Radio/TV/Film
10-11-242	Communication	Internship I, II, II and Production	Radio/TV/Film
10-11-243	Communication	Internship I	Radio/TV/Film
10-11-245	Communication	Internship II	Radio/TV/Film
10-11-246	Communication	Internship III	Radio/TV/Film
10-11-247	Communication	Internship IV	Radio/TV/Film
10-11-248	Communication	Communication Studies Internship II	Communication Studies
10-11-249	Communication	Communication Studies Internship III	Communication Studies
10-11-325	Education	Research Methods HES	Health and Exercise Science
10-11-326	Education	Obesity and Diabetes Management	Health and Exercise Science
10-11-327	Education	Wellness in a School Setting	Health and Exercise Science
10-11-328	Education	Wellness Through Lifestyle	Health and Exercise Science
10-11-329	Education	Seminar in Health Behavior	Health and Exercise Science
10-11-330	Education	Research Thesis	Health and Exercise Science
10-11-331	Education	Educational Change	Teacher Education
10-11-332	Education	Literacy Studies Certification	Teacher Education
10-11-333	Education	Literacy Studies in Early Childhood	Teacher Education
10-11-334	Education	Teaching and Learning A: Science	Teacher Education
10-11-335	Education	Teaching and Learning B: Science	Teacher Education
10-11-336	Education	Changing GPA in Elementary Ed	Teacher Education
10-11-338	Education	Home, School and Community Collaboration	Educational Leadership
10-11-339	Education	Professional School Psychology	Educational Leadership
10-11-340	Education	Instructional Design Curriculum Development in Nursing Education	Educational Leadership
10-11-341	Education	Nursing Program Evaluation	Educational Leadership
10-11-342	Education	Practicum in Nursing Education	Educational Leadership
10-11-343	Education	School and Family Health Care Needs	Educational Leadership
10-11-344	Education	Multicultural Counseling and Advocacy in Educational Settings	Educational Leadership
10-11-347	Education	Instructional Leadership and the Curriculum	Educational Leadership
10-11-348	Education	Student Development and Adult Learning Theory	Educational Leadership
10-11-349	Education	The American Community College	Educational Leadership
10-11-350	Education	Community College Leadership and Governance	Educational Leadership

10-11-351	Education	Community College Budget and Finance	Educational Leadership
10-11-352	Education	Dissertation Seminar II	Educational Leadership
10-11-353	Education	Advanced Leadership	Educational Leadership
10-11-354	Education	Promoting Effective Learning	
10-11-418	Engineering	Engineering Frontiers	Electrical/Computer Engineering
10-11-419	Engineering	Masters Research	Electrical/Computer Engineering
10-11-420	Engineering	Principles and Applications of ECE for Non-majors	Electrical/Computer Engineering
10-11-421	Engineering	Introduction to RF Electronics	Electrical/Computer Engineering
10-11-730	Liberal Arts and Sciences	Environmental Impact Assessment	Geography/Anthropology
10-11-731	Liberal Arts and Sciences	Environmental Science Concentration	Geography/Anthropology
10-11-732	Liberal Arts and Sciences	Remote Sensing II	Geography/Anthropology
10-11-734	Liberal Arts and Sciences	Positive Psychology	Psychology
10-11-735	Liberal Arts and Sciences	Counseling Profession: Ethnics and Professional Identity	Psychology
08-09-900	Liberal Arts and Sciences	Honors Concentration – Independent Study	Honors
10-11-900	Liberal Arts and Sciences	Honors Concentration	Honors

UNIVERSITY CURRICULUM COMMITTEE
SENATE RESOLUTION ON CREDIT AND CONTACT HOURS IN LAB AND STUDIO COURSES

WHEREAS, the acting University President/CEO has requested academic departments that teach lab and studio courses to change the credit hours for students in to match the contact hours of faculty teaching those courses;

WHEREAS, the differential in credit and contact hours for lab courses is standard practice for undergraduate science programs in American higher education[1]

WHEREAS, such a change in credit and contact hours will damage the academic integrity of the science departments and other affected programs at Rowan University

WHEREAS, such a change would make Rowan students less competitive compared to other state institutions and significantly reduce their ability to succeed in a competitive work force[2]

WHEREAS, the implications of this policy and its use university-wide would endanger the accreditation of other programs (e.g., Art)[3]

WHEREAS, such a change would reduce enrollment in summer lab courses at Rowan;

WHEREAS, such a change could result in a loss of revenue from community college courses transferred to Rowan under the Lampitt Law,

THEREFORE BE IT RESOLVED,
That an ad hoc committee be formed to meet with the affected departments and the administration to discuss the curricular implications of this change in academic policy.

---

[1] An analysis of 16 other New Jersey educational institutions found this to be standard practice. See attached data.

[2] See attached email by Joe Perella, Biological Sciences major.

[3] See attached report from the Art Department regarding NASAD accreditation. See attached data.

Student Credit Hours in intro Biology Courses

Institution	Course	Lecture contact hours	Lab contact hours	Total contact hours	Student credit hours	Notes
Rutgers (New Brunswick)	General Biology 101	2.67	3	5.67	4	
Kean	Bio 2200: Cell Biology	3	3	6	4	
Monmouth	BY 110: Intro to Cell and Molecular Biology	3	2	5	4	
Montclair State	Biology 103 (Basic Biology I)	3	3	6	4	
Ramapo	Biology 110 (Fundamentals of Biology I)	3	3.25	6.25	4	all 4 credit given for lecture, 0 hours for concurrent lab
William Patterson	Biology 1630 (General Biology 1)	2.5	2.75	5.25	4	
Rider	Biology 115 (Principles of Biology: Evolution, Diversity, and Biology of Animals)	3	3	6	4	
NJIT/Rutgers-Newark	General Biology I (R120: 101)	3	3	6	4	
Georgian Court	Biology 112 Life: Evolution, Organisms, Ecology	3	3	6	4	
Richard Stockton	Biology 1100 + Biology 1105	4	3	7	5	4 credits for 4 contact hours in lecture (Biol 1100), 1 credit for 3 hours of concurrent lab (Biol 1105)
Gloucester County College	General Biology 1 (Biology 101)	5.33		5.33	4	two 2-hour and 40 minute combined lecture/lab per week
Camden County College	Biology 111 (Biology 1)	2	4	6	4	30 lecture hours and 60 lab hours per semester
New Jersey City University	Biology 130 (Principles of Biology I)	3	2.83	5.83	4	
Seton Hall	Biology 1201 (General Biology/Organism)	3	3	6	4	
Stevens Inst. Of Technology	Chemistry 115+117	3	3	6	4	3 credits for 3-hour lecture course, 1 hour for separate 3-hour laboratory course, no intro biology courses for comparison
St. Peter's	Biology 183 (General Biology 1) and Biology 185 (General Biology 1 Lab)	2.5	3	5.5	4	3 credits for lecture, 1 for lab course
Princeton	EEB 211/MOL 211 (The Biology of Organisms)	2.5	2.83	5.33	N/A	no credit hours assigned by course
TCNJ	Biology 185 (Themes in Biology)	2.67	2.83	5.5	N/A	single credit per course

Email

Dr. Lindman,

   I would like to express the concerns that the SGA has about the proposal discussed at the meeting yesterday. I feel that since there is no rationale provided about why this class should be worth 5 credits instead of the normal 4, which a lab will typically be worth for students, it should either be passed with the understanding that students will receive 4 credits instead of 5 or not be passed at all. Our concern is that allowing this course to be offered for 5 credits will set the precedence that other lab courses in the future can be offered for 5 credits and that current courses could be changed to 5 credits, we feel that by doing this and not changing the number of credits required for graduation will reduce the educational value of degrees that require a large number of lab or studio courses. Using the Biology major as an example changing the number of credits offered by a lab from 4 to 5 would almost add an extra semester worth of credits to a students transcripts without adding any additional courses. Awarding students degrees for less work will result in our students being less prepared when applying for graduate schools, jobs, or professional schools and will result in a decrease in the educational reputation of these departments. Finally we recognize the potential need for changes in the crediting of courses so that they accurately reflect the work, time, and dedication that faculty and students both commit, however we feel that the current system for these classes has been successful here at Rowan and at other Universities and would be best left alone until more information is provided for future discussions.

Sincerely,
Joe Perella
AVP Academic Affairs

CREDIT HOUR RESEARCH CHART

SCHOOL	BA & BFA TOTAL SH	BA MAJOR SH	BFA MAJOR SH	Faculty Load	PER STUDIO CREDIT FACULTY	PER STUDIO CREDIT STUDENT	HOURS PER WEEK PER STUDIO	Studio Areas	OTHER PROGRAMS
Rowan University, Glassboro	120	39	78	12	**4**	**3**	5.5	Painting, Drawing, Illustration, Photography, Sculpture, Ceramics, Metals/Jewelry, Graphic Design, Printmaking, Animation, Web	BA dual degree Art Ed, minor in Art History
New Jersey City University, Jersey City	128	58	83	12	Faculty make automatic overload of 3 credits **5**	**3**	5.75	Ceramics, Digital Design, Illustration, Crafts, Graphic Design, Illustration, Metals/Jewelry, Painting/Drawing, Photography, Printmaking, Sculpture	BA in Art History and Art Therapy
Kean University, Union	124-129	42	81	12	**4**	**3**	5.75	Painting, Drawing, Illustration, Sculpture, Printmaking, Metals/Jewelry, Fibers, Ceramics/ Computer/Video Art	MA Art Education
Rutgers-Mason Gross School of the Arts, New Brunswick	120	60	87	12	**4**	**4**	6	Painting, Photography, Sculpture/Ceramics, Video, Graphic Design	MFA Studio
Montclair State University, Montclair	120	45	94	12	**4.5**	**3**	4.75	Drawing, Painting, Sculpture, Photography, Jewelry, Printmaking, Ceramics, Animation/Illustration, Film Making, Graphic Design, Industrial Design,	MA in Studio, Art Education, Art History, and Museum Management, MFA in Studio. BA in Art Education, Art History, Fashion Studios, Minor in Art Studio
William Patterson, Wayne	129	39	99	12	**4**	**3**	5.5-5.75	Photography, Ceramics, Textiles, Graphic Design, Furniture Design	BA in Art History, studio art, and teacher certification

http://nasad.arts-accredit.org/index.jsp?page=New+Cirricula+Substantive+Changes

New Curricula/Substantive Change

Official documents covering New Curricula/Substantive Change may be found in the NASAD *Handbook* and the *Policies and Procedures for Reviews of New Curricula*.

DESCRIPTION

From time to time, institutions add curricula or make other major changes in the period between regularly scheduled accreditation visits. NASAD member institutions are obligated to present such additions and changes for Commission review and approval prior to admitting students into such offerings. Normally, the procedure involves the institution's providing written materials and submission of publications appropriate to the nature of the change and consequent Commission action. Approved new curricula are included in the next NASAD *Directory* listing for the institution.

CONTENT

Applications and reviews regarding new curricula and substantive change consider:

- o The nature and specifics of the change -- i.e., a new administrative structure and its impact on governance patterns, personnel assignments, policy responsibilities, etc.; or a new curriculum and its impact on course offerings, faculty loads, admission policies, etc.
- o The impact of the change on resource needs and distribution.
- o The extent to which information concerning the change confirms or reasonably projects continuing compliance with NASAD Standards.

Applications for reviews of new curricula are conducted using the following definitions of accreditation status:

Plan Approval The procedure for official NASAD Commission review of a new curriculum that is under development at a member or applicant institution. NASAD rules require that Plan Approval be sought before students are admitted into the program.

Plan Approved The status of curricular programs that have successfully completed the Plan Approval process. Such programs are listed in italics in the NASAD *Directory*.

Final Approval for Listing The procedure for official NASAD Commission review of transcript evidence that validates the granting of Plan Approval. At least three transcripts are required for every program at the non-degree-granting, associate, and baccalaureate level, and at least two transcripts are required for every program at the graduate level.

Final Approval The status of curricular programs that have successfully completed the Final Approval for Listing process. Such programs are listed in regular type in the NASAD *Directory*.

FREQUENTLY ASKED QUESTIONS

Is it possible to have a proposed change considered prior to submitting it for review as a matter of accreditation? Institutions may seek a "consultative review" by Commission personnel on any proposal. The result will be advisory only. For further information, see the NASAD *Policies and Procedures for Reviews of New Curricula*.

How "substantive" must a change be to require Commission review? The change should be major, affecting such issues as mission and goals, legal status, form of organization or control, starting a branch or extension program, and credit-granting policies. For consultation about specific cases, contact the National Office Staff.

When must a program be submitted for Plan Approval? Plan Approval is required after institutional approval and before students are admitted into a new curricular program. The application for Plan Approval includes information concerning the structure of the new curriculum as well as data concerning the faculty, library, equipment, and/or resources necessary for support.

When must a program be submitted for Final Approval for Listing? Final Approval for Listing is required when transcript evidence for the Plan Approved program is available. Two transcripts for graduate programs, and/or three transcripts for baccalaureate and non-degree-granting programs, are required.

Will an application for Plan Approval negatively impact our application for accreditation? No. The Commission considers what is being offered from what is planned in two separate categories.

Can we apply for Plan Approval/Final Approval for Listing during an application for accreditation/reaccreditation? Yes. The self-study process encourages this. For more information see the *Membership Procedures*.

University Budget and Planning Committee Report
April 29, 2011

The UBPC met at 11 AM on April 8th. The next meeting is tentatively scheduled for May 11th pending a meeting of the Academic Affairs Task Force to review the revenue items the UBPC referred to them.

1. The UBPC met and hear a presentation from Peter Jansson's Design Team. There were three parts to the presentation. First the DT reported on energy audits engineering students have done as part of the DT on 10 campus buildings and a number of off-campus building. With modest investments, savings of 10-24% can be achieved. Many of the submitted ideas by the campus community to the UBPC involved energy audits and savings.

    Second, the DT presented its proposal for a 10 megawatt solar generation proposal. According to the presentation, the solar generation project could be implemented by fall 2011 on a remote corner of west campus and funded by private capital. The annual savings would conservatively be over $1.5 million per year. The DT has already drafted "Requests for Qualification" (RFQ) and a "Request for Proposal" (RFP) so the process could move forward very quickly with Administration and BOT approval.

    Third, the DT proposed creation of a "Green Fund" to be paid for by setting aside a small portion, perhaps 10%, of the saving from the implementations of the audits and the 10 MW project.

2. The UBPC voted to ask Bruce Caswell to approach the Acting CEO Ali Houshmand about this project.

    Update: Houshmand responded immediately to Caswell's approach by arranging for a briefing with Mike Harris, Associate VP Operations. A briefing was Tuesday, April 19th, 9 -11 Amin the Tech park Conference Room. AT this meeting, Mike Harris agreed to support with Administration and the BOT all three aspects of the DT's proposal in principle – energy audits, the 10 MW solar generation project, and the Green Fund – although some details would have to be worked out. Harris agreed to bring these proposals to the attention of the Facilities Committee of the BOT this summer and Caswell agreed to bring them to the Budget and Finance Committee of the BOT. It was also agreed to go ahead with the RFQ since that involves no commitment on the part of the university. Further update: Peter Jansson update the RFQ per the comments of Facilities and the RFQ is tentatively slated to be published May 1st with a May 13th deadline.

3. The UBPC disposed of all proposals submitted by the campus community except for those referred to the Academic Affairs Task Force, those involving management, and those involving university tuition waiver policies not under collective bargaining agreement.

4. The UBPC will schedule its next meeting around next meeting the availability of Jay Kuder and the feedback from the Academic Affairs Task Force. (Note: This has subsequently been set for May 11th, time and place to be determined.)

5. Bruce Caswell will submit an end-of-the-year report to the University Senate with two recommendations: (a) A statement of support for Peter Jansson's three Design Team proposals in principle – energy audits, solar generation, and a Green Fund. (b) Senate permission for the UBPC to continue over the summer as it has in the past to complete its work in the time frame with BOT budget approval.

<p style="text-align:center;">**Cooper Medical School of Rowan University**</p>

Curriculum

Medical school instruction does not follow a standard instructional pattern. Courses do not fall into defined time lengths (semesters, trimesters, etc.) and may vary in length from 12 total contact hours to nearly 500. In most cases, many instructors will participate in the primary delivery of courses. In an agreement worked out between the University Senate leadership, the AFT leadership, the medical school, and the university administration, curriculum matters that impact only the medical school will be approved by the curriculum committee of the medical school (of which the chair of the university curriculum committee is an ex-officio member with voice and vote) in accordance with LCME requirements.

The initial curriculum involves a blend of small group interaction, direct patient contact, lectures, and labs that address the underlying science of medicine in context to organ systems. Highlights include a scholar's workshop in which students first learn the tools needed to conduct independent research than complete a thesis project in collaboration with an M.D. or Ph.D. from the hospital, medical school, or broader university and the ambulatory clinic in which teams of 1st-4th year patients staff and indigent clinic and, under the supervision of practicing M.D.'s, become directly involved in all aspects of patient care.

 The following tables summarize the initial curriculum. Detailed descriptions (to the level of every activity in every course of the first two years) are available but are not included for obvious reasons. Students in the third and fourth years rotate through direct clinical experiences in different areas of the hospital.

YEAR ONE

Formal Instruction Hours

Course	Lecture	Lab	Small groups*	Patient contact	Other†	Total
Medicine Today	6	0	3	0	3	12
Fundamentals	48	32	48	0	90	218
LifeStages (LS)	16	6	32	24	24	102
SkinMusculoSkeletal (SMS)	48	24	40	24	40	176
ID	24	12	20	12	24	92
HemeOnc	30	15	25	15	25	110
Foundations of Medical Practice (FMP)	120	0	160	40	160	480
Scholar's Workshop (SW)	40	22	124			186
Ambulatory Clerkship (Amb)			18	53	37	108
TOTAL	332	111	470	168	403	1484

   * Includes case-based or problem solving sessions

   † Self-directed learning

YEAR TWO

Formal Instruction Hours

Course	Lecture	Lab	Small groups*	Patient contact	Other†	Total
CardiovascPulmonary (CP)	54	27	27	27	36	171
GI-Endocrine (GI-Endo)	36	18	18	18	24	114
UroRenal (UR)	24	12	20	12	24	92
Women's Health (WH)	24	12	20	12	24	92
NeuroPsych (NP)	42	21	28	21	30	142
ENT-Allergy	12	6	8	6	10	42
Foundations of Medical Practice (FMP)	120	0	160	40	160	480
Scholar's Workshop (SW)	40	22	124			186
Ambulatory Clerkship (Amb)			18	53	36	107
TOTAL	352	118	423	189	344	1426

   * Includes case-based or problem solving sessions

† Self-directed learning

YEARS THREE AND FOUR

Clerkship	Total wks	% Amb.	# Sites used*	Typical hrs/wk formal instruct.**	Clinical Encounter Criteria† (Y/N)	Patient Log (Y/N)
Medicine/Surgery (MedSurg)	14	20	1	25	Y	Y
Obstetrics-Gynecology/Pediatrics (ObGyn/Peds)	10	33	1	20	Y	Y
Psychiatry/Family Medicine/Neurology (Psych/FamMed/Neuro)	14	75	1	22	Y	Y
Chronic Care	4	25	1	15	Y	Y
Medicine Subinternship	4	20	1	20	Y	Y
Surgery Subinternship	4	20	1	20	Y	Y
Emergency Medicine (EM)	4	100	1	15	Y	Y
Critical Care	4	0	1	12	Y	Y

*Include the number of sites used for inpatient teaching and the number of sites used for outpatient teaching in the clerkship in the following format: # inpatient/ # outpatient

* *Sum of lectures, conferences, and teaching rounds; show the range of hours if there is significant variation across sites

Tenure and Recontracting

Only Biomedical Sciences faculty will be eligible for tenure. Clinical faculty remain fulltime employees of Cooper Hospital and are not eligible for tenure. For the biomedical sciences faculty, Cooper Medical School of Rowan University will comply with the Recontracting and Tenure Policy of Rowan University as outlined in the attached document with the following exceptions:

1. Within CMSRU, review for tenure will not occur at the departmental level but rather it will be performed by a tenure subcommittee of the Advisory Committee on Appointments and Promotions in adherence with LCME accreditation guidelines.

2. Tenure subcommittee members must be either tenured faculty or coterminous faculty who are at the rank of professor.

Promotion

All faculty (both clinical and biomedical sciences) with the intent to apply for promotion indicate their intent in writing to the departmental chair and the dean – November 1.

Faculty submit the required forms, documents, portfolio, and the names of possible external evaluators to the departmental Appointments and Promotions Committee – December 1.

All letters are requested by the departmental chair – December 15.

Departmental committee concludes work and provides their recommendation to the departmental chair and the dean, and, if affirmative, the documents are submitted to the medical school Advisory Committee on Appointments and Promotions – February 1.

The medical school Advisory Committee on Appointments and Promotions concludes work and transmits recommendations to the dean, who then forwards affirmative action to the president of RU – April 1.

The Board of Trustees of RU acts on promotion recommendations at the regularly scheduled meeting – June.