

PART II - PROCEDURE FOR ESTABLISHING THE ACADEMIC CALENDAR

Part II contains rules and regulations governing procedures for the creation and approval of the academic calendar.

ACADEMIC CALENDAR

8.70.10 Preparation. A six-year calendar shall be maintained. In accordance with sections [8.70.20-8.70.40], the Office of Enrollment Services each fall shall prepare a new fourth-year calendar and submit it to the Academic Standards and Calendar Committee by the end of October. The Academic Standards and Calendar Committee shall submit the calendar to the Faculty Senate by December

8.70.11 The calendar for the Summer Session shall be developed by the Alan Shawn Feinstein College of Continuing Education, in consultation with the Office of Enrollment Services, and submitted to the Academic Standards and Calendar Committee by March 1 of the preceding year. The Academic Standards and Calendar Committee shall submit the summer-session calendar for approval to the Faculty Senate by April 1 of the preceding year.

8.70.12 Adjustments to a proposed calendar may not be made on the floor of the Senate. Instead, a proposed calendar, along with instructions about possible revisions, must be referred back to the Academic Standards and Calendar Committee. The committee shall resubmit the calendar at the next Senate meeting.

* **8.70.13** Recommendations regarding rescheduling class days missed within an academic year as the result of natural calamity, work stoppage, etc. shall be the responsibility of the Academic Standards and Calendar Committee, whose proposals will be subject to the approval of the Faculty Senate.

* **8.70.14** With the exception of circumstances stated in 8.70.13, changes to the calendar shall not be considered within eighteen months prior to the beginning of a semester.

8.70.20 The Academic Year. The beginning and ending dates of each semester shall be the same for all colleges and schools of the University. Exceptions may be granted to the Alan Shawn Feinstein College of Continuing Education. Requests for exceptions shall be received by the Academic Standards and Calendar Committee no later than October 1 of the preceding academic year.

8.70.21 An Advising Day shall be scheduled prior to the beginning of classes each semester. The fall semester (including final examinations) must end no later than December 23. There shall be a 5-class-day mid-semester break in the spring semester.

8.70.22 One weekday Reading Day is required after the last day of classes; two weekday Reading Days during the examination period are preferred. (See 8.51.25)

8.70.23 A minimum of seven days shall be scheduled for final examinations. Saturdays and Sundays may be used as final examination days under extraordinary circumstances. A make-up date for a canceled day of final examinations shall be scheduled in the fall semester, when possible.

8.70.24 Whenever possible, there should be a uniform distribution of class days among the five week days.

8.70.25 Classes will not be scheduled on the following days:

Labor Day	New Year's Day
Thanksgiving Day and the day following	Memorial Day
Christmas Day	Independence Day

8.70.30 The Fall Semester. The fall semester (including final examinations) must end no later than December 23.

8.70.40 The Spring Semester. Midsemester break in the spring semester shall be the week immediately following midterm.

PART III - Procedure for Approval and Review of Courses, Programs and other Academic Ventures

Part III contains rules and regulations governing procedures for the approval of courses, programs, centers, institutes and bureaus, and procedures for review of new programs and for periodic review of existing programs.

COURSES

8.80.10 Types of Courses. The University offers permanent courses and temporary courses for credit toward degree requirements. In addition, non credit courses are offered. Approval procedures for all courses are found in Appendix E of the *UNIVERSITY MANUAL*.

8.80.11 A permanent course is one which has no restrictions on the number of times it may be offered. A permanent course may be open-ended; that is, a course whose subject matter may vary between offerings. Open-ended courses may include workshops, seminars, colloquiums, special topics, special problems, and special projects. Only permanent courses may be listed in the *University Catalog*.

8.80.12 A temporary course may be offered no more than twice and only during a two-year period following its approval. A temporary course must meet one or more of the following criteria: a) it is experimental in nature. It is innovative, using unconventional devices or pedagogical methods, course materials, approach to course content or student-teacher relationships; b) it is being tried out on a temporary basis so that its value and effectiveness can be tested before it is added to a department's permanent curriculum; c) it is intended for a limited duration, such as in the case of employing a visiting specialist temporarily available or to satisfy temporary needs and interests of students or to deal with timely issues.

8.81.10 Course Approval. All new courses must first be approved by a vote of the faculty of the originating department. A course which does not originate in a specific department or college must be approved by the governing committee(s) with responsibility for administering it. After departmental or committee approval, a permanent course must gain the approval of the college(s), where applicable, the Curricular Affairs Committee and/or the Graduate Council, the Faculty Senate and the President.

8.81.20 An Open-ended Course shall be administered by the department which originated it. Initially, an open-ended course shall be proposed and approved in the same manner as other permanent courses (8.81.10 above). Prior to offering a specific topic the content of the course shall be approved in a department meeting.

8.81.21 After approval of each offering of an open-ended course topic, a copy of the title, subtitle, and description shall be forwarded for schedule authorization to the Office of Enrollment Services via the dean of the college in which the department resides. The dean's authorization shall ensure that no overlap exists between specific topics and existing courses.

8.81.22 A specific topic within an open-ended course may be offered three times. After three offerings the topic shall be approved through the appropriate channels as either a permanent course or as a permanent topic within an open-ended course and shall be included in the University Catalog.

8.81.30 A Temporary Course shall have approval of the department(s) or committee proposing it, the dean(s) of the college(s) involved, and the Curricular Affairs Committee and/or the Graduate Council, except that a temporary University College mini-course (a one-credit lower-level undergraduate course taught during the fall or spring semester) does not require the approval of the Curricular Affairs Committee. The Curricular Affairs Committee shall, however, receive information about any temporary University College mini-course after it has been approved by the college dean. The Graduate Council may refuse to grant or may attach conditions to the granting of graduate program credit for a temporary course. Each college may require internal channels of approval in addition to those specified here.

* **8.81.31** The Curricular Affairs Committee and the Graduate Council shall give priority at their meetings to the consideration of proposed temporary courses. Prior to approving temporary courses, these committees shall distribute to all faculty a description of these courses and shall provide faculty members with a seven-day period in which to register comments with the Chairperson of the Curricular Affairs Committee and/or with the Dean of the Graduate School.

8.81.35 Intensive Short Courses. Information regarding intensive short courses is found in sections 8.32.10-8.32.13.

8.81.40 Writing Intensive Courses shall have the following mandated features: the opportunity for writing with guidance from the instructor; the opportunity to improve one's writing in response to regular feedback from the instructor, especially by revising drafts, writing a series of comparable papers, writing long assignments in shorter units, or through similar teaching and learning opportunities; writing assignments that clearly define features expected for the papers and that receive precise positive and negative responses from the instructor; clear, consistent practices in the grading of writing; writing assignments constitute a significant portion of the overall grade. If possible such courses should include: peer reviewing and other forms of collaborative learning; extensive student to student interaction as well as student-teacher interaction; opportunities for collaborative writing; and both informal and formal writing assignments. If possible upper level courses should include: a variety of professional writing assignments, such as patient charts or client reports, case studies; laboratory reports; reviews of research; critical essays; longer term papers; project proposals; a sustained attention to writing, perhaps of one longer assignment, that gives students time to fully explore a topic and to learn a wide range of relevant material and rhetoric, that encourages depth in the exploration and expression of ideas, that calls for extensive revision, and that is clearly addressed to an appropriate audience and context.

8.81.41 A "WI" label shall be appended to the course description of writing intensive courses to indicate that writing is a significant feature of the activities, learning processes, and assessment of student performance in the course. Lists of writing intensive courses (or sections of courses) shall appear in the *University Catalog*, the *Schedule of Courses* and in a yearly publication from the Faculty Institute on Writing.

8.81.42 The faculty member sponsoring the course shall initiate the approval process for a writing intensive course. Either new courses or redesigned existing courses may be proposed for the writing intensive [WI] designation. Following approval by the appropriate departments and colleges, proposals shall be sent to the Curricular Affairs Committee. In those instances when the WI label is not recommended, the Faculty Institute on Writing should make every effort to work with the faculty member to bring the course features in line with the accepted WI design so that a label may be granted.

8.81.43 To assist faculty in developing WI courses and assignments, Writing Across the Curriculum Workshops shall be supported by the college deans and the Provost and Vice President for Academic Affairs. Faculty who develop WI courses should receive recognition during annual review.

* **8.81.50 Scheduling Courses.** Courses submitted to the Office of Enrollment Services for scheduling shall be certified by the department chairperson via the academic dean as being permanently approved or authorized temporary courses. For each course not listed in the latest issue of the *University Catalog*, an authorization form signed by the Chairperson of the Curricular Affairs Committee and/or the Dean of the Graduate School must be on file with the Office of Enrollment Services.

8.81.60 Limitations. It is the responsibility of the Office of Enrollment Services to limit the offering of a temporary course to only twice during a two-year period and to limit to three times the offering of a specific topic within an open-ended course.

8.81.61 A course that has been formally deleted may not be offered again without formal approval. The code and number of a deleted course may not be re-used before four academic years have elapsed.

***8.81.62** A course not taught for two successive calendar years and not scheduled for the third year shall be deleted from the curricular offerings unless its retention can be justified. The Scheduling Officer shall determine annually which courses have not been given in the previous two successive academic years. The Office of Enrollment Services shall furnish to the Curricular Affairs Committee and the Graduate Council a full list of such courses. These committees shall notify the appropriate department chairpersons and academic deans of the courses under their jurisdiction that are on the list. The committees shall rule on the justification submitted to them by the department chairpersons and/or the academic deans and report their rulings to the Faculty Senate for confirmation.

8.81.63 In exceptional situations the Curricular Affairs Committee or the Graduate Council may decide that although a course identified under the procedure in 8.81.62 does not meet the criteria for retention, there is sufficient expectation that it may be taught within the next four years. Under these circumstances the appropriate committees may classify the course as suspended. Suspended courses shall be removed from the catalog and other publications but may be taught. If a suspended course is not taught during the subsequent four-year period, it will be deleted automatically from the curricular offerings. When a suspended course is taught within the four-year period, the department may request that the course description be reinstated without further review.

8.81.70 Course Approval Records. The permanent record for all temporary open-ended courses shall be maintained by the Office of Enrollment Services and shall consist of the certifications required in sections 8.81.21 and 8.81.50.

* **8.81.80 Course Jurisdiction.** The content, textbook, over-all conduct and method of presentation of single section courses shall be the responsibility of the instructor. The administration of multi-section courses shall be determined by departments. Modifications that significantly change a course (e.g. lecture to online offering, lecture & lab to lecture) require approval through the proper curricular channels (e.g. college curriculum committees) to the Curricular Affairs Committee to the Faculty Senate.

PROGRAMS

8.85.10 New Programs. In this section the term "program" shall be understood to include any curriculum or University sponsored activity requiring the assignment of one or more faculty to serve in a teaching, research, or service capacity and intended to result in the conferral of a certificate or other credential or of an undergraduate or graduate degree. It also covers centers, including partnerships, bureaus, institutes, and similar entities.

8.85.11 A coordinating and review committee (see 8.85.17) shall be responsible for receiving a proposal for a new program, for notifying the appropriate units of the University of the proposal, for requesting Budget Office financial review of the proposal, for calling for comment on the proposal, for setting deadlines for receipt of comment, for evaluating the proposed program, for insuring that all required information is included or appended to the proposal, and for forwarding the proposal, or a revised version of the proposal, with its report and recommendations, to the Faculty Senate for subsequent action. In its report to the Senate, the coordinating and review committee shall indicate whether it recommends approval or disapproval of the proposal and shall recommend a ranking of the proposal according to categories described in 8.85.30.

8.85.12 Proposals shall be prepared using formats specified by the Board of Governors and kept on file in the office of the Provost and Vice President for Academic Affairs.

8.85.13 A proposal submitted by a college shall have been approved in accordance with the college's established procedures before submission to the coordinating and review committee.

8.85.14 The coordinating and review committee shall insure that all departments, colleges, or other units directly involved or affected by a proposal for a new program, including the Joint Strategic Planning Committee and the Council of Deans, are informed of the proposal and are given time to comment or otherwise respond. Unless otherwise sanctioned by a special act of the Faculty Senate, the coordinating and review committee shall allow at least thirty (30) and no more than forty-five (45) calendar days for responses after public notification.

8.85.15 Unless an extension of up to thirty (30) calendar days has been authorized by the Faculty Senate Executive Committee, the coordinating and review committee shall submit its report on the proposal to the Faculty Senate for action no later than thirty (30) calendar days after the deadline set for receipt of responses on a proposal. If a report has not been submitted within the specified time, the proposal may be submitted directly to the Faculty Senate for action.

8.85.16 The coordinating and review committee may require changes in the format of and may recommend substantive changes in a proposal before forwarding it to the Senate for action. The coordinating and review committee shall make comments submitted in response to a proposal available for inspection, indicating in its forwarding report to the Senate the persons and/or groups who have submitted comments and where the comments are on file and available for review.

8.85.17 Normally, the Curricular Affairs Committee, the Graduate Council, and the Council for Research shall serve as the coordinating and review committee respectively for proposals for new undergraduate degree programs, for new graduate degree programs, and for new centers, including partnerships, bureaus and institutes. If questions arise as to the appropriate committee to serve as the coordinating and

review committee for a proposal for a new program, the Faculty Senate Executive Committee shall determine which committee has responsibility. The Executive Committee may establish or recommend establishing a special committee to serve as the coordinating and review committee for a proposal.

8.85.20 Evaluation Criteria. In conducting their review, the coordinating and review committee shall evaluate the proposed program primarily according to the following criteria, listed in order of importance and explained in more detail in the Manual sections indicated: centrality of the program to the mission of the University of Rhode Island (8.85.21); extent to which the program would contribute to the University's fulfillment of its teaching, research and service responsibilities, (8.85.22); relationship of the program to the developmental plans of the University (8.85.23); projected cost effectiveness considerations (8.85.24).

8.85.21 The first criterion--centrality to the mission of the University of Rhode Island--is of major importance. The mission of the University of Rhode Island is embodied in its name and consists of two components -- one being those responsibilities that distinguish it as a University (not a state or community college or technical institute) and the other being those local and regional concerns that derive from its being "of Rhode Island." A program is considered as being central to the mission of this University as an institution of higher learning to the extent it fulfills both aspects of the University's mission. A program shall be considered appropriate to the mission of U.R.I. as a *University* to the extent to which it fits one of the following descriptions:

- a. the program constitutes a theoretical pursuit;
- b. the program contains many aspects of practical application, but these aspects require a strong theoretical foundation (e.g. certain professional programs, applied fine arts, etc.);
- c. the program provides some general skills needed for students to be able to engage in theoretical pursuits or to understand the theoretical foundations of practical aspects of other programs. Taking into consideration the present situation within higher education, a university must, in this context, also provide skills which are judged by some to be remedial in nature.

A program may be considered appropriate to the mission of U.R.I. as an institution of higher learning of *Rhode Island* to the extent it fits one of the following descriptions.

- a. the program is of general or universal interest or applicability -- one that typically exists at all quality universities;
- b. the program is in keeping with the mission of a land-grant institution (e.g. agricultural experiment station, cooperative extension program);
- c. the program has special regional or local relevance because of its relationship to social/demographic characteristics of the geographical area, unique collaborative opportunities with institutions or organizations in the area, or present and projected employment opportunities or needs of the area.

8.85.22 A second criterion of major importance is the extent to which the program contributes to the University's fulfillment of its three main responsibilities: to provide the opportunity for education at the undergraduate, graduate, and postgraduate levels; to conduct research and other scholarly and creative activities; and to serve the people of the state by making knowledge, information, and expertise available to

individuals, to other educational organizations, and to business, industry, and government. It is envisioned that review of a program with respect to this criterion will be the most time-consuming and thorough-going component of the review process. In carrying out this aspect of its task, the subcommittee reviewing an identified program shall interview faculty, students and staff involved in the program, program directors, department chairpersons, and the appropriate dean. The committee shall examine the record of opportunities and accomplishments that derive from the program including examination of the following:

- a. What opportunities does the program make available which are not otherwise available to the people of the state?
- b. How does program effectiveness measure up based on national reputation, peer evaluation, accreditation reviews, and test scores of program graduates on licensing exams, graduate record exams, etc.?
- c. How much research support is obtained by faculty associated with the program? What is the quality and quantity of scholarly activity, both sponsored and unsponsored, in terms of national reputation and other measures?
- d. What special University, community, state services are provided by faculty or students associated with the program?

8.85.23 A third criterion of major importance is the relationship of the program to developmental plans of the University. Is the program inside or outside the areas where greater emphasis is envisioned?

8.85.24 A fourth set of criteria related to cost/effectiveness considerations, of less importance than the three defined in paragraphs 8.85.21-23, shall include the following:

- a. How does the program compare with others based on cost/revenue relationships (overall cost and income and per student)?
- b. How does the program compare with others based on numbers of students served (majors, etc.)?
- c. How does the program compare with others considering student-faculty ratio?
- d. How does the program compare with others in terms of employment opportunities and actual placement of graduates?
- e. Are there special facilities or equipment needed or uniquely available for the program?

This set of criteria shall be applied uniformly to all programs as far as such criteria are relevant.

*** 8.85.30 Classification of programs for which new funding is required.** When new programs are approved by the Faculty Senate, approval may be classified as follows: approval Class A will mean that the program is deemed to be of such merit as to justify the recommendation of the immediate allocation of funds for its implementation; approval Class B would recommend that proposed new programs compete for resources on an equal basis with all other University activities; approval Class C would recommend funding of the proposed new program should additional funds be made available to the University.

- * **8.85.31 Programs for which no new funding is required.** When the proponents of a new program, including a certificate program, assert that the new venture can be administered entirely with existing funds, the proposal shall include a five-year plan demonstrating that existing funds are sufficient for carrying the program. Prior to that plan being presented to the Faculty Senate Curricular Affairs Committee or the Graduate Council, it shall be reviewed and approved by the appropriate department(s) and college(s) whose participation is necessary for the program to be offered successfully. The plan shall also include a Budget Office review. No classification under 8.85.30 is required.

- * **8.86.10 Academic Program Review.** In this section the term "program" shall be understood to include academic departments, as well as any curriculum or University sponsored activity requiring the assignment of one or more faculty to serve in a teaching, research, or service capacity and intended to result in the conferral of a certificate or other credential or of an undergraduate or graduate degree.

- * **8.86.11** The primary purpose of academic program review shall be to assess both the academic quality and the financial aspects of a program. The academic program review shall be used to inform decision-makers with regard to resources in academic departments and programs and to provide the University with information that will lead to improved program focus and quality. In addition, it is intended to help the University gain greater degrees of efficiency and effectiveness in the delivery of the academic curriculum.

- * **8.86.12** During the course of the academic program review and during the formulation of the review instrument, an Academic Program Review Committee shall help coordinate the steps of the review, shall lead in the formulation of the evaluation instrument, and shall continue to modify previous instrument versions or develop new instruments to accommodate the changing needs of the faculty and administration. (See sections 5.86.10-11 on the Academic Program Review Committee.)

- * **8.86.13** The report, prepared as a result of an academic program review, shall be available to the University Community; however, responses to the evaluation instrument submitted by individual participants shall remain confidential.

- * **8.86.14** The program director or chair and the Dean or academic administrator to whom the program director or chair reports shall meet with the Provost and Vice President for Academic Affairs to examine and discuss the results of the review as soon as feasible, but no longer than one hundred and eighty calendar days following the dissemination of the results. The Academic Program Review Committee shall serve in an advisory capacity during the process.

- 8.87.10 Abolition of Programs.** When a recommendation for abolition of an existing program is initiated by an appropriate college or university committee or administrative official, the recommendation shall be reviewed by the appropriate college dean, college curricular committee, and college faculty if the program is housed in a college; and in any case by the appropriate Faculty Senate Committee(s) (Curricular Affairs Committee and/or Council for Research) or Graduate Council, the Faculty Senate and the President. Review of the proposal for abolition by college or Senate committees below the level of the Faculty Senate shall result in a Statement of Opinion that shall be attached to the proposal as it proceeds through subsequent review steps, but shall not result in denial or approval of the recommendation, nor stop the proposal from proceeding to the Faculty Senate. The originator of the recommendation may, however, withdraw the proposal if convinced by review at any level that the recommendation should be withdrawn. Curricular committees and college faculties shall address budgetary issues as well as academic issues in their review. The Graduate Council shall be included for review of graduate programs

according to its established procedures. The originator shall present the recommendations to the Faculty Senate for its deliberation. Committees that have reviewed the proposal and have attached Statements of Opinion shall present the findings of their review to the Faculty Senate. Approval of the recommendation for abolition shall require the approval of the Faculty Senate and the President in the same manner as other legislative actions, as provided for in sections 10.2 to 10.6 of the Faculty Senate By-Laws.

8.87.11 Any program recommended for elimination shall be maintained until currently enrolled students (including University College students who have indicated preference for the program in writing prior to the President's signature of the recommendation for elimination) have completed the program, except that in no case shall this period of maintenance exceed the normal period of transit through the program by more than one year. Notification to students contemplating enrollment in the program shall be made at the time the President authorizes elimination of the program, but not sooner. For the purpose of providing adequate notice to prospective first-year students, elimination must be authorized prior to June 1 of the year previous to the final entering class.

* **8.87.12 Suspension of Programs.** The President has the prerogative of suspending admissions of students into degree granting programs. The President shall notify the University Community, including Admissions Officers, and the Board of Governors for Higher Education as to the reasons for and the effective date of program suspension, taking into account students already admitted for study. In concert with policies of the Board of Governors for Higher Education, programs may be maintained in a state of suspension for a maximum of 6 years. Programs may be removed from suspension by the President at any time prior to the expiration of the time limit. The President may appeal to the Board of Governors for Higher Education for a three (3) year extension beyond the prescribed time limit. After the time limit for program suspension has been reached, procedures for program abolition set forth in Section 8.87.10 shall be followed.

8.88.10 Degree Programs on the Providence Campus. Departments planning to offer existing degree programs at the Providence Campus must develop and approve a plan for offering and staffing courses and advising students. Once approved by the academic department, this plan should be forwarded simultaneously to the appropriate college curriculum committee and to the Vice Provost for Urban Programs for review and approval and then undergraduate programs shall be forwarded the Curricular Affairs Committee and graduate programs to the Graduate Council for approval. Actions taken by the Curricular Affairs Committee and Graduate Council shall be reported to the Faculty Senate for information.

CENTERS, INSTITUTES, BUREAUS AND PARTNERSHIPS

8.90.10 Centers, Including Institutes, Bureaus, and Partnerships are officially recognized academic organizational and administrative units that shall be chartered to provide interdisciplinary coordination either within a college or across college lines directed at an issue beyond the scope of a single discipline. They may comprise many different disciplines or they may be single discipline based with secondary emphasis on contributing disciplines. The principal function shall be generally research oriented; however, in some instances, their missions may include instruction and/or service as components of equal importance. The facilities of a center need not be located in one location. A center shall be considered an individual entity and not tied to the demise or expansion of other centers.

8.90.11 Partnerships are centers (see 8.90.10) specifically designed and organized to be significantly broad in scale, for example by involving several disciplines across departmental and college lines, and are expected to be ultimately self supporting. Partnerships may cooperate with or involve extra-university entities or organizations in their activities. The term partnership may, but need not, be used in the organizational name of such a unit.

8.90.12 Individuals or groups at the University, who are not members of, or affiliated with, a Partnership, Center, Institute or Bureau, will have the same opportunities to conduct research and engage in creative activity, to obtain release time for such research or creative activity, and to have access to funding or other forms of support as may be available to members of such Partnerships, Centers, Institutes or Bureaus. Non-affiliation with a Partnership, Center, etc. will not be regarded negatively in applications for promotion or tenure.

8.90.20 Procedures for the Establishment of Centers. Proposals for all centers, including institutes, bureaus and partnerships shall originate with faculty representing the disciplines concerned. A proposal for the creation of a center, institute, bureau, or partnership, shall include an explanation of its goals and rationale, a description of its proposed administrative and staffing structure, a specific description of its relationship to other appropriate units of the University, a budget with personnel and space requirements, as well as amounts and sources of seed money. In addition, procedures for the termination of the center or assumption of full fiscal responsibilities by the University shall be included in the proposal.

* **8.90.21 Temporary Authorization for Centers.** Centers, including institutes, bureaus, and partnerships, may be authorized to operate for an initial three-year period by the Provost and Vice President for Academic Affairs of the University who shall make the decision in consultation with the Vice President for Research and Economic Development, the Council for Research, the Dean(s) of the faculty associated with the proposed center, and the Chairs of the faculty members associated with the proposed center, who will have brought the proposal to the department as a whole for their recommendations. The Council for Research will review proposals for temporary partnerships and make recommendations to the Provost based on the potential for intellectual contributions, utilization of undergraduate and graduate students, interdepartmental or intercollege involvement, and external funding. Each new temporary partnership will receive support from the university only during its initial three years.

8.90.22 Continuing Authorization for Centers. Continuing authorization to operate centers, institutes, bureaus, or partnerships, including authorization to operate after

an initial three-year period described in 8.90.21, shall be subject to review by units and departments involved in the center as well as review by the colleges of the involved departments during the third year. Following college review, proposals shall be forwarded with departmental and college recommendations to the Council for Research for consideration. The Council shall recommend to the Faculty Senate action on center proposals based on program quality, research, outreach, or educational activities, involvement of undergraduate and graduate students, interdepartmental or intercollege connections, and potential for continued external funding, as appropriate for the mission and goals of the center.

8.90.30 Review. Once granted continuing status, centers, including institutes, bureaus, and partnerships, shall be reviewed every seven years by the Council for Research who shall submit recommendations, including recommendations for further continuation or dissolution, to the Faculty Senate based on overall program quality, research, outreach, or educational contributions, financial support of student involvement, interdepartmental or intercollege involvement, and continued external funding, as appropriate for the mission and goals of the center.

8.90.40 Faculty Evaluation. At the discretion of the faculty member involved, any scholarship, teaching, or service activities carried out by a faculty member under the aegis of a center, institute, bureau, or partnership can be used in the evaluation of the faculty member for tenure, promotion, and considerations of merit.