Mission Statement, Brief History and By-Laws
Mission Statement

The Boston University Henry M. Goldman School of Dental Medicine (GSDM) will be the premier academic dental institution promoting excellence in dental education, research, oral health care, and community service to improve the overall health of the global population.

We will provide outstanding service to a diverse group of students, patients, faculty, staff, alumni, and healthcare professionals within our facilities, our community, and the world.

We will shape the future of the profession through scholarship, creating and disseminating new knowledge, developing and using innovative technologies and educational methodologies, and by promoting critical thinking and lifelong learning.

We will do so in an ethical, supportive environment, consistent with our core values of trust, responsibility, respect, fairness, compassion, excellence, service, and effective communication in synergy with the strategic plan of Boston University.

We will support this mission using responsible financial policies and philanthropy.
A Brief History of the Boston University Henry M. Goldman School of Dental Medicine

The Henry M. Goldman School of Dental Medicine has origins dating to 1958, when Boston University School of Medicine established a Department of Stomatology (medical study of the physiology and pathology of the mouth) to provide postdoctoral education in dentistry. At that time, the institution was the only one in the country devoted solely to specialty education in dentistry.

The Boston University School of Graduate Dentistry was founded in 1963 under the leadership of Dean Henry M. Goldman. Originally located in a three-and-a-half story brownstone building on East Concord Street, the school in 1970 moved to the current facility at 100 East Newton Street. The three-story building was constructed in response to the dynamic expansion of teaching activities, enrollment, and research. Building on a foundation of strength in postdoctoral education, in 1972 the school initiated a predoctoral program leading to the Doctor of Dental Medicine degree. In 1973 the school constructed four more floors, bringing the East Newton Street building to its current seven stories.

The late 1970s and the 1980s were times of impressive growth in every area of the school. Affiliations with area dental practices, extramural sites, educational facilities, and myriad training sites across the country allowed students to improve clinical and practice management skills in a variety of practice types. In 1989, the school implemented the APEX (Applied Professional Experience) Program, where preclinical dental students gained experience in the dental practice environment. The early 1990s saw the school expand onto the university’s Charles River Campus with the Dental Health Center, which provides care to members of the Boston University community through the school’s Dental Health Plan, established in 1989. The Dental Health Plan in the 1990s began to offer coverage to employees of Boston Medical Center.

In 1996 the school had outgrown its designation as a school of graduate dentistry and accordingly was renamed the “Boston University Henry M. Goldman School of Dental Medicine” to better reflect the scope of the school’s education, research, patient care, and community missions.

During the late 1990s, the school significantly expanded its research mission with the addition of two new departments, the Department of Health Policy & Health Services Research and the Department of Molecular & Cell Biology. In addition, the school strengthened the capacity to evaluate curriculum, programs, students, and faculty with the addition of the Department of Educational Research and Evaluation.
In 2000, the school concentrated the predoctoral curriculum under the new Department of General Dentistry. Also in 2000 the school opened the Simulation Learning Center, where pre-clinical students practice dentistry on virtual patients in a high-tech setting.

With a faculty of more than 325 educators, clinicians, and researchers and more than 250 staff members, the school offers a full spectrum of pre-doctoral and post-doctoral specialty education programs and a complete range of graduate programs and degrees to more than 700 students.

In 2008, Jeffrey W. Hutter was named Dean of the Boston University Henry M. Goldman School of Dental Medicine. Under his leadership the School has embarked on an Applied Strategic Planning Process which will transform the School into the premier academic dental institution promoting excellence in dental education, research, oral health care, and community service to improve the overall health of the global population.
**Academic Departments**
- Endodontics
- General Dentistry
- Health Policy & Health Services Research
- Molecular & Cell Biology
- Oral & Maxillofacial Pathology
- Oral & Maxillofacial Surgery
- Orthodontics & Dentofacial Orthopedics
- Pediatric Dentistry
- Periodontology & Oral Biology
- Restorative Sciences & Biomaterials

**Degrees and Certificates Offered**
DMD, CAGS, DSc, DScD, PhD, MS, MSD

**Predoctoral Programs**
- 4-Year DMD
- Advanced Standing DMD (2-Year)
- 7-Year combined BA/DMD

**Postdoctoral Programs**
- Advanced Education in General Dentistry
- Dental Public Health
- Endodontics
- Operative Dentistry
- Oral & Maxillofacial Surgery
- Oral Biology
- Orthodontics & Dentofacial Orthopedics
- Pediatric Dentistry
- Periodontology
- Prosthodontics
Overview

The following By-Laws were unanimously approved by the faculty of the Boston University School of Dental Medicine at a meeting held on March 13, 1973. Updated versions were later approved by the Faculty on April 11, 1978; May 28, 1998; September 14, 2005; and October 10, 2005.

Jeffrey W. Hutter, DMD, MEd
Dean and Spencer N. Frankl Professor in Dental Medicine
By-Laws of the Boston University Henry M. Goldman School of Dental Medicine

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SECTION 1  The Dean

In accordance with Boston University’s by-laws, Article IV, Section 3, a dean shall be appointed to the Henry M. Goldman School of Dental Medicine by the Corporation upon the recommendation of the president of the university.

The dean shall administer the Henry M. Goldman School of Dental Medicine in keeping with policies of the university and, in cooperation with the medical campus provost, shall coordinate the activities of the Henry M. Goldman School of Dental Medicine with related educational and research activities of the Boston University Medical Center as well as the other health science related schools at Boston University.

The dean shall have the following powers and responsibilities within the Henry M. Goldman School of Dental Medicine:

(A) He/she shall be chairperson of the Executive Committee of the Faculty. He/she shall appoint the chairpersons of all other standing committees of the faculty. He/she may consult the Executive Committee on academic matters and faculty assignments to the various standing committees of the faculty.

(B) He/she shall be responsible for the review and evaluation of on-going educational, research and administrative programs; and the development of recommendations for improving existing programs as well as the fostering, coordination, and supervising of new programs through the Henry M. Goldman School of Dental Medicine.

(C) He/she shall secure from the chairperson, division and other unit directors within the school an estimate of their budgetary needs and develop these into a proposed budget for the school.

(D) The dean shall approve in advance of their submission all applications for grants or contracts for the support of teaching, training or research sponsored by the school.

(E) The dean may make recommendations to the medical campus provost for appointment, promotion, suspension or retirement of the associate and assistant deans, chairpersons, and other administrative officers and full-time or part-time members of the faculty.

SECTION 2  Associate and Assistant Deans

(A) An associate dean shall perform such duties and administrative functions as the dean prescribes, and shall act in the absence of the latter.

(B) At the request of the dean, an associate dean shall represent the dean as a member of the University Council.
(C) An assistant dean shall perform such duties and administrative functions as the dean prescribes.
Article II  The Faculty

SECTION 1  The Faculty

The Faculty shall be constituted as and shall have the duties as listed in Article IV, Section 4 of the Boston University By-Laws as follows:

- Appointments of all faculty members with tenure or at the rank of Professor or Associate Professor shall be made by the Corporation upon written recommendation of the President. All other faculty appointments shall be made by the President and reported to the Corporation.
- Each appointment shall state the length of term and special conditions, if any.
- Each faculty shall have the authority to establish rules and regulations concerning the academic requirements of its school or college, with the approval of the dean, provosts, and president.
- Faculty members are expected to attend the regular and special meetings of their college or school and of the university.
- Faculty members shall carry teaching, research, and other duties and for such periods of the year as shall be approved by the chairperson of their department, the dean of their college and the provost.
- Members of the faculty shall be recommended for appointment to appropriate ranks in academic, clinical, or research tracks, or a combination of these. Academic ranks generally are full-time appointments, with the exception that an assistant professor may have a half to full-time appointment. Senior clinical ranks are generally reserved for half-to full-time appointments based largely on teaching responsibilities. Research ranks are generally reserved for individuals engaged in half- to full-time research without other significant duties. The following ranks in these tracks are recognized by the Henry M. Goldman School of Dental Medicine:

A. Academic
   - Professor
   - Associate Professor
   - Assistant Professor
   - Lecturer
   - Instructor

B. Clinical
   - Clinical Professor
   - Clinical Associate Professor
   - Clinical Assistant Professor
   - Clinical Lecturer
   - Clinical Instructor
   - Clinical Associate

C. Research
   - Research Professor
   - Research Associate Professor
   - Research Assistant Professor

D. Adjunct
   - Adjunct Professor
   - Adjunct Associate Professor
   - Adjunct Assistant Professor
   - Adjunct Instructor
   - Adjunct Clinical Professor
   - Adjunct Clinical Associate Professor
   - Adjunct Clinical Assistant Professor

E. Visiting
   - Visiting Scholar
   - Visiting Research Professor
   - Visiting Associate Research Professor
   - Visiting Assistant Research Professor
SECTION 2 Policies and Procedures of Faculty Appointments and Promotions

A. Medical Campus Policy

The appointments of all full-time faculty shall be governed by the Medical Campus Policy for Appointment and Continuance of Appointments for Full-time Faculty, as approved by the Board of Trustees, effective July 1, 1999. The policy may be referenced at: http://www.bu.edu/handbook/appointments-and-promotions/appointment-med-campus/

B. Henry M. Goldman School of Dental Medicine Policy

It is expected that all faculty will contribute to fulfilling the mission of the school through effective teaching, research and advising as well as through public service and competent participation in the work of the school and/or university.

Academic Faculty

Appointment to the academic track will be limited to those individuals who fulfill the following general criteria.

1. Are employed by the university on a half-to full-time basis.
2. Have primary responsibility for the organization, preparation, implementation and evaluation of major course(s) or programs, which may include research programs, within a department of the school.
3. Are responsible for scholarly activities commensurate with rank.
4. Are members or chairperson of major standing committees of the school or university or provide equivalent service to the school.

Academic ranks generally are full-time appointments, with the exception that an assistant professor may have a half-time appointment. Senior clinical ranks are generally reserved for half-to full-time appointments based largely on teaching responsibilities. Research ranks are generally reserved for individuals engaged in half- to full-time research without other significant duties. Voting members of the faculty must hold academic rank of instructor or higher.

Each department will not be limited to the number of full-time academic faculty members. Should an academic faculty member fail to continually fulfill the above qualifying criteria, it is expected that the department chairperson will initiate the procedure required for changing the faculty member’s position to the clinical or research faculty or take other appropriate action.

Criteria for Appointment or Promotion to Specific Ranks

The usual criteria for appointment or promotion to Assistant Professor are:
1. Possession of the DMD, MD, PhD, DSc, or other equivalent degrees applicable to his or her disciplines.
2. Demonstrated evidence of scholarly work and teaching ability.
4. Successful completion of an approved graduate training program.

The usual criteria for appointment or promotion to Associate Professor are:
1. At least three years or its equivalent at the assistant professor level.
2. Sufficient publications or creative work of high quality to indicate progress toward a significant scholarly career.
3. Effective teaching and advising of graduate and/or undergraduate students.
4. Competent work in one or more of the following: departmental administration, school or university committees, community service, and professional organizations.
5. Service to regional or national professional organizations

The usual criteria for appointment or promotion to Professor are:

1. Three years or its equivalent at the level of associate professor.
2. Creative work and publications of quality sufficient to make the faculty member a widely recognized scholar in his or her field.
3. Effective teaching and advising, usually including responsibility for designing and implementing a major teaching area within the department.
4. Competent service in departmental administration such that he or she may assume the duties of the department chairperson in his or her absence.
5. Service to regional or national professional organizations

Specialty board certification will be viewed positively in the candidate's favor for both junior and senior faculty positions.

Implementation of Henry M. Goldman School of Dental Medicine Policies on Appointment and Promotion

To implement the Henry M. Goldman School of Dental Medicine policies on appointment and promotion, it is recommended that departments adopt the following procedures:

1. The chairperson of the department, in conjunction with the faculty member under consideration, should assume responsibility for a) preparing for presentation to the school’s Faculty Appointments and Promotions Committee a synopsis of the progress and achievements of each individual whose status is under consideration, including effectiveness in teaching, research, and writing and services to the school and community, and (b) gathering and submitting relevant supportive documentation. If significant for the effective discharge of responsibilities to the school, information concerning personal conduct, performance, or demeanor may also be included.

2. A decrease in time commitment to the school, depending upon rank, may require a change in status. Changes in status will be acted upon by the Faculty Appointment and Promotions Committee. It is the Chairperson’s responsibility to review time commitments for each faculty member on a yearly basis.

Qualifications for Faculty Appointment and Promotion

Overview of Criteria for Faculty Appointment and Promotions

In accordance with Boston University policy, recommendations for re-appointment and promotion in rank or increases in salary shall be based on merit and institutional needs and interests.

“Merit” shall be determined by considering relevant criteria including the following: (1) teaching effectiveness; (2) scholarly and professional achievements; (3) research, as evidenced by both published and unpublished works; (4) success in generating external funding to support research or other programs; (5) direction of graduate studies; (6) advisory and counseling service programs and administrative work of the university (other than teaching and research); (9) professional activities in the community; (10) attributes of integrity, industry, objectivity, leadership, and cooperation. These criteria are not listed in order of importance, nor are they to be rigidly applied.
Institutional needs and goals involve consideration of such factors as enrollment projections for the school, department or program; academic needs of the program; availability of resources to support the program or position—financial as well as physical; other institutional and programmatic considerations not directly related to the merit of the individual under consideration for continuance of the appointment.

**Specific Guidelines**

It is the intention of the Faculty Appointments and Promotions Committee to work closely with the department chairpersons and the Faculty Development Committee to provide clear guidelines for promotion. It is anticipated that these guidelines will provide a basis for faculty evaluation and provide direction for faculty development activities. Promotion will recognize faculty development by promotion to a higher rank, or in some cases, by transfer to the academic track.

Promotion will generally not be based on "length of service" guidelines. However, it is expected that in most cases an individual will not be promoted to a higher rank in less than three years from achieving the present rank. A candidate must demonstrate excellence in at least one of three areas to be considered for promotion, and involvement in all three areas to be considered for promotion in the academic track, as described below.

1. **Scholarly Activities** - Scholarly activities will be evaluated based on publication record, extramural support, presentations at regional, national, and international conferences or meetings, editorial board membership of professional or scientific journals or equivalent activities and specialty board certification. Publication is considered an essential component of scholarly activities since it represents a tangible accomplishment that promotes the school's reputation.

2. **Teaching** - Teaching will be evaluated based on development of new teaching approaches, course directorships, and responsibility for specific areas of patient care or clinical teaching, mentoring and continuing dental education. It is implicitly understood that an excellent teacher functions as an outstanding role model and mentor for students.

3. **Service** - Service will be evaluated based on administrative and committee assignments, participation as an officer or committee chair in professional societies, membership in advisory boards or grant review committees, and participation in community-based activities offered by the school.

Promotion will be considered separately for academic, clinical and research tracks. The academic rank is reserved for individuals who actively participate in scholarly activities, although the area of excellence may be in teaching or service. Individuals being considered for promotion to senior positions in the clinical or research tracks will usually have half- to full-time appointments and demonstrate excellence in one of the three major areas.

**Professor**

Candidates for professor will have previously held the rank of associate professor in one of the three tracks. All individuals being considered for professor with full academic privileges must submit papers published in rank in refereed journals, present evidence of long-term participation in teaching programs and administrative affairs, be a full-time faculty member, and provide evidence for having contributed significantly to student development. Specialty board certification is considered an important scholarly achievement and will be viewed positively. If the above are deficient, an individual should be considered for an alternative track. If an individual is being promoted on the basis of research activities, he or she
must have a long term record of extramural funding, submit several publications in rank in refereed journals, and have letters of recommendation indicating national prominence in his or her area of research. Individuals being considered on the basis of their teaching or service record must present strong evidence of excellence. Excellence in teaching can be provided by letters of recommendation indicating prominence as an educator, an impressive record as an invited speaker on educational issues, course directorships, the implementation of innovative teaching approaches, significant mentoring relationships with several students, sponsorship of student thesis projects, or significant participation in presenting continuing education courses. Service to the community, school, or university will be evaluated on the basis of participating as an officer in regional or national organizations, demonstrating ongoing leadership in community-based school activities, the development of innovative clinical services, or improvement of existing services, participation in school or university committees.

**Clinical Professor**
Candidates for Clinical Professor will have previously held the rank of Associate Professor in one of the three tracks and have a half-time to full-time appointment. An individual must demonstrate both a substantial contribution to the school and excellence in the areas of teaching or service. Evaluation will not be made on the basis of scholarly activities.

**Research Professor**
A Research Professor will devote the majority of his or her effort to research activities. He or she is expected to have made important contributions to research activities within the respective Department over an extended period of time, to have national prominence in an area of research concentration, and have a half-time to full-time appointment. Independent extramural funding will be viewed positively in assessing the applicant’s qualifications.

**Associate Professor**
Candidates for the academic rank of Associate Professor will have previously held the rank of Assistant Professor in one of the three tracks. All individuals being considered for Associate Professor must submit papers published in rank in refereed journals. He or she must also present evidence of active participation in teaching and service and have a full-time appointment. Specialty board certification will be considered positively in support of the applicant. If the above are deficient, the individual should be considered for an alternative track. If an individual is to be promoted on the basis of research activities, he or she must have a significant level of extramural funding, must submit several papers published in rank in refereed journals and have letters of recommendation indicating recognition in his or her area of research. Candidates seeking promotion to Associate Professor based on teaching or service must demonstrate excellence in these areas. Excellence in teaching can be provided by strong letters of recommendation, invitations as an invited speaker based on educational issues, course directorships, the implementation of innovative teaching approaches, significant mentoring relationships with students and significant participation in presenting continuing education courses. Evidence of service to the community, school or university may be provided by a leadership role in community-based school activities, participation as an officer in regional or national organizations, participation in school or university committees, membership in study sections or advisory groups, and the development of innovative clinical services or improvement of existing services. In general, promotion to Associate Professor on a teaching or service basis without evidence of scholarly activities will be discouraged.

**Clinical Associate Professor**
Candidates for Associate Clinical Professor will have previously held the rank of Assistant Professor in one of the three tracks. Candidates will demonstrate excellence in either the areas of teaching or service
and have a half-time to full-time appointment.

**Research Associate Professor**
An Associate Research Professor will devote the majority of his or her effort to research activities. Candidates for Associate Research Professor must have a half to full time appointment and demonstrate excellence in the area of research.

**Assistant Professor**
Candidates for Assistant Professor are expected to possess a doctoral level degree and demonstrate the potential for excelling in one or more of the three areas listed above. He or she should present evidence of having initiated scholarly activities. If this is lacking, the individual should be considered for an alternative track. Documentation of potential excellence in research, teaching, or service will be based upon letters of recommendation and by a letter from the Department Chair. Assistant Professors must have half to full-time appointments. It is expected that Assistant Professors appointed on research strengths will serve as principal investigators with the explicit understanding that he or she will eventually generate independent extramural support.

**Clinical Assistant Professor**
Candidates for Assistant Clinical Professor are usually expected to possess a doctoral level degree and demonstrate the potential for excelling in either the areas of teaching or service as described above.

**Research Assistant Professor**
An Assistant Research Professor will devote the majority of his or her effort to research activities. He or she must have a doctoral level degree, the potential for excelling in research, and a half-time to full-time appointment.

**Instructor**
A person who is able to assume duties in instructing small groups or sections of students or in giving occasional lectures. An Instructor will usually possess the DMD, MD, PhD, DSc, degree, or equivalent training as applicable within his or her discipline.

**Clinical Instructor**
A person with the necessary qualifications, academic degrees, and training as an Instructor in the academic rank. These individuals will devote the major portion of time and effort to the practice of their profession.

**Lecturer**
A person of recognized ability and knowledge in his or her discipline who holds the professorial rank of Assistant Professor level or above in another university and whose duties at Boston University are limited to special lectures.

**Clinical Lecturer**
A person with recognized knowledge, skills, and experience in a clinical specialty or discipline. Such a person must have a background equivalent to one of the Clinical Professorial ranks but may or may not have held such rank at another institution. This appointment is reserved for highly qualified individuals who can significantly enhance the school's clinical programs and the professional education process.
Clinical Associate  
A person with the necessary qualifications, academic degrees, and training to act as an Instructor or Clinical Assistant Professor. These individuals will devote the major portion of time and effort to the practice of their profession.

Adjunct Appointments  
Adjunct appointments will be made to persons of recognized ability and knowledge in his or her discipline whose primary place of employment is outside Boston University. This appointment is made annually and is reserved for qualified individuals who give service to the school on a part-time basis.

These part-time appointments may be in the following ranks  
Adjunct Professor  
Adjunct Associate Professor  
Adjunct Assistant Professor  
Adjunct Clinical Professor  
Adjunct Clinical Associate Professor  
Adjunct Clinical Assistant Professor  
Adjunct Clinical Instructor

Duties usually include the teaching and advising of students but do not include service on departmental committees.

Visiting Appointments  
A person of recognized ability who is appointed on a temporary basis of specified duration. These appointments are usually reserved for individuals at other institutions or who possess other professional qualifications. For individuals who are temporarily appointed for the purpose of collaborating on a research project the following titles are appropriate:  
Visiting Scholar  
Visiting Research Assistant Professor  
Visiting Research Associate Professor  
Visiting Research Professor

SECTION 3 Procedures Related to Appointments and Promotions

Recommendations concerning appointments and promotions shall first be made in writing by the Chairperson of the Department concerned and submitted to the dean. Recommendations by the dean to the provost of the medical center regarding all academic, clinical or research appointments and promotions may be made after approval by the Standing Committee on Faculty Appointment and Promotions.

The dean, in consultation with the Committee on Faculty Appointments and Promotions, shall review the recommendations for promotion of any individual forwarded to the Dean's Office by a department. This committee shall have the right to gather further documentation concerning the individual's achievements and eligibility for such promotion. The committee shall consider its recommendations in light of the guidelines stated in the Boston University Faculty Handbook.

The dean, upon receipt of such recommendation and after consultation with the school's Faculty Appointments and Promotions Committee and approval of the school's Executive Committee, shall
forward a final report to the Medical Campus Provost and Provost (Associate Professor and Professor, academic track only or emeritus appointments), Boston University accompanied by the necessary supportive material for review and presentation to the Trustees (Associate Professor and Professor, academic track only or emeritus appointments).

SECTION 4  Annual Faculty Self-Evaluation and Development Review

All faculty members shall participate in an annual performance evaluation and have sufficient resources available to them, both in time and financial support, to participate in development activities related to ongoing personal enrichment and professional career enhancement.

The Annual Review will ensure that:

a) a dialogue exists between individuals and their supervisors; b) an evaluation of employee skills and responsibilities is documented for use as a baseline in future professional development; c) performance goals are established and specific performance areas requiring improvement are identified; d) a recommendation and action plan for future growth and development is implemented; e) a base of information from which to develop an annual plan for faculty and staff development opportunities is created; f) a means to recognize, reward and acknowledge dedication and contributions to the school is established.

The Development Program will

1) Begin with an assessment of organizational and individual needs for training and enrichment as an outcome of the Annual Review;

2) Provide educational or training programs to all employees;

3) Provide employees with necessary resources (i.e., release time, financial support) to participate in development related activities;

4) Be administered in a respectful and supportive environment that fosters growth in all areas of the school’s mission;

5) Provide for the enhancement and improvement of individual performance.

SECTION 5  Duties of Department Chairperson, Division or Program Directors

The duties and responsibilities of the chairperson of a department in the Henry M. Goldman School of Dental Medicine are extensive and varied. The department chairperson serves as the direct link between the dean, the Committees of the school, and the teaching and supporting staffs of his/her department. Therefore, his/her duties and responsibilities include his/her knowledge and understanding of the mission of the school, the policies and practices of the school and of the university; effective communication and implementation of policies and practices as they relate to departmental functions; and other responsibilities as determined by the central administration of the university and the school. While the understanding of policy, the execution of policy, and effective communications are essential responsibilities of a department Chairperson, the scope of his/her duties and responsibilities is of far greater depth and magnitude.
The Chairperson of the department is charged with the responsibility of providing the leadership and creative thinking that his/her department requires for the motivation of faculty and students and for the maintenance and improvement of program quality.

The direction of the Chairperson’s activities should be consistent with the overall mission, objectives and goals established by the faculty and administration of the school and by the President and Board of Trustees of the university.

According to this premise, the responsibilities of the department Chairperson are enumerated as they relate to the following categories:

- Administration
- Teaching and Evaluation of Learning Programs
- Research
- Faculty Development
- Personnel Development

The outline of categories is not intended to be exhaustive or restrictive or to be indicative of personal encumbrance.

A. Administration

The commitment of Chairpersons of departments to the area of administration is intended to allow adequate time for their participation in contact teaching, program planning and evaluation, and research. The actual time for administration will vary from department to department, but the following categories are considered to be duties for which the Chairpersons of the departments are responsible:

1. Determination of department objectives along with goals and plans for achievement of the school’s mission
2. Intradepartmental organization:
   - Assignment of duties and responsibilities to the faculty members and supporting staff personnel
   - Assignments for course responsibility
   - Assignments for committees
3. Budget Annual Review
4. Recommendations:
   - Appointments; promotions; peer review; faculty evaluation; research time; dismissals; leave; travel; alumni and students; learning resources requests and sources of funding
5. Interdepartmental relations:
   - Cooperation and liaison
   - Delineation of responsibility
6. Faculty Committee participation
7. Responsibility for evaluation and use of current instruments, drugs, materials, procedures, equipment, etc.
8. Mediation:
   - Involving disciplinary and non-disciplinary problems;
   - Intra-staff relations
9. Supervision and discipline - including faculty, staff, and students in concert with clinic regulations and handbook policies
10. Equipment - review of equipment maintenance; reporting for repair, replacement, etc.
11. Conservation of supplies, materials, and energy, and avoidance of all unnecessary waste

B. Teaching and Evaluation of Learning Programs: Didactic, Laboratory, & Clinical Programs
1. Responsibility for the determination of the aims and objectives of the overall teaching program in the department
   a. Scope and special problems related to predoctoral students
   b. Scope and special problems related to postdoctoral students;
2. Responsibility for syllabi, courses, and curricula in the department
3. Program development and responsibility for implementation of such programs
   a. Predoctoral
   b. Postdoctoral
   c. Honors
   d. Remedial
   e. Electives
   f. Extramural
4. Evaluation and advisement of teachers and teaching.
   a. Course presentation
   b. Assistance in courses
   c. Advisement and evaluation in textbook selection, manuals, visual aids, and other teaching materials
5. Evaluation of learning - student achievement and performance of graduates
   a. Grade reports, graded exercises, mock boards
   b. National Board Examination scores
   c. State and Regional Boards (Licensure and Clinical Competency)
6. Counseling and advisory program - for clinical and preclinical student progress
7. Orientation programs: development of a manual that includes objectives, guidelines for departmental policies, procedures, and interdepartmental relations as they relate to faculty and students
8. Knowledge of new and/or other programs and concepts

C. Research
The Chairperson has direct responsibility for development of the research program in accordance with the overall mission of the school. This includes, but is not limited to, the following:
1. Active participation in research, advising and encouraging others
2. Responsibility for allowing time for research and creative thinking
3. Knowledge of grants available, application procedures, protocols, progress reports, and manuscripts
4. Knowledge of current research and publications related to dentistry in general and of research related to the activities of the department
5. Compliance with requirements for human research and assurance of informed understanding and consent
6. Review of research reports emanating from the department
7. Review and recommendation for approval of research projects being conducted or anticipated for implementation in the department
D. Faculty Development
The Chairperson has direct responsibility for development of faculty in accordance with the overall objectives of the department and the school. This includes, but is not limited to, the following:

1. Faculty orientation and in-service training program.
2. Release time for special development, i.e. to develop or learn new techniques, procedures for research, and other creative activities.
3. Recommendations for attendance at courses, seminars, professional meetings, etc., that will enhance professional development.
4. Recruitment of new faculty.
5. Retention of productive faculty.
6. Departmental retreats - for working out problems, planning new teaching strategies, evaluation of programs, courses, etc.
7. Peer review - annual review of faculty.
8. Special motivational efforts and recognition (rewards) for excellence on the part of the faculty (Annual Teaching Award).

E. Human Resource Development
The departmental functions rely on a delicate balance between the academic and service aspects of the overall dental program. The supporting staff is essential to the functioning of a department in most of its parameters and most certainly affects the program efficiency. Chairpersons are responsible for personnel management in accordance with the policies and regulations of the medical center and the university.

The Chairperson is directly responsible for human resource development:

1. Recruitment of support staff through the Human Resources Office of the Boston University Medical Center.
2. Recommendation for appointment.
3. Annual assessment.
4. Motivation of staff.
5. Morale and discipline.
6. In-service staff development.
7. Career mobility - allowance of time to attend lectures, courses, meetings, etc. that will enhance personnel's value to the program and in accordance with personal interests and goals.

SECTION 6 General Faculty and Staff Meetings
The Faculty of the Henry M. Goldman School of Dental Medicine shall meet at least twice during the academic year in order to introduce new faculty and staff members, to announce new programs, policies or any other pertinent information.

SECTION 7 Faculty Forum
On December 8, 2008 the Faculty Forum By-Laws were approved by the faculty. (see attachment)
The By Laws of the Faculty Forum state that all paid faculty (other than member of the executive committee- Dean, Associate Deans, & Department Chairs) are members of the Faculty Forum. Faculty participate in policy-making by serving on School, Medical Campus, and University committees. As members of the Faculty Forum, faculty is represented on the GSDM Executive Committee by a Faculty Forum Representative. GSDM faculty are represented on the University wide Faculty Council by elected representatives, as well.

**Article III  Standing Committees of the Faculty**

Appointment to the several Standing Committees of the Faculty and Administration described below shall be the responsibility of the dean, in accordance with Article I, Section 1, of these By-Laws. A quorum shall constitute the presence at a meeting of a majority of the members of a committee.

**SECTION 1  Executive Committee**
The Executive Committee shall be composed of the dean, who shall be chairperson, associate and assistant deans, and chairpersons. The director of administration and associate director of administration may serve on the committee without voting privileges.

The committee shall meet at the call of the dean to monitor and manage a subset of school goals and objectives. The committee will provide direction for the strategic planning efforts of the school, consider and recommend new policies and programs, including matters which are to be presented to the faculty for consideration and vote at a general faculty meeting, give guidance to committees and/or individuals, and act as liaison to external and professional groups.

**SECTION 2  Applied Strategic Planning Committee**
There shall be an Applied Strategic Leadership Planning Committee comprised of a chairperson and GSDM faculty and staff appointed by the dean to monitor and manage school goals and objectives compiled from existing GSDM standing committees.

**SECTION 3  Core Accreditation Committee**
There shall be a Core Accreditation Committee comprised of a chairperson and GSDM faculty and staff appointed by the dean to oversee the administration of the Accreditation Site Visit including development of the Self-Study Manual.

**SECTION 4  Faculty Appointments and Promotions Committee**
The Committee on Faculty Appointments and Promotions shall be composed of at least four appointed members in addition to the Dean, or his alternate, who shall serve as chairperson. Recommendations concerning faculty appointments and promotions shall first be made in writing by the department or division chairperson concerned and submitted to the dean. The committee shall then study the recommendations, qualifications, and supporting data and make its own recommendations to the dean for final approval.

**SECTION 5  Faculty and Staff Development Task Force**
The Henry M. Goldman School of Dental Medicine shall have a Faculty and Staff Development Task Force which shall be made up of at least 7 faculty members. The director of administration and one designated faculty member will co-chair the task force. This committee shall meet at the call of the
chairpersons to assure the on-going implementation of the faculty and staff annual review and
development process.

SECTION 6    Clinic Finance Committee
There shall be a Clinic Finance Committee made up of a chairperson and GSDM clinical faculty and staff
appointed by the Dean to monitor and manage a subset of school goals and objectives. The committee
will review clinical goals, discuss problems, develop solutions and consider policy changes pertaining to
the school's clinical mission and finances.

SECTION 7    Quality Assurance Committee
There shall be a Quality Assurance Committee comprised of a chairperson and GSDM faculty and staff
appointed by the dean to monitor and manage a subset of school goals and objectives and to regularly
assess quality indicators of patient treatment, measure these relative to standards described in the
school’s clinical guidelines, recognize and quantify particular or general deficiencies in this regard and to
recommend corrective action.

SECTION 8    Infection Control Committee
There shall be an Infection Control and Safety Committee comprised of a Chairperson and members
drawn from GSDM faculty and staff and student representatives appointed by the dean. The committee
will oversee the administration of infectious disease control practices in DMD clinical areas.

SECTION 9    Research Committee
There shall be a Research Committee comprised of a chairperson who shall be the Associate Dean for
Research and GSDM research faculty, staff, and one student representative appointed by the dean. The committee
will monitor and manage a subset of school goals and objectives and is charged to shape the
future of dental medicine and dental education through research, maintain excellence in and support
growth of faculty research, and increase the opportunities for predoctoral students to participate in
research.

SECTION 10    Predoctoral Research Committee
There shall be a Predoctoral Research Committee for the First and Second Year DMD, AS I, Third and
Fourth Year DMD, and AS II students. The chairperson shall be the Associate Dean for Research and
members shall be drawn from GSDM research faculty. The committee is charged to oversee and
implement all activities pertaining to the Predoctoral Research Program.

SECTION 11    Admissions Committee
The Henry M. Goldman School of Dental Medicine shall have an Admissions Committee. The Admissions
Committee shall be made up of at least five faculty members. The chairperson shall be the assistant
dean of Admissions and the other members shall consist of at least two individuals whose primary
teaching interests are related to basic or preclinical sciences and at least two individuals whose primary
interests shall be related to the clinical sciences. This committee shall meet at the call of the
chairperson. The committee will monitor and manage a subset of school goals and objectives. The
procedures for admission shall follow the guidelines set forth by the Council on Dental Education of the
American Dental Association.

SECTION 12    Financial Aid Committee
This committee shall be composed of six members appointed by the dean as well as the executive
director of the Boston University Medical Campus Office of Student Financial Management, who shall be
chairperson. This committee develops student aid policy for GSDM and adjudicates student financial aid appeals.

**SECTION 13 Predoctoral Promotions Committees**

There shall be Predoctoral Promotions Committees for the First and Second Year DMD, AS I, Third and Fourth Year DMD, and AS II programs. The selection of the committees and their chairpersons shall be made by the dean. The committees are charged to evaluate student academic performance and relate individual performance to the guidelines for promotion. When necessary, the committees will act as appeals committees for student academic issues.

**SECTION 14 Predoctoral Clinic Committee**

There shall be a Predoctoral Clinic Committee comprised of a chairperson and members drawn from GSDM clinical faculty, and one student, appointed by the dean. The committee will identify issues which have or in the future could impact the successful operation of the predoctoral clinics and offer suggestions to the administration for appropriate actions.

**SECTION 15 Advanced Education Committee**

There shall be an Advanced Education Committee to deal with the overall postdoctoral curriculum planning of the school. This committee shall consist of a chairperson appointed by the dean and members representing the postdoctoral educational programs of the school.

This committee shall meet frequently during the academic year at the call of the chairperson to monitor and manage a subset of school goals and objectives. The committee shall have the following charge: to oversee and implement all matters pertaining to the postdoctoral program with a specific emphasis on programming which crosses departmental lines, ongoing self-study, postdoctoral candidate recruitment and oversight of postdoctoral promotions.

**SECTION 16 Postdoctoral Clinic Committee**

There shall be a Postdoctoral Clinic Committee comprised of a chairperson and members drawn from GSDM clinical faculty and staff appointed by the dean. The committee will oversee and implement all matters pertaining to GSDM postdoctoral clinics with specific emphasis on clinical functions which cross department lines and oversight of quality clinical performance.

**SECTION 17 Instrument Committee**

There shall be an Instrument Committee comprised of chairpersons and members drawn from GSDM faculty and staff appointed by the dean. The committee will determine and document dental instruments and equipment needed for the preclinical lab courses. The choices are determined by the needs of each concerned department and influenced by the needs/desires of the predoctoral students.
Article IV    Changes in the By-Laws

The By-Laws may be altered or amended at any meeting of the Faculty by an affirmative vote of two-thirds of the faculty members present, provided notice of such proposed amendment is stated in the call for the meeting at which action thereon is to be taken.
Article V Addenda to the By-Laws

SECTION 1  Policies and Procedures Regarding the Evaluation of Academic Performance and Status

For policies and procedures regarding non-academic disciplinary actions, refer to Section 2.

At the beginning of each academic term, each entering and returning student shall receive from department chairs or program directors a description of the program of study and performance criteria necessary for successful completion of all curricular and clinical components for each offered program. The duration of the program and the time sequence in which each of the various curricular components are to be accomplished shall be included. Course directors for each program of study will also provide students with in depth guidelines for academic performance within each course syllabus.

Each program description shall include a statement of standards and expectations in regard to guidelines for academic performance, professional conduct and behavior. Professional conduct and behavior, including standards for personal hygiene shall also be specified, especially as they apply to patient care activities.

Consequences of failure by a student to: complete stated promotions guidelines in the clinic; classroom or laboratory; and/or meet required standards of professional performance in any facet of the program, may lead to academic sanctions that can include probation, suspension or dismissal.

The program description shall also indicate any other unique conditions under which the instructional staff reserves the right to exclude a student from a particular classroom, laboratory or clinical activity. Any such exclusion(s) shall not necessarily constitute suspension or dismissal from a program of study. The procedures toward suspension or dismissal are indicated below.

Academic Probation
The purpose of placing a student on Academic Probation is to provide an unambiguous warning that his/her academic achievement is not meeting the standards presented within the Promotions Guidelines of his/her academic program.

Policy Regarding Academic Probation
When academic probation is recommended, the student shall be notified of this important change in academic status, and, the notification shall contain the reasons for this action and what must be accomplished within a specified time frame in order to be removed from academic probation.

A student cannot be promoted nor graduated from a program if he/she is on academic probation. A student may be maintained on academic probation until the deficiency/ies for which he/she was originally placed on academic probation have been remedied.
Academic Suspension
The purpose of academic suspension is to remove from a program a student who has failed to heed the warning of being placed on academic probation by not remediaying those deficiencies that required this action.

Policy Regarding Academic Suspension
In general, such action can be initiated at any time after 90 days from first probation. However, this time period may be shortened or eliminated by the Predoctoral Promotions Committee or the Advanced Education Committee.

Academic suspension may be temporary or maintained for an indefinite period. The student must be informed in writing of any change in academic status from "Probationary" to "Suspension". The reasons for this important change in academic status and its duration (temporary or indefinite) shall be given. If the suspension is temporary, the student shall be informed of what must be done to be removed from this status.

Dismissal
An action for dismissal may be initiated only after the faculty agrees that a student’s academic performance or lack of performance (e.g., unauthorized absences) justifies dismissal.

Policy Regarding Dismissal
In general, such action can be initiated at any time after 90 days from first probation. However, this time period may be shortened or eliminated by the Predoctoral Promotions Committee or the Advanced Education Committee. The student and all members of the appropriate Predoctoral Promotions Committee, in the case of a DMD candidate, or the student and all members of the Advanced Education Committee, in the case of a postdoctoral candidate, shall be notified, stating the reasons for the recommendation of dismissal.

Leave of Absence
A student in academic good standing requesting a leave of absence must state the reasons and the duration of the leave of absence. The request must be in writing and shall first be approved by the Associate Dean for Academic Affairs and then by the appropriate Predoctoral Promotions Committee, in the case of a DMD candidate or by the appropriate chairperson or program director in the case of a postdoctoral candidate. If the request is approved, return to a program can only be effected through a protocol determined when the leave of absence is affected. If a leave of absence is not granted, withdrawal or unauthorized absence from a program can lead to dismissal and return to a program can only be accomplished through a formal reapplication to the school.

A student in academic difficulty may request a leave of absence from a program. The request must be in writing and shall first be approved by the associate dean for academic affairs and then by the appropriate Predoctoral Promotions Committee in the case of the DMD candidate. In the case of Post-doctoral residents, requests should be directed to the appropriate chairperson. The dean shall then be notified of the recommendation. If a leave of absence is not granted, withdrawal or unauthorized absence from a program can lead to dismissal and return to a program can only be accomplished through a formal reapplication to the school.
A student on academic probation may not be granted a leave of absence from any program. Withdrawal or unauthorized absence from a program can lead to dismissal and return to a program can only be accomplished through a formal reapplication to the school.

**Appeal**

A student shall also be informed that he/she has the right to appeal when any recommendation not supporting promotion or graduation or any extended suspension is made. To initiate such an appeal procedure, the student must send a letter to the dean requesting a review of the case, including a summary of reasons for seeking such a review. Appeals to the dean must be submitted within 14 days of the date of notification of academic sanction. The dean must decide if the case merits further review and the decision shall then be communicated to the student and copies of the letter sent to the appropriate department or program director involved. (In the case of a DMD student, the dean shall inform the associate dean for academic affairs and the appropriate committee. In the case of a postdoctoral student, the dean shall inform the associate dean for advanced education and the Advanced Education Committee). Actions to be taken related to the predoctoral program, shall be handled by the appropriate Predoctoral Promotions Committee. Actions to be taken related to a post-doctoral program, shall be handled by the Advanced Education Committee. Decisions or recommendations by these committees shall be reported in writing directly to the dean.

In addition, a student shall have the opportunity to appeal to the Provost of the Medical Campus by sending a letter that requests a review of the actions taken, and must include a summary of reasons that indicate that due process was not established.

**SECTION 2 Policies and Procedures Regarding Prohibited Student Behavior or Conduct**

Institutional integrity can be maintained only so long as every student believes that his or her competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty or improper conduct of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

**Student Expected Behavior**

A. Students must treat patients with the realization that the health and welfare of these patients is paramount, and students must respect the dignity and feelings of their patients in working with them.

B. Students must interact with the staff, faculty and fellow students in a manner that is consistent with fostering a supportive and respectful environment.

C. Students must conduct themselves in a mature, courteous, and professional manner in academic classes and seminars, clinics, and laboratories, and in other areas of the Henry M. Goldman School of Dental Medicine and associated teaching facilities.

D. Diligence is an expected behavior. This means that students are expected to be in class, clinic or laboratory every day and prepared for work.
It is not possible, nor should it be necessary, to describe every type of behavior which is a violation of the Academic Code of Conduct. Conduct that is in derogation or subversion of academic or professional integrity is a violation.

The following is not exhaustive but is intended to give examples of actions that would constitute a violation.

Student Prohibited Behavior

I. Providing unauthorized assistance, including but not limited to:

- Giving, attempting to give, receiving or allowing unauthorized assistance to occur during an examination or exercise.
- Permitting another student to copy or copying from an examination or exercise.

II. Plagiarism including, but not limited to:

- Presenting the work of another as one's own.
- Allowing another student to represent your work as his or her own.

III. Knowingly furnishing false information, forgery, alteration or misuse of:

- Graded examinations, grade lists, or official university records or documents.
- Transcripts, letters of recommendation, degree certificates.
- Examinations or other work after submission.
- Patient records and charts.
- Classroom attendance or student preclinical and clinical records.
- Misrepresentation of a student's credentials or status.
- Patient records, by unauthorized removal of such documents from their locus of instruction or storage, or unauthorized use or dissemination of personal or private information in such documents.
- Prescriptions or controlled substances.

IV. Unprofessional treatment of patients including, but not limited to:

- Treating patients without authorization or supervision by faculty.
- Treating patients in unauthorized clinical settings.
- Accepting personal monetary payment from patients for services.
- Waiving patient payment responsibilities without authorization, or otherwise acting in disregard of patient-related contracting and financial policies of the School of Dental Medicine.
- Failing to comply with clinic policy.
- Failing to maintain accepted protocols regarding infection control and OSHA standards.
- Treating a patient while under the influence of alcohol or drugs.
- Refusal to properly treat any patient for reasons of gender, race, color, creed, national origin, financial status, or disability.
- Patient abandonment.
• Violating patient rights to confidentiality or improperly disclosing confidential patient information.
• Falsifying patient records in any manner, e.g. by changing previous entries, making false entries, or by forging signatures, with or without intent to defraud, injure or deceive another.

V. Theft or destruction of property: including, but not limited to:

• Examinations or papers after submission, including purposefully altering possible poor performance.
• Unauthorized possession of someone else’s property, such as laboratory or dental equipment, or the books or papers of another student.
• Unauthorized use of clinic facilities or supplies.
• Unauthorized reproduction, distribution, or sale of class notes, examinations, or other class materials without the express written consent of the author.
• Theft or destruction of examinations or papers after submission, including purposefully altering possible poor performance.
• Altering or destroying another person’s work or records, including altering records of any kind (whether hard copy or electronic), removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
• Defacing or vandalizing university facilities or other personal property.

VI. Interference with or disruption of the regular operations and activities of the school, including, but not limited to: Teaching and research, disciplinary proceedings, service functions, or other authorized activities occurring on the premises of the school or affiliated institutions.

VII. Violation of Boston University’s condition of use and policy on computing ethics and/or Boston University Henry M. Goldman School of Dental Medicine’s computer ethics policy

VIII. Violation of public law

Defined as when such violation occurs within a program of the school or affects the professional interests or standards of the school, whether or not occurring on campus.

IX. Violation of the university’s code of student responsibilities

Violations may be processed by the School Henry M. Goldman School of Dental Medicine or the University’s Dean of Students, as appropriate.

X. Failure to comply with the sanctions imposed under the authority of this code or the university’s code of student responsibilities

XI. Any conduct in subversion of the academic and professional standards of the Henry M. Goldman School of Dental Medicine.
Academic Conduct Code review board

I. Procedures

A). When an allegation or report of alleged misconduct under the code is made by a faculty member, student, or any other person, in general the allegation or report will be forwarded to the Associate Dean of Academic Affairs for pre-doctoral students or the associate dean for advanced education for post-doctoral students. The associate dean who receives the report or allegation will personally or by delegation make such review as he or she deems appropriate. Such review may but is not required to include review of additional documents, interviews with relevant individuals who may include the individual(s) who presented the report or allegation and/or the student(s) identified in the report or allegation. If the associate dean who received the report or allegation believes that the matter warrants formal review under the procedures of the code, he or she shall forward the report or allegations, together with such additional information he or she may have obtained in review of the matter, to the extent he or she determines that such additional information is relevant, to the chairperson of the board.

The Dean or Associate Dean may impose a temporary suspension in any case in which a complaint has been filed. As a rule, a temporary suspension in advance of the determination by the Academic Conduct Review Board will be limited to the matters involving the health, safety or welfare of the student or other students, patients, faculty or staff; the integrity of the educational process; or maintenance of order.

The board shall consist of a chairperson, three faculty members and two students appointed by the dean.

B). The chairperson of the review board shall inform the student (by hand-delivered or certified letter with return receipt, to be sent at least 14 days prior to the hearing) of the following matters:

1. The violations.

2. The date, time, and location of the hearing.

3. A student charged with misconduct has the right to be accompanied by and have the advice of counsel or an advisor who may be a member of the faculty or an individual from outside the university, with the understanding that the advisor may not participate directly in the hearing. The student shall advise the chairperson of the name(s) of this advisor or counsel no later than seven (7) days before the hearing.

4. The fact that he or she shall have the ability to examine all of the documents that have been introduced in support of the violation. Providing copies of such documents will be at the discretion of the chairperson.
C). Hearings

1. Members of the board shall be excused if the case might involve a conflict of interest.
2. The dean may appoint pro tempore members to replace regular members who are unable to attend or who have been excused.
3. Determination will be a majority of the voting members present at a hearing.
4. The quorum for hearings shall be four voting members of the board, at least two of whom shall be faculty members.
5. The chairperson shall be counted as a voting member, but shall cast his or her vote only in order to break a tie vote.
6. A hearing shall proceed in the absence of the accused student only if the board is satisfied that proper notice of the hearing was given to the student and that there is no legitimate cause for the absence.
7. The order of the hearing shall be as follows:
   - Presentation of charges by the board chairperson.
   - Presentation and examination of material evidence and witnesses by the board and by the accused student(s).
     In appropriate circumstances the chairperson may take steps to protect a witness through actions such as sequestering, not divulging a witness's identity, or the taking of testimony prior to a hearing.
   - Statement by the accused student.
   - After excusing the accused student and advisor and witnesses, the Board will be in executive session.
   - Formulation of the judgment and assessment of any appropriate penalty, which may include but is not limited to warning, probation, restitution, suspension or expulsion, is by a majority vote of the members present.
8. Because the hearing is not a court hearing, the board is not bound by legal rules of evidence. However, every effort will be made to conduct hearings as fairly and expeditiously as possible.
9. The hearing shall not be public and information gained at the hearing shall be treated as privileged information by all participants. This does not bar disclosing the findings and recommendations of the board to those authorized to receive such information. Inasmuch as this provision is for the protection of the accused, it does not bar him or her from disclosing the proceedings, if he or she wishes.
10. The hearing shall be conducted with proper decorum. The hearing may be recessed by the chairperson if:
    a. Additional evidence or witnesses are needed
    b. It is apparent that a fair hearing cannot be held because of disturbances, illness, or similar causes.
11. Minutes of the hearing shall be taken or the hearing shall be tape recorded. The student(s) charged shall be entitled to a copy of the minutes or the recordings at
his/her expense. Matters discussed in Executive Session by the board shall not be deemed to be part of the record; minutes of witness testimony will be made available at the discretion of the chairperson.

D). Recommendations

The complete recommendations, including a statement of the charges, evidence, and judgment, shall be transmitted to the dean as soon as possible.

The dean shall review the report and the appropriateness of the recommended sanctions.

The recommendations will be affirmed, modified, reversed, or referred to the Board with instructions by the dean.

E). The associate dean who received the report or allegation shall notify the student by certified letter of the judgment and penalty imposed and that such findings and sanctions are subject to final review by the provost after all appeals within the school have been exhausted. The letter shall also inform the student of the procedure for appeal.

II. Appeals

A). Within 14 business days of the receipt of the associate dean's letter a student may appeal the judgment and/or the penalty to the dean. Appeals are to be in writing, setting forth the basis of the appeal and whether the student is appealing the judgment, the penalty, or both.

B). The dean will review the appeal to ensure the fairness of the proceeding and the appropriateness of the sanction/conditions imposed. In general, the dean will not substitute his judgment for that of the board if the proceedings were conducted fairly and the sanction/conditions are appropriate based on the offense and the student's record. The dean may affirm, modify, reverse or refer the matter back to the board with instructions.

C). Before making a decision, the dean may conduct his or her own investigation if he or she feels it is warranted.

D). A rehearing normally will be ordered only if new evidence is presented. The procedure at a rehearing will be similar to the format used for the initial hearing.