Borra College of Health Sciences Dominican University

Roles and Responsibilities

Approved by BCHS Faculty – May 5, 2018

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Borra College of Health Sciences

Faculty Roles and Responsibilities

A. Introduction:

This document articulates a guiding framework for the roles and responsibilities of faculty members of the Borra College of Health Sciences (BCHS) at Dominican University. This framework is grounded in the mission of Dominican University as a Catholic, Dominican institution. The acknowledged central responsibilities for all BCHS faculty members include: teaching, scholarship, and service.

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world. Health care encompasses all of these values that guide faculty members in their development of programs, their relationships with colleagues and students, and their teaching and scholarship. As representatives of the university, faculty members in the BCHS serve not only their own programs; but also take ownership for and contribute to the full educational enterprise at Dominican University.

The Dominican maxim: *Contemplare et Contemplata Aliis Tradere* (To contemplate and to hand on the fruits of contemplation) speaks to the primacy of study and reflection in the Dominican tradition and applies well to faculty members of the BCHS. Their work is informed by engaged scholarship of not only discovery, but of application that requires their continued involvement in human health service, and the active pursuit of new developments in their rapidly changing fields. Their scholarship of teaching and mentoring is a fruitful sharing of this hard-earned knowledge.

B. Governance structure:

The Borra College of Health Sciences currently has four distinct programs encompassing undergraduate, post-baccalaureate and graduate degrees and certificates programs. Each has a program director or department chair and full-time, part-time faculty, adjunct faculty as well as staff. The Dean and Associate Dean guide the work of the College. The Dean provides a vision for the College along with managing the overall operations of the college in terms of budget, personnel, programming, and academic policies of the college. The Borra College of Health Sciences first approved College By-Laws on February 20, 2017 and approved a revision on November 5, 2019. The By-laws outline the membership of the college, the procedures and policies for college meetings and voting. College specific committees are described with regard to duties and roles. Additionally, membership, duties and procedures are specified for program as well as the roles for the Directors of programs.

C. Process used for the development of Roles and Responsibilities document:

To begin the process of developing the Roles and Responsibilities document for the Borra College of Health Sciences, there was a call on October 19, 2017 by the Dean to full-time faculty in the College at the All-College Meeting to ask for volunteers to serve on a committee to develop this document. There was a requirement that one representative from each program would be included to provide the perspective of each program. The final committee is composed of four faculty members, one from each program, along with the Dean. This group started meeting biweekly in November 2017 and have begun meeting weekly in the spring semester to address specific components of a preapproved template that was approved October 4, 2016 by the members of the Committee of Faculty

Appointments and the Deans Team. The College Committee would like to complete its work by the beginning of April 2018, at which time a *draft* document will be distributed to all full-time faculty to review and discuss. Electronic feedback will be requested by the committee and faculty will be asked to submit this by a specific date. A meeting for full-time faculty will then be held in mid-April where an inperson discussion can take place to discuss the possible additions/deletions submitted by faculty electronically. Based on the in-person discussion, the committee will incorporate points that were approved to the document. An electronic vote will be held one to two weeks later to approve or reject the revised document. To incorporate feedback at the in-person meeting, approval needs a majority of the quorum present at the meeting. The final document will be approved by a majority of the quorum vote of the members of the Borra College of Health Sciences Council. The document may be amended by a three-fifths vote of those members of the College Health Sciences Council entitled to vote. This is similar to what is required for changes to the College By-Laws. The document will be reviewed annually with requested changes submitted by faculty by November 1 of each fall semester.

D. Faculty expectations, criteria for evaluations and contract renewals (where relevant)

Determination of faculty rank and the minimum qualifications necessary to hold full-time positions for tenure track faculty and lecturers are described in the Dominican University Faculty Handbook (https://duconnect.dom.edu/teams/governance/Pages/Faculty-Handbook.aspx). As the Borra College of Health Sciences will have a significant number of potential applicants requesting clinical faculty status, we have described the specific criteria below that lists qualifications for employment into this track and Table 2 describes the minimum criteria for progression that would meet the needs in our college. Clinical faculty are described as faculty members who are_licensed practitioners and/or teach in practitioner programs. Full-time clinical faculty are given one of the following three ranks: Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Clinical faculty members qualify for advancement in rank by maintenance of high standards and integrity in clinical teaching, scholarship and service. Of particular significance is evidence of continuing intellectual development, as revealed by participation in professional organizations, publications or equivalent performance, and effectiveness in clinical teaching and related responsibilities (see section H). Faculty in clinical programs are also expected to promote excellence in standards of practice according to guidelines of accreditation and discipline specific professional organizations. Advancement will be reviewed by the Committee of Faculty Appointments (CFA) with two-year reviews for progress and annual reviews through the program and the College. On those years that the CFA reviews faculty, this review will suffice as the annual evaluation by the College.

Clinical Assistant Professor

- 1. Teaching experience at least three years of college/university teaching experience OR a minimum of six years of clinical teaching experience
- 2. Degree Credentials:
 - a. Clinical doctorate (MD, DO, DNP, DCN, JD, DPT, OTD), or Master's degree with approved board certifications, certification exams, or approved fellowships, or Ph.D., Ed.D., or equivalent terminal post-professional degree.
- 3. Scholarship A plan that outlines the proposed scholarship that the faculty member will pursue in this position.

Clinical Associate Professor

- 1. Teaching experience at least six years of full-time college/university teaching experience OR a minimum of 12 years of clinical teaching experience
- 2. Degree Credentials:

- a. Clinical doctorate (such as MD, DO, DNP, DCN, JD, DPT, OTD), or Master's with approved board certifications, certification exams, or approved fellowships, or Ph.D., Ed.D., or equivalent terminal post-professional degree
- 3. Scholarship evidence of continuing professional growth, teaching, scholarship, and service appropriate for this level (outlined in section H) and beyond the Clinical Assistant Professor level

Clinical Professor

- 1. Teaching experience at least eleven years of full-time college/university teaching experience
- 2. Degree Credentials:
 - a. Clinical doctorate (such as MD, DO, DNP, DCN, JD, DPT, OPT), or Master's with approved board certifications, certification exams, or approved fellowships, or Ph.D., Ed.D., or equivalent terminal post-professional degree
- 3. Scholarship –evidence of continuing professional growth, teaching, scholarship, and service appropriate for this level (outlined in section H) and beyond the Clinical Associate Professor level

E. Process for yearly review of all BCHS full-time faculty

The process for yearly review of all full-time faculty is outlined in this section. It will be undertaken by the department/program directors and by the Dean of the BCHS. Each department chair or Director will write an evaluation letter of their faculty and submit to the Dean by March 15th of the spring semester. In this annual letter, the Chair/Director will provide an evaluation of the faculty member with regard to progress in teaching, service to the university community at all levels and the faculty member's research program, specifically if it is included in the faculty member's responsibilities. A timeline for review by the Committee of Faculty Appointments is described in the DU Faculty Handbook and will be followed. Generally, the CFA will review faculty every two years (tenure track faculty) or every four years (clinical track faculty and lecturers). This process described in this section is for an annual/yearly review of faculty.

Self-evaluation is an integral part of the process. Each year, faculty will be asked to fill out a Faculty Activity Report (FAR) that asks for information regarding your activities with respect to teaching, scholarship, service and professional development. Additionally, there is a section that asks you to list your goals for the upcoming year. The FAR report will be due to the Dean's Office by March 1st of each year. The Dean, in their review, will refer to the following documentation in their review of faculty. The FAR report from the faculty member, the letter of evaluation by the Chair/Director, and student evaluations of the faculty member.

F. Core Components to the Role of the Faculty Member

The core of excellence in a faculty member is deeply rooted in responsibilities of teaching, scholarship, and service. First, and foremost is teaching. Our expectations for teaching effectiveness as a full-time faculty member are outlined the Faculty Handbook Chapter 6, Section A (teaching effectiveness) that lists criteria on which we base effectiveness. Expectations for scholarship/professional development and service are outlined in the Faculty Handbook (Chapters 7, 8, respectively).

Teaching: In the Borra College of Health Sciences, there is a more specific focus on several of the criteria listed in Chapter 6 of the Faculty Handbook for teaching effectiveness due to our curriculum which needs to scaffold and build information from one class to the next in

accordance to our accreditation requirements. We also emphasize professionalism of practice in our curriculum. Thus, our increased emphasis on enhancing inclusive and engaged learning environment where communication between students and faculty is cooperative and fair. Thus, we also suggest that pedagogy within higher education emphasizes learner-centered teaching while incorporating best practices in teaching and learning. We also seek to build on the works of Chickering and Gamson (1991) and Chickering and Ehrmann (1996) the core components in the role of higher education teaching are to:

- 1. Encourage an engaging environment between students and faculty
- 2. Develop a deep reciprocity and cooperation among students.
- 3. Encourage an active learning environment.
- 4. Provide formative and summative prompt feedback.
- 5. Emphasize time on task.
- 6. Communicate high expectations.
- 7. Respect diverse talents and various ways of learning.
- 8. Support instructional strategies using various technologies to engage students and faculty in ongoing and multiple communications, reflections, dialogues, and responses to learning.

Scholarship: Boyer's (1990) notion of scholarship encompasses a broader understanding of scholarship beyond the traditional research methodology. A recognition that knowledge is acquired through research, through synthesis, through practice and through teaching. These principles form the core of faculty scholarship listed below. The expectation for faculty in the Borra College of Health Sciences is to find avenues for their scholarship during their academic careers.

The Scholarship of Discovery

- The traditional definition of scholarship the search for new knowledge.
- Original research that advances knowledge.
- Discovery of new knowledge and models within a discipline.
- Disseminating new knowledge through publication.

The Scholarship of Integration

- The synthesis of information across disciplines, across topics within a discipline, and across time.
- Brings discoveries together from various disciplines for convergence of knowledge.
- Interpretive, integrative, and interdisciplinary approaches for one cohesive knowledge base.

The Scholarship of Engagement

- The rigorous application of disciplinary expertise focusing on results and outcomes that can be shared with others.
- Utilizing new knowledge to solve real world dilemmas.
- Embracing new intellectual quandaries arising from engagement and application.
- Serving the issues of the global community.

The Scholarship of Teaching and Learning

- Appreciating that the systematic study of teaching and learning processes is a reciprocal process and that faculty are both scholars and learners.
- It differs from scholarly teaching in that it requires involves the search for innovative approaches and best practices to develop application skills and the dissemination of knowledge.
- Involves both formal and informal teaching including advising and mentoring students.
- Recognize that knowledge is acquired and developed through research, synthesis, engagement, and application.
- Requires a deep commitment to life-long learning.

Service: Service in higher education has long been a fundamental core component in the faculty role. As part of a social compact of the professionalism of teaching, service in higher education is intended for the greater public good (Kezar & Maxey, 2015). Service, for our purposes, is usually related to three areas:

- Service to the department/program, school, college, and/or university –serving on committees at various levels, volunteering for institutional initiatives and institutional activities.
- Service to the profession that can include active membership in professional organizations, continuing educational activities, editing professional books and/or journals, or serving on a professional review board.
- Service to the community that can include civic contributions such as speeches, community board membership, policy analysis, using professional expertise to assist communities, and/or volunteer work.

G. Incorporation of Student Engagement

Dominican University is a learning centered environment that focuses on student engagement in all aspects of our roles and responsibilities. The role of the student should be interwoven within each domain – Teaching, Scholarship, and Service – and should not be a separate, fourth category of faculty work. Individual faculty members are encouraged to delineate and document such efforts in at least two of the three areas of Teaching, Scholarship, and Service outlined in the respective unit's document.

Within the domain of Teaching, various forms of education may be utilized to incorporate student engagement. Examples include, but are not limited to, the role of a "flipped classroom", utilization of problem-based learning, and group presentations.

The role of Scholarship includes student involvement that can be present in various forms. Students may play a role in research assignments, including assistants, collaborators, etc. Students can also play a role in regional and national meetings, which may include presentations and posters.

Within the domain of Service, students may elect representatives in their respective programs to streamline communication between the student body and the faculty. Students may also be involved in interdisciplinary simulations and projects to further their service to the university.

H. Evaluation of the Core Components of Teaching, Scholarship and Service

Teaching

Effective teaching involves creativity in the presentation and dissemination of information. There are a variety of ways to demonstrate excellence in teaching, including: presenting subject matter with the clarity that arises from a deep understanding of the central facts and their relationships; exhibiting enthusiastic commitment to seeking, possessing, and sharing knowledge; creating the desire in students for further education. An integrated approach will be used to evaluate teaching effectiveness, utilizing, but not limited to, the following: student evaluations, peer review and reflection of teaching efficacy within the classroom, and an evaluation from the chair or director of department which includes a follow-up discussion between Chair and faculty member about teaching effectiveness.

Scholarship

Evidence of scholarship is an important part of the tenure process. Scholarship not only helps one drive

their individual discipline forward, but also informs the thinking and development of the academic themselves. Evidence of scholarship can include: published research or creative works of quality, significant research in new areas and methods of instruction, and other marks of scholarship, such as professional recognition, direction of and significant participation in research and in scholarly symposia and being recognized in the scholarly publications of one's field. Accounting of scholarship can be found in Table 1 below.

Service

Service is an important responsibility of full-time faculty members who work alongside department, college and university colleagues in the betterment of the university. Service activities can be accounted for in the following ways: active involvement in learned societies in the field of one's competence, initiative and responsibility in achieving the objectives of the department, college or school, and the University; service on college or University committees or active participation in special academic projects. This criteria will not substitute for deficiencies in teaching and scholarship for tenure track faculty.



Types of Scholarship (peer-reviewed)	Number of Units Received TENURE-TRACK	Number of Units Received CLINCAL-TRACK	
Journal articles	12 units	12 units	
Professional reports (these are specific to the discipline, from obtained contracts AND are	6 units	6 units	
Published reviews	Systematic reviews or meta- analysis- 12 units General review- 6 units	Systematic reviews or meta- analysis- 12 units General review- 6 units	
Original Books (must be associated with discipline)	18-24 units	18-24 units	
Book Chapters	3-6 units	3-6 units	
Text books (must be associated with discipline)	4 units- sole author 2 units- co-authors	4 units- sole author 2 units- co-authors	
Edited books (individual must be a primary editor in a peer reviewed book)	3 units- primary 1 unit- shared	3 units- primary 1 unit- shared	
Profess	sional Conferences		
Oral Presentations/Invited Lectures (at local, national, and global)	Local- 2 units Regional- 3 units Natl/Intl- 4 units (All require written reflection as part of earning units)	Local- 2 units Regional- 3 units Natl/Intl- 4 units (All require written reflection as part of earning units)	
Participation in seminars	Units dependent on level of participation (ex: organizing vs just attendance)	Units dependent on level of participation (ex: organizing vs just attendance)	
Poster presentations (at local, national, and global conferences)	Local- 1 units Regional- 2 units Natl/Intl- 3 units (All require written reflection as part of earning units)	Local- 1 units Regional- 2 units Natl/Intl- 3 units (All require written reflection as part of earning units)	
Honors/Awards (relevant to academic position)	Up to 2 units	Up to 2 units	
Other items • Unfunded grants • Writing exam questions for National Board/Licensure • Authorship beyond the first/corresponding author on publications • New certifications or degrees relevant to discipline	Variable credit depending on the specificity of the work involved	Variable credit depending on the specificity of the work involved	

Table 2. Minimum criteria required to advance within tenure track and clinical track faculty. This table outlines the <u>minimum</u> criteria to advance within the tenure track and clinical faculty tracks in the areas of teaching, scholarship and service. The minimum criteria is listed so that faculty will understand the requirements needed to advance.

Category	Rank	Minimum Criteria
Teaching	Assistant Professor to Associate Professor	Evaluation of teaching will be based on <i>patterns of evidence</i> and can include, but not limited to: self-assessment of teaching activities, Chair/Director observations, peer observations, as well as student classroom evaluations over the time period.
	Associate Professor to Full Professor	Evaluation of teaching will be based on <i>patterns of evidence</i> and can include, but not limited to: self-assessment of teaching activities, Chair/Director observations, peer observations, as well as student classroom evaluations over the time period.
Scholarship	Assistant Professor to Associate Professor	Obtaining at least 36 units in scholarship activities across the variety of activities listed in Table 1. However, of the 36 units, there should be at least two peer-reviewed publications OR at least one peer-reviewed scholarly book OR dissemination of two peer reviewed scholarly products appropriate to the discipline since appointment to the rank of Assistant Professor.
	Associate Professor to Full Professor	Obtaining at least 36 units- in scholarship activities across the variety of activities listed in Table 1. However, of the 36 units, there should be at least two peer-reviewed publications OR at least one peer-reviewed scholarly book OR dissemination of two peer reviewed scholarly products appropriate to the discipline since appointment to the rank of Associate Professor.
Service	Assistant Professor to Associate Professor	Service on committee at all levels (department/program, college, university level) Demonstration of service to the profession
	Associate Professor to Full Professor	 Same as above in service Same as above in service

I. A Model for Faculty Workload

Dominican University, a comprehensive institution of higher education with a strong history in the liberal arts, prides itself on innovative and sound instruction to our students. As such, all faculty members at Dominican University are expected to provide effective teaching to our students and participate in service to their department/program, college and university as well as the communities in which they interact. Scholarship is also an expectation of tenure-track and clinical track faculty.

In terms of teaching, it has traditionally been that full-time faculty who have a nine-month schedule carry a 6-course load over the year, with each course usually being three credit hours. 9 credit hours in total. However, in the Borra College of Health Sciences, this is not the norm. There are a variety of programs that do not have this traditional course schedule and at times a faculty member does not teach one specific course, rather they contribute to a number of courses over the semester. It is very important that these differences are recognized for faculty who teach over a 12-month period, faculty who participate in team teaching of courses and faculty that have contact hours over the traditional 9 hours, all of which are regularly found across other colleges in the University. Faculty who work over a 12-month period would be expected to carry a 9-course load over the 3 semesters, Fall, Spring and Summer.

The expectations for teaching, scholarship and service have been previously described (see section H). However, the Borra College of Health Sciences recognizes and understands that all programs in the College address course load and contact hours for faculty differently, thus we believe there must be assigned allocations for teaching, scholarship and service that is expected for all full-time faculty in the college so that there can be some consistency. Thus, full-time faculty with expectations for scholarship, including tenure track and clinical track over their 9-month or 12-month appointment, should devote 60% of their time to teaching, 20% of their time to scholarship and 20% of their time to service. Fulltime faculty serving in a Lecturer capacity, who don't have the expectation of additional scholarly work, should devote 80% of their time to teaching and 20% of their time to service. These allocations of workload should be discussed with the Dean of the Borra College of Health Sciences because we recognize in some cases, if there are exceptions or teaching/service responsibilities over and above the traditional duties of full-time faculty in the College. Therefore, adjustments may need to be made after this discussion between Program Director/Chair and Dean. Similarly, to address credit hour vs. contact hour designations for programs that assign faculty to specific courses vs. faculty that contribute across the semester to several courses, programs/departments should work with the Dean of the Borra College of Health Sciences to determine what is optimal for the faculty member in each of the programs in terms of contact hour vs. credit hour assignments.

References

- Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as a lever. American Association for Higher Education Bulletin. 49. 3-6.
- Chickering, A. W., & Gamson, Z. F. (1991). Appling the seven principles of good practice in undergraduate education. New York: Jossey-Bass Inc.
- Boyer, E. L. (1990). Scholarship reconsidered: priorities of the professoriate. Stanford, CA: The Carnegie Foundation for the Advancement of Teaching.
- Kezar, A. and Maxey, D. (2015). Adapting by design: Creating faculty roles and defining faculty work to ensure an intentional future for colleges and universities. Los Angeles: University of Southern California

Appendix 1.

Borra College of Health Sciences Teaching Observation Evaluation Form

Faculty Name:	Date/Time:
Evaluator:	_
Course Number/Title/Semester/Year:	
# of students in class:	
Does course syllabus contain the necessary items missing components— what is missing?	s? Any unique items that should be noted? If syllabus is
The following are criteria listed in the Faculty Ha categories have been combined based on associa	
Please use the following response listed:	
SA – Strongly Agree	
A – Agree	
D – Disagree	
SD - Strongly Disagree	
N/O – Not Observed	

Category	Res	spon	se			Comments
Command of Subject and Effective Communication to students	SA	A	D	SD	N/O	
Presents key concepts and clearly and articulately						
Demonstrates grasp of material during teaching						
States objectives for class clearly						
Provided relevant examples to clarify key points during class						
Discerns confusion and clarifies subject matter when appropriate.						
Materials are presented at an appropriate pace regarding complexity of topic						
Organization of course materials and addressing student needs (assistance and availability)	SA	A	D	SD	N/O	
Demonstrates clear flow and presentation of content addressing objectives						
Encouraged student participation in understanding materials during class						
Summarizes/restates major points during class for emphasis of key points						
Responsive to student questions and encouraged this practice						
Ability to create inclusive classroom and stimulate students intellectually	SA	A	D	SD	N/O	
Uses a variety of teaching pedagogies/strategies						
Incorporates technology effectively to stimulate and support student learning						
Provides non-critical classroom environment to enhance student						
participation/discussion Allows time for questions to stimulate discussion						

Describe the faculty member's strengths in teaching.		
Describe the faculty member's areas of improvement for future.		
Additional comments regarding class visit and teaching.		
Signature of Evaluator	Date	
Signature of Faculty member	Date	

DOMINICAN UNIVERSITY

Borra College of Health Sciences

COLLEGE BYLAWS

Approved at a regular meeting of the faculty and staff of the Borra College of Health Sciences on November 6, 2019. Revisions made 6/3/2019; 6/25/2019; 8/15/2019.

ARTICLE I. BORRA COLLEGE OF HEALTH SCIENCES (BCHS) COLLEGE COUNCIL

A. Membership

1. All full-time faculty members (tenure track and non-tenure track) and full-time staff as well as emeritus faculty whose appointment was in BCHS and are teaching on a part-time basis shall have full voting privileges at meetings of the Borra College of Health Sciences College Council. All voting members of the Borra College of Health Sciences College Council are eligible to serve on BCHS committees.

B. Duties

- 1. Enacts any general college-wide policies governing the conduct of the academic programs of the College.
- 2. Reviews decisions made by the various committees of the BCHS College Council.
- 3. Sets requirements for degrees in all BCHS academic programs in alignment with the policies of the university and the specific accreditation regulations of each program.
- 4. Serves as a channel of communication between the faculty and staff and the college/university administration.

C. Procedure

- 1. Meetings are held at least once a semester during the regular academic year.
- 2. Special, unscheduled meetings may be called as the need arises on at least one week's written notice or in case of extreme urgency on twenty-four hour's written notice by the BCHS Dean.
- 3. Meetings are open to external observers. However, external visitors may be asked to leave after a simple majority vote taken by those present of the BCHS College Council to meet in executive session. This vote may be taken either before or during a meeting of the Council.
- 4. The Dean is the presiding officer. In the Dean's absence, the Associate Dean presides. The Dean and Associate Dean are non-voting members, however, in the case of a tie vote by the BCHS College Council, the presiding officer casts the deciding vote.
- 5. The administrative assistant for BCHS Dean's Office will serve as meeting secretary. In the absence of the administrative assistant, the Dean shall assign a replacement. The secretary shall:
 - a. records the minutes of council meetings

- b. maintain council records including attendance
- c. assist the Dean with maintaining a file of motions passed.
- 6. All BCHS College Council proceedings shall be available for view on the BCHS DUConnect website, Borra (BCHS) Faculty-Staff Resources.
- 7. A quorum consists of one more than half the number of full members eligible to vote on the business before the council. A list of eligible voting members for each academic year is kept in the BCHS Dean's Office.
- 8. Detailed BCHS College Council agendas, committee minutes, reports and proposals for consideration are to be prepared under the direction of the presiding officer and made available for preview by the membership at least 3 weekdays before any regular meeting. A reminder will be sent out by the BCHS Dean's Office prior to the deadline.
- 9. Action items, motions may be submitted five weekdays preceding regular or special meetings by any duly constituted committee of the BCHS College Council or by any full member. A reminder will be sent out by the BCHS Dean's Office prior to the deadline.
- 10. Parliamentary process will be used to make motions and proceed with discussion before a vote is called.
- 10. Voting is subject to some special provisions.
 - a. The process of voting will occur by electronic means. After discussion of action items at the meeting of the BCHS College Council, a motion for voting on the proposal will be made. The proposal will then be sent electronically to all eligible voting members, full-time faculty and full-time staff of BCHS for approval.
 - b. Any proposals, including, requirements for major curriculum changes, which are in accord with requirements established by the applicable accrediting body, may be amended by a three-fifths of the voting members present at a meeting of the BCHS College Council.
 - c. Requirements for degrees that are required to be changed by an accrediting body shall be applied to the Program without consideration by the Council.
- 11. A committee report or report of committee action included in committee minutes duly submitted to the membership of the BCHS College Council three weekdays before a regular meeting is considered to have received Council approval (including approval of actions taken by the committee in question) after that meeting unless the Council:
 - a. specifically rejects the committee report or action reported in committee minutes or accepts it only with specified qualifications or;

- b. explicitly votes to defer consideration of the report of action to a future meeting.
- 12. Decisions of the BCHS College Council are binding unless vetoed by the Dean.
 - a. The Dean may veto an action of the Council within two weeks after the action is taken. If the Dean is off-campus when the action is taken, the veto may be exercise within two weeks of return.
 - b. The Dean must report any veto action to the BCHS College Council via email.
 - c. The President may be requested to review a Dean's veto by a three-fifths vote of eligible Council members.

D. Committees

- 1. Membership is open to all full-time faculty and staff members who have full voting privileges in the BCHS College Council. One representative, as specified by committee membership, from each program is selected, as determined by the program, to serve on each BCHS College Committee. The Dean must be notified of all committee meetings and they or their Designee, may attend as a voting member.
 - a. Each program determines representation on Council committees by a method determined by them. Each program shall have one representative on each committee, unless committee membership is specified. The Dean will be notified by the Directors/Chairs of each program the name of the full-time faculty and/or staff members serving on each committee.
 - b. New members assume duties at the beginning of the next academic year.
 - c. A member will serve a term of two years on any standing or special committee, and the terms are staggered. At the initial meeting of any newly-formed committee its members shall determine in a random manner that some members will retire after the first year, and some after two years.
 - d. Faculty and staff members on sabbatical or on leave must resign from committee membership unless they are able to attend meetings regularly. A member will serve on no more than one standing committee, unless approved by their Director/Chair and the BCHS Dean.
 - e. Program Directors/Chairs may serve on Council committees.
 - f. In the event of an opening on a committee due to resignation or any other cause, the Dean may appoint a replacement from that Program to complete the term in consultation with the Director/Chair of the program.
- 2. Each committee must have a chair.

- a. The chair is responsible for convening meetings, appointing a secretary pro tem, ensuring that the committee performs its duties, and obtaining necessary supplies. Additional responsibilities include: maintaining a file of committee records and minutes and submitting of a copy of this information to the presiding officer of the BCHS College Council at least five days before a regular Council meeting. Copies of both approved and rejected proposals must be included in the minutes.
- 3. Voting and proposals are subject to some special procedures.
 - a. A committee member may request a committee vote by secret ballot.
 - b. Any member may submit a proposal to any College committee.
- 4. Standing committees meet regularly as determined by the chair of the committee. However, at a minimum, they must meet at least once a semester to revisit current, develop new and/or implement any protocols and procedures. Proposals within the jurisdiction of a standing committee are considered by that committee before being presented to the Council.
 - a. BCHS College Curriculum and Educational Policies Committee
 - 1) Membership
 - a) The BCHS Dean, Associate Dean (non-voting members), one faculty/staff member from each program in the Borra College of Health Sciences. The Dean or the Associate Dean will be chair of the committee.

2) Duties

- a) Each member is a representative for their program and as such brings this perspective to bear in introducing and providing feedback on matters of curriculum and educational policy. Changes in program or college organization may be formulated and proposed to the BCHS College Council.
- b) Studies the existing curriculum and its effectiveness in meeting objectives of the Borra College of Health Sciences; reviews/evaluates any proposed changes made to the curriculum of each program in BCHS.
- c) Reviews proposals for major curricular changes including the following:
 - i. the creation or the abolition of degrees, majors, minors, or certificate programs,
 - ii. the formulation of new titles to degrees, majors, minors, or certificate programs, and

- iii. the significant revision of degrees, majors, minors, or certificate programs.
- d) Review and recommends College educational policies affecting undergraduate, graduate and certificate programs.

b. Committee on Clinical and Interprofessional Experiences

1) Membership

- a) One member from each program in the Borra College of Health Sciences.
- b) The members will elect a chair for the committee.

2) Duties

- a) To discuss issues related to clinical placements for students in the various programs of the Borra College of Health Sciences and to share recurring issues that have occurred.
- b) To discuss and propose policy proposals related to issues for students and faculty/staff in clinical programs.
- c) To inform committee members as well as the Dean's Office of current articulation agreements that are in place for each program.
- d) Share best practices for obtaining new clinical sites and to provide updated lists of clinical sites to the Dean's Office.
- e) Discuss and forward recommendations to enhance interprofessional education in the College.

c. Appeals Committee

1) Membership

- a) One member from each program in the Borra College of Health Sciences. The member from the program which the student is from will be asked to recuse themselves from the appeal.
- b) A member of this committee will be selected as chair; chairs will rotate on an annual basis unless the committee decides to keep the same chair.

2) Duties

a) Receives appeals by students in the College regarding issues on grades or other academic regulations with regard to continuation in the academic program and other evaluations by faculty, program committees, or clinical affiliation sites.

- b) Considers a written statement of appeal by the student outlining which of the approved reasons for the appeal is being considered by the committee.
- c) Considers any written statements or other forms of
 documentation by the faculty member, Program Director/Chair,
 Dean, or clinical affiliation site in response to the student appeal.
 The committee can decide to bring in the student or any others
 from whom they feel needs to provide additional clarification.
- d) Determines if an error of judgment has occurred as a result of:
 - i. arbitrary,
 - ii. capricious, or
 - iii. discriminatory conduct.
- e) Writes a report to the student informing them of their final decision copied to the Program Director/Chair of the program the student is from, and the Dean of the Borra College of Health Sciences that includes: exposition of the issues, allegations by appellant, responses to allegations with respect to the reason for the error of judgement, findings of fact, and recommendations.
- f) If a committee member has a conflict of interest, they should excuse themselves from the case and ask the Dean that a replacement from their program or College be named.
- d. Committee on Assessment and Continuous Improvement
 - 1) Membership
 - a) Program Directors/Chairs or designee of each program in the College and the Associate Dean
 - 2) Duties
 - a) Facilitates college-wide inquiry into student achievement of essential learning goals.
 - b) Monitors assessment activities of college programs
 - c) Assists programs in preparing reports for the University Assessment Committee.
 - d) Shares key program insights with the broader College and university community.
 - e) Support and collects data regarding the metrics outlined in the College Strategic Plan.

ARTICLE II. DEPARTMENT/PROGRAM

A. Department/Program Membership

- 1. A Department is recognized as an administrative/programmatic unit of the college composed of members who contribute to the College in providing instruction, service and scholarship as defined by Roles and Responsibilities.
- 2. Each department/program includes the Director/Chair, full-time faculty, adjunct faculty, and staff.
- 3. Departments/programs may establish an advisory committee with student representation to provide input to the department/program. Individual departments can determine when and how to select student representatives.
- 4. A School is a designation within the Borra College of Health Sciences and is an umbrella term for the department. Some departments within BCHS have multiple programs within their units and have been designated as a School, while others have not.

B. Departmental duties

- 1. Establish policy, curricula, and major requirements for disciplines and preprofessional programs within their jurisdiction.
- 2. List departmental/program offerings subject to approval of the Dean and distribute the teaching load as prescribed by college policy. If the teaching load differs from the traditional workload described in the Faculty Handbook, it must be approved by the Dean.
- 3. Prepare a departmental/program statement for the University Bulletin.
- 4. Work with Office of Marketing Communications regarding the department/program website.
- 5. Propose the departmental/program budget and request adjustments.
- 6. May participate in interdisciplinary majors and minors
- 7. Provide academic advisors for departmental/program majors.

C. Departmental/program procedures

- 1. Meetings
 - a. At least two meetings must be held per semester.
 - b. A copy of the minutes must be sent to the Dean of the Borra College of Health Sciences
 - c. Approval must be voted in formal meeting for:

- Budget 1)
- **Bulletin statements** 2)
- 3) Curricula and course offerings
- 4) Teaching and advisee load distribution

2. Voting

- All members who are full time in the program have full voting power. The a. full-time members of the department may vote to grant adjunct faculty and part-time staff teaching in the department full or partial voting power, and may be reconfirmed except as restricted in these bylaws.
- b. The full-time members of the department may vote to grant the student advisory committee, if one exists, voting participation in matters of departmental/program requirements and course offerings. This student vote shall not exceed one-third of the total vote.

3. Program Director and Chair

- **Program Director selection** a.
 - 1) Candidates have to meet the accreditation and credentialing requirements of each specific disciplinary program.
 - 2) Hired via a department search process with input and feedback from the Dean, department, college and upper administration.

Chair selection b.

- 1) Must hold the rank of assistant professor or above and preferably tenured.
- 2) Serve three years and may be reelected.
- 3) Elected from full-time members of the department by the full-time members in the department, subject to approval of the Dean. The Dean should be informed of the procedure for elections in the department/program.

Duties c.

- 1) Presides at departmental/program meetings.
- 2) Represents the department/program at meetings with the Dean, and at general college meetings.
- 3) Administers departmental/program policies and procedures.
- 4) Makes advising assignments matching student interest with faculty expertise, maintaining an equitable distribution of advisees among full-time faculty in the department/program. $\frac{27}{27}$

- 5) Upon consultation with the Dean of BCHS and members of the department, initiates the hiring process for any full-time faculty, adjunct faculty, and staff in the department. This includes development of position description, recommendations for search committee members to Dean, adherence to University and College search policies and procedures. After the hiring process is complete, provides guidance in onboarding new faculty and staff additions in the department.
- Responsible for evaluating the retention or re-employment of fulltime and adjunct faculty members before making recommendations to the Dean of the Borra College of Health Sciences.
- 7) Provides guidance to full-time faculty, probationary and nontenure track, in preparation for giving formal input to the Committee on Faculty Appointments regarding retention, promotion and/or tenure review. This includes developing a familiarity with faculty members' instructional materials and methods, ensuring periodic observation of classes, developing a familiarity with the faculty members' scholarly activity, and engaging in regular conversation with the faculty and staff members in the department concerning their goals and performance.
- 8) Administers the departmental budget and authorizes expenditures except those requiring authorization by the BCHS Dean.

 Maintains oversight of the operational expenses budget.
- 9) Oversees the committee engaged in the evaluation of the program for its external accrediting bodies and ensures effective participation in internal university program evaluations.
- 10) Ensures that if the program is accredited, it continues to meet all accreditation requirements, remains current in its accreditation cycle, works with the Director of Continuous Improvement in the Office of Institutional Effectiveness and informs the Dean regarding resources needed to maintain accreditation.
- 11) Approves any exceptions to discipline specific requirements, admission to a program, or prerequisites after consultation with the Dean.
- 12) Establishes annual and long-term schedule of departmental course offerings to ensure student completion of degree requirements of the program.
- 13) Ensures that department/program duties and goals are carried out.

4. Individual faculty and staff members

- a. Responsible for designing, adapting, planning of individual courses, including choosing and ordering of texts and materials, reporting grades and evaluation of students.
- b. Submit textbook choices to the appropriate personnel in Bookstore
- c. Submit book orders to the Library through the Director/Chair.
- d. Share the work of advising students selecting majors in the department.
- e. Be a part of the departmental community by following the faculty member responsibilities described in the university's Faculty Handbook and in the College Roles and Responsibilities document related to teaching, participation in university life and governance, continuing professional development, and continuing record of scholarship.
- f. Offer input to the Committee on Faculty Appointments on the retention, promotion, and tenure for full-time faculty members of the department.
- g. Serve on committees of their respective department/program, BCHS, and committees of the University.

ARTICLE III. BORRA COLLEGE OF HEALTH SCIENCES LEADERSHIP TEAM

A. Membership

1. Dean, Associate Dean of BCHS, each department/program Director/Chair.

B. Duties

- 1. Advises the Dean on all matters brought before it by the Dean or members of the BCHS Leadership Team.
- 2. Receives requests from faculty concerning departmental matters and makes recommendations to the Dean.
- 3. Conveys and facilitates Leadership Team matters to department and faculty colleagues.
- 4. Keeps summaries of Leadership Team meetings and makes them available to the BCHS College Council via the BCHS DU Connect Site.

ARTICLE IV. RELATION TO DOMINICAN UNIVERSITY FACULTY BYLAWS

These bylaws are always to be in agreement with the Constitution of Faculty Governance and Dominican University Collegium bylaws as implemented by the Board of Trustees starting

academic year 2017-18 and as subsequently amended. When possible, actions taken under these bylaws should be read as consistent with the University governance documents; when in clear conflict, the University governance documents are the final word except in the case when a policy of the program is made in compliance with accreditation.

ARTICLE IV. AMENDMENTS

A. These bylaws may approved by a majority vote of the members of the Borra College of Health Sciences College Council and may be amended by a three-fifths vote of those members of the Borra College Health Sciences College Council entitled to vote

Borra College of Health Sciences Organizationa Dr. Kavita R. Dhanwada, Founding Dean, BCHS Dr. Christina Curran, Associate Dean, BCHS Dr. Rose Ann Mathai, Dr. Carlissa Hughes, Dr. Louis Scannicchio Chair, Nutrition Director, BMS Co-Director, BMS Sciences Ms. Linda Abbe, Ms. Joan DeAvilla Administrative Administrative Assistant Assistant

Ms. Patricia Knisley, Director, Coordinated Programs in Dietetics

Dr. Emily Radlowski, Director, Didactic Program in Dietetics

COLLEGE OF HEALTH SCIENCES

FACULTY ACTIVITY REPORT 2019-2020

Name	Rank	Departr	ment	I	Date	
The Faculty Activity Report documents teaching and professional service activities during the summer 2019 and the 2019-2020 academic year, as well as scholarly work undertaken during the period from May 2019 to April 2020. This information is used for a variety of purposes, including evaluation and documentation of annual departmental and college reports. Please construct it with care and attention to detail. The information should be typed under the appropriate classification. Presentations, for example, should not be listed under publications. Please leave blank any items on this form that are not applicable to your range of activities. This report is to be submitted to your Department chair/Director AND the Dean of the College by no later than March 6, 2020. If you have activities that will occur in April, please list on this document. Please also attach an updated copy of your vita. Submission of this form is required for annual evaluation.						
I. TEACHING						
	holarship or creative work. In				advising and supervision of individualized instruction the development of new courses and new pedagogi	
Courses Taught (If tea	nm taught, list percentage of th	ne course for which you	ı were responsible	.)		
	Course #/Title	Credit <u>Hours</u>	Contact <u>Hours</u>	Class <u>Size*</u>	Comment	
<u>Fall</u>						
<u>Spring</u>						
Summer						

*Based on grade book.

Faculty Activity Report					Na	ıme
Special and Individuali	Special and Individualized Instruction (Independent study, lab projects, Readings courses, workshops, etc.)					
	Course #/Title		Contact Hours	# of Students	Comment	
<u>Summer</u>						
<u>Fall</u>						
Spring						
Undergraduate Researc	ch, Scholarship Supervision					
Student Name	<u>Project</u>				So	urce of Funding Semester
Graduate Student Com	nmittees Served (can be across the t	ıniversit	y)		Degree Program (MS, MS, MMS)	Source of Funding (if any)
Major Adviser for Thesis/Dissertation/Paper for Degree (List all students for whom you are major research adviser)						
Student Name	<u>Thesis Title</u>				Degree Program (MS, MMS)	Expected Graduation Date

Faculty Activity Report			Name			
Advising						
Number of Undergraduate Adv	visees:	Fall	Spring			
Number of Graduate Advisees:		Fall	Spring			
COOP/Internship/Field Expen	-					
Number of Students:	Fall	Spring				
Designated Office Hours	Hours per week:	Fall	Spring <u>as needed</u>			
Other Instructional Activities (new courses, workshops, initiatives developed in teaching, etc.)						
			ovations, development of new experiments/demonstrations, short courses, workshops, institutes, etc.)			

			<i>Name</i>	
Faculty Activity Report				
II. SCHOLARSHIP				
	ntation of papers at professional	in the tenure-track and clinical-track conferences, and the pursuit of exter		
		ournals that are IN PRESS. (Provi ffice, please provide a copy to the of		g all authors and number of pages.)
Other Published Writings (Abstra	acts, Technical Reports, Book Re	eviews, etc.)		
Papers Presented at Professional <u>Title</u>	Meetings	Conference Name & Location	<u>Date</u>	
Papers Submitted or planned to I <u>Title</u>	be submitted (Include approxin	nate date submitted.) <u>Journal</u>		
Current Scholarship in Progress	(Please provide a brief descript	ion of any current scholarly activities	s you are engaged in.)	
Research Grants and Contracts -	Indicate status: Awarded (A), re	eview pending (P), previously award	led and currently in effect (E).	
Grant Title	<u>Period</u>	<u>Agency</u>	Amount	<u>Status</u>

Faculty Activity Report		Name					
III. SERVICE							
community, and their profession. Professional serv	In addition to carrying out teaching and scholarly responsibilities, faculty are expected to provide professional service to their department, college, the university, the community, and their profession. Professional service includes activities in which your expertise is an important part of the contribution. Professional service does not include community efforts, though valuable, which do not draw upon your professional expertise.						
Offices Held in Professional Associations							
Office	Organization	Appointed or Elected					
Service as a Consultant							
Reviewing (Journals, Publishers, Granting Agencie	es, etc.)						
Other Service to Professional Societies (Editing F	Professional Journals, Service on Committees, e	tc.)					
Other Professional Service	Other Professional Service						
Departmental Service							
College Service							
University Service							

Community Service Related to the Profession

Faculty	v Activity	Danart
<i>ғ</i> асии	v Aciiviiv	Kepori

IV. ADDITIONAL ACTIVITIES AND INFORMATION

Awards and Honors Comment

Other Activities <u>Comment</u>

V. FUTURE PROFESSIONAL PLANS/GOALS

Please outline any future professional plans you have made.