

**Dominican University
College of Applied Social Sciences
Faculty Roles & Responsibilities**



Fall 2019

Approved by the CASS Faculty Meeting 11-26-2019

Table of Contents

A. Introduction.....	3
B. CASS Governance Structure.....	4
C. Development of CASS's Roles & Responsibilities Processes.....	4
D. Clarifying Language.....	5
E. Process for Yearly Review of All Full Time CASS Faculty.....	6
F. Process for <i>Post Tenure Review</i> of Tenured Faculty.....	7
G. Process for Promotion in Rank.....	7
H. Core components to the Role of the Faculty Member.....	9
I. Operationalizing Teaching, Scholarship, and Service.....	9
a. Teaching.....	9
b. Scholarship.....	10
c. Service.....	16
J. Determining Faculty Workload for Tenured, Tenure-Track and Non-Tenure Track Faculty.....	16
a. Workload Credits Beyond 24.....	17
b. Course Releases.....	17
c. Conversion of Course Release to Stipend.....	18
d. Summer Stipends.....	18
Appendix A: Faculty Development Process.....	19
Appendix B: Bylaws of the College of Applied Social Sciences.....	31
Appendix C: Curriculum & Program Review & Approval Process.....	37

A. Introduction

This document outlines the roles and responsibilities of members of the faculty of the College of Applied Social Sciences (CASS). The processes described are deeply rooted in the principles and values held up by the Sinsinawa Dominican Sisters and the mission of Dominican University. A phrase that we frequently hear at Dominican from the constitution of the Dominican Sisters of Sinsinawa states, “At the heart of ministry is relationship.” Relationship, and ideas that flow from relationship, such as collaboration, collegiality, and accompaniment, were central to the discussions that took place in developing these faculty roles and responsibilities.

Dominican University’s mission reads, “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.”

Community is one of the pillars of Dominican life. “It is in learning to be with others that we become our best selves. Each day presents opportunities for spiritual growth and a deepening of self-knowledge, and energizes us to take an active role in the issues of Church and society.” The importance of this value is exemplified in CASS’s mission statement.

“The College of Applied Social Sciences prepares and educates professionals in the Sinsinawa Dominican tradition to take on important and rewarding work toward the global common good. The College advocates for social and economic justice, equitable educational opportunities, connects persons and communities to information and resources, and generates new knowledge which empowers individuals and diverse communities to positively transform society.”

As a community of educators, the faculty, administration, and staff of CASS are committed to promoting this mission through their teaching, service, and scholarship, seeking to advance their practices to be effective, inclusive, and responsive to the academic needs and strengths of students.

B. CASS Governance Structure

The College of Applied Social Science has the following organizational structure:

Dean of CASS

Associate Dean of CASS

Assistant Dean of Student Services

Director of School of Social Work

Director of School of Information Studies

Co-Directors of School of Education

In terms of this document, each Director engages in the Academic Workload Allocation Process with full-time faculty in that School, while the Dean is responsible for letters to the Faculty Appointments Committee regarding all full-time faculty reviews with input from School Directors/Co-Directors as appropriate.

In regard to additional governance structure, please see the CASS Bylaws (Appendix B, page 30) and CASS Curriculum Process (Appendix C, page 36).

C. Development of CASS's Roles & Responsibilities Processes

In spring 2017, the Interim Associate Dean of the College of Applied Social Sciences formed a task force for developing the Roles and Responsibilities processes for the college. The task force was comprised of two faculty members from each school and one School Director with the Associate Dean acting as chair.

The task force spent the spring 2017 semester researching and reviewing processes for workload allocation, teaching evaluation, and processes for tenure, promotion and post-tenure review at other universities. Task force members were particularly concerned about two issues as they began to envision these processes for CASS. First, they wanted a process that would ensure equity for all faculty members—tenure-track and non tenure-track, and second, they wanted a process that was supportive in nature, as opposed to one that is predominantly evaluative. For these reasons, the task force was particularly attracted to the credit-based process for addressing workload allocation developed by faculty at Valparaiso University (2014).

After considerable discussion of the pros and cons of that model, the task force developed a credit-based workload allocation system. The system was designed to ensure equity in workload among faculty members in the schools and programs that make up CASS. Furthermore, the system would also provide a process for yearly review of tenure-track and non-tenure track faculty and for post-tenure review. An additional benefit of this structured annual worksheet at an individual faculty level is the big-picture benefit to the Directors/Co-Directors and Dean whereby larger trends of faculty capacity become identifiable.

CASS's *Academic Workload Allocation Worksheet* is intended to be used annually by each faculty member as a guide to plan and outline anticipated professional teaching, scholarship, and

service goals for the subsequent year. Each faculty member is expected to fulfill the *baseline expectations* outlined on the worksheet. Each must also complete 24 workload credits each academic year. The 24 workload credits are divided into *course load credits* and *non-course load credits*. Further explanation of the process can be found in the CASS Faculty Development Process in Appendix A, page 18.

The task force recognized that Dominican University is a learning-centered environment where quality teaching and student engagement are central. The CASS faculty is committed to teaching that is inclusive, engaging, and culturally-responsive. Furthermore, CASS faculty strive to be collegial and to model lifelong learning for our students. To this end, the task force explored various ways to support teaching and, after reviewing literature about peer observation in higher education, decided to adopt a peer observation process. The process was developed and piloted by members of the Roles and Responsibilities Task Force. A description of the Peer Observation Process can be found at the end of the CASS Faculty Development Process document in Appendix A (page 18).

In May of 2018, both the Academic Workload Allocation Process and Peer Observation Process—collectively known as the CASS Faculty Development Process—were approved by the CASS Faculty Meeting.

Every five years, the Dean will form a Roles and Responsibilities working group to conduct a review of the process outlined in this document and, if necessary, to make suggestions for revisions. Amendments can be brought forth as needed to the CASS Faculty Meeting.

D. Clarifying language to specify an understanding of faculty expectations, criteria for evaluation, and contract renewals

- The *Faculty Development Process* is the process that all CASS full-time faculty (tenure and non-tenure track) participate in yearly. It is comprised of two parts: 1) *Academic Workload Allocation Worksheet* and *End of the Year Summary Report*, and 2) Peer Observation. The Faculty Development Process is the basis for yearly review of all full-time faculty.
- The *Academic Workload Allocation Worksheet* is undertaken each year by all full-time faculty. Faculty set yearly goals at the beginning of each year and in the *End of the Year Summary Report*, reflect upon how they have worked toward these goals. This process is used as the basis for yearly review of all full-time faculty.
- *Baseline expectations* are a non-negotiable list of expectations that each faculty member must perform yearly. Included on the list are such items as holding office hours, serving on one senate committee, serving on one school or college level committee, and so on. There are 12 baseline expectations. They are listed in the first category of the *Academic Workload Allocation Worksheet*.
- All faculty members are expected to complete 24 *workload credits* each academic year, August 15th through May 15th. In cases where faculty want to extend their *workload credits*

over the summer, this is negotiated with their School Director or the Dean. One *workload credit* is equivalent to approximately 60 clock hours. The *Academic Workload Allocation Worksheet* provides a listing of tasks/activities that faculty commonly do throughout an academic year and for each task/activity, it provides the number of *workload credits* associated with the task/activity. For tasks and activities not listed on the worksheet, faculty can negotiate workload credits with their School Director. Workload credits are divided into two categories: 1) Course Load Credits, and 2) Non-Course Load Credits. A blank copy of the *Academic Workload Allocation Worksheet* is included in Appendix A (page 18).

- *Course load credits* are for tasks and activities that relate to the process of teaching and learning. Faculty members are expected to complete 18 *course load credits* each academic year, which is equivalent to a 3-3 teaching load. This is a baseline expectation. Faculty may, however, fulfill this requirement with other activities/tasks that fulfill *course load credits*.
- *Non-course load credits* are given for work in scholarship and service. All full-time faculty members are expected to complete 6 *non-course load credits* each academic year. These are divided between scholarship and service at each faculty member's discretion.
- The *Peer Observation Process* is intended to give colleagues constructive feedback about how to advance their teaching in various ways. This process is responsive but not evaluative. All CASS faculty are expected to participate in one cycle (one academic year) of the Peer Observation Process every three years.

E. Process for Yearly Review of All Full Time CASS Faculty

All full-time tenure-track and non-tenure track faculty participate in the CASS Faculty Development Process. As part of this process, they plan their yearly activities using the *Academic Workload Allocation Worksheet*. The planning process requires that faculty complete 24 Workload Credits. Eighteen of the 24 credits are considered *course load credits* and are equivalent to a 3-3 teaching load. The remaining 6 credits are *non-course load credits* and are divided between service and scholarship at the discretion of the faculty member.

At the beginning of each fall semester, after planning their yearly activities using the *Academic Workload Allocation Worksheet*, each faculty member meets with their School Director to discuss their worksheet and the plans they made for the year. During this meeting, School Directors may suggest that faculty members make adjustments based on needs within a School or a faculty member's tenure clock.

In April of each academic year, all faculty members, tenure-track and non tenure-track, review their *Academic Workload Allocation Worksheet* from the beginning of the year and reflect upon progress they made toward their plans. They complete a written *End of the Year Summary Report* and submit it to their School Director. A culminating meeting is held between each faculty member and their School Director to discuss the faculty member's successes and areas for development. This meeting also includes a discussion of the faculty member's course

evaluations and any other input the faculty member wishes to present (e.g., mid-term evaluations, peer observation feedback). The areas for development raised at this meeting likely become goals for the faculty member's *Academic Workload Allocation Worksheet* the following year.

A second element of the CASS Faculty Development Process is Peer Observation. All CASS faculty are expected to participate in one cycle (academic year) of peer observation every three years. A description of the Peer Observation Process and the rubric used in the process can be found at the end of the CASS Faculty Development Process in Appendix A (page 18).

F. Process for *Post Tenure Review* of Tenured Faculty

All tenured faculty participate in the annual CASS Faculty Development Process. The *Academic Workload Allocation Worksheet* and its accompanying request for an *End of the Year Summary Report* provide a consistent framework for all stages (instructor, junior faculty, fourth year pre-tenure review, post-tenure) and all aspects (teaching, scholarship, and service) of the faculty review process. In addition, these tools are used within CASS on an annual basis rather than being restricted to the university level stages of review. This annual review is planned as a multi-dimensional process that includes reflection, conversation, evaluation, and planning. In addition to the *Academic Workload Allocation Worksheet*, all faculty participate in the Peer Observation Process at least once every three years. While peer observation is not evaluative, it provides an opportunity for full-time faculty to continue to reflect on and improve upon their teaching.

G. Process for Promotion in Rank

While the process for tenure is initiated by the Provost (as is the process for all other mandatory reviews), the process for promotion in rank is initiated by individual faculty members when they believe that they meet the minimum requirements for subsequent ranks as specified in Table 1 below. Faculty members should feel free to discuss promotion with their School Director during their Academic Workload Allocation meetings at the beginning and end of each academic year.

Once a faculty member determines they would like to apply for promotion, they should inform their School Director and the Dean so that arrangements can be made for class observations and evaluations of their teaching. The information gathered from these observations, in addition to information gathered from the fall and spring Academic Workload Allocation meetings and course evaluations, can be included in the School Director's and Dean's letters of support.

As stated in the Faculty Handbook, faculty applying for promotion will create an electronic portfolio that includes a personal statement, a full CV, and supporting evidence that the faculty member meets the minimum criteria for promotion. All CASS full-time faculty are expected to participate in the Peer Observation Process. Faculty are encouraged to include documentation from their participation in their portfolios; however, it is not required to include the contents of the peer conversations resulting from those observations or the overall results of those private exchanges.

To assist faculty through the process of applying for promotion, as well as applications for retention and tenure, CASS created a standing committee called the *Teaching, Scholarship, and Service Mentoring Committee*. At the request of the faculty member, the committee will review documents and provide assistance with the application process.

Table 1 below outlines the minimum criteria for faculty ranks and is consistent with the DU Faculty Handbook.

Table 1.

Minimum criteria required to advance within tenure track

Associate Professor to Full Professor	
	Minimum Criteria
Teaching	<ol style="list-style-type: none"> 1. 4 Years at Associate Rank 2. Course evaluations report reflects consistent level of quality teaching supportive of a diverse student population 3. Participate in 1-cycle of Peer Observation Process while at the level of Associate Professor (observe and be observed). Faculty may opt to include documentation from the Peer Observation Process in their portfolios.
Scholarship	Completes at least 2 peer-reviewed publications while at the level of Associate Professor. (See Table 2 on page 13 of this document for types of recognized peer and non- peer reviewed scholarship), or 1 peer-reviewed scholarly book or dissemination of 2 peer-reviewed scholarly products appropriate to the discipline
Service	<ol style="list-style-type: none"> 1. Demonstrates a strong record of service to one's school, the college, and the university while at the level of Associate Professor. 2. Faculty Handbook requires that you demonstrate these in the areas of Service in Governance, Community, and University Life. 3. CASS, in addition, requires demonstration of service to the profession

Assistant Professor to Associate Professor	
	Minimum Criteria
Teaching	<ol style="list-style-type: none"> 1. 3 Years at Assistant Rank 2. Course evaluations report reflects consistent level of quality teaching supportive of a diverse student population 3. Participate in 1-cycle of Peer Observation Process while at the level of Assistant Professor (observe and be observed). Faculty may opt to include documentation from the Peer Observation Process in their portfolios.
Scholarship	Completes at least 2 peer-reviewed publications or 1 peer-reviewed scholarly book or 2 disseminated scholarly products while at the level of Assistant Professor. (See Table 2 on page 13 of this document for types of recognized peer and non-peer reviewed scholarship.)
Service	<ol style="list-style-type: none"> 1. Demonstrates a strong record of service to one's school, the college, and the university while at the level of Assistant Professor. 2. Faculty Handbook requires that you demonstrate these in the areas of Service in Governance, Community, and University Life. 3. CASS, in addition, requires demonstration of service to the profession

H. Core components to the Role of the Faculty Member

See section A above and the CASS Faculty Development Process in Appendix A (page 18).

I. Operationalizing Teaching, Scholarship, and Service

Teaching

CASS supports the University's commitment to teaching detailed in the Faculty Handbook as such (p. 25): "teaching effectiveness is the primary concern when reviewing a faculty member's application for promotion, tenure or retention." The handbook further identifies the following elements of effective teaching: 1) command of subject, 2) organization of course materials, 3) ability to communicate subject matter to students, 4) availability to students for academic assistance, 5) ability to stimulate students intellectually, 6) ability to create inclusive classrooms, 7) fairness in evaluating students, 8) regular updating of courses, and 9) new course development (For item 9, see "Service" expectations), 10) Honors indicative of teaching effectiveness

Teaching expectations are also referenced in the *baseline expectations* stated on the *Academic Workload Allocation Worksheet*. Faculty are expected to:

- Teach 3/3 load or equivalent
- Engage in CASS Faculty Development Process
- Update existing courses

Additionally, as part of the *baseline expectations* stated on the *Academic Workload Allocation Worksheet* as outlined in Appendix A, *Faculty Development Process*, CASS faculty must

- Engage in Peer Observation Process

The Peer Observation Process is “[based] on mutual support and collegiality” and “is designed to engage faculty in collaboratively building teaching skills, increasing student satisfaction, and providing data for accreditation reports. The process supports developing the elements of teaching effectiveness defined in the Faculty Handbook (Chapter 6, Section A: *Teaching Effectiveness [i.e., items 1-7 above]*). The CASS *Faculty Development Process* includes peer observations, feedback, and summary reporting (point G in Appendix A) which could be used to inform professional development in the future.” See Appendix A (page 18) for the Peer Observation Cycle which further details the process.

To support Chapter 6, Section A: *Teaching Effectiveness (i.e., items 1-7 above)*, CASS faculty will use the Faculty Peer Observation and Feedback Organizer when observing, providing feedback, and reporting observations. This document incorporates student course evaluation prompts and aligns them with the seven teaching effectiveness items above. Synthesizing the Faculty Handbook expectations with student comments on and expressions of faculty teaching effectiveness resulted in the seven learning foci: 1) Class Organization, 2) Motivation, 3) Inclusive Environment, 4) Pedagogic Engagement, 5) Intellectual Rigor, 6) Assessment of Student Learning, and 7) Responsiveness. The organizer is situated on faculty teaching strengths observed and questions and considerations to reflect on when seeking to elevate the learning experience for CASS students.

Although all faculty must participate in the Peer Observation Process every three years (or more as desired), the experience is formative in nature as a private transaction exchange between faculty members. The results are not required to be shared with any other faculty, administrators, or university bodies unless the participants observed opt to make them available.

Scholarship

The DU Faculty Handbook defines four types of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of application or engagement, and the scholarship of teaching and learning. It states, “Achieving knowledge is often determined by the processes identified by the discipline to which the knowledge applies, and these processes vary widely. Disseminating knowledge has various avenues and ways of informing those in the discipline outside of the University.” While the scholarship requirements for CASS faculty are the same

across schools and programs, the views of scholarship are slightly different depending on the field itself and the specific accrediting bodies; with that in mind, however, significant overlaps exist among the schools' approaches to defining scholarship.

As signified by the very college name, College of Applied Social Sciences, schools in CASS are built primarily on delivering professional education to aspiring teachers, social workers, information managers, and mediators. There is also a need, however, to create and share new knowledge within the disciplines represented in CASS. Research contributions are valued by each school in the area of the scholarship of teaching as described in the DU Handbook as well as to the scholarship of discovery, both of which are also important for faculty members' specific academic communities. Faculty in SOIS, for example, work with the LIS research community to advance understanding of such disciplinary issues as collecting, organization, curation, user information seeking behavior, and systems development, as well as research around policy issues including equity of access to information in a democracy, the tension between information privacy and information security, and intellectual property. In the School of Social Work, research areas for discovery include identification of and advocacy for communities of need within society, both domestic and global, and methods of intervention and policy at micro, mezzo, and macro levels. Faculty members in the School of Education pursue scholarship of discovery in multiple areas including learning theory, assessment of student learning, special education, educational psychology, and educational technology.

Contributions from faculty in scholarly, peer reviewed journals are highly valued, particularly for junior tenure track faculty who are just beginning to develop their research agenda. In addition, quality publications in journals of practice are also valued as are instances of scholarship-based engagement in discipline-specific conferences. Faculty activities of this type are valuable both as contributions to the practical aspect of the field, and also for the reputational value to our institution such engagement brings. It could be said that for early career tenure track faculty members it is critical to develop a research-based publication portfolio, and more senior faculty members tend to be the ones who expand publication within the practice-based literature in each of the disciplines' communities of practice. Publications across the theory-practice spectrum are valued in the post-tenure review process, along with evidence of quality teaching and service to the institution and the profession.

A list of some of the academic and practice-based journals specific to each of the CASS disciplines is included below.

In addition to a commitment to the development of knowledge to our discipline through research, each school is also held accountable by its own specialized accreditation:

- SOIS: from the Committee on Accreditation (COA) of the American Library Association. Standard III.2 of our COA requirements reads “The school demonstrates the high priority it attaches to teaching, research, and service by appointment and promotions, by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.”
(http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/standards/standards_2008.pdf)
- SOE: The National Council for the Accreditation of Teacher Education states, “All professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. Their scholarly work is driven by the missions of their units and institutions. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.” (*Professional Standards for the Accreditation of Teacher Preparation Institutions*, NCATE, 2008)
- SSW: The Council on Social Work Education’s strategic plan outlines the need for research to inform policy and practice and to serve the needs of member programs.
(<https://www.cswe.org/Research-Statistics>)

Thus, each school within CASS is committed to the concept of the “continued record of scholarship” as articulated in our DU Faculty Handbook as well as the benchmarks in the Handbook associated with faculty retention and promotion at this institution.

LIS Peer Reviewed Research Journals – a sample of titles

Cataloging and Classification Quarterly

Information and Culture

Journal of Academic Librarianship

Journal of Contemporary Archival Study

Journal of Documentation

Journal of Information Science

Journal of Librarianship and Information Science and Technology

Journal for the American Society of Information Science

Library Trends

Library Quarterly

Public Library Quarterly

Reference and User Services Quarterly

LIS Journals of Practice – a sample of titles

American Libraries
Archival Outlook
Computers in Libraries
Library Journal
Public Libraries
School Library Journal
Tech Trends

Education Peer Reviewed Research Journals – a sample of titles

American Educational Research Journal
Educational Researcher
Young Children
Child Development
Contemporary Issues in Early Childhood Education
Exceptional Children
Journal of Teacher Education
Learning Disabilities Research and Practice
Early Childhood Quarterly
Reading Research Quarterly
Critical Studies in Education

Education Peer Reviewed Journals of Practice – a sample of titles

Teaching Exceptional Children
Educational Leadership
Focus on Exceptional Children
Teaching Young Children
Computers and Education
Remedial and Special Education
Topics in Early Childhood Special Education

Social Work Peer Reviewed Research Journals – a sample of titles

Social Work
International Journal of Social Welfare
Journal of Family Issues
Social Work in Public Health
Health and Social Work
Journal of Social Work Research
Journal of Social Work Education
Journal of the Society for Social Work and Research
Social Service Review
Journal of Human Behavior in the Social Environment
British Journal of Social Work
Journal of Teaching in Social Work

Global Social Welfare

International Social Work

Asia Pacific Journal of Social Work and Development

Social Work Peer Reviewed Journals of Practice – a sample of titles

Journal of Social Work Practice

Journal of Social work Practice in the addictions

Journal of Social Work Values and Ethics

Journal of Social work in End of Life and Palliative Care

Journal of Social Work in Disability and Rehabilitation

School Social Work Journal

International Journal of School Social Work

Journal of Gerontological Social Work

Journal of International Migration and Integration

Journal of Immigrant and Refugee Studies

Social Work and Domestic Violence

Child and Family Social Work

Child Welfare

Journal of Gay and Lesbian Social Services

Journal of Technology in Human Services

Table 2 below lists types of scholarship and how each is recognized by the Schools in CASS.

Table 2.

Recognition of peer and non-peer reviewed scholarship for promotion and tenure

Types of Scholarship	Peer Reviewed	Not Peer Reviewed
Book publication	All schools	
Book chapter	All schools	
Peer reviewed journal article acceptance	All schools	
Peer reviewed book review	All schools	
Other scholarly products (i.e., developing professional videos; white paper; designing an app; poster presentations; etc.)	Dependent upon publication	
Journal Review/Editing/Editorial Review board	All schools	
Book editing		All schools
Scholarship of Application or Engagement (i.e., providing professional development; school consultancy; etc.)		All schools
Professional conference presentation	Dependent upon Conference	
Attending professional conferences, workshops, symposium, webinars		All schools
Professional disciplinary panels participant		All schools
National Assessment Development (on par with publication)	Peer Reviewed in SOE	
Teaching an external group (depending on the nature, compensation to individual, time involvement, workshop, conference, etc.)		All schools
Accreditation or other report writing	Peer Reviewed in SOE	
Accreditation Self Study Coordination		All schools
State Report Writing	Peer Reviewed in SOE	
Grant authorship	Dependent upon grant	
Disciplinary blogging, regular column, etc. in professional service and outreach		All schools

Service

The DU Faculty Handbook requires faculty members to demonstrate service in governance, University life, and community. In addition to these areas, CASS includes service to the professions as part of its service expectation. Service to the professions are those activities that demonstrate faculty's commitment to the professions represented by CASS programs.

Service is included in the *baseline expectations* stated on the *Academic Workload Allocation Worksheet*. Faculty are expected to:

- Serve on one school or college committee and one University Faculty Senate committee
- Attend school/college/university meetings regularly, graduation and convocation
- Contribute to recruitment and orientation via one event annually.

Additionally, as outlined in the *Academic Workload Allocation Worksheet*, each faculty member aims to complete 6 *non-course load credits* which are divided between service and scholarship at each faculty member's discretion. Thus, a sampling of opportunities for service to the University include:

- Serving on a task force (e.g., search committee, governance)
- Serving on an additional school, college, university or Senate committees
- Reviewing programs
- Serving on a dissertation committee
- Contributing to curriculum redevelopment/redesign.

The *Academic Workload Allocation Worksheet* also includes examples of activities representative of service to the profession and the wider community. This service includes:

- professional association leadership
- serving on the advisory board of a community-based organization
- serving on a school board

A complete recommended list of service activities is included in the *Academic Workload Allocation Worksheet* in Appendix A (page 18). CASS faculty have the option to discuss other opportunities for service with their School Director and the Dean.

J. Determining Faculty Workload for Tenured, Tenure-Track and Non-Tenure Track Faculty

The *Academic Workload Allocation Worksheet* specifies how full-time faculty workload is determined for all CASS faculty. As stated above in section D and outlined below in Appendix A, a credit system is used for determining faculty workload. All CASS full-time faculty—tenure and non-tenure track—are expected to complete 24 workload credits each academic year. One workload credit is equivalent to 60 clock hours. Workload credits are comprised of 18 course load credits and 6 non-course load credits.

Course load credits are for activities that are related to teaching. For example, each credit hour of a 3-credit hour course is worth one course load credit. A 3-3 teaching load where each course is 3-credit hours is the equivalent of 18 course load credit. Other activities related to teaching receive course load credit. Grant coordination, supervision of student teachers, teaching an external group, and program coordination are examples of activities that receive course load credits. For a complete list, see the *Academic Workload Allocation Worksheet* in Appendix A (page 18). It is important to note that, with prior arrangements with their School Directors, faculty may spread a portion of their 18 course load credits over the summer. Faculty who complete more than 18 course load credits may be compensated according to the guidelines described in items a through d below.

Non-course load credits are for service and scholarship. Faculty are expected to complete 6 non-course load credits each academic year. The division of the 6 non-course load credits is at the discretion of each faculty member. In most cases faculty are not compensated for non-course load credits above 6; however, in some instances they may be depending on the nature of the task.

a. Workload Credits Beyond 24

Faculty may receive a course release or stipend *if credits extend beyond 24* due to the following:

- Program assessment initiated by School, University, or Accreditation
- Curriculum development, to include transitioning existing courses to online modality
- Grant Work
- Participation in grant development and execution typically falls under Scholarship or Service (depending on the nature of the work) and compensation should be considered within the grant. In unique circumstances, Faculty may receive a course release and/or stipend for grant work with approval from the College Dean.

b. Course Releases

Course releases will only be granted for activities that are consistent with the strategic goals of the School and are substantially beyond what is expected of faculty members in the College. To request a course release, faculty should submit a written request to their School Director (or Dean as applicable) detailing how the activity benefits the School and describing the time commitment involved, the expected outcome of the time invested, and how a release from teaching duties will facilitate the proposed work. Approval of course releases will be made in writing for a one-year period. Continuation of a course release can be considered after the one-year period; faculty should submit a progress report to the School Director along with a justification for continuation.

The School Director will review requests on a case-by-case basis and decide whether to grant approval. Generally, the School Director will determine if requests for course releases will or should be granted based primarily on:

- School needs (*curriculum schedule, number of faculty on leave, course enrollments, availability of suitable teaching replacements, etc.*)
- Individual faculty needs (*teaching evaluations, research demands, administrative or service assignments, performance, etc.*)

c. Conversion of Course Release to Stipend

It is the policy of the College that converting a course release to a stipend requires Dean approval. The reason for the policy is that such an arrangement constitutes a teaching overload. The course release is given to the faculty member to address the extra workload of the assignment (the need for time to do the project or fulfill obligations) and thus, a normal six-course load would be reduced to a five-course load to allow for the added work. If the faculty member has this contract and then wants to teach another course and receive compensation, then it is technically a teaching overload situation. The Dean would want to know if the teaching overload might adversely affect the faculty member's performance in teaching, scholarship, and other service obligations. Therefore, any faculty who want to convert a course release to a stipend must submit a written request with appropriate rationale to the Dean. The Dean will consult with the School Director and then determine whether to grant the request.

d. Summer Stipends

Proposals for summer support should come through the following channel:

- A proposal to the Dean for intensive work related to a scheduled and formal program review or for summer work that is particularly outside of the normal expectations of a faculty member. The Dean will consult with the School Director and then determine whether to grant the request.

Appendix A

CASS Faculty Development Process

All full-time faculty in CASS, tenure and non-tenure track (referred to as *Faculty* from this point forward), are required to participate in the Faculty Development Process as outlined.

Participation in the process makes the faculty member eligible for contract renewal. This process includes 1) completion of an *Academic Workload Allocation Worksheet* and *End of the Year Summary Report*, and 2) Peer Observation

1) Academic Workload Allocation Worksheet

The *Academic Workload Allocation Worksheet* is intended to be used annually by each faculty member as a guide to outline anticipated professional teaching, scholarship, and service goals for the subsequent year. As a small university, Dominican faculty perform a number of varied, vital tasks that qualitatively engage, support, and augment undergraduate and graduate experiences. As such, this tool supports the College of Applied Social Sciences Dean, Directors, and faculty in their respective schools and programs in:

- recognizing and valuing faculty teaching load and non-teaching load creative work, service, and scholarship experience
- seeking an equitable balance of responsibilities among the faculty within CASS
- self-evaluating and identifying areas of professional development goals
- identifying needed areas of staffing support and prioritizing of resources

The tool is based on a 24-credit model: 18 Course Load Credits (CLCs) and 6 Non-Course Load Credits (NCLCs). Faculty members, in collaboration with the CASS Dean and Directors, can use this model to ensure informed, equitable allocations of time. In the event that a faculty member's workload extends beyond the 24-credit model, the faculty member and the director may engage in a dialogue about the additional work commitments and compensation.

The structure of the chart includes:

1. **Baseline Expectations:** These are general expectations of all faculty members per the Faculty Handbook. They do not count towards CLC or NCLC.
2. **Course Load Credits:** The faculty teaching expectation of a 3/3 load carried out during the academic school year accomplishes the allocated 18 credits suggested for CLCs. Each three credit hour course earns 3 credits. Additional examples of CLCs include: clinical observations, adjunct support, directed/independent studies, etc.
3. **Non-Course Load Credits:** Each faculty member is responsible for identifying 6 NCLCs distributed among creative work, service, and scholarship activities. Some examples are: publications, presentations, additional committee work beyond baseline expectations, course redesign, task force participations, board representation, etc.

*Note: *One course load credit* is defined as approximately 60 work hours. For example, a 1-credit hour course includes 15 hours face-to-face and an additional 45-hours prep/grading.

Academic Workload Allocation Review Timeline:

- A. In January of each year, the School Directors will present course and programming needs to their faculties and consult with each faculty member regarding courses that they will teach in the next academic year (fall, spring, summer). Since schedules are due to the Office of the Registrar by mid-February, faculty teaching schedules will be agreed upon by this time.
- B. In February of each year, the CASS Dean and the School Directors will present strategic plans and projects for CASS and each of the Schools for the following academic year to the faculty. This information, along with individual teaching schedules, will aid faculty members in planning and preparing their contributions for the next academic year.
- C. In March of each year, faculty members complete two tasks:
 1. **End of Year Summary on Teaching, Service, and Scholarship:** They will review their goals and their *Academic Workload Allocation Worksheet* for the current year and prepare an *End of Year Summary* using the worksheet to summarize their progress and accomplishments. Tenure track faculty may wish to formalize their summary as a part of their Personal Statement.
 2. **Goals Statement for Subsequent Year:** Faculty will plan their workload contributions and scholarly goals for the next academic year using a separate *Academic Workload Allocation Worksheet*. When completing this task, faculty should take into account their tenure/promotion/post-tenure requirements and sabbatical opportunities.

Faculty members will submit both their *End of Year Summary* and their prospective Goals Statement indicated on an *Academic Workload Allocation Worksheet*, to their School Directors by April 1st.

- D. In April of each year, School Directors will arrange for individual meetings with faculty members to review their annual reports and workload plans for the next academic year. Changes may need to be negotiated depending on the needs of the school and the needs of the entire faculty. For example, a Program Coordinator vacancy may need to be filled; a sabbatical may require faculty to teach a new/different/additional course; curriculum revisions or program redesign may need to take place and need faculty coordination, etc. The faculty member and School Director will reach agreement by the end of April. In case of significant differences between a director and a faculty member, the Dean will mediate to arrive at a fair and just consensus.

2. Peer Observation Process

Based on mutual support and collegiality, the formative *Peer Observation Process* is intended to give the colleagues constructive feedback about how to advance their teaching in various ways. This process is responsive but not evaluative.

The process supports faculty in developing the elements of teaching effectiveness defined in the Faculty Handbook (Chapter 6, Section A: *Teaching Effectiveness*). The process includes peer

observations, feedback, and summary reporting (point G below) which could be used to inform professional development in the future.

Peer Observations Cycle:

- A. A standing committee (name to be determined) will be established. The committee's purpose will be to support individual faculty members through class observations and formative feedback.
- B. Approximately 1/3 of the faculty will be observed annually with precedence given to those faculty who are scheduled for review, tenure, and/or promotion.
- C. In August of each year, the committee will develop the observation schedule for the academic year and notify faculty. The dates of observations will be negotiated to meet everyone's schedule.
- D. Online classes are eligible for observation. The committee can be added to the Canvas site as observers.
- E. The feedback from the observation will be shared with individual faculty members through a face-to-face meeting. The meeting is intended to be a collegial conversation centering on the *Teaching Effectiveness Tool*.
- F. The committee will not keep a copy of each faculty member's *Teaching Effectiveness Tool* and it will not be shared with Directors or the Dean.
- G. The committee will keep aggregate data from peer observations to develop a report for the faculty about effectiveness of the process across the College (i.e. based on a brief anonymous survey).

The CASS Faculty Development Process is designed to further nurture the ethos of collegiality and care among members, as we collectively work to support the vision and mission of the university.

Faculty Member:

Academic Year:

Highlight purpose: Goals Statement or End of the Year Summary

Please document your academic contributions to the School, the College, and the University. Typical options are listed below. There are additional bullet place markers to add options not included.

ACADEMIC WORKLOAD ALLOCATION WORKSHEET			
(1)	BASELINE EXPECTATIONS (Independent of CLC & NCLC)	Anticipated (answer yes/no or other indicators)	Completed
	• Teach 3/3 load or equivalent	(Yes or No)	
	• Engage in Faculty Development & Planning Process		
	• Engage in Peer Observation Process		
	• Update existing courses		
	• Hold office hours (3 hours weekly; F2F or synchronous online)		
	• Attend school/college/university meetings consistently (i.e., faculty meeting, Collegium, etc.)		
	• Attend graduation and convocation and pinning ceremony		
	• Contribute to recruitment and orientation via 1 event annually		
	• Develop and maintain a research agenda		
	• Advise students <ul style="list-style-type: none"> ○ 25 < G (*School flexibility) ○ 15 < UG 	(Indicate active #'s)	
	• Serve on 1 school or college committee (monthly meetings)	(Indicate name—do not count in service below)	
	• Serve on 1 University Faculty Senate committee	(Indicate name—do not count in service below)	

(2) COURSE LOAD CREDITS* (CLC)

18 CLCs

(*Note: One Course Load Credit is defined as 60 work hours. For example, a 1-credit hour course includes 15 hours face to face and an additional 45-hours prep/grading)

	<i>Options to Fulfill for Teaching:</i>	TLC	Descriptions/Reflections/Comments	Credits Applied
	• Teaching 3/3 (F/S/S)	18 CLCs	<i>(Indicate in the Fall/Spring/Summer sections per guidelines)</i>	
	○ 3 credit hour course	3 CLCs		
	○ 1 credit hour course	1 CLC		
	○ Seminar plus edTPA	3 CLCs		
	○ .5 credit hours (15 F2F + 15 online hours)	1 CLC		
	▪ Fall Courses			
	○			
	○			
	○			
	▪ Spring Courses			
	○			
	○			
	○			
	▪ Summer Courses			
	○			
	○			
	○			
	• Dissertation Chair	1 CLC		
	• Master's Thesis Chair	1 CLC		
	• Directed/Independent Study/Practicums			
	○ 1-2	.25-1 CLCs		
	○ ≥3	1-2 CLCs		

	<ul style="list-style-type: none"> • Program coordination <ul style="list-style-type: none"> ○ Marketing ○ Adjunct procurement/interviewing/mentoring ○ PD Sessions for community teachers ○ Partnerships with districts and course development for their teachers 	3-6 CLCs		
	<ul style="list-style-type: none"> • Grant coordination 	.25-9 CLCs		
	<ul style="list-style-type: none"> • Internship/Practicum/Fieldwork/Clinical Practice Supervision (dependent upon documented hours in the field; in SOE UG Residency Model has different fieldwork expectations) 	.25-3 CLC		
	<ul style="list-style-type: none"> • edTPA Coordination 	3 CLC		
	<ul style="list-style-type: none"> • Workshops: inclusive of development, preparation, and teaching (depending on the nature, compensation to university, time involvement, etc.) 	.25-3 CLC		
	<ul style="list-style-type: none"> • Teaching an external group; specially designed courses for non-degree seeking programs and partnerships which are School/University sponsored; Professional Continuing Education Trainings, etc. (depending on the nature, compensation to university, time involvement, etc.) 	.25-3 CLC		
	<ul style="list-style-type: none"> • 			
TOTAL COURSE LOAD CREDITS				
(3) NON-COURSE LOAD CREDIT (NCLC) 6 NCLCs: Service, Scholarship, and Creative Work				

✓	Options to Fulfill for SERVICE:	NTLC	Descriptions/Reflections/Comments	Credits Applied
	• Design new course and/or developing a new Canvas template	1 NCLCs		
	• Redesign existing course (i.e., from 15 weeks to 8 weeks; F2F to hybrid)	.25 NCLC		
	• Represent department at recruitment events	.25 NCLC		
	• Redesigning programs	3 NCLC		
	• Program development (New school/college programs and assessments; Study Abroad programs; International Programs; etc.)	1-3 NCLC		
	• Curriculum redevelopment/redesign	1-3 NCLC		
	• Dissertation Committee member (not the chair)	.25 NCLC		
	• Master's Thesis Committee member	.25 NCLC		
	• Faculty Senator	1 NCLCs		
	• Faculty Senator Officer	1.5 NCLCs		
	• Standing University faculty committees	.5 NCLC		
	• Standing faculty subcommittee	.5 NCLC		
	• Special committee	.25-.5 NCLC		
	• College or school level committee	.25-.5 NCLC		
	• Committee Chair	.5-1 NCLC		
	• Task Force (i.e., hiring committee; governance)	.5-1 NCLC		
	• Title IX Involvement	.25-.5 NCLC		
	• Serving on a Board Committee (i.e., Academic)	.25-.5 NCLC		
	• Serving on a school board	.25-.5 NCLC		

	<ul style="list-style-type: none"> Professional association leadership (Officers, Chairmanships, Committee membership, etc.) 	.25-1 NCLC		
	<ul style="list-style-type: none"> Serving on an advisory board in a community agency 	.25-.5 NCLC		
	<ul style="list-style-type: none"> Advising (UG 1-5 above 15) 	.25 NCLC		
	<ul style="list-style-type: none"> Advising (G 1-10 above 25) 	.25 NCLC		
	<ul style="list-style-type: none"> Review of Student Applications to School 	.5-1 NCLC		
	<ul style="list-style-type: none"> Faculty/Adjunct mentoring (how involved) 	.5 NCLC		
	<ul style="list-style-type: none"> Supervision of Adjuncts 	.25-.5 NCLC		
	<ul style="list-style-type: none"> Internship/Fieldwork Supervision (dependent upon hours in the field) 	.25-3 NCLC		
	<ul style="list-style-type: none"> Student Club Sponsorship/Mentor/Moderator 	.25-.5 NCLC		
	<ul style="list-style-type: none"> Student Activities (i.e., Advocacy Day, <i>Take Back the Night</i>, Mission and Ministry trips, etc.) 	.25-.5 NCLC		
	<ul style="list-style-type: none"> University Events (i.e., <i>organizing</i> movie screenings, panel discussions, lectures; <i>leading</i> C & V Day sessions; <i>leading</i> Opening Faculty Concurrent Session; interdisciplinary collaborative initiatives, etc.) 	.25-1 NCLC		
	<ul style="list-style-type: none"> Hosting and working with J1 Scholars 	.5-1 NCLC		
	<ul style="list-style-type: none"> Developing international and local social service and university partnerships 	.5-1 NCLC		
	<ul style="list-style-type: none"> Mentoring UG Projects (URSCI, Honors, etc.) 	.25-.5 NCLC		
	<ul style="list-style-type: none"> Recruitment: orientations, Discover Dominican, Majors Expo, Information Sessions (dependent upon hours invested beyond baseline expectations) 	.25-.5 NCLC		

	<ul style="list-style-type: none"> • Guest lecturing/Consulting at DU and at other universities 	.25-.5 NCLC		
	<ul style="list-style-type: none"> • 			
TOTAL NCL CREDITS FOR SERVICE				
✓	<i>Options to Fulfill for SCHOLARSHIP/CREATIVE WORK:</i>	NTLC	Descriptions/Reflections/Comments	Credits Applied
	<ul style="list-style-type: none"> • Book publication 	4 NCLC		
	<ul style="list-style-type: none"> • Book chapter 	2 NCLC		
	<ul style="list-style-type: none"> • Peer reviewed journal article acceptance 	2 NCLC		
	<ul style="list-style-type: none"> • Peer reviewed book review 	1 NCLC		
	<ul style="list-style-type: none"> • Other scholarly products (i.e., developing professional videos; white paper; designing an app; poster presentations; etc.) 	2-3 NCLC		
	<ul style="list-style-type: none"> • Journal Review/Editing/Editorial Review board 	1-3 NCLC		
	<ul style="list-style-type: none"> • Book editing 	2-3 NCLC		
	<ul style="list-style-type: none"> • Scholarship of Application or Engagement (i.e., providing professional development; school consultancy; etc.) 	.25-3 NCLC		
	<ul style="list-style-type: none"> • Professional conference presentation 	.25-1 NCLC		
	<ul style="list-style-type: none"> • Attending professional conferences, workshops, symposium, webinars 	.25 NCLC		
	<ul style="list-style-type: none"> • Professional disciplinary panels participant 	.25-.5 NCLC		
	<ul style="list-style-type: none"> • National Assessment Development (on par with publication) 	1-3 NCLC		
	<ul style="list-style-type: none"> • Teaching an external group (depending on the nature, compensation to individual, time involvement, workshop, conference, etc.) 	.25-3 CLC		
	<ul style="list-style-type: none"> • Accreditation or other report writing 	1-3 NCLC		
	<ul style="list-style-type: none"> • Accreditation Self Study Coordination 	1-3 NCLC		

	• State Report Writing	1-3 NCLC		
	• Grant authorship	.25-3 NCLC		
	• Disciplinary blogging, regular column, etc. in professional service and outreach	.5-2 NCLC		
	•			
TOTAL NCL CREDITS FOR SCHOLARSHIP				
			TOTAL COURSE LOAD CREDITS (CLCs)	
			TOTAL CREDITS FOR SERVICE (NCLCs)	
			TOTAL CREDITS FOR SCHOLARSHIP (NCLCs)	
			Total:	

Approved by the CASS Faculty Meeting 5-7-2018
Updated 2-2019



Faculty Peer Observation and Feedback Observation Organizer

Learning Focus	Strengths	Questions/Considerations
Class Organization: What evidence do you see that there is a logical, cohesive structure, flow, or continuity to the class? What evidence do you see that the students have a clear understanding of the class expectations?		
Motivation: What evidence do you see that the instructor is enthusiastic about the subject matter? What evidence do you see that the students are motivated to learn?		
Inclusive Environment: What evidence do you see that the instructor promotes an inclusive environment where everyone is treated with respect? What evidence do you see that the teacher uses multiple modalities in approaching the subject matter with students? What evidence do you see that the instructor draws on students' prior knowledge and backgrounds? What evidence did you see that class ethos was appropriate to the students' intellectual and social needs?		
Pedagogic Engagement: What evidence do you see that the instructor uses engaging strategies? What evidence do you see that the instructor created assignments and/or activities that increased students' understandings and relationship with the material to situation outside the class? How does the instructor facilitate learning?		
Intellectual Rigor: What evidence do you see that the instructor challenges students to think critically? How does the instructor position students as competent with the subject matter? How does the instructor elicit and respond to complex ideas from students? How does the instructor explain complex, current ideas? How does the instructor stimulate curiosity with the subject matter?		
Assessment of Student Learning: What evidence do you see that the instructor provides formative feedback to promote learning?		
Responsiveness: What evidence do you see that the instructor is available to students for academic assistance?		

What evidence do you see that the instructor responds in a timely manner to communications with students?		
---	--	--

Revised fall 2018

Appendix B

By-Laws of the Faculty of the College of Applied Social Sciences Dominican University

Article I Purpose

Section 1: Governance

These articles of by-laws shall govern the faculty (hereinafter known as Faculty Meeting) of the College of Applied Social Sciences (hereinafter known as College) in carrying out the duties of Dominican University (hereinafter known as University) as specified in the University Collegium Constitution, By-Laws, and the Faculty Handbook. The College of Applied Social Sciences is composed of the School of Education, the School of Information Studies, the School of Social Work (hereinafter known by their individual names or collectively as Schools), and one or more College Level Programs. Procedures not covered in these Bylaws will follow the latest edition of Robert's Rules of Order.

Section 2: Precedence

Nothing in these by-laws shall take precedence over the by-laws, constitutions or rules of governance of the University Collegium, the University, or the Board of Trustees, nor shall they take precedence over the provisions in the Faculty Handbook. These by-laws shall take precedence over the by-laws of Schools and College Level Programs that are members of the College in the event of a conflict between the by-laws of the School or College Level Programs and the by-laws of the College.

Section 3: Mission

The College of Applied Social Sciences prepares and educates professionals in the Sinsinawa Dominican tradition to take on important and rewarding work toward the global common good. The College advocates for social and economic justice, equitable educational opportunities, connects persons and communities to information and resources, and generates new knowledge which empowers individuals and diverse communities to positively transform society.

Section 4: Administrative Guidance

In the temporary or extended absence of the Director of a School or Coordinator of a College Level Program, a faculty member may seek guidance on administrative matters, normally addressed by such an administrator, from the Dean or the Associate Dean of the College.

Article 2 Membership

Section 1: Voting Membership

All tenure-track and non-tenure-track full time faculty who have an assignment of at least 50% of their time allocated to one of the Schools of the College or College Level Program, shall be voting members of the College. Non-tenure-track faculty include those holding titles of Instructor, Lecturer, and Clinical Faculty as defined by the Faculty Handbook. The Dean is an ex officio and non-voting member of the Faculty Meeting. The Associate Dean and School Directors are ex officio and voting members. Each School or College Level Program will also have one (1) Adjunct Faculty member with voting rights, to be elected by the Adjunct Faculty, one per School and one per College Level Program, to be elected by those Adjunct Faculty members (as defined in the Faculty Handbook). Such voting Adjunct Faculty members must have taught at least 9 semester credit hours in the previous two years.

Section 2: Non-Voting Membership

The following positions may attend College Faculty Meetings as ex officio (non-voting members), unless they also hold a faculty appointment as defined in Article 2, Section 1. • Non-Voting Adjunct Faculty Members • Manager of Student Support Services • Administrative Assistant • Field Placement/Licensure Officer (does not include the Director and Assistant Director of Field in the School of Social Work) • Butler Center Curator • Goedert Center o Director o Associate Director o Teachers

Section 3: Student Representatives

Students will be elected as non-voting members of the Faculty Meeting for one term (one academic year) from the following college units: • One student from the undergraduate programs • One student from the graduate programs • One student from doctoral programs • One student from College's programs

Unfilled positions will remain vacant until the next election. The Elections Committee will develop procedures for and supervise the election of student representatives.

Section 4: Invited Guests

Faculty and staff who are not considered members of the College Faculty, as defined in Article 2, Section 1, may attend the meetings of the College Faculty at the invitation of a member of the College Faculty to provide information on matters that apply across the Schools, College Level Programs, and throughout the College. They may not participate as voting members and will be excused from the Faculty Meeting once discussion on the matter in which they have expertise has ended.

Article 3 Meetings

Section 1: Frequency of Meetings

The College Faculty shall meet a minimum of twice a semester during the academic year (August 15 to May 15). More frequent meetings may be called at the request of any five voting members of the Faculty Meeting. In extraordinary circumstances, the presiding officer (see section 3, part a) may call an additional meeting in consultation with the dean. The Schools within the College shall hold their own Faculty Meetings a minimum of once a month. More frequent meetings procedures shall be governed by each School's By-Laws. The College Faculty Meeting will operate under the rules of these By-Laws and Roberts' Rules of Order, Latest Edition for matters and questions not covered by these By-Laws.

Section 2: Quorum

A quorum must be present for the Faculty Meeting to conduct its business. A quorum shall consist of one-half plus one of the number of the voting members of the College. Members may be physically present or present via electronic means to count toward the quorum. The President may make accommodations for individuals with disabilities. The secretary (see section 3, part b) is responsible for recording voting members present at each meeting.

Section 3: Officers of the Faculty Meeting

Part a: Presiding Officer

The Presiding Officer of the meeting shall be elected by a simple majority of the voting members present at the first meeting of the Academic Year. The Presiding Officer's term shall be one year. The presiding officer shall open the meeting, ensure the participation of all faculty who wish in the discussions in the meeting, and ensure an orderly process in discussions of matters under consideration. The Presiding Officer may appoint a Parliamentarian to resolve disputes of process and order where necessary. The

Presiding Officer will be responsible for developing an agenda for the Faculty Meeting and ensuring that it is distributed to all voting members of the College no later than one week before the meeting. The Presiding Officer shall receive administrative support for carrying out the preparation of each of the meetings and any between meetings activity that may be required.

Part b: Secretary

The Faculty Meeting will choose the Secretary of the Faculty Meeting at the first meeting of the academic year. The Secretary's term shall be one year. The Secretary shall be responsible for the Minutes of the meeting and ensuring their distribution to all voting members of the College no later than two weeks after the meeting. In addition to recording the voting members present at each meeting, the Secretary will also be responsible for recording all votes taken by the Faculty Meeting (section 2).

Section 4: Faculty Meeting Procedures

The Presiding Officer shall set the agenda for the Faculty Meeting based on requests from the faculty, Dean, other administrative leaders of the College or University, College staff, and students. It shall consider matters brought to its attention by any voting member, provided that matter is placed on the agenda, no later than three days before the meeting. Matters deemed urgent which arise after this deadline may also be placed on the agenda by the Presiding Officer. By a majority vote, the members present may overrule a decision on such a matter.

The following elements must be present in all regularly scheduled Faculty Meetings.

- 1) Approval of Minutes
- 2) Dean's Statement
- 3) Committee Reports
- 4) Regular business
- 5) Old Business
- 6) New Business
- 7) Other Business

Section 5: Voting

Part a: Introduction and discussion of matter, issue or question

Any matter requiring a vote, except for motions put forward by a committee, shall be moved and seconded before being opened for discussion. A vote on the matter will not occur in the meeting in which it was moved and seconded, but will be voted on in the next meeting after it was introduced or at a later time if the members so decide by a simple majority vote.

Part b: Passage or Rejection

A matter must receive a simple majority of the votes of those present to pass. Proxy voting or voting by phone, internet, online or other remote means shall not be permitted. Voting shall be by a show of hands or voice vote unless a member of the Faculty Meeting requests a roll call or a secret ballot on the matter. Any proposal to change these By-Laws must receive approval by 2/3 of the voting membership of the Faculty Meeting.

Article 4 Committees

Section 1: Function of the Committees

The Committees serve the business of the Faculty Meeting by examining issues in greater detail, generating proposals, and resolving issues. Membership in the Committees is comprised of voting members of the Faculty Meeting, except for subcommittees as noted in Article 4, Section 3. The minutes of the meeting must be approved by the members of the committee before submission to the Faculty Meeting, which may accept the minutes, reject the minutes or request clarification of the minutes. In those

instances where the Faculty Meeting rejects the minutes it must provide an explanation in writing to the committee for the rejection in such terms that the committee can act to correct the minutes so they can be accepted. In those instances where the Faculty Meeting requests further explanation, the committee must elaborate on the minutes sufficiently to address the concerns of the Faculty Meeting. Tie votes in committees with even numbers of members will be referred to the Faculty Meeting for resolution. With the exception of Teaching, Scholarship, and Service committee, the Dean and Associate Dean shall be ex officio members of all committees and subcommittees of the Faculty Meeting.

Section 2: Officers of the Committees

Part a: Chair

Committee members shall select their Chair of the Committee for a term of one year. There is no limit to the times the same committee member can be elected to the position of Chair. The Chair of the Committee shall ensure that the committee fulfills its charge from the Faculty Meeting in a timely fashion, that all members of the committee are heard, that meetings are held prior to each session of the Faculty Meeting and that an Agenda and Notice are sent out in sufficient time to permit members to include it in their schedules. The chair has a right to vote on all matters brought before the committee. A committee must have a quorum of one-half plus one of its members present to conduct its business. Members may be present either in person or through off-site instruments such as phone, internet or video connections.

Part b: Secretary

Each Chair shall appoint a Secretary to take the minutes and record the votes of the committee in a manner and for a length of time that satisfies the needs of the committee. The Secretary shall be responsible for the accurate recording of the minutes of the committee meeting, and overseeing any rejection or call for clarification of the minutes from the Faculty Meeting.

Section 3: Organization of the Committee

Each Committee has the duties assigned to it by these By-Laws in Article 4, Section 4. The Committee will organize itself in ways that enable it to fulfill these duties, including, but not limited to, the establishment of subcommittees. Subcommittees may have non-members of the Faculty Meeting as voting members of the subcommittee.

Section 4 Standing Committees

Following is a listing of the each of the standing committees in the College and their assigned duties.

Part a: Teaching, Scholarship, and Service Mentoring Committee

i: Duties

This Committee is responsible for mentoring Tenure-Track Faculty Members in their applications for review, tenure and promotion before submission to the University Faculty Appointments Committee. The Committee is also responsible for mentoring non-tenure track faculty members in their applications for retention. The committee may submit a recommendation to the University Faculty Appointments Committee if the faculty member requests it. It is the faculty member's responsibility to request assistance from this committee.

Subpart ii: Membership

Members of this committee must be tenured.

School of Information Studies – 2 School of Education – 2 School of Social Work – 2

Subpart iii: Responsibilities

1. The Committee will meet with those faculty members who request it in the first 45 days of the Academic Year in which the faculty member is to be reviewed by the University Faculty Appointments Committee. 2. The Committee will provide feedback to the applicant on the applicant's submissions. Such feedback can include suggestions for improvement. 3. The applicant may request additional meetings with the committee to receive further guidance in the preparation of materials to submit to the University Faculty Appointments Committee. 4. The Committee may, if the faculty member requests, submit a recommendation to the University Faculty Appointments Committee supporting the faculty member's application. 5. All the proceedings of this Committee shall be confidential and its minutes will report aggregate numbers of submissions and aggregate numbers of its recommendations. A copy of the committee's recommendation will be given to the faculty member.

Part b: Elections Committee

Subpart i: Duties

The Election Committee will be responsible for overseeing and conducting the College-level elections for representatives on the committees of the college

Subpart ii: Membership

School of Information Studies – 1 School of Education -1 School of Social Work – 1

Subpart iii: Responsibilities

1. The Election Committee will ensure that each of the Schools has provided candidates for representation on the Faculty Senate. The actual elections for Faculty Senate are conducted by the Executive Council of the Faculty Senate. 2. The Election Committee will solicit interest in serving on the committees of the Faculty Meeting from the Faculty Meeting membership. 3. The Election Committee will conduct the election to the college committees in April of each Academic Year. Terms on the committees begin on August 15 of the Academic Year following the one in which the elections occurred. 4. The Elections Committee will be responsible for filling vacancies that occur on its committees, and among the Colleges representatives on the Faculty Senate.

Part c: Curriculum Committee

Subpart i: Duties

The Curriculum Committee is responsible for ensuring that all programs within the College and College-Level academic policies and processes are consistent with the College's mission and are implemented efficiently. The Committee will also promote, review, and oversee interdisciplinary programming within the College.

Subsection ii: Membership

School of Information Studies – 1 School of Education – 1 School of Social Work – 1 College Level Programs -1 Dean/Associate Dean – standing invitation to attend, nonvoting School Directors – nonvoting College Program Coordinators – nonvoting

Subsection iii: Responsibilities

1. The Committee will review all newly proposed and revised programs for consistency with the College's mission and for overlap with currently existing programs, prior to submission to the University Curriculum Committee. Note: The approval of program contents is under the authority of each School or College-Level program.
2. The Committee will review and approve College-Level academic policies and processes (e.g. student appeals, student grievance, academic advising).
3. The Committee will promote interdisciplinary programming within the College (e.g. degree programs that cross Schools and/or College-Level programs).
4. The Committee will act as a communication hub for sharing information about courses and programs among Schools and College-Level Programs.

Article 5 Amendments and Dissolution

Section 1: Amendments

Any member of the Faculty Meeting may propose amendments or revisions to these Bylaws by having the amendment or revision entered into the agenda one week before a scheduled Faculty Meeting. Such insertion into the agenda must be accompanied by a statement as to the purpose of the amendment or revision and a rationale for the amendment or revision.

The Faculty Meeting can consider and discuss the proposal in the meeting in which it was made, but may not vote on the proposal until the next Faculty Meeting after it was proposed. The Faculty Meeting may delay a vote on the proposal further to permit additional study.

Any amendment or revision must be approved by two-thirds of the voting membership of the Faculty Meeting.

Section 2: Dissolution

These Bylaws may be dissolved and become no longer effective by a dissolution of the College of Applied Social Sciences. They may also be dissolved by a two-thirds vote of the members of the Faculty Meeting in favor of dissolution.

Appendix C

College of Applied Social Sciences

Curriculum and Program Review and Approval Process

Introduction

Curricular and programmatic proposals in the College of Applied Social Sciences (CASS) must first be approved at two stages of CASS faculty review. The first stage is review and approval at the School-level Curriculum Committee^[1] and the second stage is review and approval by the CASS Curriculum Committee. With approval from the CASS Curriculum Committee, the CASS Dean will then take the proposal to the University Curriculum Committee (UCC) for review. The remaining approval stages include Faculty Senate, Collegium, and the Board of Trustees.

Initiating a Proposal

A new idea, proposal, or concept for curriculum improvement or new curriculum can originate from one of several sources:

- Full School faculty vote on pursuit of proposal
- An individual faculty member
- Program Coordinator or School Director
- The Associate Dean or the Dean
- Accreditation-related required curricular change

Proposals are submitted to the appropriate School Curriculum Committee¹.

Criteria for Review

Committee reviews are required for proposals suggesting revision of majors and minors, graduate degree programs or certificate programs, and the creation or elimination of undergraduate majors and minors, graduate degree programs or certificate programs.

Evaluation of curriculum proposals shall take into account many or all of the criteria listed below. Thus, it is important for all faculty submitting curricular/programmatic proposals address these factors before submission.

- Statement of purpose, academic quality, rationale, theoretical justification, expected impact on University curriculum, including evidence of support from faculty within the affected academic unit;
- Alignment with School, CASS, and Dominican mission and identity;
- Learning outcomes for the program (for new or modified programs);
- A detailed outline of the curriculum and requirements proposed for the program (for new or modified program);
- Expected impacts on other programs (e.g. Core Curriculum, existing programs);
- An assessment plan (for new program);
- An advising plan (for new program);
- A statement of administrative structure and responsibility (for new program);
- Impact on resources (e.g. financial viability and budget feasibility, staff, space, technology);
- A draft bulletin copy (for all types of changes that will be in the Bulletin, courses, programs);

- Statements of support from (as relevant):
 - Dean of the College addressing criteria, budget and space allocations
 - Chief Diversity Officer
 - Vice President of Mission
 - Vice President of Student Success and Engagement
 - University Librarian to determine an impact on library resources and services
 - University Registrar to focus on criteria, advising plan, bulletin copy, coding of program
 - Chief Information Officer regarding technology support
 - Vice President for Enrollment Management for impact on total university recruitment (criteria, marketability, and financial viability)

Governance Structure

- The School of Education Curriculum Committee is comprised of 4 SOE faculty members elected by the SOE faculty. The Committee is Chaired by the Dean who serves in a non-voting administrative/facilitating capacity. The Committee meets as necessary when proposals are submitted.
- The School of Information Studies Curriculum Committee is comprised of 3 SOIS faculty members elected by the SOIS faculty. The Committee is Chaired by one of the three faculty members on the Committee. The Committee has scheduled monthly meetings, but typically meets as necessary when proposals are submitted.
- The School of Social Work Curriculum Committee is comprised of 4 SSW faculty members elected by the SSW faculty. The Committee is Chaired by one of the four faculty members on the Committee. The Committee has scheduled monthly meetings, but typically meets as necessary when proposals are submitted.
- The College of Applied Social Sciences Curriculum Committee is comprised of 4 CASS faculty members (1 from each School and 1 from Continuing Studies) elected by the CASS faculty. The Committee is Chaired by one of the four faculty members on the Committee. The Committee typically meets as necessary when proposals are submitted.

Review Process

Proposals are first reviewed at the School Curriculum Committee¹ through the process outlined in the School's Bylaws. Approved proposals will then be submitted by the School Director to the CASS Curriculum Committee.

If a proposal is declined by the CASS Curriculum Committee, a letter of explanation will be provided to the School/Program explaining the basis for the decision. Once a proposal is approved by the CASS Curriculum Committee, it will be submitted by the CASS Dean to the University Curriculum Committee for review and/or approval.

^[1] This is true for the School of Education (SOE), School of Information Studies (SOIS), and School of Social Work (SSW). Curricular/programmatic changes in Continuing Studies (CS) programs are developed by the Coordinator of Continuing Studies, CASS Dean, and appropriate CS Faculty, and submitted to the CASS Curriculum Committee.