

Roles and Responsibilities

Rosary College of Arts and Sciences (RCAS)

Preamble

Grounded in the mission of Dominican University as a Catholic, Dominican institution in the liberal arts and sciences tradition, RCAS has developed its Roles and Responsibilities (RCAS RR) document to supplement and complement the university's faculty handbook. As such, it provides necessary space for the college to clarify its expectations for faculty to meet, perhaps exceed, the university's criteria for teaching, scholarship, and service. Because the college will use this document to explain its work, including work that may fall outside the university's general expectations for teaching, scholarship, and service, the document acts as a resource to be shared with our peers, the Faculty Appointments Committee, and outside assessment bodies; when shared, it may provide opportunities for faculty to plan, develop, and collaborate across departments and disciplines, and it will more specifically highlight work being done in the college and how that work applies to retention, promotion, tenure, and post-tenure review. This document is written with the deliberate aim of further addressing the college's ongoing efforts to arrive at workload transparency, balance, and equity—and this work is ongoing.

Purposes of the RCAS RR document, in sum:

- 1) to complement the university Faculty Handbook by describing more specifically the work being done in the college in terms of service, teaching, and scholarship;
- 2) to provide clarity regarding that work for faculty undergoing review, as well as faculty serving on the Faculty Appointments Committee;
- 3) to provide opportunities for collegial conversations across the college regarding the types of work we are doing in the college;
- 4) to provide examples—but not an exhaustive or prescriptive list—of the types of work we are doing in the college: teaching, scholarship, and service.
- 5) to continue to work toward workload transparency, balance, and equity.

Excellent teaching is the primary goal of RCAS. Faculty members appreciate that providing students with rigorous courses and effective pedagogy leads to significant learning. Faculty strive to cultivate equitable and inclusive learning environments that increase student skills, from foundational to mastery levels, while at the same time modeling the life of the mind—to encourage students to become lifelong learners and critical thinkers. Teaching in the college continues outside of the classroom, via a culture of conferencing, formal and informal mentoring, and regular advising, thereby forging strong professional relationships with students consistent with the university's identity as a relationship-centered institution.

Scholarship informs both teacher and student, contributes new knowledge, and engages all in intellectual exploration, explication, and evidence-building activities that enhance the capacity of the participants and the quality and reputation of the university.

Service is essential both within individual departments and programs, as well as across the college and the university. Faculty members serve the institution in various capacities that support and enrich the university community. Ordinarily, full-time faculty serve on committees (both college and university-wide); however, faculty service extends far beyond formal requirements: RCAS faculty advise, mentor, supervise, direct, facilitate, chair, moderate, and coordinate any number of faculty and/or student initiatives.

RCAS RR in Relation to the University's Mission and Core Values:

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. As officers of the university, faculty members in RCAS serve not only their own programs, but also take ownership of 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 its interrelated core values: *Veritas* (Truth), Justice, *Caritas* (Compassion), Partnership, and Community.

- *Veritas*: RCAS faculty members actively pursue truth with their students and their colleagues (including those in the wider community) with intellectual humility, with

respect, and with openness to dialogue. To know what is, and to adjust one's life to that knowledge, is the highest natural wisdom of humanity, a wisdom that inevitably points the way to the source of all truth.

- **Justice:** RCAS faculty members cultivate in students the recognition that peace and justice are indivisibly interwoven. We prepare students for a life of service that treats all persons equitably, with special concern for the most vulnerable members of society.
- **Caritas:** RCAS faculty members model compassion as an active concern for the suffering of others, and understand that every human has inherent dignity and value. Compassion involves an awareness of the physical, emotional, and spiritual needs of the community members and students whom we serve.
- **Partnership:** RCAS faculty members develop productive, collaborative relationships with colleagues across departmental lines in order to enhance multidisciplinary engagement and cooperation. They share their resources with university colleagues, and they form affiliations with outside institutions and programs that offer mutual benefit to Dominican University and its students, as well as the broader community.
- **Community:** RCAS faculty members foster the development of a community that is both supportive and transformative, that affirms the gifts of each person, and that facilitates a sharing of talents for the development of the individuals and the communities we serve. Faculty members are respectful of the religious, cultural, and ideological differences that enrich Dominican University.

RCAS Governance Structure:

The RCAS governance structure consists of the RCAS Dean and Associate Dean, as well as department chairs, discipline directors, and the Core and Honors program directors.

The Dean reports to the Provost and collaborates with the Provost, the Vice Provost, the Dean of the Brennan School of Business, the Dean of the College of Health Sciences, and the Dean of the College of Applied Social Sciences to advance the goals of RCAS and the university.

The Associate Dean reports to the Dean and collaborates with Department Chairs/Program Directors to further the mission of the college and university. The Associate Dean serves as the lead administrator of the college in the Dean's absence.

Department Chairs report to the Dean, preside at departmental meetings, and represent their departments at the RCAS Dean's Council and general college meetings. The Chair (after consultation with the faculty in the department and the Dean) appoints Discipline Directors and any other administrative roles (e.g. lab supervisors), and delegates discretionary authority to administer departmental policy as appropriate for the respective role.

Discipline Directors ordinarily report to the department chair of their home discipline. In some cases (e.g., interdisciplinary majors or minors), Directors report to the Dean.

Program Directors (i.e., Honors, Core, and Graduate Programs) report to the Dean.

The RCAS Administrative Assistant reports to the Dean and the Associate Dean.

Student workers (e.g., the RCAS social media coordinators) report to the Associate Dean.

RCAS Faculty Appointments—General Information:

- Full-time faculty work on a nine-month contract and are expected to be available August 15th to May 15th.
- Additional compensation may be available for faculty who work outside the contract year.
- Full-time, tenure-track faculty are reviewed on a regular cycle, as outlined in the Faculty Handbook.
- RCAS Lecturer Renewal:
 - The Committee on Faculty Appointments will review all material submitted by the Dean during each lecturer's fourth year of employment in that role, and every fourth year thereafter as long as the individual remains in that position. In addition, the Committee will review letters submitted by peers and colleagues, student qualitative and quantitative evaluations and the personal statement submitted by the lecturer. The Committee will then recommend retention or termination to the Provost. The Provost will inform the Lecturer ordinarily no later than April 15 of the decision to retain or terminate.
- Renewal for all lecturers not being reviewed by the Committee on Faculty Appointments follows this process:

- In the semester of the expiration of their appointment lecturers seeking renewal will submit to the Dean an updated curriculum vitae and a letter requesting renewal.
- Upon receipt of these materials, the Dean will conduct a review of the faculty member to determine renewal of the appointment. Ordinarily, renewal decisions are communicated to lecturers by April 15 by the appropriate Dean.
- Per this process, lecturers undergoing yearly review should submit their updated CV to the Dean via email, as well as a letter requesting renewal, by **February 15**. Lecturers should also provide their chair with a copy of their renewal request.
- Chairs petition the dean, requesting renewal, or, if appropriate, requesting non-renewal.
- At their discretion, chairs may petition the dean requesting that a lecturer with two or more years' experience receive a two-year appointment, per the language in the Faculty Handbook:
 - The status of lecturer is a non-tenure track appointment. Lecturers shall be offered one-year appointments for the first two years; thereafter they may be offered appointments in two-year increments. (17)
- Chairs' letters are due to the Dean no later than **February 22**, indicating their level of support for the lecturer(s) under review.
- Adjunct Review:
 - All adjuncts should be reviewed *informally* on a regular basis. New adjuncts are reviewed formally by the chair or his or her designee, via a review process outlined by the college. Ordinarily, chairs or senior faculty will distribute the review form to the students in class without the adjunct instructor present. Afterwards, chairs will collect the forms and selectively share the feedback with the adjunct. (If they prefer, chairs may have their adjuncts distribute the forms themselves, leave the room, but assign a student designee to collect and return the completed forms to the department chair.) Chairs or discipline directors should share the results with the adjunct faculty in a face-to-face meeting soon after the assessment is completed, and chairs/directors should encourage the faculty to follow up with the class in a constructive way after

reviewing the results. Ideally, the form should be administered during week 7. (See the Appendix for a copy of the review form template. The template may be modified to serve the needs of a department/discipline.)

Teaching:

As a teaching institution, Dominican University prioritizes effective teaching. Full-time faculty members typically teach a 3/3 load within the nine-month contract period. Ordinarily, adjunct faculty are limited to two courses total per semester, maximum, across the university. On rare occasions in RCAS, the full-time teaching load distribution does not always clearly align with the 3/3 load. For instance, a faculty member whose course is canceled in the fall might teach a 2/4 load or might pick up a summer course to fulfill the full-time course load, or may be assigned a special curricular-related project. Chairs may receive a course release and/or stipend, depending on the size of their department. Discipline directors receive a stipend each semester; the amount of the stipend varies, depending on the size of the program. As demand warrants, and with the approval of the dean, full-time faculty may offer an overload of one course per semester. Faculty also have the option to teach in the summer.

- **Low-Enrolled Courses:** Ordinarily, a course must have seven students in it to run. Exceptions may be made for the following reasons: the course is a capstone or upper-division course, which students in that semester need to graduate; the course is not offered on a timely basis, thus precluding some students from taking it in a timely manner for their graduation requirements; there is only one section of the course being offered (typically, an upper-division course). The Dean decides whether to run a low-enrolled course in consultation with the department chair or, as appropriate, the discipline director. Ideally, decisions to run low-enrolled courses are made as far in advance of semester's start as is possible, given the normal fluctuations in enrollment. No low-enrolled course will be cancelled after the Drop/Add deadline.

In some cases, low-enrolled courses are converted to **Directed Study** courses—see below for compensation model. Ordinarily, Directed Study courses are offered by full-time faculty and only if a student needs a particular course in a given semester to graduate. Directed Study

courses do not count toward a faculty's 3/3 teaching load. Where possible, a substitute course will be identified to complete a faculty member's teaching load requirement.

RCAS takes a holistic view of the expectations of effective teaching, including variations in workload, student engagement within and beyond the classroom, and effective and equitable evaluation of teaching.

Variations in Workload:

While the typical standard full-time workload is generally 3/3, RCAS recognizes that the teaching load is variable (e.g., number of courses, number of students, and number of credits). RCAS recognizes that these variations, which change depending on the needs of the college, the students, and the department/discipline curriculum, may sometimes require that faculty reduce their scholarship and/or service to university and college committees during those academic years. If varied, conversation between the faculty and the department is essential and expected. Designated 450: faculty are compensated \$100 per credit hour in the summer only.

In addition to the traditional workload inherent in teaching, other responsibilities, obligations, and iterations of teaching also must be considered. These demands are dependent on the needs of the department and its students, and thus vary from one faculty member to another.

Departmental conversations should occur to facilitate the equitable distribution of work across faculty within departments. These additional teaching duties might include:

- Independent undergraduate research and/or creative investigations
 - Course numbering prefixes: 295, 395, and 495
- Mentoring student research and taking students to conferences
- Chairing distinction and/or senior capstone projects
- Team teaching
- ACCA course coordination
- Coordinating with IT for software installation and upkeep
- Student progress reports
- Writing and administering grants
- Writing recommendation letters for current and former students

Student Engagement:

Teaching in RCAS is grounded in the principles of student engagement in the aim of significant learning, which occurs inside and outside the classroom. In the classroom, we find evidence of attention to significant learning in the faculty member's command of the subject, which may be communicated in multiple ways, such as the creation of a carefully and clearly designed syllabus or an effective lecture. It is also expected that faculty will use Canvas, where appropriate, to maximize accessibility of course materials. Student engagement also occurs when faculty engage their students with new and challenging ideas; promote active, project-based, or integrative learning; and use interactive teaching techniques, like online learning tools, collaborative group work, or assessment of student learning before moving on. Outside the classroom, student engagement is reflected in a faculty member's regular office hours and ongoing interaction with and support of student learning. Some additional examples of student engagement inside and outside the classroom might include:

- Involving students in faculty research
- Creating new courses and updating course materials and pedagogical approaches
- Working at programmatic revision
- Taking students on field trips that are clearly connected to the course learning goals and offer some opportunity for reflecting on the experience
- Encouraging / requiring community-based and/or civic learning experiences that reinforce the learning in the course
- Strategic and effective use of technology
- Supervising other high-impact practices like internships, study abroad, and study away
- Providing feedback to students via focus reports, academic alerts, etc.
- Participating in admissions events, student orientations, and academic programs for high school students
- Supervising student workers
- Informal but regular mentoring

Evaluation of Teaching:

RCAS is committed to a process of ongoing evaluation of teaching, which helps to ensure that we regularly review and provide feedback to faculty teaching in the college. One form of evaluation is the student course evaluation (CourseEvals), which is required for each course taught in the college. CourseEvals help to assess command of subject, communication of expectations and content, and creation of an inclusive learning environment. CourseEvals are not sufficient as the only measure of teaching evaluation, however; instead, we aspire to employ multi-dimensional evaluation of teaching.¹ Multi-dimensional evaluations of teaching will help address the limitations of student evaluations of teaching, which, for example, current research shows are particularly biased against faculty from historically underrepresented groups. Narrative reports that draw on multiple sources of evidence of teaching effectiveness from chairs, colleagues, and/or the Dean should complement student course evaluations.

The department chair (or a designee) initiates a classroom peer observation and a written formative midterm student evaluation of all first-time adjunct faculty and full-time faculty in their first two years. Working in collaboration with the instructor, the chair/designee schedules a mutually agreed upon representative class to assess teaching and learning. Other evidence of teaching effectiveness might include syllabi, sample assignments, formal or informal assessments, and feedback on student work.

All RCAS full-time faculty are reviewed on the schedule outlined in the Faculty Handbook. The Faculty Handbook necessarily stipulates various criteria for effective teaching and student support, including command of subject, organization of course materials, ability to communicate subject matter to students, availability to students for academic assistance, ability to stimulate students intellectually, ability to create inclusive classrooms, fairness in evaluating students, regularity with which courses are updated, new courses developed, and honors indicative of teaching excellence.² RCAS supports these criteria, and it believes that the process for review of effective teaching in the college should be guided by the following principles:

¹ The college is currently working on implementing a teaching evaluation process for both online and f-t-f courses and plans to have that process in place during AY 2019-2020. Further next steps in the college will involve conversations about the possible development of a collegial, college-wide peer review process.

² See the Faculty Handbook, pp. 25-26.

- Faculty review begins with the individual faculty member: faculty members are expected to consistently seek, analyze, and act on the feedback they receive from students, chairs, and colleagues on their teaching with the aim of demonstrable excellence or improvement over time. Faculty are also encouraged to reach out to the Borra CTLE for consultation and feedback on teaching.
- Faculty review is collaborative: a faculty member under review is ideally observed by multiple colleagues within the department in a representative class agreed upon by all parties.
- Faculty review is conducted in online and traditional courses: online classes may be observed within Canvas, with the permission of the instructor, for a period of time determined by the chair and faculty member.
- Faculty review includes multiple voices: following classroom observations, the chair of the department conducting the review should facilitate a meeting in which the department members discuss the progress of the faculty member being reviewed. The chair's letter should reflect the outcome of the departmental discussions; individual faculty members are also invited to submit a letter to the Faculty Appointments Committee. Faculty may wish to invite colleagues outside the department to participate in the review process as well.
- Faculty review leads to improved pedagogy: participating in a collegial observation, review, and feedback cycle allows faculty to model best practices, share pedagogical strategies, and address shared challenges. Any concerns noted by the department through the review process should be addressed directly with the faculty member by the department chair or designee, who will recommend any necessary resources for support, including peer mentoring.

Scholarship:³

The Faculty Handbook recognizes and defines four distinct types of scholarship designed to align, recognize, and reward the work done in the various and varying disciplines: Scholarship of

³ The RCAS RR working group is recommending that the college approve an RCAS Roles and Responsibilities document without any appendices and prioritize the development of its Appendix as a part of its ongoing revisions of the RR document.

Discovery, Scholarship of Integration, Scholarship of Application and/or Engagement, and the Scholarship of Teaching and Learning. Each type is described in chapter 7 of the Handbook. However, it is stated in the Handbook that “The University recognizes that no uniform method exists for developing knowledge or of disseminating it to the wider public. 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.” Therefore, the RCAS Roles and Responsibilities document provides further guidance in its appendix⁴ for understanding the body of work that faculty may produce toward retention, promotion, and tenure.

Service:

RCAS faculty regularly serve both their departments and the university. An engaged faculty member participates in service with respect to governance, the university community, and the greater community, with the understanding that these activities may differ over time with respect to quality, equity, and variability.

⁴ Work products by department may appear in the RCAS RR Appendix: TBD. In AY 2018/19, the Scholarship sub-group of the Roles and Responsibilities working group asked RCAS departments to share any examples of potential appendix additions on Scholarship for the RCAS RR document. The submissions were disparate in terms of specificity and formatting. Subsequent discussions at meetings of the RCAS RR document working group, Scholarship sub-group, and open forums revealed two important issues that the college must address before we take any further steps to publishing an appendix:

- The need to differentiate between scholarship that could be used to meet requirements for retention, tenure, and promotion on the one hand, and post-tenure review on the other.
- A decision on whether this differentiation and any appendix content would be the sole purview of individual departments, or if some degree of college-wide oversight and approval is necessary.

The college has added language in its RR document, pp. 16-17, regarding the proposed process for revisions/additions to the document through the Dean’s Council and the RCAS Academic Council.

We also agreed that if it proved useful to share *any* examples of Scholarship appendices, it would be best to highlight what a RR Scholarship appendix could/should look like rather than share less than optimal examples. There were several examples with positive elements, for example, Fashion. The strengths of the Fashion language are, 1) A detailed and specific categorization of the scholarly products; and 2) A detailed and specific description of the review process—this is key; if the review process were “normal” we would question the need for inclusion in an appendix.

RCAS hopes that the Fashion example will guide other departments and disciplines in determining what, if anything, they would like to add to the RCAS RR appendix.

Below are the five categories that describe the minimum service expectations for RCAS full-time faculty:

- consistently serving on college or university committees
- attending meetings of the Collegium and the RCAS Academic Council
- actively participating in department and program meetings
- attending required events/commencement & other academic processions
 - Full-time faculty members are obliged to participate in commencement and all other DU academic processions in academic attire.
 - Full-time faculty are required to participate in the annual fall faculty workshop, and adjuncts are invited to attend.
- academic advising

The Handbook describes three service categories: Service in Governance; Service in Community; and Service in University Life. RCAS acknowledges these three types of service and expands the categories to describe more specifically the work we do.

The following categories and their attendant lists of specific examples are meant to provide samples of the breadth of our many and varied service experiences; they are not intended to be prescriptive lists: Service in Governance, Service in University Life, Service in the Greater Community, Service to Faculty & Colleagues, Service to the Department, and Service to Students.

Service in Governance:

- chair of an academic department or division.
 - In 2009, RCAS adopted a set of chair compensation guidelines which calibrate compensation by the number of faculty (full and part time) working in a department:
 - Department Chairs with 6 or fewer faculty members would receive \$1500.00.
 - Those with at least 7 would receive an annual course release.
 - Those with at least 10 would receive an annual course release plus \$500.00.
 - Those with at least 15 would receive an annual course release plus \$750.00.
 - Those with at least 20 would receive an annual course release plus \$1000.00.
 - A Chair may choose to have overload pay instead of the course release. The compensation would then be \$4,000.00.

- program director and coordinators:
 - RCAS compensates its program directors variously yet based on workload with a combination of course release time and stipends.
- member of the university Faculty Senate
- chair or member of college or university committees, and/or ad hoc committees
- Discipline Director
 - RCAS compensates discipline directors and coordinators via stipends that vary based on the size of the discipline or program.
- Faculty Trustee
- Member of Board sub-committee

Service in University Life:

- Directing Study Away and Service Programs
- Participating in the Core Curriculum
- Guest Lecturing
- Scoring the Critical Thinking Assessment Test (CAT)
- Translating and interpreting
- Serving on search committees
- Participating on doctoral committees
- Supervising Degree with Distinction and/or Honors projects
- Sponsoring Undergraduate Research, Scholarship, and Creative Investigations (URSCI) presentations/planning
- Serving for the Title IX / One Process system
- Administering and scoring placement tests
- Hosting and planning conferences
- Supporting fundraising work and donor events
- Contributing to university events including Faculty Workshop, URSCI, Caritas/Veritas Symposium, etc.
- Organizing university events (e.g., movie screenings, panel discussions, lectures; moderating Caritas Veritas sessions; interdisciplinary collaborative initiatives, etc.)

- Contributing to campus arts (e.g., directing a play; curating a show; supervising campus publications)
- Supporting Enrollment Management
 - Meeting with prospective students
 - Hosting prospective students
 - Sending emails and making calls to prospective students
 - Representing departments at Open Houses and other admission events (e.g., Discover DU or other off-site engagements).
 - Updating discipline/departmental brochures

Service in the Greater Community:

- Serving on graduate committees at other institutions
- Acting as an external examiner
- Supervising interns
- Managing data collection/quantitative assessment (e.g., grants)
- Engaging in outreach/extension work
- Volunteering for non-profit organizations
- Guest lecturing off campus
- Serving as a member of external boards / committees
- Editing / reviewing for professional publications
- Acting as an outside evaluator (e.g., Higher Learning Commission or program review)
- Serving as an officer or committee member of a professional society
- Making presentations, non-refereed or invited

Service to Faculty & Colleagues:

- Mentoring faculty, formally and informally
- Sharing resources, pedagogies, teaching strategies, technologies
- Giving feedback to a colleague's scholarly project or pedagogy
- Advising residence life groups and staff
- Making presentations, non-refereed or invited

- Serving as an equity advocate on a search committee

Service to Department:

- Developing programs
- Chairing a department or directing a discipline or program
- Creating reports and assessments (annual and five-year reviews)
- Recruiting and mentoring peer tutors
- Facilitating communications: website, newsletter, Canvas, bulletin boards
- Serving as liaison to other departments, schools, or programs
- Participating in alumni work
- Participating in department or program meetings
- Supervising student workers
- Representing departments at Open Houses and other admission events
- Updating discipline/departmental brochures
- Selecting students for awards or planning awards ceremonies
- Designing new courses and/or developing new Canvas templates
- Redesigning existing courses (e.g., F2F to hybrid)
- Developing programs (e.g., benchmarking and curriculum assessment)
- Coordinating labs

Service to Students:

- Advising students, formally and informally, inside and outside the major
- Supervising internships, mentoring, directing independent studies
- Chairing distinction and/or senior capstone projects
- Participating in Majors/Minors Expo
- Writing letters of recommendation
- Acting as faculty advisor to teams and competitions
- Assisting in career and/or professional development
- Providing informal mentoring and support
- Facilitating conference participation
- Serving on various disciplinary hearings
- Evaluating scholarship applications

- Sponsoring student clubs and activities
- Networking on behalf of students

How the RCAS RR document will be reviewed/reimagined/reaffirmed:

- RCAS will review its RR document every five years, or more often as needed.
 - The RCAS dean assembles the RCAS RR working group every five years, or as necessary as issues are brought to RCAS Dean's Council.
 - The RCAS Dean's Council is the body through which revisions/additions may be made to the RCAS RR document.
 - A sub-committee of three Dean's Council members will be established each year to discuss, review, and approve proposed revisions/additions to the RCAS RR document, including revisions to the main narrative or its Appendix.
 - Faculty seeking revisions/additions to the RCAS RR document should present those revisions/additions to their department chair, who will contact the dean at least five working days before the next scheduled meeting date of the Dean's Council.
 - If the Dean's Council sub-committee votes to reject the proposed revisions/additions, it will send them back to the relevant department/discipline for further review. The department/discipline may then make the requested revisions or petition the original revisions/additions to the *full* Dean's Council at a subsequent meeting, following the five-day protocol listed above.
 - If the full Dean's Council rejects the proposed revisions/additions a second time, those proposed revisions/additions may come directly to the RCAS Academic Council for discussion and vote.
 - Any revisions/additions coming to the Academic Council will require two meetings of the Council for a vote to occur, following the RCAS bylaws voting procedure.
 - If it chooses, the Dean's Council sub-committee may choose to defer any proposed revisions/additions and send them directly to the RCAS Academic Council for discussion and vote, at its discretion.

- Any member of the RCAS Academic Council may petition for revisions/additions to the RCAS RR document.
- All proposed revisions/additions for the RCAS RR document will appear in the Dean's Council meeting minutes

Conclusion:

This document is derived substantively from the RCAS departmental workload inventories compiled in AY 2017-2018, as well that year's departmental audit regarding RCAS titles and departmental responsibilities. These workload inventories will further inform the ongoing development of the document's Appendix.

RCAS thanks the ten-member faculty working group who helped draft and revise the initial RCAS RR document. The working group believes that this document will prove useful immediately, to both current and prospective faculty. RCAS will revise it regularly to provide even more specificity regarding the work we do together.

Appendix:

- 1) Sample Appendix Item: Fashion.
 - a. **Forthcoming**: departments'/disciplines' additional information for Scholarship, Service, and/or Teaching.
- 2) New adjunct review form template.
- 3) RCAS Bylaws (Revised in AY 2017-2018 and **updated 26 March 2019**).

Sample for scholarly work for the RCAS RR Appendix:

Fashion:

1. Creative Design Scholarship:

This includes fashion design work created by faculty as an artistic product or creative activity that indicates a high level of professional expertise while also providing evidence of research, experimentation, and originality that contributes to the field's body of knowledge either in a

theoretical or practical way or both. Practical aspects may include experimentation with materials, construction, technology, or educational approaches.

Peer Review Process:

Creative design scholarship is peer-reviewed via the International Textile and Apparel Association* (ITAA). Design scholars are invited to submit proposals to present original design scholarship at the ITAA annual conference. The purpose of the ITAA Design Exhibition is to provide an arena for design scholarship to be recognized by a jury of peers for contribution to the field of textile and/or apparel design and to provide a venue for sharing the contribution to the conference attendees and through the Design Catalog as well as the ITAA Annual Conference Proceedings. Information about the peer reviewing process including a rubric can be found here:

<https://itaaonline.org/page/DesignScholarship>

*ITAA Mission Statement: “The International Textile and Apparel Association advances excellence in education, scholarship and innovation, and their global applications.”

2. Collection Management and Exhibition Work:

This includes management, curatorial, exhibition design, and educational activities performed by faculty supervising fashion and/or textiles collection of any kind including historic archives, contemporary fashion, textiles, accessories, etc.

Peer Review Process:

Currently there is not a process set up for this. The Costume Society of America* (CSA), however, has included in its new strategic plan an objective indicating the intention to “Set up a taskforce to establish peer-reviews of exhibition and collection management work conducted by our members.” The taskforce will be established in spring 2019 to determine guidelines and methodology to be in place by fall 2019.

*CSA Mission statement: “The Costume Society of America fosters an understanding of appearance and dress practices of people across the globe through research, education, preservation and design. Our network of members studies the past, examines the present, and anticipates the future of clothing and fashion.”

[Proposed] New Adjunct Midterm Evaluation – developed fall 2017

Instructor: _____

Course: _____

As we approach the midpoint of the semester, it is useful for students *and* teachers to reflect on teaching and learning. As part of that reflection, we are asking students to respond to the following questions, which will help the [XXX] department—and more importantly, your instructor—understand how well students are learning in this course. Your comments will be kept anonymous, so please do not include any personal information on this form (such as your name or student I.D. number). Thank you for taking the time to think about these questions and respond thoughtfully.

1. What is the single most significant thing you have learned in class so far?
2. What aspects of this course are most useful in helping you learn? How or why are those things helping?
3. What changes might the instructor make to help you learn more?
4. What changes might you make to improve your own learning?
5. Are there any other comments that you would like to share?

DOMINICAN UNIVERSITY

ROSARY COLLEGE OF ARTS AND SCIENCES (RCAS)

BYLAWS

REVISED 2017-2018

Updated 26 March 2019

TABLE OF CONTENTS

<u>Articles</u>	<u>Pages</u>
I. RCAS ACADEMIC COUNCIL.....	1
A. Membership.....	1
B. Electoral Units.....	1
C. Duties.....	1-2
D. Procedures.....	2-3
E. Committees.....	3-4
1. Membership.....	3-4
2. Officers.....	3-4
3. Election Procedures and Voting.....	3-4
4. Standing Committees.....	4
a. Committee on Curriculum and Educational Policies.....	4-6
b. RCAS Assessment Committee.....	6
F. University Senate Representation.....	6-7
II. UNDERGRADUATE DEPARTMENTS.....	7
A. Membership.....	7
B. Duties.....	7-8
C. Procedures.....	8
1. Meetings.....	8
2. Voting.....	8
3. Chair.....	8-9
a. Selection.....	8-9
b. Duties.....	9-10
4. Individual Faculty Members.....	10-11
III. RCAS DEANS COUNCIL.....	11
IV. RELATION TO DOMINICAN UNIVERSITY BY-LAWS.....	11
V. AMENDMENTS.....	11

General disclaimer: These bylaws are limited to defining the structure of faculty organization and the responsibilities of individual faculty members or groups of faculty members at various organizational levels.

ARTICLE I. RCAS ACADEMIC COUNCIL

A. Membership

1. Voting members are all full-time faculty appointed in Rosary College of Arts and Sciences (RCAS) as well as emeritus faculty whose appointment was in RCAS and are teaching on a part-time basis.

B. Electoral units

1. Each department belongs to one of three electoral units:

Language and Arts:

English
Modern Foreign Languages
Art
Communication Arts & Sciences
Fashion
Theatre

STEM:

Biological Sciences
Computer Science
Mathematics
Physical Sciences

Humanities and Social Sciences:

History
Psychology
Sociology & Criminology
Philosophy
Political Science
Theology
LAS Seminars

2. When necessitated by departmental reorganization, the RCAS dean shall propose a reclassification to be ratified by the RCAS Academic Council at its next scheduled meeting.

C. Duties

1. Enacts any general regulations governing the conduct of the academic programs of RCAS.
2. Reviews decisions made by the committees of the RCAS Academic Council.
3. Sets requirements for degrees in all academic programs.

4. Reviews and approves the significant revision, the creation, or the abolition of degrees, majors, minors, or certificate programs, and the formulation of new titles to degrees, majors, minors, or certificate programs in RCAS.
5. Serves as a center of dialog for RCAS.

D. Procedures

1. Meetings are held at least once a semester during the regular academic year.
2. Special 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 hours' written notice by the RCAS dean.
3. Meetings are open to outside observers. Outside observers may be removed by a majority vote of RCAS Academic Council members present and voting.
4. The RCAS dean is the presiding officer. In the dean's absence the associate dean presides. The dean and the associate dean are non-voting members. However, in the case of a tie vote by the RCAS Academic Council, the presiding officer casts the deciding vote.
5. The administrative assistant for RCAS will serve as the meeting secretary. In the absence of the administrative assistant, the dean shall assign a replacement. The secretary shall:
 - a. record minutes of council meetings.
 - b. maintain council records including attendance.
 - c. assist the dean with maintaining a file of motions passed.
6. All RCAS Academic Council proceedings shall be available for view on the RCAS DUConnect website or a location identified by the dean.
7. A quorum consists of one more than half the number of full members eligible to vote on the business before the council.
8. Detailed RCAS Academic Council agendas, committee minutes, reports, and proposals for consideration are to be prepared under the direction of the presiding officer and made available for review by the membership at least three teaching days before any regular meeting. Presently, all such materials are archived on the RCAS DUConnect website.
9. Action items may be submitted five teaching days preceding regular or special meetings by any duly constituted committee of the RCAS Academic Council or by any full member.

10. Voting is subject to some special provisions.
 - a. Requirements for major curriculum changes must be amended by three-fifths vote of the voting members either present at a meeting of the council or by voting proxy. A vote on an amendment to these requirements may not be taken on the same day the amendment is proposed.
 - b. Proxy voting will be allowed for both curricular and bylaws changes. Eligible voting members desiring a proxy must contact RCAS via email (RCAS@dom.edu) one business day before the meeting at which a vote will take place. A proxy who attends the meeting will be allowed to submit additional votes/ballots (one or more) for each absentee voter represented by that proxy.
11. A committee report or report of committee action included in committee minutes duly submitted to the membership of the RCAS Academic Council three teaching days 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. The student government organization of undergraduate students may submit a proposal to the RCAS Academic Council. If such a proposal is submitted to the presiding officer at least five teaching days before a regular meeting of the council, it shall be included on the agenda for that meeting.
13. Decisions of the RCAS Academic Council are binding unless vetoed by the RCAS 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 exercised within two weeks of return.
 - b. The dean must report any veto action to the RCAS council via email.
 - c. The president may be requested to review a dean's veto by a three-fifths vote of eligible council members.

E. Committees

1. Elected membership is limited to faculty members with full-time status and to RCAS student representatives selected by the students' governing bodies.

- a. Newly-elected members assume duties at the beginning of the next academic year.
 - b. A faculty member normally serves a term of three years on any standing or special committee, and the terms are staggered. Ordinarily, at the initial meeting of any newly-formed committee its faculty members determine which members will retire after the first year, after two years, and after three years.
 - c. Faculty members on sabbatical or on leave must resign from committee membership unless they are able to attend meetings regularly.
 - d. Ordinarily, students serve a one-year term, renewable at their request to the dean.
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, obtaining necessary supplies, maintaining a file of committee records and minutes, and submitting a copy of each meeting's minutes to the presiding officer of the RCAS Academic Council at least three days before a regular council meeting. Both approved and rejected proposals must be included in the minutes.
3. Election procedures.
 - a. Yearly, the RCAS dean appoints three members of the Dean's Council, one from each electoral unit, ideally, to develop a ballot appropriate to each standing committee's charge. In the spring of each year, RCAS holds an election. The RCAS dean will designate a disinterested person to tally the votes and report the results.
4. Voting and proposals are subject to some special procedures.
 - a. A committee member may request a committee vote by secret ballot.
 - b. Any faculty member or any student with the endorsement of the SGA may submit a proposal to any committee.
5. Standing committees meet at least once per semester. Proposals within the jurisdiction of a standing committee are considered by that committee before being presented to the council. The standing committees are listed below.
 - a. Committee on Curriculum and Educational Policies (CCEP)
 - (1) Membership

- (a) The RCAS dean as chair (non-voting), one faculty member elected by each electoral unit of the college, four full-time RCAS undergraduate faculty members elected at large by the RCAS membership, the Director of the Core Curriculum (non-voting), and three students from RCAS.

(2) Duties

- (a) Channels and integrates the thinking of RCAS departments with the faculty as a whole on matters of curriculum and educational policy. Changes in departmental or college organization may be formulated and proposed to the RCAS Academic Council.
- (b) Studies the existing curriculum and its effectiveness in meeting objectives of the college of arts and sciences and the needs of the community it serves. Reviews proposals for major curricular changes including the following:
 - 1. The creation or abolition of degrees, majors, minors, or certificate programs;
 - 2. The formulation of new titles to degrees, majors, minors, or certificate programs;
 - 3. The significant revision of degrees, majors, minors, or certificate programs;
- (c) Presents recommendations to the RCAS Academic Council and, when appropriate, to the University Curriculum Committee.
- (d) Facilitates college-wide inquiry into student achievement of essential learning goals for undergraduate education, monitors assessment activities of the college's departments, assists departments in preparing reports, and shares key departmental insights with the broader college and university community.
- (e) Establishes criteria for the inauguration and evaluation of new types of learning experiences and approves credit for off-campus work within the United States other than courses taken at accredited institutions with the prior approval of the dean. Faculty concerned with proposals in question should be present at the committee meeting.

- (f) Acts as a board of appeals for students who request a hearing because of special academic problems within programs offered under the auspices of the college. Faculty connected with earlier decisions in the case should be present at a hearing.

b. RCAS Assessment Committee

(1) Membership

The RCAS associate dean as chair (non-voting), two faculty members from each electoral unit elected by each electoral unit of the college, and the Director of Academic Assessment, Evaluation, and Achievement (non-voting).

(2) Duties

(a) Facilitates college-wide inquiry into student achievement of essential learning goals for undergraduate education, monitors assessment activities of the college's departments, and shares key departmental and committee insights with the broader college and university community, including the University Assessment Committee.

(b) Supports faculty and staff at the college and departmental level to establish and maintain a regular assessment cycle that:

1. Gathers patterns of evidence to document student learning and achievement;
2. Interprets the evidence to evaluate the extent to which learning outcomes are being achieved;
3. Uses the interpretation of evidence to improve the quality of teaching and learning.

(c) Presents recommendations to the RCAS Academic Council and, when appropriate, to the University Assessment Committee.

6. Proposals for new RCAS standing committees may be submitted by any voting member of the RCAS Academic Council in accordance with Article I.D.8 of the RCAS by-laws.

F. University Senate Representation

1. RCAS representation for the University Senate will include two (2) senators from each of the three electoral units identified in Article I.B of the RCAS by-laws and four (4) senators at-large to equal the ten (10) senators for RCAS stipulated in the

University Senate by-laws.

- a. The two senators representing a given RCAS electoral unit should be from different departments.
- b. In cases where candidates from different departments do not present themselves, an electoral unit may be represented by members of a single department.

ARTICLE II. UNDERGRADUATE DEPARTMENTS

A. Departmental Membership

1. Each department includes the chair, full-time and adjunct faculty, and those having joint appointments in two or more departments.
2. Departments may have student representation. Individual departments may determine when and how to select student representatives.
3. Each department must have at least three full-time faculty members including those holding joint appointments. At the discretion of the dean, in consultation with the RCAS Dean's Council, a department may have fewer than three full-time members.
4. Departments may consist of one or more disciplines. Each discipline will offer one or more majors and/or minors. Some majors may include options for one or more concentrations. Some departments may also participate in one or more pre-professional programs, normally in partnership with another academic institution. Departments are administered by chairs. If departments have multiple disciplines, disciplines are administered by discipline directors. Pre-professional programs are administered by pre-professional program directors. Multiple departments may participate in interdisciplinary majors, which are administered by interdisciplinary major directors.
5. Departments may request and provide rationale to the dean for adding and/or rotating additional departmental administrative positions that address responsibilities not included in chair or director duties.

B. Departmental Duties

1. Establish policy, curricula, and major requirements for disciplines and pre-professional programs within each department's jurisdiction.
2. List departmental offerings subject to approval of the dean and distribute the teaching load as prescribed by college policy.

3. Monitor and assess student learning within the department curricula.
4. Prepare a departmental statement for the university bulletin.
5. Propose the departmental budget and request adjustments.
6. Provide academic advisors for departmental majors.
7. An interdisciplinary major/minor offered by more than one department shall be the responsibility of a committee composed of one full-time faculty member from each discipline involved. Ordinarily, the department offering the majority of courses within the major provides the interdisciplinary major director who will administer the major, and assign academic advisors in consultation with the committee.
8. Consult with the Office of Marketing and Communications (OMC) regarding the departmental website.

C. Departmental Procedures

1. Meetings

- a. At least two must be held per semester.
- b. A copy of the minutes must be sent to the RCAS dean.
- c. Approval must be voted in formal meeting for:
 - (1) budget
 - (2) bulletin statements
 - (3) curricula and course offerings
 - (4) teaching and advisee load distribution
 - (5) major and minors offered in the department

2. Voting

- a. All faculty members who are full time in the department or who hold joint appointments have full voting power. The full time members of the department may vote to grant adjunct faculty 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 student representatives voting participation in matters of departmental requirements and course offerings.

3. Chair

a. Chair Selection

- (1) Must hold rank of assistant professor or above and normally be tenured.
- (2) Serves three years and may be reelected.
- (3) Is elected from full-time members by the full-time members in the department, subject to the approval of the dean.
- (4) Adjunct faculty and student representatives may have voice but no vote in the election of the chair.
- (5) In case of a tie, the RCAS dean casts the deciding vote after being notified of the opinions of nonvoting members of the department.

b. Chair Duties

- (1) Presides at departmental meetings.
- (2) Represents the department at the RCAS Dean's Council and general college meetings.
- (3) Administers departmental policies.
- (4) Makes advising assignments matching student interest with faculty expertise, maintaining as far as possible an equitable distribution of advisees among full-time faculty in the department.
- (5) The chair (after consultation with the faculty in the department and the dean) appoints discipline directors and any other administrative roles (e.g. lab supervisor), and delegates discretionary authority to administer departmental policy as appropriate for the respective role. Ordinarily, role appointments should be revisited at the start of a chair's term.
- (6) The chair initiates the hiring process for full-time faculty in the department in consultation with the RCAS dean and members of the department. The chair or, if delegated by the chair, the discipline director will initiate the hiring process for adjunct faculty in consultation with the chair, other members of the department, and the associated dean.
- (7) The chair or, if delegated by the chair, the discipline director consults with other members of the department concerning the retention or re-employment of adjunct faculty members before

making recommendations to the RCAS associate dean.

- (8) The chair consults with and guides probationary full-time faculty in the department. In preparation for giving formal input to the Committee on Faculty Appointments regarding the probationary faculty member's retention, promotion, and/or tenure review, the chair develops a familiarity with these faculty members' instructional materials and methods, ensuring periodic observation of classes, develops a familiarity with the faculty members' scholarly activity, and engages in regular conversation with the non-tenured faculty members in the department concerning their goals and performance. If delegated by the chair, the discipline director consults with and guides adjunct faculty in the discipline.
- (9) The chair administers the departmental budget and authorizes expenditures except those requiring authorization by the RCAS dean. The chair may delegate administration of discipline budgets to the discipline director, but will maintain oversight of all budgets related to the department.
- (10) The chair approves any exceptions to disciplinary requirements or prerequisites after consultation with the discipline director.
- (11) The chair, in consultation with the department and the Director of the Core, designates departmental courses which fulfill core curriculum area studies requirements for their department in accordance with the Area Studies outcomes governance procedures.
- (12) The chair ensures that department duties are carried out.
- (13) The chair or delegated faculty hires and oversees departmental student workers and approves but does not oversee student workers within disciplines.

4. Individual Faculty Members

- a. Adapt, design, and deliver their own courses, which includes choosing and ordering texts and materials, reporting grades, and otherwise evaluating students' learning.
- b. Submit book orders for the library through the chair.
- c. Act in turn as departmental secretaries.
- d. Share responsibilities as department members and faculty members, including serving as academic advisors, as well as other faculty

responsibilities described in the university's Faculty Handbook and the RCAS Roles and Responsibilities document related to teaching, participation in university life and governance, continuing professional development, and continuing record of scholarship.

- e. May offer input to the Faculty Appointments Committee on the retention, promotion, and tenure for full-time members of the department.

ARTICLE III. RCAS DEAN'S COUNCIL

A. Membership

Dean and associate dean of arts and sciences, each department chair, director of the core curriculum, and director of the honors program.

B. Duties

1. Advises the dean on all matters brought before it by the dean or members of the dean's council.
2. Receives requests from faculty concerning departmental matters and makes recommendations to the dean.
3. Conveys and facilitates Dean's Council matters to department and program faculty colleagues.
4. Keeps minutes of dean's council meetings and makes them available to the RCAS Academic Council via the RCAS DU Connect site.

ARTICLE III. RELATION TO DOMINICAN UNIVERSITY FACULTY GOVERNANCE STRUCTURE

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.

ARTICLE IV. AMENDMENTS

- A. These bylaws may be amended by three-fifths vote of the voting members of the RCAS Academic Council either present at a meeting of the council or by voting proxy. A vote on an amendment may not be taken the same day that the amendment is proposed.