



**DOMINICAN
UNIVERSITY**

Faculty Handbook

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Preface

This *Faculty Handbook (Handbook)* is divided into four parts. Part I provides the context in which this *Handbook* is written. This part includes a chapter on the University Mission and History and a chapter on the University Governance structure.

Part II includes the personnel policies governing Faculty status, benefits, and professional responsibility. This part has chapters on Faculty Appointments, Rank and Tenure; Academic Freedom, Faculty Responsibilities and Professional Development, and Faculty Benefits.

Part III provides the policies and procedures established by the University and the Faculty Senate that serve to aid and clarify the responsibilities in Part II.

Part IV provides the procedures for resolving conflict, clarifying, interpreting and applying this *Handbook*. It also provides for the process for notifying the University Collegium of changes, and approving revisions to the various parts of this *Handbook*.

Upon approval as provided for in [Chapter 24](#), this *Handbook* supersedes all other prior versions in content and provisions.

Approved by
Faculty Senate, February 20, 2018
University Collegium, February 26, 2018
President of the University, March 14, 2018
Dominican University Board of Trustees, July 19, 2018
Effective, *August 15, 2018*

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Introduction

Dominican University's *Handbook* is the University's official statement of its policies governing faculty status, benefits, and professional rights and responsibilities.

Upon its effective date, per the provisions of [Chapter 24](#), this edition supersedes all previous editions in content and provisions. Any phase-in provision shall be specific to a given policy and so noted. In the event of conflict between this *Handbook* and the Board of Trustees Bylaws, the Dominican University Constitution of Faculty Governance, or the Dominican University Bylaws of the University Collegium, the provisions of those documents shall prevail over this *Handbook*. In the event of a conflict between this *Handbook* and the College/Library Roles and Responsibilities documents, the provisions of this *Handbook* shall prevail.

The provisions of this *Handbook* are intended to advance the University's mission, enhance academic freedom, stimulate enthusiasm and teamwork, and promote excellence in teaching. All faculty members have a responsibility to know and adhere to the provisions.

The Faculty Senate Vice President is responsible for maintaining and overseeing the content of this *Handbook*. Decisions resolving conflicts, providing clarifications and issuing interpretations shall follow the procedures in Chapter 23. Revisions to this *Handbook* will follow the procedures in Chapter 24.

Part I: The Context

Chapter 1 Dominican University Mission and History

Section A: Mission Statement

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.

Section B: Identity Statement

Dominican University is a diverse, relationship-centered community rooted in a vibrant liberal arts and sciences education, offering rigorous, integrative, and innovative undergraduate, graduate and professional programs. At the heart of the University is its Catholic, Dominican tradition, grounded in the compatibility of faith and reason, which affirms the dignity of the human person and concern for the common good. The University's curricula, research and campus life demonstrate a commitment to ethics, community service, social justice and global citizenship. Dominican University educates one student at a time in the company of others, engaging a multiplicity of cultural, religious and secular worldviews, transforming students, faculty and staff into agents of positive change.

Section C: Vision Statement

Dominican University will be an innovative leader in empowering graduates from diverse backgrounds to meet the challenges of an increasingly interdependent world.

Section D: History

Dominican University traces its origins to the charter granted in 1848 by the State of Wisconsin to St. Clara Academy, a frontier school for young women founded by the Very Reverend Samuel Mazzuchelli, OP.

The Dominican Sisters of Sinsinawa, who taught in and administered the

school from the beginning, were urged to expand educational opportunities for young women and founded St. Clara College in Sinsinawa, Wisconsin in 1901. Under the leadership of Mother Samuel Coughlin, the sisters decided to move the isolated college to River Forest, Illinois where students could thrive on a contemplative campus while taking advantage of the benefits of its close proximity to the city of Chicago. Designed by renowned architect Ralph Adams Cram, Rosary College opened in 1922.

In 1970, the college became coeducational. In 1994, the university appointed the first lay president in its history, Dr. Donna Carroll. In 1997, Rosary College's name was changed to Dominican University to recognize the institution's Dominican heritage and its expansion into graduate education. The undergraduate college was named Rosary College of Arts and Sciences to honor the Rosary College liberal arts tradition.

Dominican's academic structure was realigned in 2016. The university is now organized into four colleges—the Brennan School of Business, the College of Applied Social Sciences—which contains the School of Education, the School of Information Studies and the School of Social Work—the College of Health Sciences and the Rosary College of Arts and Sciences.

Chapter 2 University Governance Structure

Section A: Corporation and the Board of Trustees

Dominican University's governance structure is made up of the Corporation of Dominican University and the Board of Trustees. The Corporation has the responsibility to (1) approve the mission of the University and to assure continuing harmony between the mission of the Sinsinawa Dominican Congregation and the mission of the University; (2) to amend, restate or modify the Articles of Incorporation and the Bylaws of the University; (3) to approve the acquisition, purchase, sale, mortgage, lease, transfer or encumbrance of the real property owned by the Corporation; (4) to ratify the appointment, removal or replacement of any one or more of the Trustees; and (5) to approve any plan for dissolution merger, consolidation or liquidation of the Corporation. Members shall be the Prioress, general Councilors or delegates as determined by the Members, and the General Finance Officer of the Sinsinawa Dominican Congregation.

The Board of Trustees is charged with the governance and management of the University and is given its authority by the Corporation of Dominican University. The Corporation Bylaws define the Trustees' powers and the following officers of the University shall be elected by the Board of Trustees: the President, the Provost and Vice President for Academic Affairs, the Vice President for Business Affairs, the Vice President for Enrollment Management, the Vice President for Institutional Advancement, and the Secretary. Board members serve a fiduciary role and number between 28 and 33 members, including at least three members of the Corporation or a Sinsinawa Dominican recommended by the members, one faculty Trustee, and one student Trustee. Ten standing committees conduct the business of the Board of Trustees. They include the Executive Committee, Committee on Trusteeship, Academic Affairs Committee, University Life Committee, Finance and Investment Committee, Investment Sub-Committee, Institutional Advancement Committee, Buildings and Grounds Committee, Mission and Identity Committee, and the Audit Committee. Ad hoc committees may be established to address particular duties. The currently effective version of the Board of Trustees Bylaws is found in Appendix I.

Section B: The University Collegium and Faculty Senate

The governing body of the Dominican University Faculty is the Dominican University Collegium. The governing body of the Dominican University Collegium is the Faculty Senate. The Dominican University Collegium advises and recommends on matters of academic concern from the Faculty Senate; and serves as a center for dialog between its members and the Faculty Senate, the Deans, Provost, and/or President of the University (see Appendix A).

The voting membership of the Dominican University Collegium is open to all full-time faculty, which includes faculty librarians, and others as established by the Dominican University Collegium Bylaws. The "Constitution of Faculty Governance – Dominican University" sets up and defines the University Collegium and can be found in Appendix B.

The Faculty Senate is the delegate assembly of the Dominican University undergraduate and graduate faculty through which the faculty shall exercise its power as defined in the Dominican University Collegium and this *Handbook*. The Faculty Senate exists primarily to support faculty in the development and maintenance of educational policies and this *Handbook* on matters relating to the conduct of academic programs, to the extent those matters are not reserved to the governance authority of the Board (as defined in Appendix A). The Faculty Senate is governed by the University Collegium Bylaws, which can be found in Appendix C.

Part II: Faculty Roles, Rights, & Responsibilities

Chapter 3 Faculty Appointments and Ranks

All faculty members will be held to terms of this Handbook for the purposes of retention, promotion, and tenure. However, if a faculty member was employed full-time under an earlier version of the Handbook with different requirements and believes their interests or rights are undermined by the changes in this Handbook regarding retention, promotion, and/or tenure, may petition the Provost up to 30 days prior to the submission due date for their review materials to have the criteria in effect at the time of their employment applied to them for the purposes of a specific review or process. Once this stipulation has been received and acknowledged, in writing, by the Committee on Faculty Appointments it cannot be reversed. Faculty Librarians who currently hold tenure are eligible to apply for promotion to Associate Professor and Professor under the terms of this Handbook and the appended College/Library Roles and Responsibilities documents.

For the purposes of this Handbook, the term "faculty" refers to those persons who, through University appointment, hold faculty status. "Instructional faculty" refers to those individuals whose primary assignment is teaching. "Faculty librarians" refers to those individuals whose primary assignment is librarianship. "Administrative faculty" refers to those persons who are engaged in the primary responsibility of managing and directing programs, which may or may not include teaching. Administrative faculty are not permitted to vote in the University Collegium or to sit on Faculty Senate Committees except as ex officio members as defined in Article IV, Section I of the Collegium-Constitution and Article III, Section 2 of the Collegium Bylaws. Administrative faculty may not use their time as administrators to fulfill the time requirements for tenure, post-tenure, and/or sabbaticals unless they petition, upon their return to Instructional faculty status, the Dean of the academic unit to which they are assigned, or University Librarian when appropriate, to have that time included in their application for tenure, post-tenure, and/or sabbatical and the Dean, or University Librarian when appropriate, approves it. Administrative faculty do not hold tenure in their administrative position(s) and will assume or resume service as Instructional faculty immediately upon ending their administrative duties unless otherwise agreed between the administrative faculty member and the University.

All faculty members at the University are expected to share a commitment to the institution's Catholic and Dominican history, identity and mission. This commitment shall manifest itself in many different modalities through various kinds of scholarship and creative endeavor, teaching, and service to the University and its communities. Since shared governance is central to the

Dominican mission, the faculty exercises a central role in the development of University policy, particularly through participation in the University Collegium.

Section A: Definition of Faculty Ranks

Full-Time Faculty

The University employs the following designations for full-time academic rank: Professor, Associate Professor, Assistant Professor, Librarian, Associate Librarian, Assistant Librarian, Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Distinguished Lecturer, Senior Lecturer, Lecturer, Instructor, and Visiting Professor, Visiting Associate Professor, and Visiting Assistant Professor.

At the time of initial appointment of a full-time faculty member, the Provost, in consultation with the applicable Dean or University Librarian, shall make a decision about rank for the faculty member's initial appointment using the criteria described in [Section B of this Chapter](#) and communicate that decision to the faculty member. Rank changes are subject to the provisions under "Minimum Qualifications" of [Section B of this Chapter](#).

The clinical ranks qualify for extended appointments of two, four, and six years, but not tenure. Minimum criteria for these ranks are detailed in [Section B of this Chapter](#). Clinical faculty may apply to the Provost in consultation with the applicable Dean or University Librarian for promotion if they meet the Minimum Requirements for the new position listed in [Section B of this Chapter](#).

The visiting ranks are temporary appointments of no more than two consecutive years, and service in these ranks does not necessarily count toward the probationary period for tenure. Visiting professors without a home university will be ranked by the Provost and applicable Dean or University Librarian according to Dominican University's minimum qualifications.

Part-Time/Per Course Faculty

The University uses the following designations for part-time faculty ranks to which tenure does not apply: Clinical Instructor, Adjunct Lecturer, and Adjunct Instructor.

Adjunct faculty members usually teach on a part-time or per course basis pursuant to Semester Term Appointments. They ordinarily have no other faculty responsibilities and roles, except those listed in [Section B of this Chapter](#). Adjunct faculty members do not accrue time towards tenure or sabbatical, but may apply for promotion if they meet the Minimum Requirements of the position for which they are applying as listed in [Section B of this Chapter](#).

Clinical Instructors teach on a part time or per course basis pursuant to Annual Appointments. Clinical Instructors may teach no more than fifteen credit hours in the course of an Academic Year.

Emeritus/Emerita Faculty

Dominican University may grant the Emeritus/Emerita title, upon the approval of the President, to a full-time faculty member upon retirement with ten or more years of active service. Faculty members with less than ten years of service at the University who have made a distinct contribution to the School or their profession may be recommended by the Department Chair, Director, the appropriate Dean, or University Librarian to the Provost for consideration by the President.

Emeritus/Emerita professors who continue to comply with University rules and regulations will enjoy the right to use the library, retain the status of faculty members, retain their university email and internet connection account, be listed in the roster of the University Bulletin as Emeritus/Emerita, and receive invitations to all events to which active faculty members are invited. They may attend faculty meetings as non-voting members and may participate in University convocations.

An Emeritus/Emerita Professor may be granted the right to office space or use of laboratory facilities or other University equipment by special arrangement with the President, and subject to the needs of the University.

Dominican University may grant the title of Dean Emeritus/Emerita, upon the recommendation of the President, to any University faculty member upon retirement who has served as an Academic Dean for at least two terms while with the University.

A person holding the title of Dean Emeritus/Emerita shall have all the benefits of any retired faculty member who holds an emeritus/emmerita title, including eligibility for a part-time teaching appointment.

The University reserves the right to modify the benefits afforded to emeritus or other retired faculty members going forward, to best serve the needs of students, the campus community, and the University.

Section B: Criteria and Qualifications for Academic Ranks

Following are the minimum requirements for qualifying for the various academic ranks for full-time and part-time faculty as defined in [Section A of this Chapter](#). Faculty members are eligible to apply for a change in rank once they achieve the minimum qualifications for that rank.

Criteria used to evaluate ongoing teaching/librarianship effectiveness, University service, and scholarship and professional development are detailed in [Chapters 6, 7, and 8](#).

Faculty Rank	Minimum Qualifications
Professor/Librarian	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree; • At least four years' experience at the rank of Associate Professor/Associate Librarian • Evidence of effective teaching/librarianship • Participation in University service, life, and governance • Evidence of continuing professional development • Evidence of continuing record of scholarship. This must include—but is not limited to—publication of at least one peer-reviewed scholarly book or two-peer reviewed scholarly articles or dissemination of two peer reviewed scholarly products appropriate to the discipline since appointment to the rank of Associate Professor/Associate Librarian
Associate Professor/Associate Librarian	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree • At least three years' experience at the rank of Assistant Professor • Evidence of effective teaching/librarianship • Participation in University service, life, and governance • Evidence of continuing professional development • Evidence of a continuing record of scholarship. This must include—but is not limited to—publication of at least one peer-reviewed scholarly book or two-peer reviewed scholarly articles or dissemination of two peer reviewed scholarly products appropriate to the discipline since appointment to the rank of Assistant Professor/Assistant Librarian

Chapter 3 - Faculty Appointments and Ranks

<p>Assistant Professor/Assistant Librarian</p>	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree (may be a PhD candidate with scheduled acquisition of PhD within one year of appointment) • Evidence of effective teaching/librarianship • Commitment to University service, life, and governance • Commitment to scholarship and professional development
<p>Clinical Professor</p>	<ul style="list-style-type: none"> • Master's degree or appropriate advanced degree • Current licensure and/or certification in professional field • Evidence of effective practice • Evidence of effective teaching • Participation in University service, life, and governance • Evidence of a continuing record of scholarship • Successful completion of one four year appointment as Clinical Associate Professor
<p>Clinical Associate Professor</p>	<ul style="list-style-type: none"> • Master's degree or appropriate advanced degree • Current licensure and/or certification in professional field • Evidence of effective practice • Evidence of effective teaching • Participation in University service, life, and governance • Evidence of continuing record of scholarship • Successful completion of three two-year appointments, or at least six years, as Clinical Assistant Professor

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<p>Clinical Assistant Professor</p>	<ul style="list-style-type: none"> • Master's degree or appropriate advanced degree • Current licensure and/or certification in professional field • Evidence of effective practice • Evidence of effective teaching • Commitment to University service, life, and governance • Commitment to scholarship and professional development
<p>Distinguished Lecturer</p>	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree, or Master's degree with six years' experience as a Senior Lecturer. • Evidence of effective teaching • Commitment to, or participation in, University service, life, and governance • Commitment to professional development
<p>Senior Lecturer</p>	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree, or Master's degree with six years' experience as a Lecturer. • Evidence of effective teaching • Commitment to, or participation in, University service, life, and governance • Commitment to professional development
<p>Lecturer</p>	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree, or Master's degree with five years' experience as an Instructor. • Evidence of effective teaching • Commitment to, or participation in, University service, life, and governance • Commitment to professional development
<p>Instructor</p>	<ul style="list-style-type: none"> • Master's degree • Evidence of effective teaching • Commitment to University service, life, and governance • Commitment to professional development

Visiting Professor	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree • Rank minimum qualifications determined by home university, or if no home university, by the Minimum Qualifications set forth in this table
Visiting Associate Professor	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree • Rank minimum qualifications determined by home university or if no home university, by the Minimum Qualifications set forth in this table
Visiting Assistant Professor	<ul style="list-style-type: none"> • Doctorate degree or appropriate terminal degree • Rank minimum qualifications determined by home university or if no home university, by the Minimum Qualifications set forth in this table
Clinical Instructor	<ul style="list-style-type: none"> • Master's degree • Current licensure and/or certification in professional field • Evidence of effective practice • Evidence of effective teaching • Commitment to University service, life, and governance • Commitment to professional development
Adjunct Lecturer/Librarian	<ul style="list-style-type: none"> • Doctorate degree • Evidence of effective teaching/librarianship
Adjunct Instructor	<ul style="list-style-type: none"> • Master's degree • Evidence of effective teaching

Section C: Types of Appointments

Signed letters of appointment between faculty members and the University are issued as set forth in this section. The Provost, together with the appropriate Dean, is responsible for preparing all faculty letters of appointment. Only the Provost has the authority to approve offers on

behalf of the University or make commitments regarding specific terms of the appointment, and all prior discussions between the University and the incoming faculty member are merged into the final appointment letter.

Semester Term Faculty Appointments

Semester term appointments for one or more semesters are given to Adjunct Faculty and Clinical Instructors, and are limited to the term of employment outlined in the applicable letters of appointment. Such term appointments do not confer upon a faculty member tenure or other entitlement to continued employment after the term specified in the letter of appointment expires.

Semester term appointments may, in the University's discretion, also be used for full-time faculty in special circumstances such as overloads and summer session appointments.

Academic Year Faculty Appointments

All non-tenured faculty members are considered probationary faculty. The Committee on Faculty Appointments and/or the appropriate Dean or University Librarian review the performance of each faculty member, excluding those holding visiting rank appointments, and make recommendations to the Provost concerning retention of the faculty member.

Probationary faculty members are divided into five categories:

Tenure Track

A tenure-track appointment begins the usual six-year probationary period before the decision awarding tenure can be made.

A tenure-track appointment does not imply any commitment on the part of the University to tenure a faculty member after the probationary period. Once tenure is granted by the University, the faculty member maintains that status regardless of future academic appointments, subject to the other terms of this *Handbook*.

Clinical

The clinical ranks are non-tenure track appointments. At the Clinical Assistant Professor rank, the faculty member may be offered two- year appointments with a review at the end of each appointment. At the Clinical Associate Professor rank, the faculty member shall be offered a four-year appointment with a review at the end. At the Clinical Professor rank, the faculty member may be offered six-year appointments with a review at the end of each appointment. See Review Calendar posted annually on the Provost Office's webpage. A clinical faculty position may be converted to a tenure-track position by the Provost upon the recommendation of the appropriate Dean/University Librarian.

Lecturer

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. At the conclusion of six years, a programmatic review shall occur to determine continuation of the position. A lecturer position may be converted to a tenure-track position by the Provost upon recommendation from the appropriate Dean.

Instructor

The status of instructor is a non-tenure track appointment. Instructors shall be offered one-year appointments. At the conclusion of five years, an instructor may be eligible to apply for a lecturer position.

Visiting

Faculty members who receive temporary appointments are visiting professors at the rank determined by their home university, or if no home university by the minimum qualifications in Section B of this Handbook. Visiting faculty do not ordinarily serve more than two years.

Administrative Appointments

Faculty members who have Faculty status may enter into agreements with the University President and/or the University Provost in which they assume administrative duties (responsibilities not included in Chapters 5, 6, 7, or 8) for which they receive some form of compensation and maintain an at least 50% base teaching load (See Chapter 5, Paragraph 2, Sentence 1). Such faculty retain their right to vote in the University Collegium, sit on Faculty Senate Committees, and may use the time to fulfill requirements for tenure, sabbaticals, promotion, and post-tenure review.

Faculty whose administrative appointments require them to teach less than 50% of the base teaching load are not permitted to vote in the University Collegium or to sit on Faculty Senate Committees except as *ex officio* members. Such faculty may not use their time as administrators to fulfill the time requirements for tenure, post-tenure review, promotions, and/or sabbaticals, unless they petition, upon their return to Instructional Faculty status, the Dean or University Librarian of the academic unit to which they are assigned to have that time included in their application for tenure, post-tenure, promotion and/or sabbatical and the Dean or University Librarian, and Provost approves it.

Some faculty may begin their employment with the University as administrators, with the condition that they shall have faculty status at a certain rank once their administrative appointment ends or is terminated. Once they return to faculty status they will possess the right to vote in the University Collegium, sit on Faculty Senate Committees and may use the time for tenure, sabbaticals, promotion and post-tenure review.

Faculty, in paragraphs 1, 2 and 3 under Administrative Appointments whose administrative duties have ended or been terminated, shall resume the same faculty status they possessed at the time of the initiation of their administrative duties. The educational unit to which that faculty status and rank is assigned shall be able to fill all of its necessary positions as if that faculty status and rank did not exist, until the administrative appointment is ended or terminated, at which point that faculty status and rank shall be added to the educational unit's total positions. No tenure-track, tenured, or clinical faculty employed in that education unit at the time of this addition shall lose their positions as a result of this addition. No faculty member employed in the educational unit to which the faculty member returns will lose their positions because of this action.

Section D: Search and Appointment of Faculty

Faculty shall participate in the hiring of all persons as described in [Chapter 3, Section C](#).

Section E: Review of Provost, Associate Provost, Deans, Associate Deans, and University Librarian

The Provost and Associate Provost shall be reviewed by the entire full-time faculty, senior leadership and University staff members with whom they have working relationships. The Deans, Associate Deans, and University Librarian shall be reviewed every third year by full-time faculty and staff members in their units. The content of a confidential, anonymous survey will be agreed upon by the Faculty Senate, the subject of the review, the Deans Team, and Human Resources. The aggregated results of the survey would be used as part of a performance review of the administrator by their supervisor.

Section F: Pro-Rata Faculty

Pro-rata faculty members are non-tenured faculty who are former tenured faculty teaching a reduced load under a phased retirement multi-year contract or other appointment. They receive salary and benefits as specified in their contracts or appointment letters. Pro-rata faculty members may have the option of drawing down their Teachers Insurance and Annuity Association Retirement Program ("Program") account to the extent permitted by that Program, as well as receiving their part-time salary. They also assume, on a basis proportionate to their appointment or as otherwise specified in any applicable contract or appointment letter, other responsibilities performed by full-time faculty members. They have a vote in departmental, college or school and University meetings. Pro-rata faculty members are eligible to participate in programs for faculty development, including attendance and presentations at conferences and meetings. Phased retirement pro-rata faculty members are not subject to review by the Committee on Faculty Appointments.

Chapter 4

Academic Freedom

Section A: Definition

All policies against harassment and discrimination shall be applied in ways that protect academic freedom and freedom of expression, while simultaneously fostering a campus environment of civility, awareness, tolerance, and mutual respect, consistent with Catholic principles and the Dominican University mission. The principles of academic freedom and freedom of expression do not take precedence over the University's anti-discrimination and harassment policies.

Anything in Section C of this chapter does not restrict the study or discussion of political issues or the teaching and learning of political techniques or otherwise affect academic activities concerning public policy issues. As a University committed to the pursuit of truth, Dominican affirms the right of its faculty to research any question, no matter how controversial, and to generate new knowledge using the tools of academic disciplines. A faculty member has a right to disseminate new knowledge to professional colleagues, the general public, and to the students. In an instructional setting, academic freedom protects what and how a professor chooses to teach, as long as the ideas being explored remain germane to the subject matter.

The University recognizes the importance of balancing our commitments to academic freedom and freedom of expression with our responsibilities to protect all members of the University community from harassment and intimidation. Dominican University agrees with AAUP's recognition that "academic freedom is not absolute" within contexts of interpersonal relationships, behaviors, and communications on campus. The University supports AAUP's Statement on Professional Ethics, which explicitly states that professors must "avoid any exploitation, harassment, or discriminatory treatment of students." The University extends these ethical principles to all relationships among members of its community and their guests.

Nothing contained in the accompanying policies shall be interpreted as compromising freedom of expression in all its forms—no matter how unpopular or even offensive—to the extent protected by law.

Section B: Intellectual Property Policy

Intellectual property, as used herein, consists of, but is not limited to, the non-published scholarship, publications, works of art, lecture notes and the course materials of the faculty member, or works of other employees and contractors. Syllabi are considered public works and therefore property of the university.

For the purpose of encouraging faculty scholarship and the development of innovative course materials, especially online course materials, it is the policy of the University that the intellectual property independently created by a faculty member at his or her initiative for traditional academic programs, and with resources usually and customarily provided by the University, is owned by the faculty member. Such intellectual property is referred to in this provision as "faculty intellectual property."- Accreditation purposes may require the University to access faculty lecture materials and presentations; however, faculty consent is required for any other use. The University claims no ownership rights to faculty intellectual property, except as specified below.

Work for Hire. Intellectual property created by a faculty member—outside of normal responsibilities to the University—that was requested and created under the direct supervision of the University and/or funded by the University as a University project (beyond the faculty member's usual rate of compensation) is the property of the University as a work for hire. Intellectual property created by a non-faculty employee of the University during the scope of his or her employment is considered a work for hire. Commissioned works are also works for hire. A commissioned work is one that is created under a contract with the creator who is not an employee of the University or is an employee who has created the work outside of his or her scope of employment. All such works for hire are the property of the University.

Commercial Use. In situations where a work is created that meets the criteria of being Dominican intellectual property and commercial use is made of the work, the University shall receive an appropriate share of the proceeds from the work. The allocation of financial proceeds shall be negotiated between the faculty member and the University.

In situations where faculty members conduct research, using the University's resources and during time appointed to the University that can potentially be transferred to the public sector for further development and commercialization, the faculty member and the University shall negotiate an appropriate allocation of revenue.

Section C: Political Activity

Dominican University supports the following position from the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure as it relates to political activity of faculty: "Colleges and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."-If the University believes that a faculty member has not complied with this provision, it may subject the faculty member to disciplinary action as described in [Chapter 16, Section C](#). The faculty member may appeal such action in accordance with [Chapter 18](#).

Dominican University is committed to the free and open discussion of ideas and opinions. As part of its dedication to active citizenship, the university encourages students and faculty to exercise their civic rights to participate as individuals in the political process.

Dominican University is also a non-profit, private institution of higher education whose activities are regulated in part by Section 501(c)(3) of the Internal Revenue Code. As such, the University is explicitly prohibited from participating in or attempting to influence campaigns for any elective public office or any political initiative (such as a public referendum). The university may not endorse a candidate or ballot proposal, provide or solicit financial or other support for candidates or political organizations, or establish political action committees.

Individual Involvement in Campaigns by Faculty. Faculty are free to engage in Political Campaign Activities provided that they do so solely in their personal capacities, without using University resources, and avoid any appearance that they are speaking or acting on behalf of the University. If a faculty member is listed as a supporter of a political campaign or initiative, it must be without mention of institutional affiliation, or with a disclaimer indicating that their actions and statements are their own and not those of the University. It is permissible, however, to list the University as employer when it is requested upon making a personal donation to a political campaign or cause.

Faculty should not engage in political activity at university functions or through official university publications. No faculty member should feel pressured by colleagues to contribute to, or perform tasks in support of, a political campaign.

If a faculty member is running for political office, no campaign activities should be conducted on campus, in order to avoid the appearance of a university endorsement.

Use of Facilities and Resources. Use of university facilities and resources in support of a political candidate, party, referendum, or political action committee (PAC) that could give the appearance that the university is supporting one candidate or position over another is not permitted.

Examples of Prohibited Uses include, but are not limited to:

- Using official university stationery, wordmark, seal, email, telephones, computers, printers, and copiers.
- Providing mailing lists, office space, telephones, photocopying, computers or other institutional resources.
- Posting a hyperlink on a university-administered website to a candidate or campaign site.
- Using official University social media platforms to promote a candidate, platform, or campaign site.

Invitations to External Speakers. Dominican University encourages faculty to sponsor non-University speakers whose presentation will contribute to the role of the university as a forum for intellectual discussion, debate, investigation, and/or artistic expression. Through this forum, speakers bring to the University an opportunity for students to hear and discuss opposing viewpoints on a wide range of issues. The freedom to express points of view on a wide range of public and private concerns must, however, be subject to reasonable restrictions of time, place, and manner. The right of free speech and expression does not include unlawful activity that, in the judgement of the designee for areas' academic departments, campus offices, registered student organizations and outside community organizations, would:

1. Endanger or imminently threaten to endanger the safety of any member(s) of the University community
2. Pose a threat to the physical facilities
3. Obstruct or disrupt the normal functions of the University Present an inordinate financial risk to the University to ensure the safety of campus and community members.

4. Engage in behavior that is indecent or is grossly obscene or grossly offensive on matters such as race, ethnicity, religion, gender, or sexual orientation/gender, expression that is inconsistent with accepted norms of conduct at the University.

Faculty should contact their departmental chair/Dean for specific guidelines on inviting external speakers to campus. Please see the University's Speaker Policy for additional information.

If a candidate is invited by the Faculty to speak in a non-campaign capacity or is invited to participate in a public candidate forum on campus, no campaign or candidate shall be permitted as part of the event to:

- (a) conduct a rally;
- (b) distribute campaign literature, buttons or banners; or
- (c) conduct fundraising on campus or using University Resources.

Non-University Groups utilizing University property or facilities for Political Campaign Activity shall be charged standard, published fees for using University facilities, related services by University employees not covered by the published fees, and all expense incurred and paid to third parties by the University as part of the event. The University shall rent facilities to Non-University groups for Political Campaign Activity only after ensuring such use does not conflict with other University facilities use requirements. If facilities are rented to one campaign or candidate, facilities must be made available to all other campaigns and candidates at the same terms and prices. The University may choose not to rent facilities to campaigns or candidates.

Additionally, non-University groups renting facilities for Political Campaign Activities shall:

- (a) comply with all University requirements concerning use of University facilities by non-University groups including, but not limited to, insurance and security; and
- (b) make full payment for all services received.

No services shall be provided at a reduced rate or at no cost.

If a campaign or candidate is renting space on campus, invited by a recognized student organization, or participating in a public candidate forum, all written materials and advertisements concerning an on-campus appearance of a campaign or candidate shall include the following disclaimer, which must also be announced at the start of an event:

- (a) the views expressed are those of the candidate or person speaking for the candidate or campaign only;
- (b) Dominican University does not support or oppose any political candidates; and
- (c) the name of the sponsoring organization shall be identified. Promotional materials concerning Political Campaign Activity or a campaign event taking place on campus cannot use Dominican University logos or photos of campus.

Voter Education and Voter Registration Programs. Certain voter education activities (including presenting public forums and publishing voter education guides) conducted in a nonpartisan manner do not constitute prohibited Political Campaign Activity. In addition, activities intended to encourage people to participate in the electoral process, such as voter registration and get-out-the-vote drives, would not be prohibited Political Campaign Activity if conducted in a nonpartisan manner. Voter registration and "get out the vote" drives by university-sponsored organizations must be done on a non-partisan basis (i.e., they may not focus on a particular party or platform).

Chapter 5

Faculty Responsibilities

All faculty members are expected to contribute to sound instruction of the students and participate in service to the University and the communities with which it interacts. Tenure-track, tenured, and clinical faculty are also expected to generate scholarly work.

The expected teaching load for a full-time Dominican faculty member during the academic years 2023-2024 through academic years 2027-2028 will be 21 workload hours per year for tenure-track/tenured and clinical faculty, and 24 workload hours per year for lecturers and visiting faculty, or equivalent as defined by the respective College/Library Roles and Responsibilities documents, found in Appendix E.

A regular academic year begins August 15 and ends August 14 of the following year. Full-time faculty who have an appointment beginning August 15 and ending May 15 of the following year may be requested to perform certain responsibilities during the summer (May 16 to August 14), without additional compensation (for example, interacting with students, participating in summer orientation activities, or attending faculty meetings). Faculty have the right to refuse such requests without penalty.

[Chapters 6](#), [7](#), and [8](#) provide the responsibilities of faculty in terms of university-level teaching/librarianship effectiveness, scholarship, and service. Corresponding responsibilities within the faculty member's academic unit are contained in the respective College/Library Roles and Responsibilities documents. These documents consider how the academic unit addresses the University's mission, University and profession accreditation requirements, scholarly expectations of the faculty member's discipline, and facilitation of student learning.

The faculty responsibility sections of the College/Library Roles and Responsibilities documents, once completed, shall be submitted to the Committee on Faculty Appointments for approval. The Committee shall ensure that the sections are consistent with this Handbook. Provisions of the faculty responsibility sections at the academic unit level may exceed the minimum requirements of this Handbook only for accreditation purposes. Once approved, these sections shall be appended to this Handbook. In the event of a conflict between this Handbook and any College/Library Roles and Responsibilities document, this Handbook shall govern.

Using the principle of equity, each faculty member's contribution shall not necessarily be the same as those of other faculty members in any unit, college, or school. The College/Library Roles and Responsibilities documents shall be used to ensure that each faculty member fully participates in his/her unit's, college's, or school's contribution to University mission, accreditation requirements, discipline expectations and student learning, according to their skills, abilities, and requirements for advancement.

In certain situations, a faculty member may receive financial compensation for accepting responsibilities that exceed the general equity norm as determined by the appropriate Dean or University Librarian in accordance with the College/Library Roles and Responsibilities document. Financial compensation should be limited to a portion of or all of the academic year and come about as a result of a faculty member actually working more than the others in his/her unit and no other form of compensation (such as course release) being possible. Such compensation should be limited to no more than the academic year and should not be subject to automatic renewal.

Chapter 6 Expectations for Teaching/Librarianship Effectiveness

Dominican University is a teaching university, and hence teaching effectiveness is the primary concern when reviewing a faculty member's application for promotion, tenure or retention. The following minimum criteria in Section A are used in assessing a faculty member's application for retention, tenure, promotion and post-tenure review.

The University recognizes that the requirements for Faculty Librarians differ from those of the Teaching faculty. Criteria for Librarians are described in [Section B of this chapter](#) as Librarianship. Librarians with teaching responsibilities may include criteria from Section A as well as [Section B](#) in their application for promotion, tenure, or retention.

Section A: Teaching Effectiveness

This section of the Faculty Handbook presents an overarching definition of teaching excellence at Dominican University. There are four main criteria with multiple sub-criteria listed beneath each. Faculty presenting their materials as part of regular reviews are expected to address each of the four primary criteria (inclusive and equity-minded, purposeful, rigorous and supported, and reflective); however, they are not expected to address each of the sub-criteria in their materials in any given review period. Rather, they are encouraged to focus their materials on the evidence supporting their choice of a small number of sub-criteria (e.g., two or three). Please see the resources prepared by the Post-Tenure Review Committee and Faculty Appointments Committee for additional information.

Dominican University's definition of excellence in teaching is grounded in the core values of *Caritas et Veritas* and in its identity as a Sinsinawa Dominican and Hispanic-Serving liberal arts and sciences institution (*Institución de Servicio a Hispanos*). Ultimately, the aim of teaching at Dominican University is to prepare students to pursue truth, to give compassionate service, and participation in the creation of a more just and humane world. In keeping with our focus on justice and our historical and sustained commitment to serving students from minoritized groups, excellent teaching must be **inclusive** and **equity-minded**. We accompany our students in their pursuit of truth through teaching in ways that are thoughtfully prepared and **purposeful** and that balance **rigor** with **support**. Finally, teaching excellence is a fundamentally **reflective** and iterative practice that evolves through new pedagogical and disciplinary discoveries and responds to new evidence of student learning and educational needs.

1. *Inclusive and equity-minded*: Inclusive teaching employs multiple strategies to engage with all learners, valuing and welcoming the diverse perspectives that students bring to the classroom, and striving to create an equitable environment that promotes meaningful connections with students.
 - a. Draws on students' individual identities, cultures, and life experiences as assets in learning.
 - b. Uses inclusive, anti-racist, and anti-oppressive pedagogies to help all students learn and to promote a more just and humane world.
 - c. Adopts universal design recommendations in course development.
 - d. Recognizes and navigates complex power differentials among professors and students.

2. *Purposeful*: Purposeful teaching offers students meaningful learning opportunities through well-planned and thoughtfully executed courses.
 - a. Establishes clear and meaningful learning goals for the course.
 - b. Provides well-organized course materials (syllabi, Canvas sites, etc.).
 - c. Offers formative and summative assessments that are clearly aligned with course learning goals.
 - d. Prepares thoughtful class plans and adjusts them appropriately in response to student needs.
 - e. Interacts with students consistently and respectfully.
 - f. Strategically uses a variety of teaching and learning methods.

3. *Rigorous and Supportive*: Rigorous and supportive teaching challenges students to meet high standards, while providing them with a clear path to achieve those goals and offering help along the way.
 - a. Sets challenging but reasonable expectations for all students.
 - b. Offers students options for receiving support, whether from university services or other sources.
 - c. Gives students useful and timely feedback.
 - d. Communicates effectively with students via multiple modes.
 - e. Promotes a growth mindset for all involved in learning.
 - f. Provides a consistent and transparent grading system.
 - g. Applies policies consistently, fairly, and equitably.

4. *Reflective*: Reflective teaching involves engaging with evidence of student learning, pedagogical scholarship, and one's academic field in a continuous process of growth.
 - a. Routinely draws on feedback, data, evidence, and current findings of pedagogical scholarship for further improvement of teaching and learning.
 - b. Recognizes collective and collaborative enterprise of teaching, by for example sharing course materials, engaging in shared curriculum

Chapter 6 - Expectations for Teaching/Librarianship Effectiveness

design and assessment, offering informal feedback on other's teaching, etc.

- c. Regularly updates courses based on current findings in one's discipline.
- d. Fosters student research, inquiry, and curiosity as appropriate to discipline.
- e. Tries new approaches to teaching and learns from successes and failures.

Please refer to Chapter 17 of the Faculty Handbook when preparing for faculty review. Please see resources and information prepared by the Post-Tenure Review Committee

(<https://mydomedu.sharepoint.com/sites/TenureReview>) and Faculty Appointments Committee

(<https://mydomedu.sharepoint.com/teams/governance2/SitePages/Faculty-Appointments-Committee.aspx?CT=1638217452759&OR=OWA-NT&CID=ac9a90b6-46cd-56ac-411c-a624f9bf7e26>) for additional information.

Section B: Librarianship Effectiveness

Command of Subject. The faculty librarian must demonstrate a command of the specialty area in which he/she practices. Areas of expertise include, but are not limited to: information literacy instruction, cataloging, e-resource management, online learning, reference, access services, outreach and programming, department liaison and collection development, digital initiatives, archives and special collections. Such command shall be noted for example, in peer and University Librarian evaluations, pursuit of professional development, and addressed in the faculty librarian's personal statement.

Organization of information. The faculty librarian must contribute to the organization of information ensuring that it is easily ascertained across formats, following the conventions of library science in order to foster student learning and faculty research. Such organization shall be demonstrated in original cataloging and classification, improvements in access and reliability, accessibility and usability of library resources.

Ability to mentor/supervise. The faculty librarian must have an ability to communicate the foundations and values of the profession being taught to students in ways that facilitate their learning and/or supervise professional staff, graduate students, undergraduate students, and/or student workers. Such ability shall be demonstrated in observations by peers and the University Librarian.

Availability to students for research assistance. The faculty librarian must demonstrate his/her availability to assist students with research and participate in reference services. Such availability shall be demonstrated through the faculty librarian's personal statement, student evaluations/surveys, and the University Librarian's observations.

Academic librarianship leadership. The faculty librarian must demonstrate knowledge of the current information environment within academic libraries and of trends in higher education; they should protect and advance the principles of academic freedom, freedom of expression, user privacy, copyright and fair use. This shall be indicated in faculty librarian personal statement.

Student/community engagement. The faculty librarian must engage a diverse range of our community via programming, advocacy, marketing, distance-learning/online teaching, or other methods that contribute to student/community engagement. This shall be indicated in faculty librarian personal statement which might include other metrics of efficacy.

Ability to create accessible and inclusive services, programming, instruction, and collections. Faculty librarians should create, enable, and promote inclusive and accessible services, programming, instruction sessions, and collections for all of the library's users.

Regularity with which resources are updated. The faculty librarian must update the resources he/she collects as new information becomes available to meet the curricular and research needs of the university. The faculty librarian must remain up-to-date on developments in his or her area of expertise through professional development and provide the latest information to the University community. This regularity shall be addressed in the faculty member's personal statement.

Library services developed or improved. The faculty librarian must be involved in developing or improving library services that reflect changing trends in academic librarianship. Library services improvement includes analyzing assessment and financial data, introducing new digital tools, establishing and reviewing policies and procedures, increasing library use, and developing and implementing best practices. When such services are developed or improved, the faculty librarian shall include a description of the library service and address the development in his/her personal statement.

Honors indicative of excellent librarianship. The faculty librarian may receive recognition for librarianship from the students, his/her peers, the University Librarian, peers outside of the university, or the University itself. The faculty librarian shall include such honors in his/her portfolio that is presented to the Committee on Faculty Appointments.

Stewardship of University resources. Demonstrated by: effectively managing library departments and programs, clarity in decision-making, planning and prioritizing projects, meeting deadlines, creative problem-solving, initiative, and responsive communication and collaboration.

These documents shall be reviewed by the appropriate committee when the faculty member applies for promotion, tenure, retention or post-tenure review. It is important that the faculty member addresses all of these areas in his/her personal statement.

Chapter 7

Expectations for Scholarship and Professional Development

Section A: Scholarship

Faculty scholarship at Dominican University is important because it informs teaching and librarianship. Through scholarship, faculty knowledge is expanded and enhanced. Scholarship contributes to the knowledge base of the field in which the faculty member teaches or practices librarianship and provides a deeper understanding of the area that is being conveyed to students. Thus, scholarship supports teaching and librarianship effectiveness and the University's mission.

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. As a consequence, the University recognizes four types of scholarship.

Scholarship of Discovery. This type of scholarship includes both original research and publication in the scholar's discipline or collateral area as well as creative accomplishments in appropriate fields. Achievements of this type include, but are not limited to, books subjected to a peer review process, articles in peer-reviewed journals, evidence of creative accomplishments in exhibitions, or performance of works of literature, music or drama.

Scholarship of Integration. This type of scholarship focuses on examining the relevance of original research and connecting it to other areas of inquiry. Achievements of this type include, but are not limited to, peer-reviewed books that synthesize original research, peer-reviewed articles that synthesize research, and review articles that appear in peer-reviewed journals.

Scholarship of Application or Engagement. This type of scholarship engages the world outside of the University and applies the scholar's expertise to significant issues facing the larger community. Achievements in this type must be documented through a peer-review process.

Scholarship of Teaching and Learning. This type of scholarship reflects upon and systematically analyzes the learning process. What is learned from this activity is then submitted to a formal peer-reviewed communication medium or venue.

One of the requirements for promotion is to have published two scholarly works, or one book, under one or more of the four types, that has been peer-reviewed. One of the requirements for being granted tenure is to publish one scholarly work, under one of the four types, that has been peer reviewed. Faculty Librarians hired in the 2017-2018 Academic Year, or earlier, may apply for tenure under the conditions stated in the *Faculty Handbook, 2016-2017*, Sections 3.5.15, 3.5.16, and 3.5.17.3 through 3.5.17.6. An academic unit's specific requirements for retention, promotion, and/or tenure shall be included in the College/Library Roles and Responsibilities documents, as approved by the Committee on Faculty Appointments, and will be used by the Committee on Faculty Appointments when reviewing the faculty from that academic unit for retention, promotion, and tenure. Evaluations of the scholarship portion of applications for retention, promotion, tenure, and post-tenure review shall include the faculty member's personal statement, the publications or work submitted (either in published or galley formats), Dean's, Director's, University Librarian's or Department Chair's recommendations, and colleagues' (including those colleagues outside of the university) recommendations.

Articles

Unless an academic unit specifically requires one or more of the four types of scholarship in its College/Library Roles and Responsibilities document, all four types qualify for meeting the standards for retention, promotion, tenure and post-tenure review. Articles that fall under one of the four types must appear in periodicals that are independently refereed and part of the professional literature of the faculty member's discipline or a collateral area. Periodicals published by national, regional or state professional societies or associations, periodical listed in the index used by the faculty member's discipline, and monographs published through governmental and private grants supporting research shall meet the requirement.

A faculty member who is a coauthor must submit a statement describing his/her role in the research in a co-authored article. If possible the faculty member should also submit letters from his/her

collaborators describing the faculty member's contribution to the collaboration.

An anthology or translation which includes substantial introductory or editorial material based on the faculty member's research or review of literature in the discipline shall, for purposes of promotion, be considered an article or review article.

Books

Books published by University presses or commercial presses that routinely submit manuscripts to referees who are experts in the faculty members discipline will be acceptable in application for promotion, retention tenure and post-tenure review. Such books may be submitted before they have been reviewed in the professional press. Books published by other presses should be accompanied by reviews in the professional press or evaluations by experts in the faculty member's discipline. Generally, self-published books do not fulfill the publication requirements for promotion, retention, tenure or post-tenure review.

A textbook may be presented as the equivalent of a book, a review article or a professional activity which informs the general public. The faculty member should submit a statement supporting the claim of such equivalency and letters from experts in the faculty member's discipline attesting to the significance of the work.

A Faculty member who is a coauthor must submit a statement describing his/her role in the research in a co-authored book. If possible the faculty member should also submit letters from his/her collaborators describing the faculty member's contribution to the collaboration.

Other Scholarly Products

Other possible scholarly products may be submitted during application for retention, promotion, tenure, and post-tenure review. Such products must be detailed in the Scholarship section of the College/Library Roles and Responsibilities documents. Such products must be either peer-reviewed or accompanied by statements of experts in the faculty member's discipline attesting to the importance of the product to the faculty member's discipline.

Continuing Record of Scholarship

The faculty member establishes a continuing record of scholarship during much of the period of service under review through published scholarship or other scholarly products and/or by engaging in activities that demonstrate continuing participation, development, and contribution to one or more of the types of scholarship, listed above in this section, related to the faculty member's discipline or a collateral area.

Other works that constitute a continuing record of scholarship include, but are not limited to, papers read at professional conferences, published reviews, notes, and letters to the editor of professional journals, grants received in support of scholarly activity, participation in seminars or conferences concerning scholarship in the faculty member's discipline, and evidence of ongoing research. Such works can be identified in the College/Library Roles and Responsibilities documents. The faculty member may include these as evidence of ongoing scholarship in his/her portfolio. However, the faculty member should note that for advancement, such submissions must be peer-reviewed.

Section B: Professional Development

The mission of research assistance and faculty development activities and opportunities is to focus, facilitate, and deepen resources of the Office of the Provost designed to support all Dominican faculty (both full-time and part-time), at all stages of their careers, in their roles as teachers and librarians, scholars and citizens of the University and wider communities. Faculty committees and the Office of the Provost provide a range of initiatives supporting intellectual community and faculty distinction, and are committed to promoting a spirit of curiosity, confidence, innovation, engagement and collaboration. The University provides an infrastructure dedicated to the professional development, success and satisfaction of Dominican faculty, both individually and collegially. The faculty member remains responsible for meeting performance expectations for professional development.

University-wide research assistance and faculty development resources include the Borra Center for Teaching and Learning Excellence; external grants through the Office of Research and Sponsored Projects; and internal grants through the Faculty Development Committee (see also [Chapter 21](#)).

Attendance at Meetings of Learned and Professional Societies

Attendance at meetings of learned and professional societies is encouraged. Absence from the classroom for this reason is subject to the approval of the Department Chair and the Dean or Director of the college or school.

Per Academic Year Reimbursement. Expenses for such travel shall be partially reimbursed up to a limit of \$600 per year to a full-time faculty member who received prior approval from the Department Chair and the Dean, Director, or University Librarian of the unit for attendance at a meeting. Such expenses shall, ordinarily, be reimbursed for conference, air or rail coach fare and hotel and living expenses. The reimbursable expenses and forms may be found on the Business Office webpage.

Per Conference Reimbursement. The \$600 annual limit does not apply to full-time faculty for attendance at a meeting at which the faculty member is:

- Reading a paper
- Serving on a panel or chairing a session
- Serving on a committee that requires that person's presence

Ordinarily, the University will not reimburse expenses exceeding \$1,200 per conference. The faculty member should apply to the relevant academic Dean or University Librarian for authorization of travel expenses at least one month prior to the meeting. Because funds may occasionally be limited, faculty members should not assume that they will be reimbursed for more than one conference in a given year or reimbursed in the amounts set forth above. Depending on the competition the Dean or University Librarian may need to exercise discretion to allocate funds fairly. An expense report must be submitted promptly after the faculty member returns. Forms for application and expense reports are available online.

Faculty Release Time (also see [Chapter 14](#))

In order to support the successful promotion and retention of quality faculty, the University allows requests for limited release time for faculty at various stages of their career. These written requests must be submitted to the appropriate Dean or University Librarian and clearly describe the faculty member's intentions, particularly how the planned research relates to the faculty member's scholarly agenda.

Deans or the University Librarian may establish additional criteria for

the good of the academic unit in consultation with faculty of the college. Based on these criteria, the Dean or University Librarian shall determine whether or not to approve the request as presented. The Dean or University Librarian's decision shall be given to the faculty member in writing, with a copy filed in the faculty member's portfolio.

Tenure-track Faculty. A tenure-track faculty member may request a one-time, single course release from the fall or spring semester during their probationary period. This one course release shall usually be arranged during the faculty member's third or fourth year of tenure-track service.

Tenured Faculty. A faculty member may request a one-time, single course release from the fall or spring semesters during the two years prior to their scheduled post-tenure review.

Outside Professional Activities

Types of Activity. Full-time faculty members and academic staff at Dominican University engage in a wide range of outside activities related, directly or indirectly, to their scholarly or professional expertise. Such activities may include, for example, professional consultation, collaborative research, artistic performance/production or even a part-time professional practice. Insofar as such activities can contribute to

- (1) the professional development of an individual faculty or staff--member;
- (2) the solution of a problem in industry or society;
- (3) the common good of the local or global community;
- (4) the creation of new knowledge; or
- (5) the reputation of Dominican University,

they are valued—whether done for compensation or pro bono.

At the same time, along with status as a full-time Dominican faculty or academic staff member, comes the expectation that one's primary professional duties are to Dominican, and that outside professional activities shall not conflict with responsibilities to students, colleagues, and the University as a whole—or with the institution's mission.

Primary Teaching/Librarian Commitment. Individuals holding full-time academic appointments at Dominican should devote their teaching/librarian efforts primarily to the education of Dominican students. Full-time faculty members or academic staff may not hold a

regular full-time faculty or academic staff appointment at another institution, except in connection with a Dominican-sponsored joint program with that institution, or through a similar arrangement, as approved by their Dean or University Librarian.

Independent Professional Activity. Faculty members engaging in outside professional activities may not represent themselves as acting on behalf of the University. Dominican University assumes no responsibility for the competence or performance of any external professional activity engaged in by a faculty or academic staff member.

University Resources. No University equipment or facilities may be used by faculty or academic staff members for outside professional work for which they receive remuneration without written approval from the Office of the Provost and the Business Office. Such usage may require compensation to the University.

Chapter 8 Expectations for Service in University Life and Governance

In the Dominican tradition, all faculty members are expected to participate in the creation of a community of learning by contributing their individual service to the whole. It is important to note that this service requirement must meet the equity norm as described in [Chapter 5](#). Because every member has different experiences and skills to offer the community and are at different points in their career, individuals may serve the University in various ways. Renewal, promotion, tenure, and post-tenure review decisions at Dominican take into account a faculty member's contributions to the community, university, college, school and/or department.

[Chapter 17](#) includes information about the expectations and procedures used by the committees responsible for evaluating faculty service. Ordinarily, materials used in evaluating service in University life and governance include the faculty member's personal statement and materials submitted by the faculty member and recommendations from the Dean, Director, University Librarian, or Department Chair and colleagues who are familiar with the faculty member's service.

The sections below describe the categories of service that have been historically recognized at the University for renewal, promotion, tenure, and post-tenure review. The examples provided within the categories are not exhaustive. More complete expectations within categories may be identified in the College/Library Roles and Responsibilities documents. Any faculty member who identifies service they deem valuable and that is not defined in the appropriate documents should contact the relevant Dean or University Librarian before engaging in the service.

Section A: Service in Governance

As stated in the Constitution of Faculty Governance, "We use our collective intelligence and energies to create and maintain a community that is conducive to the pursuit of truth, the giving of compassionate service, and the participation in the creation of a more just and humane world."

Dominican University follows a shared governance model and it is thus essential that faculty participate in the governance of the University. This assumes that all faculty members must regularly attend and participate in the University Collegium and college/departmental committee meetings as

part of their service. Three additional avenues of service include:

Service on the Faculty Senate. Positions in the Senate are filled through election, either through specific voting units or at-large. It is important that a broad range of voices be heard and therefore all faculty are encouraged to run for Senate seats.

Service on standing University faculty committees and subcommittees. These committees are listed in the University Bylaws, and faculty are encouraged to find a committee that suits their personal experience and interests.

Service on special committees. This includes special committees under the Bylaws established by the Faculty Senate or University President to address issues of importance.

Section B: Service in Community

Service in community includes those activities that support the campus climate of the University. Activities also include service that support and promote the University in the community and beyond. Some examples of service in community are included below. The appropriate faculty committee should maintain a more complete list of service opportunities as well as those activities identified in the College/Library Roles and Responsibilities documents.

Faculty Mentoring. Faculty members may serve as mentors to incoming faculty through the faculty mentoring program established by the Borra Center for Teaching and Learning Excellence (BCTLE).

Student Club Sponsorship. Faculty members may officially and actively sponsor student clubs on campus. These may include those clubs recognized by the Student Government Association and clubs that may not be formally recognized but have a clear and regular presence on campus through activities.

Student Activities. Faculty members are encouraged to engage with students outside the classroom through coordinated events and activities. These may include Mission and Ministry trips or student activities not associated with club sponsorship (for example, participating in a *Take Back the Night* march or interviews with the *Dominican Star* in areas of expertise).

University Events/Promotion. Faculty members may develop events such

as movie screenings or panel discussions that are open to the public and advance the University image. Interviews with outside media and participation in outside events where association with Dominican University is a key component may also fit this category.

Additional elements of service may be articulated by the appropriate faculty committee or be identified in the College/Library Roles and Responsibilities documents and approved by the Committee on Faculty Appointments.

Section C: Service in University Life

Service in University life includes those activities that advance the academic mission of the University. Some examples of service in University life are included below for guidance. The appropriate committees may maintain a more complete list of service opportunities as well as those activities identified in College/Library Roles and Responsibilities documents.

Program Development. Faculty members should be recognized for involvement in the collaborative work of developing new programs and assessment. These include oversight on interdisciplinary majors and minors beyond their department responsibilities.

Department Chairs/Program Directors. Faculty who take on the additional responsibility of chairing departments and directing University-wide programs are also recognized for their service. These include faculty appointments with significant administrative responsibility, such as Director of Honors and Director of the Core Curriculum.

Study Away Programs. Academically rich study away programs include preparation, recruitment, and personal time for the creation of a more robust educational experience for our students and is included in service to University life.

Internship Supervision/Student Mentoring/Independent Study. Although this category is a primary element of all faculty member responsibilities, those who engage in such activities to an extensive degree relative to colleagues may be recognized for their service.

Core Curriculum. Participation in delivery of the Core Curriculum beyond field expertise courses that are built into the University and department

curriculum. This includes Freshmen Academic advising through the Freshmen Seminar courses and other seminar level teaching.

Additional elements of service such as community-based activities may be articulated by the appropriate faculty committee or identified in the College/Library Roles and Responsibilities documents and approved by the Committee on Faculty Appointments.

Chapter 9 Needs of the University

Once the Committee on Faculty Appointments makes its recommendation regarding retention, promotion or tenure of a faculty member, other factors may play a role in the final decision whether to grant retention, promotion or tenure. The President, the Provost and/or the Board of Trustees may decide not to accept a Committee on Faculty Appointments recommendation. Such a decision will include, but may not be limited to, consideration of the following criteria and be made only after consultation with the appropriate Dean or University Librarian, Provost, and the Faculty Senate.

Institutional Need for Faculty Member's Skills and Expertise. An assessment is made of the University's need based on the staffing situation of the college, school, department or other teaching or academic unit to which the faculty member is assigned. In addition, the faculty member's record of flexibility aiding the college, school, department, or other teaching or academic unit in meeting their curricular needs may be examined.

Relationship between Department/Discipline and the University's Mission. The Department/Discipline must be actively involved in furthering the University's mission. Periodic reviews of each Department/Discipline may be undertaken to determine ongoing efforts to achieve the University's mission.

Enrollment in the Discipline. A periodic and ongoing review of enrollment in the discipline in which the faculty member teaches will be conducted to project current and future University needs for classes and staffing to conduct those classes.

Regional and National Trends in Enrollment. The University must be responsive to national and regional trends in higher education in order to remain viable as an institution. Significant changes in these trends can affect decisions about the skills and expertise faculty members must possess.

Chapter 10 Renewal and Tenure of Teaching Faculty and Faculty Librarians

Section A: Appointment Review Schedule and Responsibilities

The Committee on Faculty Appointments makes recommendations, as described below. The Committee on Faculty Appointments will also bring to the Faculty Senate proposals concerning general policies and procedures relating to faculty employment at Dominican University. These proposed policies and procedures are submitted to the Faculty Senate for a recommendation as to ratification and publication in this *Handbook* as provided for in [Chapter 24](#).

Appointments for Tenure Track Faculty Members will be reviewed on the following schedule and according to procedures describe in [Chapter 17](#):

1. The initial appointment is for four semesters with a University-level review during the third semester (ordinarily fall of the second year).
2. If the first review results in renewal, a second four-semester appointment may be awarded, with the next University level review ordinarily during the first semester of the fourth year.
3. If the second review results in renewal, a six-semester appointment may be awarded, with the next review during the second semester of the sixth year.
4. The third review will include a more thorough and extensive evaluation of contributions to the University mission and to institutional and curricular needs than previous reviews. If this sixth-year review results in tenure being awarded, tenure becomes effective at the beginning of the seventh academic year of service.

Section B: Advanced Tenure Clock

One to three years advanced clock: The Provost may offer up to three years advanced credit toward tenure for a prospective faculty member. For such an offer to be extended, a prospective faculty member must

ordinarily have taught successfully full time for at least three years at an accredited institution of higher education. Effective teaching or librarianship shall be evaluated using tools comparable to those the University currently employs to assess teaching or librarianship effectiveness as stated in [Chapter 6](#). A candidate awarded advanced credit toward tenure shall undergo all of her or his remaining faculty reviews at the University. If a candidate elects to accept advanced credit toward tenure, the decision is not reversible, except under extraordinary circumstances to be decided by the Provost and the President.

Such an offer requires the unanimous support of the Department Chair or Director (when applicable), the Dean, or University Librarian of the unit, the Provost, and the President of the University. The Committee on Faculty Appointments shall also review the candidate's material and submit its recommendation to the Provost.

Full Tenure Appointment: Under exceptional circumstances, a prospective faculty candidate may be offered tenure. The Department Chair or Director (when applicable), Dean or University Librarian of the unit, and Provost must unanimously recommend to the President tenure for an entering faculty member. The Committee on Faculty Appointments shall also review the candidate's file and submit its recommendation to the Provost.

Ordinarily, a candidate offered tenure shall need to have undergone a successful tenure-review process at another accredited institution of higher education. Such a candidate shall need to provide a file composed of the usual materials associated with a tenure-review process at the University. In addition, by virtue of being offered tenure at the University without the usual time of discernment, the candidate would need to be an exemplar of all that the University expects of its senior faculty, not only in scholarship, but also in teaching and in dedication to the mission of Dominican, rooted in Caritas et Veritas.

Section C: Tenure Clock Extensions

Research Leaves of Absence: Time spent during the probationary period on research leaves of absence, as defined in [Chapter 14, Section B](#), is normally counted toward the six years total required for tenure. However, upon the request of the faculty member, and with the consent of the Dean or University Librarian as well as the Provost, research leaves of up to one year may not be counted toward tenure. In the event that the leave is not to be counted toward tenure, this understanding must be

achieved before the faculty member undertakes the leave and may not be altered later.

FMLA Related Absences: A faculty member is entitled to a one-year extension of the probationary period when the faculty member takes eight weeks [40 days] of FMLA-related absences during a given fiscal year. A faculty member may decide to decline this extension of the probationary period after first consulting with his/her Department Chair, Director, Dean, or University Librarian and then submitting a written statement to this effect to the Department Chair, Director, Dean, or University Librarian and the Provost. This statement must be submitted within four weeks after the 40th day of FMLA leave.

Parenting: A faculty member is entitled to a one-year extension of the probationary period occurs for each birth or adoption event. Multiple births and/or adoptions within a three-month interval of each other are considered single events. This extension is independent of any paid or unpaid leaves associated with the birth or adoption and must run concurrent with any FMLA probationary period extension. A faculty member may decline this extension of the probationary period by first consulting with his/her Department Chair, Director, Dean, or University Librarian and then submitting a written statement to this effect to the Dean or University Librarian and the Provost. This statement must be submitted within twelve weeks after the birth or adoption event.

Other Circumstances: Nothing in these statements shall prevent the Provost from approving an extension of the tenure clock or a delay of the tenure process in highly unusual cases upon petition from the faculty member and the appropriate Dean or University Librarian. The Provost shall inform the Committee on Faculty Appointments of such approval.

Section D: Criteria for Renewal and Tenure

Tenure is a continuous appointment that-represents a mutual commitment between the University and the faculty member, and may only be terminated by the University pursuant to requirements set forth in [Chapter 16, Section C](#).

Six criteria are used to evaluate decisions on faculty tenure and promotion: (1) academic credentials; (2) teaching/librarianship effectiveness; (3) participation in University service, life, and governance; (4) continuing professional development; (5) continuing record of scholarship; and (6) needs of the University (see [Chapter 9](#)).

Section E: Means of Establishing and Responding to Criteria for Renewal and Tenure

Faculty members seeking renewal or tenure are responsible for providing evidence that they have met the relevant standards. This includes the responsibility to update the Faculty Portfolio and supply materials for review by the Committee on Faculty Appointments by the date given.

An electronic Faculty Portfolio is maintained by the Office of the Provost to provide a fair and open mechanism for evaluation and to integrate the evaluation process carried out by the Committee on Faculty Appointments with ongoing performance review of tenured faculty. The Faculty Portfolio will be used for personnel decisions, renewal and tenure recommendations, promotion and sabbatical and leave requests, as well as performance evaluation of tenured faculty.

The Faculty Portfolio will be maintained by the Office of the Provost for each full-time faculty member, including all probationary faculty members, those appointed to the non-tenure track, and those who are tenured. Candidates for promotion and tenure will submit their materials electronically. Other materials submitted to the Office of the Provost will be uploaded into the candidate's Portfolio.

Access to the Faculty Portfolio will be open to the faculty member, the President, the Provost, the Associate Provost, the appropriate Dean, Director, or University Librarian, and the Department Chair and/or Discipline Coordinator, as well as members of the appropriate committee authorized to access the contents in order to make recommendations on particular personnel or evaluative developmental decisions. Appropriate committees are the Committee on Faculty Appointments, Committee on Post-Tenure Review and Sabbatical and Faculty Grievance Committee. Access to the Faculty Portfolio is by appropriate committees only on a need to know basis for folders relevant to their current review. The faculty member will be notified of and given an opportunity to respond to any items added to the Portfolio. The confidentiality and policy on copying of the Faculty Portfolio and all faculty personnel records is described in [Chapter 10, Section G](#).

Section F: Decisions on Renewal and Tenure

Once the Committee on Faculty Appointments completes its review, it submits its recommendation regarding Renewal to the Provost for final decision. Once the Committee on Faculty Appointments completes its review, it submits its recommendation regarding Tenure to the Provost who reviews it and submits his/her final recommendation to the President, along with the prior recommendation of the CFA. The President reviews the recommendations and proceeds as directed by the Board of Trustees for final decision.

Section G: Confidentiality of Records

Documents typically found in each faculty member's official personnel file are maintained by the Office of Human Resources or Office of the Provost, and include any personnel documents which are, have been, or are intended to be used in determining that employee's qualifications for employment, promotion, transfer, additional compensation, discharge or other disciplinary action.

Faculty Personnel Records are confidential and are customarily available, on a need-to-know basis only, to the Board of Trustees, the President, the Provost, Associate Provost, the Dean, Director, or University Librarian of the faculty member's assigned academic unit, members of the applicable Faculty Committee, the Director of Human Resources, the individual faculty member, or other appropriate members of the University community specifically designated in writing and signed by the President. In addition, the faculty member may authorize in writing access to the faculty member's file by a person not indicated above. Further, the University may permit access to and copying from such files, pursuant to lawful requests and identification of federal, state or local agencies relevant to investigations, hearings or other proceedings pending before such agencies or the courts or as otherwise required by law.

If the files contain inaccurate information, the faculty member may request the Provost or the Director of Human Resources to make corrections. If, in their judgment, the information cannot or should not be changed, the faculty member may submit explanatory materials which will become part of the faculty member's file. No anonymous, unsigned material should be included.

Faculty records stay in the Office of the Provost for three years after the termination of the faculty member's appointment.

Section H: Notification of Renewal/Non-Renewal and Tenure/Tenure Denial Decisions

If a decision is made not to grant tenure to a faculty member who has been appointed to a tenure track position, the faculty member shall: (1) be notified by May 15 of the academic year preceding the final year of the faculty member's tenure track, and (2) not be eligible for retention in the current tenure track position after the completion of the final year. The faculty member has the right to appeal this decision according to the guidelines set down in Section I of this Chapter.

Section I: Appeal for Decisions on Promotion, Renewal, and Tenure

A faculty member who is notified that the faculty member's appointment shall not be renewed, that the faculty member has not been granted a promotion as requested, or that the faculty member has been denied tenure has the right to meet with the Provost, in case of renewal or promotion, and the University President, in the case of tenure, to discuss the factors and process used to reach the decision.

Failing to gain satisfaction from the Provost or University President, the aggrieved party may within 30 days petition the Faculty Senate President in writing to form a Faculty Grievance Committee to review the decision to ensure that the applicable procedures have been followed. In the petition, the faculty member shall state in detail the reasons for which the review is requested. The Senate President shall then form the Grievance Committee and proceed according to Article IV, Section 1 of the Collegium Bylaws.

Chapter 11 Renewal of Non-Tenure-Track Faculty

Section A: Appointment Review Schedule and Responsibilities

Clinical Faculty

The Committee on Faculty Appointments will review full-time Clinical Faculty at the Assistant rank every two years during a six year period; at the Associate rank after four years; and at the Professor rank every six years during the remainder of their employment with the University.

Visiting Faculty

Visiting Faculty who have received a tenure track appointment may petition the appropriate Dean, who upon approving the petition forwards it to the Provost for final approval, to have their time as a Visiting Faculty count toward their tenure timeline. If the time as Visiting Faculty is counted, they will be reviewed by the Committee on Faculty Appointments for retention after the first full year as a tenure-track faculty member with the review including the year they were in the position of Visiting Faculty. If they held the position of Visiting Faculty for two years and successfully petitioned to have that time count towards their tenure, they will be reviewed by Faculty Appointments Committee after two years as a tenure-track faculty member. After the first review, they will follow the schedule for reviews according to [Chapter 10, Section A](#). Visiting Faculty whose time as a Visiting faculty member does not count toward tenure – either because they do not submit a petition or because any petition is not approved – will begin the six-year probationary period and follow the same schedule as tenure-track faculty.

Lecturers

In the semester of the expiration of their appointment, Lecturers seeking renewal will submit to the appropriate Dean, Director, or University Librarian an updated *curriculum vitae* and a letter requesting renewal according to the timelines set by their respective College's Roles and Responsibilities documents (see Appendices).

Upon receipt of these materials the Dean, Director, or University Librarian 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.

The Committee on Faculty Appointments will review all material submitted by the Dean, Director, or University Librarian 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.

Instructors

Instructors and Clinical Instructors will be reviewed by the Dean, Director, or University Librarian of the unit before the end of their appointment, but no less than once a year. Each academic unit is responsible for defining and documenting the qualifications and criteria for renewal according to the guidelines in Section B of this chapter.

Adjunct Faculty

Adjunct faculty members will be hired based on the college or school procedures for hiring adjunct faculty (see College Roles and Responsibilities in the Appendices). Reviews of adjunct faculty members will take place by the department in the first semester of service. Appointment renewals will be determined by the departmental needs and the results of periodic reviews.

Section B: Criteria for Renewal

For Clinical Faculty, six criteria are used to evaluate decisions on faculty retention: (1) academic credentials and professional licensure and/or certification; (2) teaching effectiveness; (3) participation in University service, life, and governance; (4) continuing professional development; (5) continuing record of scholarship (see [Chapter 7, Section A](#)); and (6) needs of the University (see [Chapter 9](#)).

For Lecturers, five criteria are used to evaluate decisions on faculty retention: (1) academic credentials; (2) teaching effectiveness; (3) participation in University service, life, and governance; (4) continuing professional development; and (5) needs of the University (see Chapter 9).

For Instructors, Clinical Instructors, and Adjunct Faculty, the criteria used to evaluate decisions on faculty retention will be set by each college or school, but shall not be less than the minimum qualifications set in [Chapter 3, Section B](#).

Section C: Means of Establishing and Responding to Criteria for Renewal

The non-tenured full-time faculty member is responsible for giving evidence that the faculty member deserves renewal. This includes the responsibility to update the Faculty Portfolio and supply appropriate materials (see Table in [Chapter 17](#)) for review by the Dean or University Librarian of the unit and by the Committee on Faculty Appointments by the date given.

An electronic Faculty Portfolio is maintained by the Office of the Provost to provide a fair and open mechanism for evaluation and to integrate the evaluation process carried out by the Deans or University Librarian with the review carried out by the Committee on Faculty Appointments. The Faculty Portfolio will be used for personnel decisions, renewal recommendations, promotion and sabbatical and leave requests, as well as performance evaluation.

The Faculty Portfolio will be maintained by the Office of the Provost for each full-time faculty member. The Faculty Portfolio will be maintained by the Deans or University Librarian of the unit in which part time faculty teach. Records for all faculty will be maintained electronically, with hard copy information scanned into electronic format and placed in the faculty members' portfolios.

Access to the Faculty Portfolio will be open to the faculty member, the President, the Provost, the Associate Provost, the appropriate Dean, Director, or University Librarian, and the Department Chair and/or Discipline Coordinator, as well as members of the appropriate committee authorized to access the contents in order to make recommendations on particular personnel or evaluative developmental decisions. Appropriate committees are the Committee on Faculty Appointments, Committee on

Post-Tenure Review and Sabbatical and Faculty Grievance Committee. Access to the Faculty Portfolio is by appropriate committees only on a need to know basis for folders relevant to their current review. The faculty member will be notified of and given an opportunity to respond to any items added to the Portfolio. The confidentiality and policy on copying of the Faculty Portfolio and all faculty personnel records is described in [Chapter 10, Section G](#).

Section D: Decisions on Appointment Renewal

Clinical Faculty: Once the Committee on Faculty Appointments submits its recommendations about a Clinical Faculty member's candidacy for Renewal, the Provost reviews it and decides whether or not to renew the appointment.

Lecturers: The Dean or University Librarian will make a recommendation to the Provost regarding reappointment within one month of his/her annual review, and the Provost will communicate with the faculty member regarding reappointment before the end of the Spring semester. Once the Committee on Faculty Appointments submits its recommendations about a Lecturer's candidacy for Renewal, the Provost reviews it and decides whether or not to renew the appointment.

Instructors: The Dean, Director, or University Librarian will notify Instructors and Clinical Instructors on the results of their performance review, and whether or not their appointment will be renewed. Such notification will occur in semester in which their appointment ends.

Chapter 12

Faculty Promotion

Section A: Schedule and Responsibilities

Dominican University is committed to academic excellence as demonstrated by teaching/librarianship, scholarly or creative activity, and professional service to the University and to the greater academic community. Promotion in rank gives recognition to the individual faculty member's contributions to academic excellence. Promotion decisions are separate from decisions on questions of renewal or tenure, and the faculty member must submit a separate application for any desired promotion. An application for promotion must be submitted to the Provost on or before December 15th. All promotions that are approved become effective at the beginning of the next academic year.

Section B: Qualifications and Criteria

To be eligible for promotion to each rank, the individual must give evidence of possessing the qualifications for that rank. In all but very exceptional circumstances, individuals must meet all the qualifications for the next highest rank before the Committee on Faculty Appointments shall recommend promotion. Candidates may apply the year in which they are completing their qualifications. The qualifications and criteria for each rank are outlined above in [Chapter 3, Section B](#).

Achievements before the initial appointment are generally reflected in the initial faculty rank and other terms of the initial appointment. Promotion to a higher rank reflects faculty achievements at the University.

Section C: Salary Increase for Promotion

Full-time faculty members receive a salary increase for promotion in rank. The salary increase is given for the year in which the promotion is effective and is given in addition to any other annual increase. The amount of the salary increase depends upon the faculty member's new rank. Ordinarily, faculty members promoted from Assistant to Associate ranks receive a 4 percent increase and from Associate to Professor ranks receive a 6 percent increase. Ordinarily, faculty members promoted from Instructor to Lecturer receive a 3 percent increase; from Lecturer to

Senior Lecturer a 3 percent increase; and from Senior Lecturer to Distinguished Lecturer a 4 percent increase. In situations of serious financial exigency of the University, amounts of increases may be subject to change.

Section D: Means of Establishing and Responding to Criteria

It rests with the candidate for promotion to give evidence that he or she deserves such recognition. This includes the responsibility to update the Faculty Portfolio (see [Chapter 17](#)), to ensure that it is complete, and to supply relevant materials by the due date.

Section E: Review and Notification

In the fall of each academic year the Committee on Faculty Appointments provides the procedures by which it will examine a faculty member's application for promotion. Dates for deadlines for receipts of the applications will be announced, at the beginning of each academic year, by the Provost. Materials supporting the faculty member's application for promotion must be submitted to the Provost's office electronically, unless another arrangement is requested by the faculty member and approved by the Provost.

Upon completion of its review of the material submitted, the Committee on Faculty appointments will make its recommendation to the Provost, who will notify the faculty member of the Committee's recommendation and the Provost's final decision approving or denying promotion, along with the rationale for the decision.

Section F: Appeal Process

After consulting orally with the Provost, the faculty member may request reconsideration if the deficiency is the result of a lack of information on the part of the Committee on Faculty Appointments that the candidate can readily supply. The Committee shall not, however, reconsider an application in the same academic year because of achievements that postdate the application.

Failing to gain satisfaction from the Provost or the Committee, the aggrieved party may file a grievance as directed by [Chapter 18](#) of this Handbook to ensure that applicable procedures have been followed.

Chapter 13

Post-Tenure Review

Section A: Schedule and Responsibilities

The performance of every tenured faculty member shall be reviewed at least every seven years. This review is an evaluation of the faculty member's post-tenure performance and continuing development in teaching, scholarship, and service. Failure of any faculty member to engage in this review in good faith may result in permanent letters of reprimand being placed in the faculty member's file, deprioritized or denied requests for sabbaticals or faculty development grants, or other disciplinary or corrective action. Failure or refusal to engage in this review will be considered gross neglect as defined in [Chapter 16, Section C](#).

University Provost: In the fall of each academic year, no later than the week following 31 August, the University Provost will consult with the Chair of the Post-Tenure and Sabbatical Review Committee on the names of faculty members who are five years removed from a grant of tenure or their last post-tenure review. This list may also include faculty members who did not complete a post-tenure review on schedule due to circumstances approved by the Provost and Post-Tenure and Sabbatical Review Committee. Such faculty members will be notified by October 1 that their post-tenure review will be held in two years.

Committee on Post-Tenure and Sabbatical Review: Once a list of faculty members due for post-tenure review has been determined by the Provost, the Committee on Post-Tenure and Sabbatical Review is responsible for conducting the review. The procedures for conducting these reviews will be ratified by the Faculty Senate (see [Chapters 17 & 19](#)). The Committee shall submit minutes to the Collegium recording procedural and policy discussions and decisions. The Committee shall communicate with the faculty member under review to discuss the subject matter and method of the review. All questions and information relating to individual faculty members shall be considered confidential.

Faculty Member: Although individual faculty members will be contacted by the Committee on Post-Tenure and Sabbatical review, the ultimate responsibility for ensuring a timely review rests with the faculty member. Faculty members should contact their Senator if they believe they are due for post-tenure review and have not been contacted by 1 October of their review year. Faculty members are responsible for providing all

documentation and information on time and in the format requested by the Committee in [Chapter 17](#) of this Handbook.

Section B: Final Report and Appeal Process

The final post-tenure review report, including such information as the Committee determines in their procedures, should be available for the faculty member's inspection for at least 14 days before any further action is taken by the Provost. Either the Committee Chair or the individual faculty member under review may request a face-to-face discussion upon receipt of the final report. Should the final report indicate any negative action is to be taken, as interpreted by any party, face-to-face discussion between the faculty member and the Committee Chair is required. Subsequently, a report shall be sent to the Provost for retention by that office.

Should the faculty member under review object to any portion of the final report and not resolve the objection(s) with the committee, the faculty member may request a meeting with the Provost and the Committee Chair. Should that meeting not resolve the objection(s), the faculty member may file a grievance as directed by [Chapter 18](#) of this Handbook.

Chapter 14

Sabbaticals and Leaves

Section A: Sabbaticals

Dominican University strongly supports the scholarly, creative and professional development, as well as the personal renewal, of its full-time tenured faculty through a program of sabbatical leaves. The University shall carefully review all applications. Sabbaticals are awarded through an annual competitive institutional environment with a long-term goal of institutional balance.

Eligibility

Full-time tenured faculty members who have completed at least six years of consecutive service at the University are eligible to apply for a sabbatical leave. Administrators who hold faculty rank may apply for sabbatical if upon their return they will carry a full teaching load or equivalent. A tenure-track faculty member *may* apply for a sabbatical simultaneously with an application for tenure during the sixth year of consecutive service at the University; however, the sabbatical shall be entirely contingent upon a successful review resulting in tenure in year seven.

After the first sabbatical leave, a full-time tenured-faculty member becomes eligible for subsequent sabbaticals after completing another six consecutive years of service at the University, following the academic year of the last sabbatical.

Applications must be submitted no earlier than the sixth year of service for a sabbatical in the following (seventh) year. For example: An eligible faculty member must apply for a sabbatical leave for fall 2016 or spring 2017 during 2015-2016. If that faculty member receives and takes a sabbatical leave during 2016-2017, then, assuming six consecutive years of service at the University, the earliest she would be eligible to apply for her next sabbatical leave would be during the 2022-2023 academic year for a sabbatical to be taken in either fall 2023 or spring 2024.

Sabbatical Length, Pay, and Post-Obligation

Sabbatical leaves are granted for one semester at full base salary; or, as an alternative, the faculty member seeking sabbatical may request

a leave of one full academic year at one-half their then-current salary. In reference to the 21-hour workload, the default sabbatical semester will be awarded at 12 workload hours. In circumstances where the teaching needs do not fit this distribution, faculty, in consultation with their dean and department/program chair, can consider alternative arrangements. A faculty member accepting a sabbatical leave is required to return to the University at the end of the sabbatical for a period of at least one year, unless the individual's appointment is not renewed. Other than where medical or disability issues prevent the faculty member's return (or where the University and faculty member agree otherwise), a faculty member on sabbatical must repay the University the full amount of compensation and benefits provided by the University during the sabbatical year if the faculty member fails to return for at least one year after the sabbatical concludes. A faculty member granted sabbatical will execute an agreement with the University that sets forth the terms and conditions of the sabbatical, including the agreement to return or repay compensation and benefits.

The sabbatical project may represent either new or continuing work. It may be a project that can be brought to completion within the sabbatical period, or it may be a more open-ended project still in its formative stages.

The important point is that the project be fully described in terms of the applicant's field and development as scholar and teacher. Applicants should bear in mind that the proposal shall be reviewed by members of the Post-Tenure and Sabbatical Review Committee, who may or may not have a specialized knowledge of the proposal's area of inquiry.

General Conditions Governing Use of Sabbaticals

Applications for sabbaticals generally fall into four non-exclusive categories: professional research for publication directly related to accreditation requirements, professional research/creative endeavors related to one's discipline, professional development directly related to University teaching responsibilities, and personal renewal for continued professional contribution to the University. Faculty must remember that the Post-Tenure and Sabbatical Review Committee will establish priorities between these categories, but must also be conscious of a fair distribution of resources across the entire University over time. One or more school's accreditation requirements may take priority in a given year, but may not lay claim to sabbaticals to the

detriment of the full University community. The need for quality research in advancing the University mission may take priority in a given year, but may not lay claim to sabbaticals to the detriment of a healthy University curriculum and faculty. Sabbaticals are a privilege provided for the advancement of the wider University community and not simply for the individual faculty agendas.

Full-time teaching at another institution or full-time employment of a non-research nature is not normally permitted during a sabbatical. Exceptions to this policy must be approved, in writing, by the Provost.

A sabbatical leave is intended to relieve a faculty member or department/program chair from all routine service to the University, including, but not limited to, all committee work. Any exception to this policy must be agreed to in writing both by the Provost for University-level committees or appropriate Dean or University Librarian for college-level committees and the individual granted a sabbatical.

The sabbatical period can be counted toward the years of service in rank expected before promotion to the next rank.

Within one academic semester of returning to the University from sabbaticals, individuals must submit a report of sabbatical activity. The Post-Tenure and Sabbatical Review Committee will establish expectations for this report, which may be found in [Chapter 19](#) of this Handbook and will be provided for faculty who are granted sabbaticals. The Office of the Provost, in cooperation with the Committee on Post-Tenure and Sabbatical Review, shall establish and maintain an archive of post-sabbatical reports, documenting the creative and scholarly development of the University's faculty.

Institutional Review Board Prior Approval

Written approval from the Institutional Review Board (IRB) for any research involving living people must be submitted with the sabbatical application. Approval of the IRB must be received prior to the submission of a sabbatical request. If IRB approval is not required, this must be clearly stated in the request and is subject to review by the IRB. For details about Institutional Review Board protocols, see their website. Failure to comply with this paragraph will remove any request from consideration during that cycle.

Application Submission Deadline

Applications must be fully completed no later than November 15th of

the academic year prior to the academic year for which the sabbatical is requested. Requests must be submitted to the Committee on Post-Tenure and Sabbatical Review by November 15th. All materials should be submitted to the Committee through the Office of the Provost.

Endorsements, when applicable, must be received from the Department Chair, Dean, Director, or University Librarian of the unit; therefore, additional deadlines may be established by those entities.

Application Requirements

The Post-Tenure and Sabbatical Review Committee, in consultation with the Provost, will establish application requirements in their procedures documents. For a description of application requirements, see [Chapter 17](#) & [19](#) of this Handbook and any annual message distributed by the Post-Tenure and Sabbatical Review Committee. An application not prepared according to the established guidelines or not received by the deadline may not be considered by the Committee on Post Tenure and Sabbatical Review during that cycle.

Application Review Process

The Committee on Post-Tenure and Sabbatical Review shall review all fully completed and on deadline applications from eligible candidates. The Committee shall rank order the submissions, taking into consideration the quality of the request, the category of the request, and the historical distribution of sabbaticals and submit these recommendations in writing to the Provost and President. All faculty members who requested a sabbatical shall be informed of their position on the list submitted to the Provost and President and may request, in writing, an explanation for that position from the Committee. The Committee must provide a written explanation within 30 days.

The Provost shall review applications and materials and make a recommendation to the President about whether or not to grant the sabbatical leave based on the merits of each case within the larger contexts of institutional resources and priorities. The expectation is that sabbaticals shall be awarded in the order of the list submitted by the faculty committee. Any deviation from the list must be explained in writing and provided to the Committee on Post-Tenure and Sabbatical Review before decisions are announced. Since sabbaticals are a privilege granted by the university, not a right of employment, the President may cap the number of sabbaticals granted in any one year if the needs of the university require it.

Section B: Research Leaves

The University supports efforts by faculty members to obtain Fellowships and Prestigious Grants, as these enhance the reputation of the University. Faculty members applying for any external awards that may require a leave of absence from the University during the award period should inform the appropriate Dean, Director, or University Librarian and the Provost during the application period. Before submitting the application, faculty members should discuss with Human Resources how a leave will affect faculty compensation. In situations where the compensation or benefits provided by a Fellowship or Prestigious Grant is less than the faculty member is currently receiving from the University, the University may, in its discretion and in consideration of its overall needs and available resources, provide supplemental compensation or benefits up to the amount of compensation or benefits the faculty member had earned in the year prior to taking the Fellowship or Grant.

Leaves of absence for research unrelated to an external award (see [Chapter 19](#)) may be granted to full time faculty members by the President upon the recommendation of the Committee on Faculty Appointments if endorsed by both the Provost and appropriate Dean or University Librarian. Unless the University and the faculty member or faculty librarian otherwise agree in writing, such leaves of absence shall be without pay but will include benefits provided the faculty member pays their co-pay contribution. Faculty members considering this option should fully review the sabbatical option discussed in [section A of this Chapter](#). The Post-Tenure and Sabbatical Review Committee may take a leave award in this section into consideration when prioritizing sabbatical requests. Research leaves awarded under this section typically count on the tenure clock, unless the faculty member petitions for the leave not to be counted and such petition is approved by the Provost.

Section C: Medical Leaves

Leaves of absence granted under Chapter 19 totaling one year or less will be counted toward the years of service in rank expected before promotion or tenure, unless the faculty member petitions for the leave not to be counted and such petition is approved by the Provost.

Section D: Other Leaves

Requests for leaves not covered in [Chapter 7, Section B](#), or in this chapter should be coordinated through Human Resources.

Chapter 15 Additional Faculty Responsibilities

Section A: Orientation of Faculty

All new faculty members are expected to participate fully in a variety of orientation sessions in their first year of employment. Each August, new full time faculty will participate in a general orientation, as well as monthly orientation sessions throughout the year. All new faculty are also expected to attend and participate in the orientation sessions offered by the Dean, Director, or University Librarian.

Section B: Annual Faculty Workshops

During the week prior to the beginning of the fall term the University sponsors an all-day faculty workshop that full-time faculty members are expected to attend and part-time faculty members are invited to attend. Throughout the year, other workshops are offered on a variety of faculty development topics. These shall be announced university-wide, and faculty are welcome to take advantage of those opportunities that suit their developmental plans.

Section C: University Commencement

Undergraduate and graduate commencement ceremonies are held annually on a Sunday morning following the completion of final examinations in early May. Full-time faculty members are expected to attend the ceremony or ceremonies that correspond to their classroom engagement for the completed academic year and are encouraged to attend both ceremonies. Part-time faculty members are also encouraged to attend the ceremony or ceremonies corresponding to their classroom engagement.

Chapter 16 Separation of Faculty and Disciplinary Procedures

Separation of faculty members from Dominican University may occur through expiration or non-renewal of appointment, resignation, retirement, or termination by the University.

Section A: Expiration of appointment

Faculty may be hired with term appointments of one semester, one year, or two years, and separation from the University may occur at the expiration of the appointment. See [Chapter 3 Section C](#). Expiration of appointment is not considered to be a termination or dismissal from employment, and faculty do not have an expectation of continued service at the expiration of an appointment.

Section B: Resignation

A faculty member may resign by giving written notice to the President. Notice shall be given by September 1st of the faculty member's final year at the University or as early as possible after the faculty member has decided to resign.

Section C: Termination and Dismissal

Termination of any faculty member may occur as described below.

Termination for Non-Personal Reasons

1. Termination on the Basis of Financial Exigency

Termination of a faculty appointment by the University may occur in the case of financial exigency or as the result of the closure or reduction of an academic program. A financial exigency is a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means. In such instances, the Board of Trustees shall consult with appropriate University administrators and the Faculty Senate before making a determination. Termination of tenured faculty for this

reason shall occur only after other alternatives have been attempted and have been found ineffective or insufficient in addressing the financial exigency.

2. Inability to Perform the Essential Functions of a Faculty Position

A faculty member may be dismissed if the Provost, or the Dean or University Librarian of the relevant academic unit reasonably concludes that the faculty member cannot fulfill the essential functions of his or her position due to illness or disability with or without reasonable accommodations.

Dismissal for Cause

Faculty may be dismissed any time for adequate cause, whether they be tenured faculty members or non-tenured faculty members whose term appointment has not expired. The following grounds illustrate, but do not exhaust, conditions constituting adequate cause:

- Conviction of any crime which is a felony under the laws of the State of Illinois or federal laws of the United States, unless the convicted person demonstrates to the University's reasonable satisfaction that that person has been sufficiently rehabilitated to warrant the trust of the University.
- Conduct that the University reasonably considers dishonorable, unethical or unprofessional or conduct that is either intended or likely to deceive, defraud or harm the University.
- Use of means to secure or maintain employment at the University that the University reasonably concludes is fraudulent, deceptive or unlawful.
- Gross neglect, in the University's reasonable estimation, of University duties and functions.
- Deliberate and serious violation of the rights or freedoms of fellow faculty members, University staff, administrators or students.
- Habitual intemperance in the use of alcohol, narcotics or stimulants to such an extent as to incapacitate performance of teaching or professional duties. The faculty members so incapacitated shall have the right to obtain, at their expense, rehabilitative treatment for the abuse of such substances. Their continued employment shall be based upon their cooperation with and their response to such treatment.

The determination of adequate cause and the recommendation to

dismiss rests with the Dean in the case of faculty except for faculty librarians in which case it rests with the University Librarian. Any such recommendation will be made in writing to the Provost. The Provost must give final approval for dismissal of any faculty member and will explain in writing the reasons for the decision. The Provost's decision will be made only after consultation with the appropriate Department Chair, Director, Dean or University Librarian and the Committee on Faculty Appointments. The decision may be appealed to the Faculty Grievance Committee for review and recommendation, as provided for in [Chapter 18](#). Dismissal for cause will not be used to restrain faculty members in their exercise of academic freedom or other legal rights.

Section D: Retirement

There is no mandatory retirement age. Faculty may retire any time after age 59½ and receive TIAA benefits. Further details can be obtained from Human Resources or from an individual's TIAA representative.

Tenured faculty members may also choose phased retirement by accepting pro-rata status. This status requires surrender of that person's tenure appointment in exchange for a pro-rata fixed-year non-renewable contract generally not to exceed three years and the terms of which will be the subject of a written agreement between the faculty member and the University. The contract will provide for benefits, a part-time teaching load and a pro-rata reduction in salary. After consultation with the relevant Department Chair and Dean, Director, or University Librarian, the length of the individual contract and the terms of teaching and other responsibilities will be negotiated at the time of the new appointment. Faculty members teaching under a phased retirement contract may be eligible to withdraw funds from their TIAA Retirement Program accounts, to the extent permitted by the TIAA Retirement Program.

Purpose

This is a voluntary program intended to transition tenured faculty members from full-time teaching or its equivalent in the case of faculty librarians, scholarship and service responsibilities into retirement. The agreement requires that the faculty member retire at a specified date in the future while reducing their workload during a phased period from one to three academic years. Specific details of the plan will be arranged between the individual faculty member and the Dean or University Librarian of the appropriate unit on a case-by-case basis. Final approval from the Provost is required for all phased

retirement arrangements.

This plan also allows for appropriate replacements to be recruited and hired in a timely manner. The program may be reviewed annually to ensure that University needs are still being met. The program can be discontinued. Any agreements already in place will be honored.

Eligibility

Ten or more years of continuous full-time service as a tenured faculty member at the University and age 55 or older are required for eligibility. A year of service is defined as two semesters of full-time employment, including sabbatical leaves and maternity leaves, but excluding all other leaves of absence.

Provisions

The pro-rata faculty member surrenders tenure but maintains current academic rank and voting rights while in phased-retirement. Pro-rata faculty members are not subject to review by the Committee on Faculty Appointments. At the end of the phased-retirement program, the pro-rata faculty member will retire but may continue to teach part time as needed by the University as defined below.

Phased retirement period will be at least one academic year but no more than three academic years, as agreed upon by the Dean or University Librarian of the appropriate unit and the Provost and the faculty member. The pro-rata faculty member's base salary from the academic year before the start of the phased retirement will be used to determine the compensation level for the phased retirement. For up to three academic years, faculty members may elect a reduced teaching load. Faculty members on this track will be offered teaching assignments of at least 15 credits in the first year, 9 in the second, and 6 in the third. Faculty members may elect accelerated reductions in load at their own discretion. Compensation will be calculated as a percentage of that faculty member's normal teaching load. For example, a faculty member teaching 15 credit hours who had been on a 21-credit-hour teaching load would receive compensation of 71.4% of base salary. A faculty member teaching 9 credit hours who had been on a 24-credit-hour teaching load would receive compensation of 37.5% of base salary.

The term of the phased retirement may be revised if approved by the Dean or University Librarian and the Provost.

Pro-rata faculty members participating in phased retirement will be ineligible for projects or activities that result in salary stipends. Pro-rata faculty members will be eligible for benefits as well as programs for faculty development on the same terms and conditions as they apply to regular full-time faculty. Benefits based on salary will be based on reduced salary (TIAA and life insurance). Pro-rata faculty members may have the option of drawing down their TIAA Retirement Program account as well as receiving the part-time salary to the extent permitted by the TIAA Retirement Program.

Provision for Part-Time Appointment after Retirement

After retirement, an appointment may be offered on a part-time basis at the discretion of the University. During the year preceding retirement, the Department Chair or Dean, Director, or University Librarian of the appropriate unit typically consults with department members regarding the needs of the University. If the Department Chair is the person under consideration, the Provost will assume responsibility for consulting with department members. In light of University needs, the Department Chair or Director (or Provost) will make a recommendation to the President; the Provost or the Dean or University Librarian will also make a separate recommendation to the President. The President then decides whether an appointment shall be offered.

A retired professor who is retained as a faculty member on a part-time basis will retain a vote in the University Collegium, may have a limited number of advisees, and be eligible for committee work.

Section E: University Disciplinary Procedures for Faculty Misconduct

Subsection i: Disciplinary Procedures Applicability

The University Disciplinary Procedures outlined in this section apply to all faculty members.

The procedures in this section do not apply to cases involving allegations or findings that a faculty member has violated the University Gender-Based and Sexual Misconduct Policy or the policy against Bias-Motivated Offensive Conduct, Discrimination, and Hate Crimes. In these cases, One Process: Dominican University Policy and Procedures for Ensuring a Just and Humane Campus applies instead of the procedures outlined in this

section. If a case involves multiple findings, including at least one finding that the faculty member violated one or more of the policies listed above, then One Process will apply instead of the procedures in this section.

Determinations of a faculty member's fitness for duty (in particular, determinations of whether to mandate a fitness evaluation, the results of an evaluation, and any intervention plan adopted in response to an evaluation) are governed by the "Temporary Suspension" section below.

Grounds for Disciplinary Action

After following the procedures outlined below, the University may subject a faculty member to disciplinary action if the faculty member has demonstrated conduct inconsistent with expectations of a member of the University community or the general community at large.

Adequate cause for disciplinary action under this section may be based on:

1. incompetent performance or neglect of professional duty, including:
 - a. missing or canceling scheduled classes without good reason and/or without providing reasonable notification to students and appropriate administrative leaders; or
 - b. research misconduct;
2. personal misconduct, including:
 - a. physical violence or threats of physical violence against members of the University community; or
 - b. theft or willful damage to the property of others, including University property; or
 - c. misuse of University property, including computers and similar devices; or
 - d. disrespectful behavior toward members of the University community
 - e. that is repeated and/or severe, including name-calling, shouting and obscene gestures; or
 - f. any other behavior that could give rise to Dismissal for Cause under Chapter 16 of this handbook.

The severity of discipline will be commensurate with the severity of the cause. The provost must give final approval for any sanctions imposed. Adequate cause for disciplinary action may arise out of or relate to any activity relating to a faculty member's professional life, including teaching, departmental activities, service, creative activities, or research. However, disciplinary action will not be used to restrain faculty members in their exercise of academic freedom.

University officials are encouraged to consider non-punitive measures, when appropriate.

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in Chapter 4 of this Handbook and the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and Universities and the American Association of University Professors. Similarly, all members of the faculty, whether tenured or not, are entitled to protection against discrimination based on race, color, gender, religion, national or ethnic origin, disability, age, marital status, sexual orientation or gender identity.

Range of Sanctions

Based on guidance from the American Association of University Professors, the following sanctions, ranging from least to most severe, may be imposed in cases of faculty misconduct:

- (1) oral reprimand;
- (2) written reprimand;
- (3) a recorded reprimand;
- (4) restitution (for instance, payment for damage due to individuals or to the institution);
- (5) loss of prospective benefits for a stated period (for instance, suspension of "regular" or "merit" increase in salary or suspension of promotion eligibility);
- (6) a fine;
- (7) reduction in salary for a stated period;
- (8) and suspension from service for a stated period, without other prejudice.

More serious misconduct may also lead to Dismissal for Cause, following the procedures laid out in Chapter 16 of this Handbook.

Adviser

The faculty member will be permitted to be joined by their choice of adviser at any meeting held during the initiation, attempted settlement, fact finding, sanctioning, or appeal of an allegation of misconduct or other grounds for

discipline under this section. The advisor may provide guidance and support to the faculty member, but cannot speak on the faculty member's behalf.

Confidentiality

Any individuals accused of misconduct will be informed of the allegations and given an opportunity to respond to them. Otherwise, except as is reasonably necessary to resolve a case, the parties, fact-finding committee members, members of appeals panels, advisers, support people, and any other individuals with knowledge of a disciplinary proceeding are expected to preserve the confidentiality of the case.

Initiation of Disciplinary Proceedings

When a complaint from any source is made against a faculty member, the Provost, the faculty member's Dean or the University Librarian, or the Provost's designee may conduct an initial inquiry to determine whether additional fact finding is warranted. Such inquiry will be completed as expeditiously as possible.

Regardless of whether an initial inquiry is undertaken, the Dean or University Librarian will notify the faculty member in writing of any allegations brought, the factual evidence supporting the allegations or other grounds for discipline, and any applicable policies or other standards of professional conduct.

The Dean or University Librarian will give the faculty member an opportunity to respond to the allegations or other grounds for discipline. The Dean or University Librarian and the faculty member may seek to resolve the matter by mutual resolution, either at the initiation of, or at any other time during, the proceedings. If the issue is resolved, the process terminates.

If efforts at informal resolution are not successful, the Dean or University Librarian will provide the faculty member with a written summary of the findings, if applicable, and notice of recommended sanctions, if any, with a copy to the Provost. The provost must give final approval for any sanctions imposed. Any sanctions imposed may be appealed using the grievance procedures outlined in Chapter 18 of this Handbook.

Subsection ii: Temporary Suspension

Faculty Conduct Panel

The Faculty Conduct Panel addresses issues of significant impairment, disruptive behavior, or inability to perform essential functions of a faculty member's professional role. If concerns arise about a faculty member

posing an immediate threat of harm to his or her own safety, to the safety of others, and/or to the University, a temporary suspension may be imposed as outlined in this section.

The Faculty Conduct Panel shall consist of the Chair of the Incident Management Assessment Team (IMAT); the Director of Campus Safety and Risk Management; a representative of the Wellness Center and 5 faculty members, two appointed by the Provost and three appointed by the Faculty Senate.

Temporary Suspension

If, in the judgment of the Provost and the faculty member's Dean or University Librarian, after consulting with the Faculty Conduct Panel, a faculty member who poses an immediate threat of harm to his or her own safety, to the safety of others, and/or to the University, may be temporarily suspended from service pending ultimate determination of the faculty member's case. Within three business days of the Provost's decision, the Faculty Conduct Panel will meet to review the Provost's decision and either uphold or overturn the suspension.

Situations calling for temporary suspension are exceptional, and the scope and duration of any temporary suspension must be narrowly tailored to the nature of the potential harm posed so that the faculty member's rights and privileges are not summarily abrogated more broadly than reasonably necessary. The faculty member's Dean or the University Librarian will consult with the Provost and the Faculty Conduct Panel concerning the length and other conditions of any temporary suspension. Salary and faculty privileges unrelated to the alleged behavior will continue through the period of the temporary suspension. If related to the alleged behavior, sanctions listed in the "Range of Sanctions" section above may apply.

Subsection iii: Applicability to Administrators

Administrators with Faculty Status

The foregoing regulations apply to administrators who hold academic rank, but only in their capacity as faculty members. Administrators who allege that a consideration that violates academic freedom or governing policies against improper discrimination, significantly contributed to a decision to terminate their appointment to an administrative post or not to reappoint them are entitled to the procedures set forth in Chapter 18 of this Handbook.

**Part III: Procedures and Resources to
Aid and Clarify Fulfillment of Part II
Responsibilities**

Chapter 17

Procedures for Renewal, Tenure, Promotion, and Post-Tenure Review

The review process for decisions on renewal, tenure, and promotion is established by the Faculty Senate's Committee on Faculty Appointments, in consultation with the Provost. Any revisions to the process shall be submitted by the Committee to the Senate for ratification at the start of each academic year. Upon ratification, the process will be included in this Chapter.

Policies and Procedures of the Committee on Faculty Appointments

Policies

1. The committee makes recommendations to the Provost on the retention, tenure and promotion of individual members of the faculty.
2. The committee makes recommendations through the Provost to the University President to the Board of Trustees on the granting of tenure to individual members of the faculty.
3. The committee consults with the Provost and/or the University President as needed during review of certain renewal, promotion or tenure cases.
4. The committee may make recommendations to the Provost and University President concerning approval of non-medical leaves of absence.
5. The committee brings recommendations for policies and procedures relating to faculty retention, promotion and tenure to the Provost and University President for consideration and to the Faculty Senate for consideration and ratification of bylaw changes as needed.

Procedures

1. As stated in Chapter 10, Section E, an electronic Faculty Portfolio will be maintained by the Office of the Provost for each full-time faculty

member. The Committee will be given access as stated in Chapter 10, Section E.

2. Meetings are closed and confidential and scheduled according to the calendar determined by the Provost. Most occur during the second term. The Committee meets at least monthly during this time and at least twice during the first term unless additional meetings are required by new business forwarded for approval from the Senate, Provost, or Committees as specified in the *Faculty Handbook*.

The first meeting of the academic year will explain the charge of the Committee to new members and review the policies and procedures of the Committee as determined by the *Faculty Handbook* and possibly modified by the previous committee.

The final meeting of the academic year will be devoted to a review of the previous meetings and proposals for revisions of policies and procedures which can be forwarded to the Senate.

3. After review and discussion in session, the Committee votes regarding recommendations, the report of which is sent on to the Provost and remains confidential. By request, the vote can be conducted by secret ballot.
4. Minutes. Unless assigned to a member of the Committee, minutes are recorded by the Chair. Minutes are distributed to the members of the committee following the meeting, corrected if necessary, and the recommendations forwarded to the Provost. Usual procedures for disposal of minutes do not apply to this Committee. Records of discussion regarding retention, promotion, tenure, leaves of absence and other confidential matters are retained by the Committee, with the Committee chair keeping minutes on file. However, minutes from meetings concerned with discussion of policies and procedures are filed with and reported to the Faculty Senate as are notices of meetings held.

Once the Committee on Faculty Appointments completes its review of the material submitted by the faculty member in support of his/her application, it makes its recommendations, along with a rationale for the recommendations, in accordance with [Chapter 10, Section H](#).

This table provides the areas used to review a faculty member for retention, promotion, tenure, and post-tenure review. It also notes those who are responsible for ensuring each area is complete and up-to-da

Input	Contents
<p>Administrative Inputs</p>	<ul style="list-style-type: none"> • Summary Faculty Profile of the cumulative list of the number of courses taught each semester, enrollment figures in each course, etc. or description of librarian’s main contributions, the initial letter of appointment • Letters from the Provost and the Dean or University Librarian • Letters from the Director of the Core Curriculum, Department Chairs and/or Discipline Coordinators, in the case of the undergraduate faculty • Letters from colleagues and from other administrative officers Previous years' letters from the President to the faculty member, regarding renewal, tenure-track status, promotion, tenure and post- tenure review • Performance evaluations by Dean, Director, or University Librarian, Director of the Core Curriculum, Department Chairs and/or Discipline Coordinators. Student evaluations of teaching effectiveness
<p>Faculty Member Inputs (emailed to provost@dom.edu)</p>	<ul style="list-style-type: none"> • <i>Curriculum vitae</i> • Personal statement (no longer than five pages) incorporating self- evaluation of the faculty member’s performance, according to the relevant criteria for decisions regarding renewal, tenure, sabbaticals, leaves, promotions or post-tenure review. In the personal statement the faculty member should take care to ensure that members of relevant committees understand how the faculty member believes activities and achievements fulfill particular criteria for renewal, promotion, tenure, etc. • Any responses the faculty member wishes to make to the letters of recommendation and/or to the performance evaluations • Letters from colleagues at other institutions or other outside references who may address questions relevant to the faculty member’s performance; such letters might include, for example, evaluations of the faculty member’s research or creative works or

	<p>other contributions to the work of the discipline</p>
<p>Additions to the Portfolio (emailed to provost@dom.edu)</p>	<ul style="list-style-type: none"> • A faculty member may choose to contribute supplemental material as evidence of the various criteria – teaching/librarianship effectiveness, scholarship, professional development, and/or service. Such materials will be added temporarily to the faculty Portfolio by the Office of the Provost for a particular review by the Faculty Appointments or Post Tenure Review Committee. That is, materials submitted for a second year review <u>will not</u> automatically be placed in a fourth year review file; materials submitted for a fourth year review <u>will not</u> automatically be placed in a sixth year (tenure) review file, etc. • The faculty member must (re)submit any supporting documents they will to be included in any subsequent reviews (fourth year, sixth year, promotion, post-tenure) by the Faculty Appointments or Post Tenure Review Committee.
<p>Updates</p>	<ul style="list-style-type: none"> • Faculty portfolios will be updated regularly by the Office of the Provost as necessary for decisions regarding renewal, tenure-track status, leaves, sabbaticals, promotion, tenure and/or post tenure review.
<p>Communication from Office of the Provost to Faculty Member</p>	<ul style="list-style-type: none"> • A faculty member will be notified by the Office of the Provost when any material is updated in their file. This included addition of letters by colleagues, chair/director, dean as well as material submitted directly by the faculty member. • After all submissions have been added, faculty members will be notified by the Office of the Provost that their portfolio is complete. The faculty member will then review the portfolio and confirm it contains all intended material.
<p>Personal Meeting</p>	<ul style="list-style-type: none"> • After the Portfolio is complete, but before the Committee on Faculty Appointments meets to decide its recommendation on questions of renewal, promotion or tenure, the faculty member may request the opportunity to address the Committee on Faculty Appointments with respect to items in the Portfolio.

Chapter 18

Procedures for Faculty Grievances

The Faculty Senate shall appoint Faculty Grievance Co-Chairs at its first meeting of each academic year. The Co-Chairs will be tenured Senators, normally the two at-large members of the Senate Executive Council, one of whom has taught at least 50% of their courses at the graduate level in the previous two years and one who has taught at least 50% of their courses at the undergraduate level in the previous two years. A faculty member may file a grievance, in writing to one of the Co-Chairs, if the faculty member believes their academic freedom has been violated or their rights under this Handbook or other applicable procedure have been violated. Pursuant to the procedures that follow, the Grievance Committee will hear the matter and submit a recommended resolution to the Provost or President, as the case may be. These grievance procedures do not apply to alleged violations of the University's policy that prohibits discrimination and harassment, which will be resolved using the procedures applicable to such alleged violations. Complaints or proposals dealing with practices and policies, rather than dealing with established rights, should be submitted directly to the Faculty Senate or the Provost and the submission of or intent to submit a grievance must remain confidential. The Provost, when appropriate and relevant, may engage in outreach pertinent to the grievance, such as consultation with Human Resources. In such cases, the Provost will first inform the grievant of any consultation.

The right to file a sincerely-held grievance is clearly articulated in this handbook. As such, any action by a faculty member or administrator which retaliates against a faculty member for filing a grievance is, in turn, a violation of the rights articulated in this handbook.

Section A: Procedures for Alleged Violations of Academic Freedom

The Faculty Senate Committee on Faculty Grievances shall be constituted as needed according to Article IV, Section 1 of the Collegium Bylaws. The Senate President shall call for the formation of a Faculty Grievance Committee to review and/or hear cases when a faculty member feels that he or she has been unjustly treated in matters of academic freedom or their rights under this Handbook or other applicable procedure have been violated. The Committee's specific rules of procedure are set forth in Section B of this

chapter.

The faculty member(s) who feels there has been unjust treatment should first meet with the Faculty Senate President or designated at-large member of the Executive Council to review the nature of the complaint and the grievance procedures. The Senate President or designee from the Executive Council may attempt to mediate the grievance by bringing the grievant(s) and respondent(s) together for a discussion, or meet with each separately and attempt to facilitate an agreement regarding a resolution.

Failing such a mediated resolution, and upon the filing of a written grievance with the faculty Senate President, the Senate President shall then form a Faculty Grievance Committee according to Article IV, Section 1 of the Collegium Bylaws. The Committee shall consist of the co-chairs, who shall be the at-large members of the Senate Executive Council, and three members of the University Collegium. At least one Collegium member must be from the aggrieved faculty member's college or unit. The committee review process would then proceed as stated in Section B of this chapter.

Section B: Procedures for the formation and conduct of a Faculty Grievance Committee

1. Once a Grievance is filed, the Co-Chairs, within five school days, shall establish a Grievance Committee which shall consist of the two Co-Chairs, a member of the University Collegium selected by the party filing the grievance, a member of the University Collegium selected by the party against whom the grievance is filed and a member of the University Collegium selected by the Co-Chairs. All determinations made by this committee will be by majority vote of all its members. If one or both of the co- chairs have a direct interest or prior involvement in the grievance he/she/they should recuse himself/herself/themselves. If there is no self-recusal and either party in the grievance believe that there is a conflict of interest, either party can request recusal. The Faculty Senate President will decide on the recusal and choose replacement co- chair(s) if necessary.
2. Within five (5) school days of its formation, the Committee shall notify the party against whom the grievance was filed, of the grievance and the supporting documentation submitted with it. The Committee shall request a written response to points raised by the grievance along with any supporting evidence to be submitted to the Committee within ten (10) school days.
3. Upon receipt of all the relevant documentation (including witness statements), or at the end of the period set for receipt of documentation,

whichever comes first, the Committee shall meet to assess whether a hearing of the parties involved is necessary. If not, the Committee will proceed according to Item 12 below. If it is necessary, the Committee shall conduct a hearing within ten (10) school days during the regular academic year and twenty-one (21) school days during the summer after making its determination to proceed. Both parties in the grievance shall have a right to appear at this hearing.

4. In the event that there is more than one person in the party filing the grievance, and/or in the party against whom the grievance is filed, the party(ies) shall appoint a spokesperson who may not be an attorney. The spokesperson(s) shall make the opening statement(s) and the rebuttals before the Committee.

5. After the hearing is called to order, both parties will make their opening statements detailing the grievance and a response to the grievance. Each opening statement shall also include presentation of relevant documentation, including written witness statements, and not exceed 15 minutes.

6. After both opening statements, each party shall have 10 minutes for a rebuttal.

7. At the conclusion of these statements, the members of the committee may question either party to clarify any statements made, or to seek additional information that may be helpful in reaching a determination. The committee may also seek a voluntary resolution of the issue with the parties involved. If a resolution is reached, it is recorded and no further action by the committee will be needed.

8. At the conclusion of the hearing, the Committee will go into a closed session to discuss its determination. The Committee may determine in favor of the party filing the grievance, may determine in favor the party against whom the grievance is filed or may decide that additional information is needed (such as oral witness testimony) to reach a determination.

9. If the Committee determines more information is needed, it will schedule a meeting within 10 school days to hear the additional information. Such information-gathering may include parties other than those involved in the grievance.

10. The Grievance Committee will submit a full report of the grievance, its findings, documentation, and recommendation to the Secretary of the Faculty Senate and to the President's Office. Upon submission of this report, the Committee for that grievance will

be disbanded. The party to whom the recommendation is made (Provost, University President, or President of the Board of Trustees) must provide a written ultimate decision, with rationale, to the co-chairs within twenty-one (21) calendar days.

11. The Committee may declare breaks in its hearing at its own request or the request of any of the members of either party.
12. The Committee reserves the right to tape record the proceedings in order to help it in its deliberations. Any such tape recordings shall be held by the Co-Chairs. The tape recordings shall be transcribed and subsequently destroyed, to the extent permitted by law. The transcriptions shall remain with the other documents submitted to the Committee.
13. All presentation times, timelines and deadlines may be extended if the circumstances warrant or as deemed necessary for the fair and equitable resolution of a grievance or to comply with other applicable University policies or procedures.
14. Neither the party filing the grievance nor the party against whom the grievance is filed may have an attorney representing them at the hearing.
15. If the Committee believes that either party has substantiated his or her grievance, the Committee will make a recommendation for resolution to the Provost, within ten school days, who will review it and reach a decision for action to be taken. The Committee will provide a copy of its recommendations to the Provost to the parties involved in the grievance at the same time it submits its recommendations to the Provost.
16. If the Provost or the Provost's Office is the party against whom the grievance is filed, then the Committee shall submit its recommendations to the University President for decision. If the University President, or the President's Office, is the party against whom the grievance is filed, then the Committee shall submit its recommendation to the President of the Board of Trustees for decision by the Board of Trustees or a committee or ad-hoc committee of the Board of Trustees.

Chapter 19 Procedures for Sabbaticals and Medical Leaves

Section A: Post-Tenure and Sabbatical Committee Policies and Procedures

Sabbatical request procedures are established by the Faculty Senate's Post-Tenure Review and Sabbatical Committee. Any revisions to the process shall be submitted by the Committee to the Senate for ratification at the start of each academic year. Upon ratification, the process will be included in this Chapter.

The Committee:

- 1) designs and implements procedures for the periodic review of the performance of tenured faculty and tenured faculty librarians, which will be submitted to the Faculty Senate for ratification and submitted to the Senate Secretary for publication in the Faculty Handbook;
- 2) conducts the post-tenure review process, submitting a report of the review of each faculty member to the appropriate Dean or the University Librarian, Provost, and the University President;
- 3) makes recommendations concerning sabbatical leaves to the Provost and University President, based on criteria, policies and procedures it designs and implements.

Procedures:

- 1) September: Review and update DU Connect information for coming year, making sure that appropriate channels are set up to receive information for Post-tenure review and Sabbaticals.
- 2) October: In consultation with the Provost, notify faculty of their obligation to participate in Post-Tenure Review by October 15.
- 3) November/December- Evaluate and rank Sabbatical applications. Send recommendations in writing to Provost and President.
- 4) February/March- Review Post-tenure files. Share recommendations in writing with candidate, Deans, and Provost.

- 5) During academic year- Chair/Committee responds to inquiries regarding either Sabbatical or Post-tenure process.

Section B: Faculty Medical, Parental and FMLA Policies

FACULTY PAID MEDICAL LEAVE/SHORT TERM DISABILITY (STD) POLICY

Full-time faculty as defined in Chapter 3, Section A of the Faculty Handbook, may request a leave for medical reasons. Faculty who hold a rank of “visiting” are not eligible for this benefit. Should a visiting faculty member be converted to a full-time appointment, time spent in the visiting role will count towards length of service the purpose of calculating salary continuation.

A request for a medical leave of absence must be submitted to the Dean or the University Librarian as soon as practicable after the faculty member becomes aware of the need for such leave. The Dean or University Librarian is responsible for notifying the Provost of any extended medical leave of absences. Such requests for a leave of absence for illness or disability must be supported by medical documentation in accordance with the Americans with Disabilities Act (ADA), the Family and Medical Leave Act (FMLA) and all other applicable federal, state and local laws. The faculty member must coordinate the medical leave with Human Resources.

Faculty members on authorized medical leave will be eligible for their salary according to the following schedule. Any leave will run concurrent with available FMLA. It is understood that this leave policy exceeds the length of service and compensation requirements of FMLA.

Semesters of Service Paid Salary Continuation	
1st through 2nd	4 weeks of full salary
3rd through 4th	4 weeks of full salary, 4 weeks at half
5th through 6th	8 weeks of full salary, 4 weeks at half
7th and beyond	16 weeks of full salary or a full semester

Paid salary continuation during medical leave is covered by the university’s Short Term Disability (STD) benefit. After 90 days, or the end of paid salary continuation, whichever is longer, faculty members could qualify for Long Term Disability (LTD). Faculty members are responsible for completing the LTD

application process and submitting it to the third-party administrator no later than 45 days after the start of the leave. Any benefits to the faculty member will be pending claim approval from the third party administrator. If approved, this benefit would begin after STD benefits cease, and may pay up to 60% of the pre-disability salary. To the extent a faculty member is eligible for LTD benefits and also eligible for paid leave under this policy, leave under this policy will be used to supplement the faculty member's LTD benefits to provide 100% of the pre-disability salary during the weeks of overlap.

If a faculty member returns to active work following disability leave, and subsequently requires additional leave within 12 months, the two periods of absence will be considered a single period of disability for the purposes of computing the faculty member's STD benefit unless the second disability is due to an illness or injury determined by the University in its sole discretion to be entirely unrelated to the first disability.

PAID PARENTAL LEAVE

Dominican University recognizes the importance of providing parents with an appropriate amount of time to recover, adjust and care for a new child. Accordingly, the University will provide up to sixteen (16) weeks (or a full semester) of Paid Parental Leave to eligible full-time faculty members. Eligible full-time faculty may take Paid Parental Leave when they are medically unable to work due to pregnancy or childbirth and to care for and bond with a new child following the birth of a child or the placement of a child under the age of eighteen (18) with the faculty member in connection with adoption or foster care.

Paid Parental Leave is only available to eligible full-time faculty who are eligible for Family and Medical Leave Act (FMLA) Leave (See FMLA section for eligibility guidelines). Eligible full-time faculty may only be entitled to one period of Paid Parental Leave within a 12-month period (calculated by looking backward from the first date of leave). "Eligible full-time faculty member" is defined the same as Full-time faculty as defined in Chapter 3, Section A of the Faculty Handbook. Faculty who hold a rank of "visiting" are not eligible for this benefit. Should a visiting faculty member be converted to a full-time appointment, time spent in the visiting role will count towards length of service. Paid Parental Leave will run concurrently with leave available under the Family and Medical Leave Act ("FMLA") and any state family and medical Leave law, as applicable. In other words, Paid Parental Leave and FMLA leave entitlements will be drawn down concurrently, where applicable. It is understood that this leave policy exceeds the amount of leave and compensation requirements of the FMLA.

Paid Parental Leave must be completed within the 12-month period following the date of the child's birth or placement and cannot be taken on an intermittent basis.

Requests for Paid Parental Leave must be submitted to the Dean or the University Librarian as soon as practicable. The Dean or University Librarian is responsible for working with the faculty to coordinate the details of the leave and for notifying the Provost of a pending parental leave. The faculty member must notify Human Resources of the pending parental leave request. Faculty who are medically unable to return to work after Paid Parental Leave may be entitled to additional benefits under the University's Medical Leave Policy and/or Short-Term or Long-Term disability policies. Faculty who elect to continue on leave beyond the allowable paid time under this policy may do so on an unpaid basis if the faculty member has additional leave available under the FMLA or any state or local leave law. During Paid Parental Leave, insurance elections will continue. The faculty member will remain responsible for paying his/her portion of insurance premium(s) in order to keep insurance coverage active.

Faculty members who are pregnant and/or give birth but are not eligible for Paid Parental Leave may be eligible for paid medical leave/STD as outlined in the University's Medical Leave/Short Term Disability policies to the extent leave is required for medical or common conditions related to pregnancy or childbirth. Faculty members who believe they require additional time off or other accommodations related to pregnancy or childbirth should contact their Dean or University Librarian. Such requests will be considered pursuant to the University's accommodation procedures. Any additional time off provided will be unpaid unless another University policy applies.

Faculty members who are not eligible for Paid Parental Leave but desire time off to care for and bond with a new child following the birth of a child or the placement of a child under the age of eighteen (18) with the faculty member in connection with adoption or foster care should contact their Dean or University Librarian. Requests for bonding time off will be considered on a case-by-case basis, and any time off provided will be unpaid unless another University policy applies.

FAMILY AND MEDICAL LEAVE ACT (FMLA) LEAVE

The Family & Medical Leave Act (FMLA) allows eligible faculty members to take job-protected leave for up to a total of 12 work weeks within a rolling 12-month period because of:

1. The birth of a child and to care for the newborn child, because of the placement of a child with the faculty member for adoption or foster care ("Bonding/Parental Leave"),
2. The faculty member is needed to care for a family member (child, spouse or parent) with a serious health condition,
3. The faculty member's own serious health condition makes the faculty member unable to perform the functions of his or her job (including workplace injuries/illness) or
4. Any qualifying exigency (as defined by the FMLA) arising out of the fact that

the faculty member's spouse, son, daughter or parent is a military member on covered active duty or has been notified of an impending call or order to covered active duty status.

In addition, eligible faculty members who are the parent, child, spouse, or next of kin of a covered service member with a serious injury or illness may take job-protected leave for up to a total of 26 workweeks in a single 12- month period (calculated from the first date of the leave) to care for a covered service member. For the purposes of this policy, a covered service member is defined as a member of the Armed Forces (and certain veterans) undergoing medical treatment, recuperation, or therapy, in outpatient status, or on the temporary disability retired list for a serious injury or illness. A serious injury or illness in the case of a member of the Armed Forces means an injury or illness incurred or exacerbated in the line of duty during active service in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating. Bonding/Parental Leave must be completed within the 12 month period beginning on the date of the birth or placement and cannot be taken on an intermittent basis. In accordance with the FMLA regulations, married couples in which both spouses are employed by the University may be limited to a combined total of 12 or 26 workweeks of FMLA leave per year (depending on the reason for leave) for Bonding/Parental Leave, to care for a parent with a serious health condition or to care for a covered service member with a serious injury or illness.

If a faculty member suffers a work-related injury that qualifies as a serious health condition, and if permitted by state and federal law, then the leave available under the FMLA will run during any work-related absence. In certain cases, FMLA leave may be taken on an intermittent basis rather than all at once or the faculty member may work a part-time or reduced schedule, based on certified medical necessity.

Eligibility for FMLA Leave

To be eligible for FMLA leave, a faculty member must (1) have been employed by the University for at least 12 months (not necessarily consecutive months); (2) have worked at least 1,250 hours during the previous 12 month period; and (3) work at a location that employs at least 50 employees and/or at a location where 50 or more employees are employed within a 75-mile radius.

Pay and Benefits During Leave

FMLA leave is unpaid. However, to the extent a faculty member is eligible for Paid Medical Leave, Paid Parental Leave or any other paid leave available under the University's policies, such paid leave will run concurrently with FMLA leave. When all paid leave has been used, the remainder of the FMLA leave will be unpaid.

During FMLA leave, a faculty member's insurance elections will continue at the current level during FMLA leave. The faculty member will remain responsible for

paying their portion of the premium(s) in order to keep insurance coverage active.

Notice Requirements

The request for FMLA leave must be submitted to the Dean or the University Librarian as soon as practicable. The Dean or University Librarian is responsible for notifying the Provost of a pending FMLA leave. FMLA paperwork must be submitted to Human Resources for approval. Except in an emergency situation, the faculty member must provide notice of the need for FMLA leave at least thirty (30) days in advance of the requested leave start date. If the leave is not foreseeable, the faculty member must provide notice to the University as soon as practicable. As stated in Chapter 20 Section I of the Faculty Handbook, unplanned absences should be communicated to students as soon as possible and reported to the Department Chair, Dean or Director. Faculty members must make a reasonable effort to schedule medical appointments/treatments so that it is not unduly disruptive to the university's operations.

Certification

If a faculty member takes a leave of absence because of the serious health condition of the faculty member or the faculty member's family member or to care for a covered service member who is a parent, child, spouse or next of kin, the faculty member must submit a written medical certification form from a health care provider evidencing the serious health condition and outlining the leave requirements. Failure to provide such certification upon request may result in denial or delay of leave.

Job Restoration

Upon return from FMLA leave, faculty members will be returned to the same or an equivalent position. Faculty member's rights to guaranteed reinstatement under the FMLA end after they exhaust their 12 weeks FMLA leave. Any approved extension of the leave after 12 weeks will be treated as non-FMLA. Faculty members are responsible for completing the LTD application process and submitting it to the third-party administrator. Tenured faculty members will have job restoration for up to one year from the start of the medical leave. The faculty member's insurance elections will continue at the current level during this time. The faculty member will remain responsible for paying their portion of the premium(s) in order to keep insurance coverage active. As noted in Chapter 16, Section C of the Faculty Handbook, "A faculty member may be dismissed if the Provost, or the Dean or University Librarian of the relevant academic unit reasonable concludes that the faculty member cannot fulfill the essential functions of his/her position due to illness or disability with or without reasonable accommodations."

Non-Discrimination and Anti-Retaliation Policy

The University will not use any protected leave as a negative factor in any employment decision or discharge, discriminate, or otherwise retaliate against

any faculty member because of that faculty member's use of FMLA leave, opposition of any practice made unlawful by the FMLA, or involvement in any proceeding under or relating to FMLA. In addition, the University will not illegally interfere with, restrain, or deny any faculty member's right to exercise his/her FMLA rights. Faculty members who believe the University has interfered with their rights or otherwise discriminated against them in violation of the FMLA should report the issue to his/her dean or to human resources and/or to the Faculty Grievance Committee. Faculty members may also raise concerns with the U.S. Department of Labor and/or through a private cause of action. In addition, the FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law that provides greater family or medical leave rights.

Additional Leave Provided by State and/or Federal Law

The University will comply with all federal, state and/or local laws that provide for leave in excess of the leave outlined in this policy. Unless otherwise prohibited by law, faculty will be required to exhaust FMLA and any leave provided by state law for the same purpose concurrently. Faculty with questions regarding additional leave that may be available under federal, state and/or local law should contact the Human Resources Department.

Chapter 20 Procedures and Resources in Support of Teaching/Librarianship

Section A: Classroom Assignments

Classrooms are assigned by the Registrar's Office based on time of day, number of students enrolled, and instructor identified needs (e.g., computer labs, science labs). Changes in classrooms may only be made in consultation with the Registrar's Office.

Section B: Classroom Maintenance

Classroom maintenance encompasses both long-term planning for classroom upkeep and redesign, including technology upgrades, and short-term needs for repairs and improvements, including technology support. Long-term planning is coordinated by the Strategic Planning and Budgeting Committee in conjunction with appropriate administrative leadership and the Academic Technology and Facilities Committee. Identification of short-term needs should be addressed through submittal of support tickets to the appropriate department (e.g., Information Technology; Physical Plant) and raised, if necessary, with the Academic Technology and Facilities Committee.

Section C: Class Rosters

Faculty members are asked to carefully review class lists, especially during the first two weeks of classes. During the first week of classes, faculty should determine whether waitlisted students may attend classes. After this period, only officially registered students are allowed to attend classes. If a student is attending class and is not on the roster, he or she should be referred to the Registrar's Office and not be permitted to attend further classes until added to the class list. Similarly, if a student is not attending class and his or her name is on the class list, the instructor should notify the Registrar's Office by phone or email.

Stringent federal guidelines mandate that an institution needs to provide exact dates of withdrawal or the date a student stopped coming to classes. If a student on the class list ceases to attend class at any time

during the term, faculty members must notify the Registrar's Office immediately, indicating the last day the student attended the class.

Section D: Course Syllabi

In order best to serve the learning needs of students, faculty members are expected to provide students (and appropriate Chairs or Directors, and Deans) with a written syllabus for each course, including those taught wholly or in part through Canvas. Across the University, each syllabus should have the following common components:

1. Course title and number, cross listings, and description;
2. Prerequisites or co-requisites and Area Study or Core Requirement met by course;
3. Meeting time/days, and location or instructional contact times;
4. Contact information for Instructor, including office hours, office telephone, and e-mail address;
5. Required and recommended texts and course materials, including title, author and ISBN;
6. Course learning goals, and appropriate program, and/or college level learning goals, and/or learning outcomes;
7. Course calendar or schedule, indicating deadlines for major assignments (with appropriate disclaimer about flexibility);
8. Expectations concerning time on course work outside of class;
9. Expectations concerning climate of respect and civility;
10. Assessment criteria for student learning, including kinds of assignments, papers, exams, presentations, participation, etc.;
11. Grading policy, including attendance and participation;
12. Academic integrity definitions and reference to policy;
13. Statement referencing University policy for students with special learning needs;

Syllabi are the property of the University and must be provided for every course every semester in a format (Microsoft Word or PDF) that can be archived electronically. While there is sensitivity to the special dynamics of courses taught wholly or in part through Canvas, syllabi must also be archived for those courses. This not only serves student and advisors, but also helps guide decisions about transferability of courses in and out of Dominican and meets the expectations of accrediting bodies and government agencies. All syllabi provided electronically must be accessible to comply with the ADA and other disability laws.

Resources on syllabus design are available through the Borra Center for Teaching and Learning Excellence. Sample syllabi are available through

the departmental or school archives.

Section E: Warning Notices, Grades, and Grade Disputes

Academic warning notices are ordinarily sent to undergraduate students whose work is unsatisfactory. After a warning notice has been received from the faculty member, an SSE Advisor, faculty advisor and/or others, as appropriate, promptly initiate the intervention/support process by contacting the individual student by email and telephone.

A warning notice is important because it serves as an early alert for students who are not performing up to class standards. All warning notices should be sent to the student using MyDU by following the appropriate link. A copy of the notice will be sent to the student, the student's advisor, and the Advising Office. Faculty members should send a warning notice for the following reason(s): excessive absences; missing, incomplete and/or unsatisfactory assignments; low performance on a test or multiple quizzes; reluctance to participate fully in class; disruptive classroom behavior; or other signs of academic distress or risk.

After a warning notice has been received from the faculty member, the SSE Advisor, faculty advisor and/or others, as appropriate, promptly initiate the intervention/support process by contacting the individual student by email and telephone.

Grade reports should be submitted online through myDU no later than the deadline established by the University Registrar for the semester. If the last scheduled class meeting for a course falls after the last day of final exams/last day of the semester, grades are due three days after the last scheduled class meeting. Other than I (Incomplete) or IP (In progress) grades, changes in grades filed with the Registrar's Office may be made only in cases of faculty or administrative error, and then only with the approval of the Dean or Director of the college or school.

If a student disputes a grade assigned by a faculty member, the student may take the complaint through the following channels: (a) consultation with the faculty member; (b) consultation with the department chair; (c) consultation with the Dean or Director; and (d) appeal to the appropriate

committee. Graduate students should check with their individual school for specific appeal procedures.

Students wishing to file an appeal based on fall courses must do so no later than the end of the subsequent spring semester. Students wishing to file an appeal based on spring or summer courses must do so no later than the end of the subsequent fall semester.

Section F: Definition of a Credit Hour

The number of credit hours assigned to University courses should correspond either to the number of hours spent in class (where 1 credit hour assumes 50 minutes instructional time each week for the course over a 15-week semester) or, for courses that are delivered in formats other than primarily face-to-face meetings, to the appropriate mix of instructional contact, directed experiential activities, and student work/research product that equate to a credit hour as defined above and that results in the intended learning outcomes as outlined in the syllabus.

Section G: Class Times and Course Scheduling

Course scheduling is a collaborative effort between the Office of the Registrar, appropriate Deans, University Librarian, Directors, Department Chairs, and faculty. The Registrar is primarily responsible for establishing the procedure for completing and publishing the academic course schedule based on facility availability and accreditation requirements. The faculty are primarily responsible for course selection, and best means of delivery.

Courses are offered in the following Six (6) modalities:

F2F – (Face-to-Face) – scheduled on campus at set meeting times.

HYB – (Hybrid) – course will include a combination of online activities and on-campus meeting times.

HFX – (Hi-Flex) – students may attend face-to-face or at synchronous online times throughout the semester. Consult syllabus for specific requirements.

OSM – Online with fixed meeting times. Course will have one or more scheduled meetings; no campus attendance is required.

OWM – Online without fixed meeting times. Course will have no fixed scheduled class meeting times; no campus attendance is required; consult syllabus for specific requirements.

ARR – time and setting to be arranged by instructor and student.

Once the schedule is published, requests for a change in assigned class time or class delivery format must be approved by the Department Chair or Director, and the Dean, who will notify the Registrar's Office of any change in schedule. Ordinarily, undergraduate classes will not be scheduled Tuesday or Thursday from 2:15 to 3:15 p.m.

Section H: Student Attendance

Faculty members should make clear their policy with respect to student attendance to students at the beginning of each course. Each faculty member may deal with matters of class absences.

Students are expected to be responsible for all course material and assignments. Faculty members may use their discretion in assisting students to make up work missed because of unavoidable absences.

The Dominican University Athletic Department strongly supports the academic efforts of student athletes. Academic achievement is of the highest priority and the Athletic Department will continue to make every effort to minimize missed class time for athletic participation. Student athletes are responsible for timely communication regarding schedule conflicts with their instructors. Please see the Dominican University Student-Athlete Policy for a full statement of this policy for student athletes.

Section I: Faculty Absences

Faculty members' planned absences from class should be clearly stated in course syllabi. Unplanned absences should be communicated to students as soon as possible and reported to the Department Chair, Dean, or Director.

Section J: Final Examinations

The Registrar's Office schedules and publishes the times of final examinations in the class schedule. Changes in the schedule should not be made by individual faculty members. In fairness to students and other instructors, a faculty member should not administer a final examination (or its equivalent) during the last week of classes in a semester. Faculty members may exercise their own judgment as to whether a final examination is appropriate in a particular course.

Section K: Office Hours

Faculty members are expected to be available to students for conference periods at designated times. Faculty members teaching a full schedule of classes should, ordinarily, maintain and post at least three hours of available time each week spread over at least two separate days. Adjunct faculty should make themselves available at least one hour per week for each course taught, or by appointment. Formal meetings outside of office hours (by appointment) and informal meetings between students and faculty are also strongly encouraged.

Section L: Academic Advising

Advising is an especially important part of the University's academic mission. During registration and pre-registration periods, faculty should extend their office hours to be more available to students.

Advising work also requires knowledge of a computer-based method of retrieval from the University's registration and records system. Faculty are expected to be trained in the use of this system before advising, so as to have the most up-to-date information available on an advisee.

The Division of Student Success and Engagement and the Colleges provide support to the faculty for student advising. The faculty should consult with these sources for help in delivering meaningful advising for students.

Section M: Student Success and Engagement

Mission Statement: The Division of Student Success and Engage provides programs and services that facilitate the holistic development, campus engagement, timely academic progress and purposeful degree completion for Dominican University students.

Vision Statement: The Division of Student Success and Engagement aspires to provide innovative, data driven, collaborative programs and services that increase the persistence and purposeful degree completion rates of all Dominican University students.

The Division of Student Success and Engagement is an integrated unit designed to provide comprehensive programs and services that place student success at the core. Student success is defined as the holistic development, campus engagement and purposeful degree completion for all

students. SSE encompasses a coordinated care network and case management approach that structurally enables collaboration across departments and is supported by predictive student risk analytics that direct us to intervene and create differentiated levels of support. Simply put, the research suggests that we can help all students succeed if we provide support that is proactive, customized and delivered just-in-time.

The division has three departments:

Academic Advising & Student Development

This department provides support for faculty advisors and creates advising tools to assist in facilitating a seamless advising process. In addition, the Advising & Student Development department develops innovative and engaging services and programs to support holistic advising and skill development for all students. Advising encompasses supporting student's course selection, academic goal identification, career planning and personal and professional skill development.

Academic Development and Support

The Academic Development and Support department serves two primary functions in the Division of Student Success and Engagement. It serves as an academic-skill building hub for students, providing them with learning professionals, peer tutors, learning accommodations, and study tools to increase their capacity to succeed in the classroom. It also serves as an innovation lab for faculty partners to collaborate with the staff of SSE and pilot efforts to thrive academically, engage in transformative experiences during their university years at Dominican, and build toward successful futures.

In addition, this department oversees Disability Support Services which fosters student, faculty, and staff awareness of Disability Support services. Also DSS develops tools and support in providing accommodations for students, informational workshops and online training modules for faculty on supporting students and in collaboration with faculty partners, develop policies which support students.

Student Life

This is a department that supports an integrated, student development experience for all students, residential and commuter. Student Life plans, develops, and coordinates diverse programs, services, and resources that support an engaged campus community. The Student Life department coordinates a holistic approach to

supporting students through their residential experience and engaging students with diverse and impactful programs. In addition, Student Life encompasses the Wellness Center who collaborates with partners across divisional units to identify and remove institutional obstacles to student success and engagement and provides students with holistic well-care.

Section N: Instructional Audio-Visual Equipment and Media

University audio-visual equipment services are requested through the Dominican Support Center. For a current listing of services and to request DVD's or equipment, check the website: support.dom.edu

A primary service includes provision of AV equipment for use in the undergraduate and graduate classrooms. Requests for equipment for class use should be made at least 24 hours in advance. The IT staff delivers and sets up equipment used in classes or special lectures, and will provide some guidance upon delivery.

For "special events" (e.g., non-classroom usage, department-sponsored lectures or events that are open to the public), equipment requests must be made 2 weeks in advance. This could include microphones, video or audio recordings of events, or delivery of other equipment. The IT staff will deliver and provide some guidance on delivery, but not operate the equipment throughout the event. If an IT staff member's presence is required at the event, a minimum of 2 weeks' notice must be provided.

Visual media collections are managed and distributed in the Rebecca Crown Library Media Center: <http://research.dom.edu/rcf>. For best service, faculty members should make film, DVD, VHS, etc. requests at least three weeks prior to the show date.

Section O: University Bookstore

The Stepan Bookstore sells textbooks and other course-related materials either required or recommended by Dominican faculty, as well as a variety of supplies, clothing and gift items. The bookstore's Textbook Supervisor, through Dominican's Director of Auxiliary Services, notifies faculty of textbook ordering deadlines and distributes order forms for each term. Failure to work within these deadlines may impact students' ability to return used books for cash, and may also result in special handling costs charged to the appropriate department. In addition, the Higher-Education Opportunity Act (under Section 112) requires that

students should be told at the time of registration for classes what books will be required. Orders may be submitted in person, via fax, email or online. Faculty members are encouraged to interact with the bookstore's Textbook Supervisor to answer questions or resolve any issues.

All academic departments maintain charge accounts with the bookstore. Faculty may, with the approval of their Department Chair or Director, utilize their account to charge work-related materials.

For further information, including hours of operation, please visit the bookstore website: <http://www.bkstr.com/dominicanstore/home>

Section P: Student Misconduct or Behavioral Concerns

The Behavioral Concerns Team (BCT) is a collaborative committee of Dominican University professionals that meets regularly to discuss the behavior of individuals about whom reports are received. Faculty and staff are encouraged to report any type of behavior or threat of behavior that could potentially harm members of the University community. The Behavioral Concerns Team recommends that a faculty or staff member never make a promise of confidentiality to a student.

In the case of a suicide threat or attempt, faculty or staff members are advised to call emergency (911 or x5999 on a Dominican campus phone) so that authorities can take immediate precautions to protect the safety of the University community.

Faculty members are also encouraged to report any potentially problematic information received via email, electronic class postings, list serves, blogs, assignments, social online networking sources or similar sources. Even if the incident may seem minor, it is important to inform the Team so members can consolidate the various pieces of information received from different segments of the University community.

In case of an emergency at any time, contact 911 or (708) 524-5999 immediately.

Training and Education: The Behavioral Concerns Team will make educational materials available for faculty and staff, with the goal of helping all employees learn to more effectively manage difficult campus situations. As information becomes available, it will be posted to the website and made accessible to faculty and staff.

Chapter 21 Procedures and Resources in Support of Scholarship

Section A: University Library

The Rebecca Crown Library is an integral part of the culture and community of Dominican University. Its mission is in harmony with the Dominican University Mission: to pursue truth, give compassionate service, and contribute to a more just and humane world. The mission of the Rebecca Crown Library mandates the academic support of students, faculty, and staff for resources and services. In addition to supplying print and electronic materials, services such as reference, circulation, interlibrary loan and instruction provide means through which the Dominican University Mission may be realized.

The library is a partial depository for U.S. government publications and also maintains special collections and the University Archives. Off-campus access of licensed databases requires the use of a Dominican network (email) account. The library's online catalog, I-Share Online, can be used to find an item's location, circulation status and check library accounts. The Faculty Identification Card serves as a library card for borrowing materials. Using computers or printing in the library requires the use of a Dominican network account.

Regular library hours and holiday hours may be found on the website- <http://www.dom.edu/library>. Librarians provide reference service in person, by phone, email and live reference desk chat services. Scheduling individual consultations with librarians is encouraged. The library also subscribes to a 24/7 virtual chat reference librarian service available for consultation during the hours a librarian is not available.

Librarians offer course-related library instruction on request and conduct a variety of workshops centered on using databases and specialized tools for research. The Library observes copyright laws pertaining to resource-sharing requests or when placing materials on reserve.

Librarians are assigned to serve as subject bibliographers and liaisons to each department. Faculty members should send requests for new material to the appropriate bibliographer, who will coordinate the acquisition process. Material should be requested at least 8 weeks prior to the date needed.

Dominican University is a member of several consortia, cooperative

projects and organizations, including the Reaching Across Illinois Library System (RAILS); the Federal Depository Library Program; and the Consortia of Academic and Research Libraries (CARLI), a statewide consortium. Among the many benefits of consortia membership are the I-Share integrated library system that serves 76 institutions and the Illinois Library Delivery Service, which offers delivery service among consortia libraries and all of the state's regional library systems.

The library provides interlibrary loans for materials not owned by the University. With reciprocal borrowing from CARLI libraries, over ten million unique titles are available through the integrated online catalog system. Faculty can also request periodical articles not available through full-text database subscriptions through email or by direct requests through WorldCat and on printed forms. The electronic resources system on the library web page includes an interlibrary loan form, which is automatically sent to our interlibrary loan office.

Additional information may be found on the library website:

<http://www.dom.edu/library>

Section B: Borra Center for Teaching and Learning Excellence

The Borra Center for Teaching and Learning Excellence, usually referred to as the CTLE, supports faculty in the pursuit of excellence in teaching by helping faculty adopt innovative, evidence-based, inclusive, and learning-centered teaching practices.

The CTLE sponsors or co-sponsors a wide range of faculty development events and opportunities, including orientation and mentoring for new faculty; a full-day faculty workshop at the beginning of each academic year; a varied menu of events and activities throughout the academic year, including workshops on specific teaching technologies; and at least one one- or two-week faculty development academy in the summer. It also fosters faculty development by supporting conference travel, promoting teaching-focused research projects, facilitating faculty learning communities, and helping to organize writing support groups.

The CTLE also provides confidential services for individual faculty members, including consultations about incorporating instructional technology, designing courses and syllabi, interpreting and acting on student feedback, responding to teaching challenges, and, at faculty request, observing and/or videotaping classes.

Finally, the CTLE assists faculty by providing support services to the Faculty Senate and the Faculty Development Committee; providing teaching supplies that it would not be economical for departments to provide; and maintaining a versatile space for a wide range of faculty gatherings.

Section C: Office of Research and Sponsored Projects (ORSP)

The ORSP is a central location for external research funding. The ORSP supports faculty research by providing assistance to any faculty seeking outside grants. ORSP maintains the Grant Advisor Plus system for searching the availability of funding in specific research areas. It also assists in searching federal funding sources through grants.gov. ORSP is also a source of information on different professional funding practices for professional organizations and private philanthropic funding organizations.

Section D: Internal Research Grants

Faculty grants may be awarded by the Committee on Faculty Development, based on their periodic review of research proposals seeking internal funding for faculty research projects. These grants have different criteria and expectations. Faculty are encouraged to discuss these opportunities with the Committee, their department, or Senate representative for more information. Requirements and application forms for the grants are distributed through the Committee during the year and are also available online.

Section E: Office Space

Office space for faculty members is assigned by the appropriate Dean, in consultation with the Provost. All faculty offices must be kept locked. Adjunct faculty members may be issued office keys by the appropriate Department Chair.

All keys issued to a faculty member, full time or part time, must be returned before the individual will receive his or her final University paycheck.

Section F: Information Technology

The University is committed to excellence in teaching. In an effort to support the University community in these endeavors, the institution has assembled a wide variety of technology resources for use by persons with a current, active affiliation with the University.

The technology resources that are owned by the University are to be used for University-related activities for which they have been assigned. University technologies are not to be used for commercial purposes or non-University-related activities.

Access to technology resources at the University is a privilege and must be treated as such by all users. Access to these services is essential for faculty to teach, and hence faculty are expected to not abuse this privilege. Like any other campus resources, abuse of these privileges can be a cause for campus disciplinary procedures and/or legal action. Furthermore, the University reserves the right to extend, limit, or restrict technology privileges and access to information resources.

The University has the right and responsibility to provide the University community with information technology resources and services. While providing these services is of primary importance, there are other areas of importance aside from physical resources.

Dominican Network ID and Passwords

Dominican Network ID and password provide access to electronic resources on and off campus. This ID allows employees to log on to workstations, email, Library services from off-campus, as well as releasing print requests and personal storage. All DU passwords are required to be changed every 180 days. Go to <https://myaccount.dom.edu> for instructions on this process.

Computers and Devices

Full-time faculty are provided with access to computer equipment and a phone for their campus office. New faculty choose from an established equipment list, which includes Windows or Mac laptops and desktops. Information Technology also maintains a comprehensive inventory of equipment available for checkout by faculty.

Classrooms and Technology Access

The campus has many computer classrooms, open computer labs and WI-FI access. There are also multimedia “smart” classrooms and classrooms equipped with monitors/DVD/VHS and internet access, and a full complement of equipment available for checkout and/or delivery. If a faculty member needs software installed in a classroom for teaching purposes, the request must be initiated to the Support Center before a semester begins.

Learning Management System

The University utilizes a learning management system, Canvas (<http://canvas.dom.edu>) that allows faculty to post course-related documents, homework assignments, web links and ongoing grades using an online gradebook.

On-Demand Training

Dominican offers a subscription to Atomic Learning (<https://www.atomiclearning.com/login/dom>) - an online, on demand, training site that offers over 50,000 tutorial videos on over 250 technology applications, including Microsoft and Adobe for students, faculty, staff and alumni. Topics are divided into very small lessons and presented in videos under two minutes. Instructors can also integrate Atomic Learning videos directly into Canvas courses.

Section G: University Email

Dominican University email is the official form of University communication. Faculty are responsible for communication to and from the University and students through their email account. Faculty who redirect University email to another email address remain responsible for communication sent to their University email address.

Section H: Office Services

Office Services is an externally managed function providing a variety of services to the Dominican community.

Print Shop and Copying

The print shop is equipped to provide a wide variety of in-house printing services including: fliers, brochures, posters, booklets, folding, cutting,

copy job deliveries, scanning, binding (Coil, GBC), color copies and laminating. The print shop also provides stationery such as color paper, letterhead and envelopes.

The University supports a fleet of campus copiers in addition to the copiers/printers in the print shop. Faculty may make reasonable use of the University copy machines to copy materials used in teaching, research or scholarly publication (within the limit imposed by Copyright laws). Departmental copy codes are available through Office Services or through the college or school. Faculty members may use their STAR Card to access satellite copiers and select the appropriate billing office or department. Faculty members are encouraged to route jobs electronically to Office Services and use the remote copiers for convenience copies only.

Mailroom

The mailroom distributes mail and packages to the entire Dominican community. The mailroom sorts all incoming U.S. Postal Service mail, distributes all intercampus mail, meters all outgoing mail and assigns/maintains mailboxes for faculty. Faculty members should contact Office Services to receive a mailbox assignment.

Package Pickup/Delivery

Packages are received, sorted and stored until picked up by faculty. Faculty members will receive an email notifying them if a package has arrived. All faculty packages are to be picked up in the mailroom, unless special delivery requests are made.

Additional Services

Office Services sells stamps and can assist with mailing personal packages and personal printing services. All personal services must be paid for at the time of service with cash or a check. A list of additional services can be found on the Office Services website.

Chapter 22 Procedures and Resources in Support of Service

Section A: Additional Compensation

A faculty member's regular employment involves responsibilities for teaching/librarianship, scholarship, and service, as presented in [Chapters 6, 7, and 8](#). As noted in [Chapter 5](#), a faculty member may accept responsibilities that exceed the general equity norm. These additional responsibilities may be compensated through a course release or financial compensation as articulated in the Colleges' Roles and Responsibilities documents (see Appendices) and as discussed below. To the extent possible, such arrangements should be approved prior to the start of the fiscal year.

Course Release or Equivalent

The general standard is that a course release or equivalent will be provided for service that spans the length of a semester and significantly exceeds a faculty member's regular responsibilities. A course release shall be recommended by the Dean or University Librarian and approved by the Provost. Details shall be included in the College/Library Roles and Responsibilities documents.

Financial Compensation

The general standard is that financial compensation will be provided for service that is less than, or greater than, the length of a semester and exceeds a faculty member's regular responsibilities. Financial compensation must be approved by the Dean and Provost, who may consult with Department Chairs and/or Directors, or University Librarian. Details shall be included in the College/Library Roles and Responsibilities documents.

Section B: Study Away

Dominican University is committed to developing globally-positioned students. To accomplish this, a variety of study away programs are offered where students have the opportunity to broaden their horizons and become aware of the global impact of local actions. One way of reaching this goal is to provide students the opportunity to study in

locations throughout the world, where an immersive experience enhances their self-awareness and understanding of other cultures, races and environments.

The University supports faculty in developing places where students can engage in this learning activity. Such support comes in the form of developing affiliations with professional organizations, approving Memoranda of Understanding with other universities, assisting faculty development of short term programs, funding visits to sites where students may engage in their learning activities, and providing opportunities for faculty from universities outside the United States to visit the University to exchange ideas and develop collaborative research.

All programs must be approved by the Dean or University Librarian, when appropriate, and Provost before becoming official. All study away programs, at both the graduate and undergraduate levels, must be presented to and approved by the Faculty Senate's High Impact Practices Committee. Travel for the purpose of developing sites for students to visit must be approved in advance by the Dean or University Librarian of the faculty member's unit.

The Director for Study Abroad plays an important leadership role in helping to advance the university's commitment to global learning and engagement by overseeing and coordinating international learning opportunities across the four academic colleges in ways that empower students (both undergraduate and graduate) to participate in "the creation of a more just and humane world." The director's core responsibilities include:

1. collaborating with stakeholders across campus to develop and promote a strategic and sustainable vision for global learning through study abroad opportunities for Dominican students;
2. reviewing, maintaining, and communicating policies and procedures governing all dimensions of study abroad;
3. supporting and assisting all directors of study abroad programs and student international experiences—before, during, and after travel periods; and
4. managing study abroad protocols and procedures and documenting all travel locations and itineraries as the university's *Terra Dotta* administrator.

Section C: Civic Learning

Dominican University shares the conviction that “our nation’s diverse democracy and interdependent global community require a more informed, engaged, and socially responsible citizenry.” We agree with fellow educators and with employers that “personal and social responsibility should be core elements of a 21st century college education if our world is to thrive” (Association of American Colleges & Universities). Civic Learning includes, but may not be limited to, community-based service and research.

The Director for Civic Learning provides collaborative leadership to advance civic learning and engagement at Dominican. The director supports, oversees, and coordinates experiential learning opportunities beyond our classrooms, laboratories, and studios—within local communities (and through select international programs), in ways that empower students to participate in “the creation of a more just and humane world.”

Core responsibilities of the Director for Civic Learning include:

1. nurturing a vision, definitions, and common vocabulary for civic learning across the university, engaging both undergraduate and graduate students, all four academic colleges, the library, and non-academic units;
2. partnering with members of the High Impact Practices Committee and other stakeholders to help integrate principles and practices of civic engagement pedagogies across the curriculum and co-curriculum;
3. supporting faculty members who teach community-based learning courses across the curriculum and in specific programs, such as the LAS Seminars;
4. advocating for faculty development in civic learning and teaching; for example, encouraging faculty participation in relevant conferences or grant opportunities; and
5. assessing civic engagement learning outcomes and assuring campus-wide mechanisms to document and evaluate faculty application of civic engagement pedagogies, as well as the impact on community partners, in consultation with the Office of Institutional Effectiveness.

Section D: Use of University Facilities for Special Programs

University facilities—including classrooms, lecture halls, lounges and auditoriums—may be reserved for academic and non-academic purposes. Before extensive planning activities are conducted for any special program, the Scheduling and Event Services department must be contacted to review available dates, facilities, event planning protocols and other applicable University policies.

[https://jicsweb1.dom.edu/ics/Resources/Offices -
Departments/Scheduling and Event Services/](https://jicsweb1.dom.edu/ics/Resources/Offices-_Departments/Scheduling_and_Event_Services/)

The mission of the University, academic integrity, impact on student life and availability of University resources/services to support a special program always remain priorities when reviewing facility requests. Some facility requests may require consent of the appropriate Dean or University Librarian. Facility charges may apply on requests for private events or for activities coordinated with an external partner.

Part IV: Changes and Revisions

Chapter 23: Changes

Section A: Responsibility

The Faculty Senate Vice President has the responsibility for maintaining and overseeing the content of this *Handbook*. The Faculty Senate Vice President, upon Senate approval, shall develop a procedure for: resolution of any conflicts that may arise between this *Handbook* and any of the Constitutions and/or Bylaws mentioned in Section B of this chapter; issues of interpretation of these by-laws; questions requiring clarification of these by-laws; and procedures for application of these by-laws. Decisions coming out of this conflict resolution procedure shall first be ratified by the Faculty Senate. The Faculty Senate shall then make a recommendation regarding its decision to the University Provost and University President, which the Provost or President can accept or reject. This process should reflect a commitment to shared governance and should be discussed in regular meetings between the Deans Team and the Faculty Senate Executive Council, in addition to Senate and Collegium meetings.

Section B: Conflicts

Nothing in this *Handbook* shall conflict with the Board of Trustees Bylaws. All Bylaws and Procedures developed by University Colleges, Schools, Departments, and other teaching units may expand on this *Handbook* but must not conflict with it.

Section C: Clarification

At times, the content of this *Handbook* may require clarification, interpretation, or application to a situation not anticipated by this *Handbook*. In those instances, the Faculty Senate President shall issue a clarification, interpretation, and/or application after consultation with those who have an interest and/or expertise in the matter. Such clarification is subject to approval by the Faculty Senate and shall be entered into [Section F of this chapter](#) for no more than two years unless incorporated into Section D of this chapter.

Section D: Procedure

Part I of this *Handbook* is the responsibility of the Board of Trustees. Any changes to Part I must come from that body, after receiving input from the Faculty Senate and the University's Administrative Staff. The Faculty Senate Vice President shall ensure that all changes made to Part I are incorporated into this *Handbook* in a timely fashion, effective immediately upon publication.

Part II of this *Handbook* can be changed only through the process mentioned in [Chapter 24, Sections A and B](#), except that decisions in Section F of this chapter, that pertain to Part II, shall be in effect for two years, or until they complete the procedure in [Chapter 24, Sections A and B](#), whichever comes first.

Part III of this *Handbook* can be changed by the University Administrative Unit responsible for implementing this part, only after notifying the Faculty Senate President who shall present the proposed changes to the Faculty Senate who shall then provide advice and consent on the proposed changes. Upon receiving consent from the Faculty Senate and approval by the University Provost and University President the proposed procedural changes will go into effect the beginning of the month after the first full month after their approval. The Administrative Unit shall have the responsibility for notifying the University Collegium of the change at least one full month before its implementation and on the beginning date of its implementation.

Part IV of this *Handbook* can be changed only by the procedure in [Chapter 24, Sections A and B](#).

Section E: Notification

Upon ratification and approval of conflict resolution decisions, interpretations, clarifications, and applications, the Faculty Senate Vice President shall cause such approvals to be published in their entirety in Section F of this chapter for all to review. All such entries in this section shall become an official part of this *Handbook* and shall be adhered to accordingly. All such entries shall be in effect for no more than two years unless they are made a permanent part of this *Handbook* according to the procedures in [Chapter 24, Sections A and B](#).

Section F: Decisions

1. President's interpretation of Bylaws (allowed under Chapter 23, Section C/F; senate approval required) of Chapter 3, Section A, Emeritus/Emerita Faculty, Page 10 of the Faculty Handbook notes in Paragraph 2, last sentence that "(Emeritus/Emerita Faculty) may attend faculty meetings as non-voting members...." This provision also means that Emeritus/Emerita Faculty are included in the Constitution of Faculty Governance in Article IV, Section 2 as non-voting members of the Collegium. It also means that Section 3 of the same article does not apply to them. Emeritus/Emerita Faculty who are also Adjunct Faculty may petition the Faculty Senate for voting rights. Approved at the 4/10/2023 Senate Meeting.
2. President's interpretation of Bylaws of Chapter 12, Section C, Salary, pages 55-56 which states: "Ordinarily, faculty members promoted from Assistant to Associate rank receive a 4 percent increase and from Associate to Professor rank receive a 6 percent increase. Ordinarily, faculty members promoted from Instructor to Lecturer receive a 3 percent increase; from Lecturer to Senior Lecturer a 3 percent increase; and from Senior Lecturer to Distinguished Lecturer a 4 percent increase." Use of the word "ordinarily" allows for exceptions to be made. For this reason, the Faculty Senate President indicates that these percentages represent the minimum amount of compensation increase for promotions and thus allows for increases above the percentages stated. Approved by the Senate 04/01/2024.

Chapter 24

Periodic Revisions

Section A: Review

At the end of the Academic Year, the Faculty Senate Vice President shall review the decisions, clarifications, interpretations and applications listed in [Chapter 23, Section F](#), that occurred during that year, and prepare a set of recommendations for revision, as needed, of this *Handbook* based on those decisions for presentation to the Faculty Senate at its first meeting of the next Academic Year. Changes to the *Handbook* should reflect a commitment to shared governance. Substantive revisions will be discussed in regular meetings between the Deans Team and the Faculty Senate Executive Council, in addition to Senate and Collegium meetings.

Any member of the University Collegium can propose changes to his/her Senator at any time. The Senator then can propose those changes to the Faculty Senate which shall consider them as part of its review process. Any administrator may propose changes to the Faculty Senate Vice President who shall present those proposals to the Faculty Senate for consideration. Any requirement caused by a change in state or federal laws shall be proposed to the Faculty Senate for immediate consideration.

Section B: Approval

The Faculty Senate shall discuss, revise, approve or reject the recommendations at its second meeting. The revisions accepted by the Faculty Senate shall be presented to the University Collegium at its first meeting following Senate approval and voted on at its next meeting of the Academic Year, or subsequent meeting as decided by that body. The University Collegium may discuss, and present and vote on changes to the proposed revisions at all meetings where it is considering revisions. The revisions considered by the University Collegium shall then be presented to the President, or designee, who presents the revisions and recommendations from the University Collegium to the Board of Trustees for amendment and/or final approval.

Section C: Publication

The final revisions approved by the Board of Trustees shall then be entered into the Body of this *Handbook* and become a part of this *Handbook* effective the beginning of the next Academic Year. Only the latest version posted online shall be the official version of the *Faculty Handbook*.

Appendices

Appendix A: Governance Responsibilities

Dominican University Analysis 2017

Recommend: This responsibility assumes an initiating power, but not a final approval power, because this body holds expertise in the area under consideration. Its position in the process should hold primacy on the final decision and only be countered “in exceptional circumstance and rare instance and for compelling reasons which should be stated in detail.” However, the FINAL decision resides elsewhere in the chain of command.

Review/Comment: This responsibility assumes a position in the decision process following the *recommendation*, but not holding decision authority. The comment is solicited because of the shared investment the ultimate decision will have on the *review/comment* body.

Review/Endorse: This responsibility assumes a position in the decision process following the *recommendation*, but not holding FINAL decision authority. The endorsement is solicited because the FINAL approval body has delegated this power to the *review/endorse* level.

Approve: This responsibility assumes the FINAL decision authority on the issue discussed. The initiating *recommendation* should have primacy in consideration, but only this level decides the issue finally.

	Faculty Senate and/or Collegium	Administration (President or Designee)	Board of Trustees	Sponsors Council	Corporate Board
Issues Pertaining to Mission					
1. Determine the mission and purposes of the institution	Review/Comment	Recommend or Review/Endorse	Recommend		Approve
2. Change the mission and/or purposes of the institution	Review/Comment	Recommend	Recommend		Approve
3. Assess the effectiveness of the mission of the institution	Review/Comment	Review/Endorse		Review	
Issues Pertaining to Assets					
1. Approve the acquisition, purchase, sale, mortgage, lease, transfer, issuance of bonds, use of endowments, or encumbrance of the real assets of the Corporation that exceed the amount determined by the Corporate Members as set out in relevant guidelines		Recommend	Recommend		Approve
2. Determine who, on behalf of the Corporation, shall be authorized to sign for any indebtedness for borrowed money over the amount set by the Members		Approve			
3. Determine who shall be authorized to sign bills, notes, receipts, acceptances, endorsements, checks, releases, contracts and documents on behalf of the Corporation		Approve			
4. Approve the establishment of any affiliate or subsidiary organization of the Corporation.		Recommend	Recommend		Approve
Issues Pertaining to Governance/Administration					
Granting of Academic Retention, Tenure, and Promotion	Recommend	Review/Endorse	Approve		
Granting Faculty Sabbaticals	Recommend	Approve			
Creation of New Academic Programs (School Level)	Review/Comment	Review/Comment	Approve		
Creation of New Academic Programs (College Level)	Review/Comment	Review/Comment	Approve		
Dissolution of Academic Programs (School Level)	Review/Comment	Review/Comment	Approve		
Dissolution of Academic Programs (College Level)	Review/Comment	Review/Comment	Approve		
Establishment of New Faculty Positions	Review/Comment	Approve			
Appointment of University President	Review/Comment		Approve		
Faculty Development	Recommend	Approve			
Academic Services (e.g. Academic Enrichment Center)	Recommend or Review/Endorse	Recommend and/or Approve			
Academic IT (e.g. LMS System and Classroom Management)	Recommend or Review/Endorse	Recommend and/or Approve			
Infrastructure IT (e.g. WiFi and Server Maintenance)		Recommend and/or Approve			
Educational Processes & Policies	Recommend or Review/Endorse	Recommend and/or Approve			
Compensation	Review/Comment	Recommend	Approve		
Admission Standards	Review/Comment	Recommend and/or Approve			
Academic Restructuring	Review/Endorse	Recommend	Approve		
Academic Officers	Review/Comment	Recommend	Approve		
Non-Academic Officers		Recommend	Approve		

Appendix B: Constitution of Faculty Governance

May 2017

Updated May 2021

Updated May 2024

PREAMBLE

To discharge their joint responsibility to both the general and academic communities, college faculties must be accorded a strong voice in the determination of educational policy. To best accomplish this and remain true to our Dominican heritage and mission is at the heart of this document. Father Timothy Radcliffe, O.P. suggests that “good government depends upon a right living of our relationships of power, authority, and responsibility” and that “all government brings us from contemplation to mission” and that “fundamental to our democracy is that we dare to speak truthfully to each other.” To strive for this Dominican University leadership should:

1. Provide an atmosphere that will encourage the expression and exchange of ideas.
2. Consult in all matters involving educational policies.
3. Guarantee as much self-government and self-regulation as the legally established structure of authority will permit.

This Constitution is established in the firm belief that this form of faculty governance as informed by the Dominican tradition will further:

1. Contribute to improvement of Dominican University as a premier Catholic institution of higher learning.
2. Build a foundation for lasting, harmonious relationships between the faculty and the administration, as well as the Board of Trustees.
3. Serve as an effective instrument to deal with those areas of self-governance that have traditionally been the prerogatives of faculty in American colleges and universities. As the American Association of University Professors notes in its discussion of Academic Freedom, institutions of higher education are conducted for the common good ... And that the common good depends on the free

search for truth and its free exposition. A Faculty Senate will facilitate the expression of faculty voice on the educational policies of this institution, thereby add to our collective search for the common good.

The Dominican University Collegium Mission Statement

We use our collective intelligence and energies to create and maintain a community that is conducive to the pursuit of truth, the giving of compassionate service, and the participation in the creation of a more just and humane world. Democracy “is more than voting to discover the will of the majority.” It is also as Radcliffe tells us, “Learning to hear: [which] is an exercise in imagination and intelligence....It is an act of charity, born of a passion for truth. It indeed is the best preparation to be a preacher of ‘grace and truth.’” The Dominican University Collegium will be the embodiment of the Dominican belief in democratic leadership being the cornerstone of its community and a place where faculty voices will be free to speak and heard with respect.

ARTICLE I Name

The sovereign governing body of the Dominican University faculty will be the DU Collegium. The primary delegated governing body shall be known as “The Faculty Senate.”

ARTICLE II Purpose and Powers

The Faculty Senate shall be the delegate assembly of the Dominican University undergraduate and graduate faculty through which the faculty shall exercise its power as defined in the Bylaws and Faculty Handbook. The Faculty Senate exists primarily to support faculty in the development and maintenance of educational policy processes, and shall be governed according to the Bylaws and this Constitution.

ARTICLE III Supreme and Subordinate Constitutions

Section 1. This Constitution and any statute made pursuant thereof shall be the final word on any governance conflict that may arise.

Section 2. Under the administrative structure, as established by the Dominican University Board of Trustees, the following entities may establish separate Constitutions or independent Bylaws, not in conflict with this Constitution and established Bylaws, if it is deemed necessary for effective and efficient governance within the academic units.

The Rosary College of Arts and Sciences
The Brennan School of Business
The College of Applied Social Sciences
The College of Health Sciences

ARTICLE IV DU Collegium membership

Section 1. The voting membership of the Dominican University Collegium shall be open to the following:

1. All full-time faculty, which includes faculty librarians.
2. Others, such as adjunct faculty, as established by the Bylaws.

Section 2. Non-voting members of the DU Collegium include the following, unless otherwise covered:

1. President of the University
2. Provost, Associate Provosts and Assistant Provosts
3. Academic Deans (Associate and Assistant Deans as relevant)
4. Chief Diversity Officer
5. Vice President for Mission and Ministry
6. Vice President of Student Success and Engagement
7. Academic Program Directors
8. Adjunct faculty not included elsewhere
9. Others as designated through the Bylaws.

Section 3. DU Collegium members may:

1. Attend all DU Collegium, Faculty Senate, and Faculty Senate sanctioned committee meetings if authorized by the chair of the relevant committee.
2. Vote in full DU Collegium assemblies and official elections as established by this Constitution or the Bylaws.

3. Be nominated, elected and hold any DU Collegium sanctioned office if eligible under the Bylaws.
4. Serve on any Faculty Senate approved committees if eligible under the Bylaws.

ARTICLE V DU Collegium Meetings

Section 1. In the congregational spirit of the Sinsinawa Dominican Sisters and Order of Preachers the DU Collegium shall have regularly scheduled meetings determined by the Bylaws, but not less than three times in an academic year.

Section 2. A Collegium quorum for conducting business will be one half plus one of the full-time University faculty. Authorized proxies do not count in establishing the presence of a quorum.

ARTICLE VI Collegium Voting

Section 1. Passage on all issues shall be by a majority vote of those present and voting, unless indicated otherwise within this Constitution or identified in the Bylaws. Vote may be conducted by voice, ballot, or other method established by the Faculty Senate. Proxy voting procedures, if deemed necessary, will be established by the Faculty Senate according to the Bylaws.

ARTICLE VII Faculty Senate of Dominican University

Section 1. The Faculty Senate will serve as the representative body of the full DU Collegium and carry out its duties under the direction of the full DU Collegium and Bylaws. The operating year of the Faculty Senate shall extend from August 15th to August 15th.

Section 2. Faculty Senate shall include all representatives from the DU Collegium who have been properly elected or appointed as defined in the Bylaws.

Section 3. The Faculty Senate may establish internal working groups as deemed necessary and not inconsistent with this Constitution or the Bylaws.

Section 4. Individual Faculty Senate Members shall Chair select Senate Committees established by the Bylaws of Faculty Senate not inconsistent with the Bylaws or this Constitution.

ARTICLE VIII Faculty Senate Members and Meetings

Section 1. The terms of office for the Faculty Senate Members shall be three years.

Section 2. Each College shall be apportioned senators based on its ratio of full-time faculty as directed by the Bylaws with a minimum of one senator per College, including the Rebecca Crown Library. Apportionment of senators from each College, beyond the minimum of one, shall be evaluated every three years in the Fall semester before any scheduled Spring elections.

Section 3. Senators unable to serve the full three years, continuously, for any reason, shall be replaced according to the Bylaws.

Section 4. The first session of the Faculty Senate will be called into session by the President of the University, but may be no later than September 1st of a new academic year. The University President will be invited to outline the Administrative goals for the academic year.

Section 5. The Faculty Senate will meet at least once a month during the academic year and as needed during academic breaks. Meetings and responsibilities shall be outlined in the DU Collegium Bylaws.

Section 6. The failure of a senator to perform the duties of office, as specified in this Constitution and its Bylaws, shall be grounds for impeachment.

ARTICLE IX Faculty Senate Executive Council

Section 1. The Executive Council of the Faculty Senate shall consist of the Faculty Senate President, Vice President, Secretary, Faculty Trustee, and

two members of the Faculty Senate elected by the Faculty Senate.

Section 2. The Executive Council, with the exception of the Faculty Trustee, shall be elected by the Faculty Senate in its first meeting and serve for one year. Senators unable to serve on the Executive Council, continuously, for any reason, shall be replaced by a simple majority Faculty Senate vote.

Section 3. Members of the Executive Council may be removed from the Council, but maintain a seat in the senate, by a three-fourths vote of all serving senators. Such a vote may be called at the written request, stating justifications, of one-half of all serving senators.

Section 4. Meetings and duties of the Executive Council shall be outlined in the DU Collegium Bylaws.

ARTICLE X Committees

Section 1. Standing Committees are to be filled by the Faculty Senate according to the procedures identified in the Bylaws for service on those committees to be deemed university service.

Section 2. Special Committees may be suggested to the Faculty Senate by any DU Collegium member or the President of the University. The Faculty Senate must approve and seat any special committee, as directed by the Bylaws, for service on those committees to be deemed university service.

ARTICLE XI Amendments

Section 1. Proposed amendments to the Constitution may be submitted to the Faculty Senate by any member of the DU Collegium, the President of the University, and any sitting member of the Board of Trustees. All amendments will be considered by the Faculty Senate and a majority vote of all members present and voting shall forward the amendment to the Collegium.

Section 2. Any proposed amendment brought forward from the Faculty Senate must be in finalized language and be distributed or made available electronically to all DU Collegium active members and the President of the

University, one week before the DU Collegium meeting at which the amendment will be proposed. A vote on an amendment may not be taken the same meeting that the amendment is proposed. A final vote on any proposed amendment is in order at the next scheduled full DU Collegium following proposal and discussion.

Section 3. Voting on Constitutional amendments will take place at a full DU Collegium assembly after the amending motion is in order. Vote may be conducted by voice, ballot, or other method established by the Faculty Senate.

Section 4. Three quarters of all those present and voting or a majority of all Faculty Senate eligible voting members will be necessary for passage of constitutional amendments.

ARTICLE XII Interpretation

Section 1. Any conflict of interpretation of this Constitution may be presented by interested parties to the Faculty Senate for resolution by majority vote.

Section 2. Any member of the Faculty Senate who voted on the question of interpretation or the University President may appeal the ruling to the DU Collegium. The DU Collegium may sustain or overrule the interpretation by majority vote.

Section 3. The University President may appeal any interpretation established by the DU Collegium to the Board of Trustees along with the numeric vote of the Collegium on the question for final arbitration.

Appendix C: Bylaws of the University Collegium

May, 2018
Updated May, 2021
Updated June, 2023

ARTICLE I Corporation and Board of Trustees

Section 1. Corporation as Sovereign Authority

Nothing in these Bylaws or the senate constitution diminish the primary responsibilities of the Dominican University Corporation as stated in their Bylaws in full and below in part.

Everything in these Bylaws must be interpreted in a manner consistent with the Dominican University Corporation responsibilities. Of particular importance, but not exclusive, is the Corporation responsibilities:

- a) To approve the mission of the University, and to assure the continuing harmony between the mission of the Sinsinawa Dominican Congregation and the mission of the University;
- b) To amend, restate, or modify the Articles of Incorporation and the Bylaws of the University;
- c) To approve the acquisition, purchase, sale, mortgage, lease, transfer, or encumbrance of the real property owned by the Corporation;
- d) To ratify the appointment, removal, or replacement of any one or more of the Trustees;
- e) To approve any plan for dissolution, merger, consolidation, or liquidation of the Corporation.

Section 2. Board of Trustees as Principal Manager of Corporation Affairs

Nothing in these Bylaws or the Senate Constitution diminish the primary responsibilities of the Dominican University Board of Trustees as stated in their Bylaws in full and below in part.

Everything in these Bylaws must be interpreted in a manner consistent with

the Dominican University Board of Trustees responsibilities. Of particular importance, but not exclusive, is the Board of Trustees responsibilities:

- a) Appoint or remove the President and other officers of the University in accordance with the Dominican University Corporation and Board of Trustees Bylaws
- b) Approve degrees in courses upon the recommendation of faculty and honorary degrees on the recommendation of the President
- c) Grant tenure on the recommendation of the President
- d) Establish and review the educational programs of the University
- e) Oversee long-range planning which ensures that goals, programs, services and functions of the University are consistent with the mission and educational needs and opportunities;
- f) Establish annually the budget of the University, which shall be submitted to it upon recommendation of the Finance and Investment Committee
- g) Authorize the construction of new buildings and renovation of existing buildings and assure the proper management of the physical plant
- h) Approve and participate in a comprehensive financial development program to add to the current, special and endowment resources of the University
- i) Authorize officers and agents of the University to accept gifts for the University
- j) Recommend to the Members the acquisition, purchase, sale, mortgage, lease, transfer or encumbrance of the real property owned or proposed to be owned by the University
- k) Require an independent yearly-certified audit of financial accounts, records and resources by a certified public accountant
- l) Periodically review their Bylaws and recommend changes to the Members.

ARTICLE II University Administration

Section 1. The University President

Nothing in these Bylaws shall be interpreted in conflict with the Board of Trustees responsibilities to elect officers of the Corporation. This includes,

but is not limited to, the chief executive officer to the Corporation, herein referred to as the University President.

Everything in these Bylaws must be interpreted in a manner consistent with the University President's general administrative responsibility for the operation of the University as stated in the Dominican University Corporation and Board of Trustees Bylaws, including among other things, responsibility for the program curriculum, student and faculty affairs and alumni relations, preparation of the budget with consultation, as well as business operations of the Corporation. The University President is responsible to the Board of Trustees.

Notwithstanding the University President's stated responsibilities, the principles of good governance dictate that the University President communicate and consult regularly with appropriate faculty governance bodies on any and all issues that impact student learning and faculty effectiveness within the University community. Of particular importance is that the tenure process be fully honored. The Faculty Senate reserves the right to formally petition the Board of Trustees for a redress of grievances related to the actions of the University President or any elected officer of the Corporation.

ARTICLE III University Collegium

Section 1. Responsibilities

The Dominican University Collegium directs the Faculty Senate to review, study and recommend on matters relating to the conduct of the academic programs of the university that are of concern or question; reviews and acts on recommendations from the Faculty Senate; and serves as a center for dialog between its members and the Faculty Senate.

Section 2. Membership

All full-time faculty, including faculty librarians and clinical faculty, shall be voting members of the Dominican University Collegium. All full-time faculty appointees who also hold administrative or staff responsibilities are eligible for membership if they are considered faculty for annual reporting purposes by the Office of Institutional Research.

In addition, the Faculty Senate shall grant voting status to any adjunct faculty member who has taught at least 9 semester credit hours in the previous two years, and requested voting status from the Secretary of the Faculty Senate.

Section 3. Meetings and Procedure

The University Collegium shall meet at least three times each academic year. A majority vote of the Faculty Senate is required to call additional University Collegium meetings. These meetings will address reports from the Faculty Senate that require University Collegium discussion, questioning, and/or approval. Any decision made by the Faculty Senate or any of its committees may be appealed to the University Collegium which will then, through majority vote, either sustain the decision or overrule the decision and make a recommendation to the University President. An appeal must be moved and seconded by voting Collegium members with a vote on the appeal taken after discussion by the Collegium.

The Dominican University Collegium meetings shall be called to order by the Faculty Senate President, who then conducts the meeting. The program and any agenda items shall be set by the Faculty Senate as discussed in Article IV, section 1 of these Bylaws and made available to all Collegium members one calendar week before the scheduled meeting. Minutes of the meeting shall be taken by the Faculty Senate Secretary or a designee.

Voting will consist of the simple majority of members present, except for approval of Faculty Handbook content which will require a 2/3 majority of members present. Members must be present in person to vote. Proxy voting or voting via teleconference is not permitted unless a special rule presented by the Faculty Senate, and approved by the Collegium, is enacted. Voting will be by voice vote unless a motion for a roll call vote is made by a member who participated in the vote and is supported by five or more members. Any member present may request a vote by secret ballot. The Secretary of the Faculty Senate shall record the votes.

Section 4. Committees

All Standing Committees must be approved by the Dominican University Collegium.

All members of the Collegium are eligible for membership on University committees unless specific eligibility requirements related to good governance are identified in Article V of these Bylaws.

The Dominican University Collegium shall be represented on all of the Standing Committees by members of the Faculty Senate and members of the Dominican University Collegium.

ARTICLE IV Faculty Senate

Section 1. Responsibilities

The Faculty Senate is the primary delegated governing body of the Dominican University Collegium.

The Faculty Senate is responsible for creating a direct line of communication with all Standing Committees of the University.

The Faculty Senate will have approval rights of all of the committees designated as Faculty Senate Committees. This approval shall take the form of approving minutes of the committee. Any Faculty Senate member has the right to question any issue discussed or decided upon by any of the committees. The Faculty Senate will also have the right to review any of the minutes of any committee on which its members serve and are not designated as a Faculty Senate Committee. This review shall determine whether the Faculty Senate's representative on the committee should seek further information, enter an objection or seek explanation of any decision made by those committees.

Faculty Senate members are responsible for keeping the members of the Collegium, in the unit represented by the Faculty Senate member, informed on a regular basis of the activities of the Faculty Senate and its committees. Members of the University Collegium have the right to make their positions known, questions about and challenges to any decisions made by the Faculty Senate and/or its committees through the Faculty Senate representative of their unit or through Dominican University Collegium discussion and debate as provided in the established program and agenda of Dominican University Collegium assemblies.

The Faculty Senate makes recommendations for approval or rejection of proposals to the University Collegium. All of the Faculty Senate decisions must be conveyed to the Collegium at its regular meetings.

The Faculty Senate receives and acts on charges from the University Collegium, the University President, and or Provost and or the Board of Trustees of the University to review, study, and investigate issues of interest to the University Collegium. The Faculty Senate then reports back to the University Collegium its findings and recommendations on the specific issue.

The Faculty Senate President shall set the agenda for University Collegium meetings based on directions from the Faculty Senate, and requests from the University President and/or Provost, other administrative leaders of the

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University, members of the University Collegium, Students, and Academic Staff. The following elements of the program must be present in all regularly scheduled Collegium Assemblies:

a. University President Statement and/or Response: The University President may address any ongoing, anticipated, or under discussion University actions of note or additional topic at the request of the Faculty Senate. The University President may also respond to any campus concerns as deemed appropriate.

b. Provost Statement and/or Response: The Provost may address any ongoing, anticipated, or under discussion University actions of note or additional topic at the request of the Faculty Senate. The Provost may also respond to any campus concerns as deemed appropriate.

c. Appeal of the Minutes: a summary of all action items accepted in the Committee minutes by the Faculty Senate since the last Collegium meeting shall be provided in the meeting notification. The program may highlight items of note, but all minutes must be laid before the Collegium for any motion to appeal the accepted minutes as accepted.

The Senate shall solicit nominations among Collegium members for the positions of Faculty Trustee and Faculty Member of the Board of Trustees' Academic Affairs Committee, select one nominee for each position and forward them to the Board of Trustees by the way of the University President.

The Senate will also hear faculty grievances:

1. At the first meeting of the academic year the senate will select two tenured senators (one whose primary teaching responsibility is graduate; one undergraduate). These two senators will be the co-chairs of the Grievance Committee.
 - a. Determination of status: A senator's status will be determined by the percentage of course taught at each level during the previous two years. At least 50 percent of courses must be taught at the graduate level to be considered graduate; a similar formula will be used with the undergraduate representative.
2. Upon filing of a grievance with the co-chairs, the two assemble a five-person grievance committee. Each of the parties involved will select a representative from the Collegium; and the co-chairs will select one additional member from the Collegium.

This board will:

1. Hear cases in which a member of the faculty alleges that the member's academic freedom has been violated or that the member has been unfairly treated.
2. Follow the procedures outlined in the Faculty Handbook.

Section 2. Membership

The Faculty Senate shall be comprised of Senators elected by secret ballot by and from the faculty of each voting unit at each election.

Colleges, independently standing Schools, and the Library shall comprise voting units. Each voting unit shall have a minimum of one Senator representing it. The Senate Executive Council reapportions additional senators based on the number of full-time faculty members in each voting unit every three years in the fall semester.

For every 10 full-time faculty members in a voting unit, the unit will be apportioned one (1) additional senator; however, no single voting unit shall have more than 50 percent of the total senators.

The chair and vice chair of the Adjunct Advisory Committee, who must also be members of the University Collegium, will become senators for one year renewable terms.

Any member of the University Collegium may stand to run for election to the Faculty Senate as a representative from the voting unit in which that member spends at least 50% of his/her teaching time.

In the first year of its existence the Faculty Senate terms of service will be according to the following formula:

	One year	Two Year	Three Year	Total
RCAS	3	4	3	10
CASS	2	1	1	4
BSB	1	1	1	3
CHS	1	1		2
Library			1	1
Total	7	7	6	20
Adjunct				<u>2</u>
Total				22

Elections every year after the first year will be for three-year terms. There shall be no limit to the consecutive terms a Senator may serve. Senators unable to serve the full three years, continuously, for any reason, shall be replaced by the procedures of their electoral units until the next election.

Section 3. Meetings and Procedure

The Faculty Senate shall meet at least once per month during both the Fall

and Spring semesters. The Senate may meet more often as the need arises. The regular meeting times and dates shall be established at the beginning of the Academic Year. The Faculty Senate President or five or more members of the Faculty Senate may call for a meeting outside of the regular meeting times for specific issues that require urgent consideration.

- The first meeting of the Academic Year will be called to order by the University President.
- The newly elected Faculty Senate President will conduct the rest of the meeting. The first order of business will be a setting of the Rules of Order of doing business.
- The Faculty Senate Secretary shall take the minutes of the meeting and record all votes.
- The Faculty Senate cannot conduct an official meeting without a quorum of its members present. A quorum will consist of one-half plus one of the members of the Faculty Senate.
- Decisions will be decided by a simple majority of the members present. Members may be present in person or by teleconference, or other electronic means that permits active involvement in discussions.
- Votes will be by voice vote or show of hands unless any two members move and second a request for a paper ballot or for a roll call vote. The Faculty Senate Secretary will record roll call votes by listing the names of each member and noting whether they voted yea, nay, abstained, or were absent.
- There will be a good faith effort to make accessible all pre-read materials that originate from the Senate, (note: this excludes minutes still in draft form) to Collegium members at the time the agenda is posted.
- All Senate meetings shall be a standing, open invitation to all Collegium members without requiring an invitation and/or RSVP.

A standing invitation to the Provost will be extended.

Section 4. Officers

The Officers of the Faculty Senate shall be the Faculty Senate President, Vice-President and Secretary, who will each serve one-year terms. The Officers will be elected at the final Senate meeting of the Academic Year.

The Faculty Senate President will be responsible for developing the program, calling the Faculty Senate meetings to order, conducting the meetings in an orderly fashion, and ensuring that all members who wish are heard. In addition, the Faculty Senate President will be responsible for finalizing the program for the University Collegium, calling the University Collegium meetings to order, and ensuring that they are conducted in an orderly fashion.

When requested, the Faculty Senate President, or the Faculty Senate President's designee from among the senators, shall serve as the Faculty Senate's representative in discussions with university administrators and the Board of Trustees on matters of importance to the university. When requested by Faculty Senate members of committees, the Faculty Senate President may represent the Faculty Senate on issues under consideration by the committee that cross committees or impact the larger university.

The Faculty Senate Vice President, as the person responsible for maintaining and interpreting the handbook, shall be the main point of contact for faculty on issues regarding the handbook. The Faculty Senate Vice President may consult with the administration or other sources in carrying out this function.

The Faculty Senate Secretary shall be responsible for the Minutes of the Faculty Senate and the University Collegium, including recording the votes taken. In addition, the Faculty Senate Secretary shall coordinate the elections to the Faculty Senate. All requests for members of the Faculty Senate to serve on other committees, than those listed below, shall be made through the Faculty Senate Secretary.

Section 5 Executive Council

The Executive Council of the Faculty Senate shall consist of the Faculty Senate President, Vice President, Secretary, Faculty Trustee, and two members of the Faculty Senate elected by the Faculty Senate to serve on the Executive Council.

The Executive Council shall meet as desired to facilitate the work of the Faculty Senate and Collegium. They are responsible for ensuring that Collegium, Senate, and all Committee minutes are submitted in a timely manner and available for review by Collegium members as required by Article V of these Bylaws.

The Executive Council shall oversee all election procedures to ensure a fair process and equity in representation and opportunity for faculty in various career stages. They shall also maintain a record of service for use in tenure and promotion decisions. The Executive Council should meet prior to each regularly scheduled Faculty Senate meetings to set the program for the meeting.

The Executive Council shall take action where necessary on issues requiring Faculty Senate involvement whenever the need arises. Any decision made by the Executive Council must be ratified by a simple majority vote of members present at the next Faculty Senate meeting before it can become an official act of the Faculty Senate.

Section 6. Committees

All matters relating to university academic programs must be referred to one of the Standing University or Faculty Senate Committees for action or recommendation to the Faculty Senate for decisions. Any Standing Committee can decide to develop Sub-Committees to consider issues in greater detail. All Sub-Committees must include at least one voting Collegium member, preferably from the Committee. High Impact Practices Committee Sub-Committee Chairs may be voting members of the High Impact Practices Committee. Standing Committees of the Faculty Senate and the University are listed in Article V.

If faculty representation is required or desired on any Special Committee initiated by the administration, the Senate shall be consulted and an appropriate nominee will be put forward.

ARTICLE V Committees

Section 1. Standing Committees

Standing Committees permit more detailed discussion of an issue, often resulting in recommendations for action to the Faculty Senate; investigate matters that specifically fall within their purview and make decisions accordingly; and/or carry out tasks assigned to them either through these Bylaws or as designated by the Faculty Senate. New or different Standing Committees can be established only through amendment to these Bylaws.

Membership: Elected membership is limited to Collegium members. The Faculty Senate will choose at the end of each spring semester, after the general election, one senator to chair each Faculty Senate Committee and one faculty member on each of the university committees to report regularly to the senate.

1. Elections to serve on Standing Committees will be conducted in April of each year by the Faculty Senate Executive Council. Newly elected members assume duties the final meeting of the Academic Year in which they were elected.
2. The faculty Chair or ranking faculty member will serve from May 1 to May 1.
3. A University Collegium member serves a term of three years on any Standing Committee, and the terms are staggered. At the initial meeting of any newly formed committee, its University Collegium members determine by lot that some members will serve one year, some two years, and some three years.
4. Voting units that are unable to fill an allocated committee position may designate another representative from the Collegium. If a voting unit chooses to keep a representative seat vacant, it may do so without losing that seat.
5. University Collegium members on standing committees and on sabbatical or on leave may remain on the committee as an active member if they are able to complete their committee duties thoroughly. If they are not able to complete their committee duties thoroughly, they must resign.
6. A University Collegium member will serve on no more than two Standing

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Committees, except in extenuating circumstances and with the approval of the Senate.

7. The Faculty Senate will determine what order of business is appropriate for assignment to a Standing Committee within the terms of these Bylaws, and which order of business requires the creation of a Special Committee.

Section 2. Special Committees

Special Committees are established through a majority vote of the members of the Faculty Senate. Special Committees have specific tasks to complete and report, through their minutes, to the Faculty Senate. Special Committees must have their mandates approved by the Faculty Senate every first official meeting of the Academic Year. A Special Committee will cease to exist upon the completion of its task or the failure of the Faculty Senate to renew its mandate. A Special Committee may be converted to a Standing Committee only through amendment of these Bylaws.

The Faculty Senate President will name the Chair or ranking member of a Special Committee before naming other members. The Faculty Senate President will then name the other members of the Special Committee. Members of the Special Committee may include non-members of the University Collegium.

Section 3. Duties

The duties of each committee are as follows:

1. The Chair is responsible for drawing up programs and agendas, convening meetings with reasonable notice of time and place, ensuring that the committee performs its duties, and obtaining necessary supplies. The chair will designate on a rotating basis members responsible for keeping minutes.
2. The Chair is responsible for posting electronic programs in an area available to committee members including, but not limited to, the Canvas page for the committee at least 72 hours before the meeting.
3. Once minutes are approved electronically or at a subsequent meeting, the Chair, or ranking faculty member, is responsible for posting them in an electronic format and forwarding them to the Senate Secretary for further storage and distribution within two weeks. This must include a summary of agenda items and items acted upon. Copies of both approved and rejected proposals must be included. A rejected proposal of more than five typed pages is duplicated by the proposer who wishes it presented to the Faculty Senate.
4. The Chair is responsible for maintaining a file of committee records. The Chair, or ranking faculty member, is responsible for compiling an annual report, with a brief executive summary highlighting the committee's accomplishments, at the end of the spring semester to file with the Senate Secretary.
5. Committee chairs may recommend the removal of negligent committee members to the Faculty Senate, in the case of Standing Committees, or to the Faculty Senate President in the case of Special Committees.
6. Standing Committees should usually meet at least twice a semester.
7. Proposals within the jurisdiction of a Standing Committee are considered by that committee before being presented to the Faculty Senate.

Section 4. Standing Committees

The standing committees are listed below.

Most recent update: June 27, 2024

Faculty Senate Committees

Academic Technology and Facilities

Membership: The Chair of committee also sits on the University IT committee.

Chair/Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1
University Librarian	1

Associate CTLE Director, (ex officio; non-voting)

Vice President for Technology and Operations, (ex officio; non-voting)

University Registrar (ex officio; non-voting)

Voting members 8

Duties: The Academic Technology and Facilities Committee assists in advocating for developing, implementing, and evaluating policies and practices for using technology and enhancing the quality of teaching and learning across the University.

The Academic Technology and Facilities Committee exercises its responsibility by:

1. Helping to develop and implement relevant aspects of the Dominican University IT Strategic Plan;
2. Reviewing and recommending policies that relate to faculty usage and access of University information technologies and facilities in their teaching, scholarship, professional development, and participation in University life and governance;
3. Encouraging and stimulating faculty development in the area of information technologies, with special emphasis on pedagogical implications;
4. Serving as technology and facility “thought leaders” among faculty across the University; stimulating innovation; and providing opportunities for discussion of emerging technologies and their potential pedagogical applications;
5. Setting goals and priorities related to pedagogical issues for technology and facilities at the University level, including online instruction, and recommending action steps toward these goals;
6. The chair serves as the faculty liaison to the University IT Committee.

Adjunct Advisory Committee

Membership:

1. Any current adjunct faculty member who is a part-time employee of the university or whose primary responsibility is teaching can volunteer to serve.
2. One non-voting full-time faculty member adviser appointed by the senate.
3. The common rules on standing committee membership, as detailed in Article V, Section 1, do not apply to this committee.

Responsibilities:

1. To offer advice and advocacy on matter of interest and concern to adjunct faculty.

Duties:

1. The first meeting under these Bylaws will be called by the Faculty Senate President, or the non-voting full-time faculty adviser, using a comprehensive list of current adjunct faculty provided by the Provost's Office.
2. At that first meeting the committee will choose co-chairs, who will also serve one-year renewable terms as senators on the Faculty Senate. These senators must meet the conditions set for Collegium membership, i.e. having taught at least nine (9) semester credit hours over the previous two years.
3. The committee must meet at least once a year, at the beginning of each subsequent academic year, to choose co-chairs, who also will serve in the Faculty Senate. The outgoing co-chairs customarily will chair that meeting.
4. The co-chairs must use the comprehensive list of current adjunct faculty members when calling meetings, which can be as often as necessary.
5. Other common duties ascribed to the chair, as detailed in Article V, Section 3, apply to this committee and will be shared by the co-chairs, or other appointed officers, if need be.

Admissions, Recruitment, Retention Membership:

Chair: Senator	1
At large	2
RCAS	1
CASS	1
CHS	1
BSB	1

VP for Enrollment, (ex officio; non-voting)

A representative from the Division of Student Success and Engagement (ex-officio; non-voting)

Voting members 7

Duties:

1. Works with each college and the Faculty Senate to set admission standards.
2. Reviews recruitment strategies.
3. Reviews financial aid policy.
4. Works with the Dean of Students office, the Advising Office, the Academic Resource office and other relevant administrative offices to develop sound retention strategies.

Assessment Committee:

Membership:

Chair /Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1
Faculty Librarian	1

Director of Academic Assessment, Evaluation, and Achievement, (ex officio; non-voting)

Director of the CTLE, (ex officio; non-voting)

VP of Mission and Ministry, (ex officio; non-voting)

Division of Student Success and Engagement representative,
(ex officio; non- voting)

Voting members 8

Duties:

The Assessment Committee is responsible for facilitating the development, implementation, and evaluation of comprehensive University-wide processes for defining, measuring, documenting, and assuring student learning.

The Assessment Committee exercises its responsibility by:

1. Supporting faculty and staff at the programmatic, School, and University level to establish and maintain an annual assessment cycle that:
 - a. defines measurable objectives and outcomes for student learning and achievement;
 - b. Encourages best practices in curriculum development and pedagogies designed to help students achieve the defined learning outcomes;
 - c. Gathers patterns of evidence to document student learning and achievement;
 - d. Interprets the evidence to evaluate the extent to which learning outcomes are being achieved;
 - e. Uses the interpretation of evidence to improve the quality of teaching and learning.
2. Fostering a culture of assessment that balances the needs and expectations of the University as a whole with those of particular Colleges and their accrediting bodies;
3. Promoting collaboration and communication about assessment across the University by helping the Director for Academic Assessment, Evaluation, and Achievement maintain a current website,

representing each year's assessment activities; and by submitting a formal written report on the assessment of student learning across the University to the Faculty Senate, the Office of the Provost, and the Provost's Cabinet every third year;

4. Providing opportunities for professional development in assessment practices for faculty and staff, including its own membership.

Compensation and Benefit Committee (replacing Faculty Affairs Committee):

Membership:

Chair/Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1
Librarian	1
Voting Members	8

Duties:

1. Considers matters concerning compensation and benefits and makes recommendations to the Faculty Senate.
2. Regularly consults with the University President, Vice President for Business Affairs and Director of Human Resources on matters of faculty interest.
3. Works with the Human Resources Department to maintain a list of peer institutions for the purpose of regular salary and benefit comparison and benchmarking.
4. Regularly accesses AAUP and CUPA data for benchmarking.
5. Selects a committee member to represent faculty on the University's Fiduciary Committee.
6. Consults at least twice a year with the relevant Staff Council committee(s) about matters of mutual interest and concern.

Core Curriculum Committee (CCC)

Membership:

RCAS faculty members <ul style="list-style-type: none">• 2 Language and Arts• 2 STEM• 2 Humanities and Social Science	6
BCHS faculty members	2
BSB faculty members	2
CASS faculty members	2
Faculty librarian	1
Student representative	1
The Core Director, who will serve as chair	1
University Registrar (ex-officio; non-voting)	
Executive Director of Career Programs and Employer Relations (ex-officio; non-voting)	
Director of Advising (ex-officio; non-voting)	
Total Voting Members	15

Duties

The standing Core Curriculum Committee will:

1. Simulate, support, and promote a renewed university-wide commitment to the Core Curriculum as a vital part of a DU undergraduate education,
2. Foster interdepartmental discussion and development of the Core, and
3. Promote greater unity, coherence, and integration in the Core and in collaboration with colleagues in Student Success and Engagement and other co-curricular programs and offices.

The Core Curriculum Committee will:

1. Oversee the implementation and continuous improvement of all components of the core curriculum.
2. Determine, appoint, and oversee the proposed "governing councils," which will be comprised of domain experts and stakeholders as described in the reimagined core proposal, as subcommittees to assist in determining which courses will satisfy Core Curriculum requirements.
3. Offer recommendations to the Provost on the personnel and funds needed to implement the Core in general and in particular departments.
4. Work with the Center for Teaching and Learning Excellence to offer periodic discussions and workshops for faculty and departments that will promote effective and innovative Core teaching methods for the achievement of Core learning outcomes and assist in the design and implementation of rigorous and challenging Core courses.
5. Collaborate with the University Assessment Committee to assess the

various components of the core on a regular basis.

6. Assist in designing and implementing assessment of all parts of the core curriculum, working in conjunction with the Assessment Committee.
7. Assume responsibility to bring key initiatives and proposals for any curricular changes to the University Curriculum Committee as all faculty senate committees do with regards to curricular proposals (such as the Committee of High Impact Practices).
8. On or before June 30 of each year, provide an annual report on the "state of the Core" to the Provost, including recommended changes in the approved Core Curriculum based on the Committee's evaluations as well as on societal, pedagogical, and educational developments that influence the Core. The report will be available to the university community.

The CCC is chaired by the Core Director, who also serves on the UCC. Any significant curricular changes will advance from CCC to UCC before moving on to the Senate and Collegium.

Diversity Committee: Membership:

Chair/Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1

VP of Mission and Ministry, (ex officio; non-voting)

Chief Diversity Officer, (ex officio; non-voting)

Voting members 7

Duties:

1. Develops and implements relevant aspects of the Dominican University Diversity Plan, particularly those aspects related to teaching, scholarship, and professional development.
2. Promotes and supports research, curricula, and pedagogy that identify, analyze, and address manifestations of institutional injustice such as racism, systems of privilege, and imbalances of power.
3. Promotes and supports the design, delivery, and assessment of inclusive curricula and pedagogies that respect and encourage multiple ways of knowing and being in the world, and that embody the university's commitment to excellence through diversity.
4. Promotes and supports faculty and student research that deepens our intellectual, spiritual, and ethical understanding of diversity, community, the common good and social justice.
5. Promotes and supports enhancement of the cultural competencies of faculty and students; that is, developing capacities to engage and learn authentically through the multiplicity of human perspectives and differences.
6. Works with the academic units, the Assessment Committee, and the Program Review Committee to establish measurable outcomes and assessment protocols to document the university's progress toward our aspirations for excellence and inclusivity through diversity.

Faculty Appointments:

Membership: All members must be tenured.

Chair/Senator	1
RCAS	4
CASS	3 (one from each existing school)
CHS	1
BSB	1
Librarian	1
Voting members	11

Duties

1. The committee makes recommendations to the Provost on the retention, tenure and promotion of individual members of the faculty.
2. The committee makes recommendations through the Provost to the University President to the Board of Trustees on the granting of tenure to individual members of the faculty.
3. The committee consults with the Provost and/or the University President as needed during review of certain renewal, promotion or tenure cases.
4. The committee may make recommendations to the Provost and University President concerning approval of non-medical leaves of absence.
5. The committee brings recommendations for policies and procedures relating to faculty retention, promotion and tenure to the Provost and University President for consideration and to the Faculty Senate for consideration and ratification of bylaw changes as needed.
6. Voting units should choose representatives who reflect the academic specializations within the voting units.
7. Usual procedures for disposal of minutes do not apply to this committee. Minutes of discussion about retention, promotion, tenure, leaves of absence and other confidential matters should be retained by the committee, with the committee chair keeping minutes on file. However, minutes from meetings concerned with discussion of policies and procedures should be filed with and reported to the Faculty Senate

Faculty Development Membership:

Membership:

Chair/Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1

Director of BCTLE, (ex officio; voting)

Voting members 8

Duties: The Committee on Faculty Development shares responsibility for supporting all faculty members as scholars/artists and teachers committed to professional excellence and achievement.

The Committee on Faculty Development exercises its responsibility by:

1. Approving internal development grant criteria, reviewing proposals; awarding faculty research grants; and establishing methods of accountability for the use of grant funds and resources;
2. Sponsoring an annual faculty seminar series featuring current faculty research and creative investigations;
3. Advising the Director of the CTLE in developing and delivering programs and initiatives that promote excellence in teaching;
4. Advising the Director of the CTLE in selecting topics for faculty workshops, including the traditional Fall Workshop;
5. Assisting the Director of the CTLE in identifying, selecting, and preparing potential faculty mentors;
6. Performing other duties as appropriate

High Impact Practices Committee

Membership:

Chair/Senator	1
At Large	2
RCAS	2
CASS	2
BSB	1
BCHS	1

Director of Undergraduate Research, Scholarship, and Creative Investigations (URSCI), (*ex officio*; non-voting)

Director of Civic Learning, (*ex officio*; non-voting)

Director of Study Abroad, (*ex officio*; non-voting)

Academic Enrichment Center representative, (*ex officio*; non-voting)

Career Services representative, (*ex officio*; non-voting)

Voting Members 9

Duties:

1. Monitors university-wide institutional policies and strategies for High-Impact Practices (HIPs) as defined by the committee.
2. Maintains a record of HIPs occurring in the University on an annual basis through appropriate methods as determined by the committee.
3. Coordinates with other university entities involved with monitoring and/or reporting HIPs at Dominican. To include colleges, schools, programs, departments, committees, and task forces.
4. Supports and advocate for the Directors of study abroad, URSCI, internships, and civic learning in the identification and awarding of internal and external funding to advance HIP at Dominican University.
5. Advises and supports the efforts of the Director of Civic Learning to advance civic curriculum development, faculty training, and implementation of programs that advance civic education at the University.
6. Advises and supports the efforts of the Director of Civic Learning to develop criteria and evaluate applications for the ExcEL Scholarship.
7. Advises and supports the efforts of the Director of URSCI to develop grants and evaluate applications.
8. Advises and supports the efforts of the Director of URSCI to conduct the annual URSCI EXPO.
9. Advises and supports the efforts of the Director of Study Abroad to develop, implement, and monitor programs to maintain vibrant study abroad opportunities for Dominican students at the undergraduate and graduate level.
10. Advises and supports the efforts of the Director of Career Development in

the area of internship for academic credit in the University.

Post-Tenure Review and Sabbatical Committee

Membership: All members must be tenured.

Chair/Senator	1
RCAS	4
CASS	3 (one from each existing school)
BSB	1
CHS	1
Librarian	1
Voting members	11

Duties:

1. Designs and implements procedures for the periodic review of the performance of tenured faculty and tenured faculty librarians, which will be submitted to the Faculty Senate for ratification and submitted to the Senate Secretary for publication in the *Faculty Handbook*.
2. Conducts the post-tenure review process, submitting a report of the review of each faculty member to the appropriate Dean or the University Librarian, Provost, and the University President.
3. Makes recommendations concerning sabbatical leaves to the Provost and University President, based in criteria, policies, and procedures it designs and implements.
4. Makes suggestions for changes in College policy and procedures with respect to faculty for consideration and action by any appropriate body.

Program Review Committee: Membership:

Chair /Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1

Representative of Office of Institutional Effectiveness, (ex-officio non-voting)

Director of the CTLE, (ex officio; non-voting)

VP of Mission and Ministry, (ex officio; non-voting)

Division of Student Success and Engagement representative, (ex officio; non-voting) Voting Members 7

Duties:

The Program Review Committee is responsible for those processes and procedures (described in Appendix 6.3.U [see p.176]) governing five-year program reviews, which are designed to ensure the quality and improvement of all academic programs across the University.

The Program Review Committee exercises its responsibility by:

1. Collaborating with the Office of the Provost and the Director for Academic Assessment, Evaluation, and Achievement to ensure that program administrators (and appropriate Deans or the University Librarian) are notified at least one year in advance of the year of the review, and that all guidelines, goals, and procedures for the review process are clearly understood by the immediate stakeholders;
2. Reviewing documents prepared by programs for their five-year review, including the internal review, the external reviewers' report, and the program faculty's response to the external reviewer's report;
3. Preparing a written report on all review documents, processes, interpretations, and recommendations, and submitting copies to the faculty of the program reviewed, the appropriate Dean or the University Librarian, the Office of the Provost, and the University President;
4. Providing general recommendations to the University President, the Office of the Provost, Deans, and other faculty committees regarding the academic programs of the University;
5. Serving as a resource for the Academic Affairs Committee of the Board of Trustees regarding academic programs across the University.

University Curriculum Committee

Membership: All faculty members must be tenured.

Chair/Senator	1
RCAS	3 (one each from STEM, Language & Arts, Humanities & Social Sciences Departments)
CASS	3 (one from each school)
BSB	1
CHS	1
Honors Director	1
Undergraduate Core Director	1

Deans or Designees of Colleges (*ex officio*, non-voting)

Vice President for Mission and Ministry (*ex officio*; non-voting)

Provost (or Provost's Designee) (*ex officio*; non-voting)

University Registrar (*ex officio*; non-voting)

Director of Institutional Research (*ex officio*; non-voting)

Total Voting 11

The committee has the authority to create appropriate Special Committees within its jurisdiction, notwithstanding other Bylaw requirements.

Note: The senate can make an exception to the tenure requirement for faculty membership on a case-by-case basis. Regarding RCAS membership, if someone from one voting unit is unavailable to serve, the Faculty Senate may approve a substitute member put forth by RCAS.

Duties: The purpose of the University Curriculum Committee (UCC) is to focus on the totality of Dominican's education offerings, within the contexts of mission and identity, strategic planning, and academic priorities.

1. Meets as a whole to review and approve written proposals submitted by the relevant colleges for adding new academic programs – including all degrees, majors, minors and certificates -- or for substantially altering or phasing out existing programs
2. Reviews and approves curricular proposals from the colleges for developing (or phasing out) academic programs and collaborations with external partners, including, but not necessarily limited to, other colleges or universities.
3. Facilitates strategic and innovative interdisciplinary curriculum development.
4. Keeps the Provost and University President informed with full and timely documentation concerning its actions on all substantive curriculum proposals and changes, in a written format that will enable the University President to inform the

- Board of Trustees and seek Board approval when appropriate.
5. Meets at least three times a semester.
 6. Articulates and advocates for a coherent and high quality shared academic experience for all students across Dominican University.
 7. Reviews and approves proposed changes to the undergraduate core curriculum in order to ensure its sustained effectiveness in meeting the educational objectives of Dominican University and the needs of the communities it serves.
 8. Reviews and approves proposed changes to the undergraduate honors programs and makes individual policy decision as questions about the program arise.
 9. Reviews and approves proposed changes related to shared academic regulations (e.g., total credit hours needed for graduation, +/- grading, absence policy; minimum and maximum hours required for majors; etc. governing all students; reviews, for information purposes, academic regulations of the disciplines.
 10. Reports directly to Faculty Senate

University Committees

Climate, Equity and Inclusion:

Membership:

Ranking Faculty/Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1
Chief Diversity Officer	1
Dean of Students	1
Director of Academic Assessment, Evaluation and Achievement	1
Director of Human Resources	1
Faculty representative from Committee on Diversity	1
Provost or designee	1
Vice-President, Division of Student Success and Engagement	1
Director of University Ministry	1
VP of Mission and Ministry	1
Representative from Enrollment Management	1
Staff Inclusion Committee representative	1
One graduate student	1
One undergraduate student (Chosen by SGA)	1
Voting Members:	20

Duties:

1. Oversees policies and practice to ensure a diverse student body, faculty and staff.
2. Advances policies and published grievance procedures to provide prompt and equitable resolution of student and employee discrimination complaints.
3. Elects and ensures the training of a team of two or three faculty/staff from the committee to serve as ombudspersons to provide informal, confidential advice to faculty, staff and students regarding the above policies and procedures.
4. Monitors campus climate overall, working as a catalyst for just resolution, accurate information and continuing education.
5. Advances the establishment of, and oversight for, measurable outcomes and assessment protocols to document the university's progress toward achieving excellence and inclusivity through diversity.
6. Makes recommendations to the University President, Provost, and appropriate department and unit heads on matters of climate, equity, and inclusion at Dominican.

Institutional Review Board (IRB)

Membership:

In accordance with the regulations and guidance (45 CFR 46) provided by the Office of Human Research Protections (OHRP), a branch of the U.S. Department of Health and Human Services (HHS), the Dominican University Institutional Review Board shall be composed of no fewer than five voting members, with at least one member who is a scientist, one who is a non-scientist, and one who is a member of the community, not otherwise affiliated with the University.

The members are:

1 (non-voting) Chair	Appointed for 2 years terms by the Provost in consultation with IRB members, terms subject to renewal for no more than three subsequent terms.
1 (non-voting) IRB Administrator	Appointed by the Provost
1-2 members from the community-at-large	Not otherwise affiliated with Dominican University, appointed by the Provost annually.
At least one faculty member from each of the four Colleges of the University, but ideally two representatives from each College	Chosen to ensure representation by both scientific and nonscientific personnel; minimum of 4 faculty members, maximum of 8 faculty members to serve a 3-year term.
1-2 at-large members (from any College)	To serve when no representative from one of the four Colleges is available or to ensure special expertise for adequate attention to the risks of certain research participant populations.
1 member of the Faculty Senate	preferably a member of the Executive Council, to serve as a liaison between the Faculty Senate and the IRB.

In addition, federal regulations require that the IRB be comprised of faculty members who possess “the professional competence to review specific research” in order to protect human participants in research. A diversity of members in terms of “race, gender, and cultural backgrounds” is also expected by OHRP.

Process for filling vacancies on the IRB: The Dean of each college will provide the names qualified faculty candidates willing to serve on the IRB to the IRB Chair and IRB Administrator in the Spring of each year in which vacancies will occur.

The qualified candidates will be presented to the Faculty Senate for Collegium election vote.

The newly elected faculty IRB members will begin their 3-year term in the Fall of the upcoming academic year

Duties of IRB Members:

1. Responsible for monitoring the protection and welfare of human participants in research activities of Dominican faculty, students, and staff, as required by Federal regulations 45 CFR part 46 and standards of ethical research, involving human subjects.”
2. Provide a thorough review of protocols submitted to the IRB to ensure the protection of human subjects in research.
3. Complete IRB Members CITI Training and ensure certification remains current while serving on the board.
4. Develop and update University policies and procedures for the protection of human participants in research as needed.
5. Provide education and training on human subjects’ protection during research as needed to the Dominican University community.

**Interfaith Cooperation Committee:
Membership:**

Chair: Vice President for Mission and Ministry	1
Ranking Senator	1
At large faculty	2
RCAS	1
CASS	1
BSB	1
CHS	1
Mission and Ministry staff, appointed by the vice president	1
Division of Student Success and Engagement representative	1
Director of the Interfaith Studies Minor	1
One dean or associate provost, appointed by the provost	1
Chief Diversity Officer	1
Diversity Committee representative	1
Committee on Climate Equity and Inclusion representative	1
Staff Inclusion Committee representative	1
Two undergraduate students	2
Two graduate students	2
Two external members.	2
Total Voting Members	22

Duties:

1. Advances Dominican University’s mission by engaging diverse religious, spiritual, and value-based (RSV) worldviews through study, contemplation, dialogue, and cooperation in order to create a supportive interfaith environment and prepare our community for global citizenship.
2. Promotes and supports the design, delivery, and assessment of co-curricular programming, and of programming for Dominican faculty, staff, and administration, that seeks to foster a culture of interfaith understanding, including opportunities for informed and appreciative interfaith dialogue, and recognition of holy days from multiple traditions.
3. Promotes and supports the design, delivery, and assessment of curricula and pedagogies that identify and analyze diverse religious, spiritual, and value-based (RSV) worldviews, including the undergraduate interdisciplinary Interfaith Studies minor, as well as other undergraduate and graduate courses and programs.
4. Builds relationships and engages in collaborative initiatives with diverse external RSV communities, and with interfaith organizations, in ways that enhance the committee’s work.

Strategic Planning and Budget Committee:

Strategic Planning and Budget Committee

Membership:

- Vice President for Mission and Planning (Chair)
- Vice President for Finance and Administration
- Provost and Vice President for Academic Affairs
- Vice President for Diversity, Equity and Inclusion
- Two academic deans (selected for a two-year appointment by the Deans Team)
- One member of the Faculty Senate Executive Council and one member of the Faculty Senate body (selected annually by the Faculty Senate)
- President of Staff Council (or designee)
- One additional staff representative (selected for a two-year appointment by the Staff Council)
- President of Student Government Association (or designee)
- One graduate student (appointed on a biennial rotating basis by the colleges)

Duties: The fundamental mandate of the Strategic Planning & Budget Committee is to coordinate and oversee the strategic and resource planning of the university. The committee serves as the principle advisory body to the President and the Board of Trustees in development and monitoring of the University's strategic plan, and making annual recommendations regarding the operating budget and resourcing of University priorities. It will ensure that major new initiatives have academic and/or institutional merit; that they are aligned with the mission of the university; and that expenses, revenue, and indirect costs have been appropriately assessed.

Governance Interface: The Executive Committee of the Board of Trustees has ultimate oversight of the university strategic plan. Final approval of the plan, as recommended by the President, is a board function. The Finance Committee of the Board of Trustees approves the university budget, within parameters established by the full board.

Specific responsibilities of the Strategic Planning and Budget Committee include:

1. Articulating and periodically recommending updates to the strategic framework for university planning (vision statement, institutional priorities, overarching goals and objectives), developed in consultation with faculty, staff and students, and finally approved by the Board of Trustees.
2. Monitoring planning strategies and progress toward goals and making recommendations for revisions to the planning process as necessary.

3. Ensuring the collaboration and integration of planning and budget processes in order to establish budget guidelines, review major initiatives that have significant resource implications, align priorities and allocations, and evaluate and improve processes.
4. Contributing to the Campus Master Planning process by ensuring that investments in facilities align with strategic priorities.
5. Receiving periodic (at least annual) reports from administrative officers, Faculty Senate and Staff Assembly regarding annual operating (as distinct from strategic) priorities, and internal and external issues that impact the university planning process. Periodically, depending on the agenda, others may be invited to committee meetings as resources. Examples include, but are not limited to, the controller, executive director of human resources, executive director of external engagement, director of institutional research, and director of continuous improvement.
6. Facilitating accurate, transparent, and timely patterns of communication across all stakeholders.
7. As necessary, the committee may also choose to organize its work into subcommittees, including on Planning, Budget, and Aesthetics.

Committee on Sustainability

Membership:

Chair to be elected by committee	1
RCAS faculty	1
CASS	1
BSB	1
BCHS	1
Sustainability Coordinator	1
Director of Building and Grounds	1
Coordinator of SustainDU	1
Director of Civic Learning	1
Staff Committee on Healthy Living representative	1
Senate Committee on High Impact Practices representative	1
Undergraduate student 1 (with one alternate)	1
Graduate student 1 (with one alternate)	1

Two External Community Members with voice but no vote

"Friends of the Committee" may be invited as appropriate, with voice but no vote

Total Voting Members 12

Duties

1. Advance Dominican University's mission by promoting awareness of the need for and practices of sustainability in order to create a sustainable campus; encourage sustainable practices among students, faculty, and staff; help all members of the community make connections between environmental justice and social justice; and prepare our community for global citizenship.
2. Promote and support the design, delivery, and assessment of co-curricular programming, and of programming for Dominican faculty, staff, and administration, that seeks to foster a culture of Care for Creation, as described in Laudato Si' and the Sinsinawa Sisters' Corporate Stance on Climate Change, and as modelled in the Care for Creation practices at the Sinsinawa Mound.
3. Provide support and coordination for the campus resources needed to both create a sustainable campus and provide students with hands-on, on-campus opportunities to learn sustainability principles and practices that could also be integrated into course work at the discretion of faculty.
4. Build relationships and engage in collaborative initiatives with local sustainability organizations, communities with which we share ecosystems, and communities most vulnerable to the impacts of environmental degradation.

ARTICLE VI Amendments

Section 1. Submission

Proposed amendments to the Bylaws may be submitted to the Faculty Senate by any member of the DU Collegium, the University President, and any sitting member of the Board of Trustees. All amendments will be considered by the Faculty Senate and a majority vote of all members present and voting shall forward the amendment to the Collegium.

Section 2. Procedure

Any proposed amendment brought forward from the Faculty Senate must be in finalized language and be distributed or made available electronically to all DU Collegium active members and the President of the University one week before the DU Collegium meeting at which the amendment will be proposed. A vote on an amendment may not be taken the same meeting that the amendment is proposed. A final vote on any proposed amendment is in order at the next scheduled full DU Collegium following proposal and discussion.

Section 3. Voting

Three-fifths of all those present and voting will be necessary for passage of Bylaws amendments. Vote may be conducted by voice, ballot, or other method established by the Faculty Senate.

ARTICLE VII Adoption, Revision, and Dissolution

Section 1. Adoption

These Bylaws and the Constitution will go into effect the first academic year after the Academic Council and the Board of Trustees has approved them. Upon implementation of these Bylaws and Constitution, the Academic Council will be dissolved and replaced by the University Collegium.

Section 2. Revision

The Faculty Senate will review the Bylaws after the first and third full academic year of their adoption. Following those reviews the Faculty Senate may make any proposed changes to the Bylaws without objection from the University Collegium. If any objection is heard, any change may be severed and proceed under Article VI procedures. The Senate will review again in the fifth year of their adoption and every fifth year after. Any Amendments proposed on a fifth year review may be proposed *en bloc* or severed, but will follow Article VI procedures.

Section 3. Dissolution

These Bylaws will exist until the University Collegium by a two-thirds vote and the Board of Trustees votes for dissolution of the Bylaws and Constitution.

Appendix D: Senate Committee Policies and Procedures

The Faculty Appointments Committee Policies and Procedures are in Chapter 17 of the Faculty Handbook. The Post-Tenure Review and Sabbatical Committee Policies and Procedures are in Chapter 19 of the Faculty Handbook.

Section A: Academic Technology and Facilities Committee

Approved March 19, 2018

Voting Policy

A quorum is required to call a vote on a proposed motion. A member may call in to a meeting (or use other appropriate technology, at the chair's discretion) and count towards a quorum. A quorum shall be a majority of voting members of the committee. A simple majority vote of present voting members shall constitute approval or passing of an item.

In the absence of a quorum, motions may be deferred to subsequent meetings. If in the chair's opinion timely action is necessary, a discussion and vote may be conducted between meetings via email, canvas, or other electronic means. Such a vote will be recorded in the minutes of the next meeting.

Administering Technology Grants

The committee shall administer technology grants to the faculty, as allowed by budgetary concerns. The chair shall announce the grants, including deadlines to apply, to the faculty, and shall collect the applications from faculty. The applications shall be discussed and voted on by the committee. The chair shall then notify the applicants of the committee's decision and of how to proceed if the grant proposal is approved.

Planning and Priorities

At the final meeting of the academic year the committee will compose a list of priorities for the next year and will review the policies and procedures of the committee, making changes as needed.

Section B: Adjunct Advisory Committee

Policy and Procedures – Adjunct Advisory Committee

Approved 04/25/2018

Membership, responsibilities, and duties as listed the *By-Laws of the University Collegium of Dominican University*:

Membership:

1. Any current adjunct faculty member who is a part-time employee with the university or whose primary responsibility is teaching can volunteer to serve.
2. One non-voting full-time faculty member adviser appointed by the senate.
3. The common rules on standing committee membership, as detailed in Article V, **Section 1**, do not apply to this committee.

Responsibilities:

1. To offer advice and advocacy on matter of interest and concern to adjunct faculty.

Duties:

1. The first meeting under these Bylaws will be called by the Faculty Senate President, or the non-voting full-time faculty adviser, using a comprehensive list of current adjunct faculty provided by the Provost's Office.
2. At that first meeting the committee will choose co-chairs, who will also serve one-year renewable terms as senators on the Faculty Senate. These senators must meet the conditions set for Collegium membership, i.e. having taught at least nine (9) semester credit hours over the previous two years.
3. The committee must meet at least once a year, at the beginning of each subsequent academic year, to choose co-chairs, who also will serve in the Faculty Senate. The outgoing chair customarily will chair that meeting.
4. The co-chairs must use the comprehensive list of current adjunct faculty members when calling meetings, which can be as often as necessary.
5. Other common duties as detailed in Article V, Section 3, apply to this committee.

Policies and Procedures:

The following policies and procedures ensure that the Adjunct Advisory Committee meets the above outlined duties and responsibilities:

Membership:

As this body is meant to represent the varied needs of the adjunct body, the committee should reflect that diversity in its make-up. For the first meeting of the year, the co-chairs will email the adjuncts using the comprehensive list provided by the Provost's office. Further, the co-chairs will bring the meeting to the attention of the Faculty Senate asking that the Senators urge the adjuncts from their respective schools to attend this meeting and join the committee. Ideally, at least one adjunct from each school will sit on the committee, and reasonable efforts should be made to reach out to the underrepresented schools. Further, when electing co-chairs, the committee should elect at least one of the co-chairs who have as the highest degree a Masters' degree when one is

nominated for the position. Only adjuncts can serve as co-chair. The co-chairs will divide the responsibilities ascribed to the chairs of other standing committees. See the Table 1 below for division of responsibilities.

To bridge the gap between the full-time faculty, one full-time faculty member chosen by the committee will also serve as a non-voting member. Up to two ex-officio, non-voting members from the university administration may also join at the committee's discretion, pending these administrators have held adjunct contracts with the University.

Meetings:

The following policies and procedures are used for the meetings held by the committee.

- **Frequency**

The committee will ideally meet four times a year (twice a semester). Other meetings may be called at the discretion of the committee.

- **Time and Location**

Ideally, the meetings will be held on different days and at different times from the previous meeting to accommodate the varied schedules of the adjunct body. The co-chairs will be responsible for booking meetings, and the location must have a teleconferencing option to allow off-campus participation.

Attendance

Because adjunct schedules tend to make attending regular meetings difficult, the committee can hold meetings without meeting a quorum; however, both co-chairs must be present in order to hold a meeting. Committee members must commit to attending at least four of the meetings per year, either in person or on the phone.

Non-voting members of the committee may be excused from the meeting at the co-chairs discretion.

- **Agendas**

Any voting member, the faculty adviser, or the ex-officio members may propose agenda items. These agenda items must be sent to the co-chairs four days prior to the meeting.

Further, every meeting will have time set aside for two agenda items: time for members to bring new business to the committee from the floor, and time for announcements from committee members.

- **Rules of Order**

The committee will use Robert's Rules of Order to move through all agenda items. Each actionable agenda item will include a motion to consider the item, discussion, and a vote of the attending members. For sensitive votes, such as elections, members may request a paper ballot. Paper ballots will be counted by the faculty adviser when present.

- **Minutes**

The co-chairs will ask for a volunteer to take the minutes for each meeting. These will be sent to the co-chairs and then distributed to the committee for electronic approval within a week of the meeting.

The co-chairs will then post the meeting minutes to the Faculty Senate communication hub for approval by the Senate.

- **Visitors**

Persons who are neither voting nor ex officio members of the Adjunct Advisory Committee can be invited to attend a Committee meeting in two ways: via an invitation by the Committee co-chairs, or if an invitation is requested by full or ex-officio members and approved by the members of the committee.

Any member of the University who meets the membership requirements may attend the meetings without an express invitation.

Reports:

The co-chairs will author two reports on the activities of the adjunct committee for distribution to the adjunct body. These reports will be written in time for the last meeting of each semester, and the committee will vote to amend and approve the report. It should be emailed to the adjunct body before finals.

Amendment Process:

The Adjunct Advisory Committee will follow the By-Laws when need arises to amend any of the information above.

Table 1: Division of Co-Chair Responsibilities:

Both co-chairs will represent the committee in the Faculty Senate, and will ensure that the committee performs its duties throughout the year, but to ensure equal work load, the labor of the committee will be divided as follows:

Co-chair 1: Internal Communication	Co-chair 2: External Communication
<p>This co-chair will be responsible for communications within the committee, and will:</p> <ul style="list-style-type: none"> - draw up programs and agendas, and obtain necessary supplies; - notify committee of meetings with reasonable notice of time and place; - post electronic programs in an area available to committee members including, but not 	<p>This co-chair will be responsible for external communications with the University body as a whole, and will:</p> <ul style="list-style-type: none"> - function as the primary contact for the committee for others in the University; - meet and communicate with faculty and administration on behalf of committee; - maintain a file of committee records for University archival purposes;

limited to, the DUConnect area for the committee at least 72 hours before the meeting;

- post them in an electronic format and forward them to the Senate Secretary for further storage and distribution within two weeks, including a summary of agenda items and items acted upon.

- compile a biannual report, with a brief executive summary highlighting the committee's accomplishments, at the end of the spring semester to file with the Senate Secretary.

Section C: Admissions, Recruitment and Retention Committee

Approved 11/07/2022

Role:

The Admission, Recruitment, and Retention Committee has been tasked with:

1. working with each college and the Faculty Senate to set admission standards,
2. reviewing recruitment strategies,
3. reviewing financial aid policy; and
4. working with the Division of Student Success and Engagement and other relevant administrative offices to develop sound retention strategies.

Membership:

In order to fulfill these tasks, the Admission, Recruitment, and Retention Committee will be made up of members who are representatives of each of the stakeholder bodies. As a committee of the Faculty Senate, however, charged with representing faculty concerns and functioning as a channel for faculty governance, only full-time-time faculty members hold full voting rights on this committee. Other members of the committee, while full members of the committee, are members ex-officio and do not hold voting rights.

Members of the committee include:

1. A committee chair from the Faculty Senate (full voting member)
2. 2 committee members from the faculty at large (full voting members)
3. 1 faculty representative from RCAS (full voting member)
4. 1 faculty representative from CASS (full voting member)
5. 1 faculty representative from CHS (full voting member)
6. 1 faculty representative from BSB (full voting member)
7. The VP for Enrollment Management (ex-officio; non-voting)
8. A representative from the Division of Student Success and Engagement Division (ex-officio; non-voting)

Policy and Procedures:

Meetings:

Charged with representing faculty oversight on enrollment related issues, the Admission, Recruitment, and Retention Committee should meet regularly throughout the academic year (at least 4 times a year, twice per semester). The times and locations of these regular meetings should be set by the start of the academic year.

The first of these meetings should be held within the first three weeks of the start of the Fall semester of a new academic year. The purpose of this meeting

should be to hear status reports from the VP for Enrollment (on current recruitment and enrollment trends and goals and on current financial aid trends and goals), and a representative from SSE (on current retention trends and goals). The aim of all subsequent meetings is to review these trends and goals and to work with the representative partners to revise, add to, or fulfill (as appropriate) these goals.

The last meeting of the academic year should be aimed at establishing admission standards, recruitment, enrollment, and retention goals for the following academic year and to choose at least 3 committee members willing to represent the committee over the summer months to help review conditional admittance cases with staff from the admissions office. Review of these files can proceed in person, via email or via some other electronic method. The admissions office should alert the available committee members to the need for review, as needed, throughout the summer. The vote to admit conditional cases must be unanimous amongst those committee members serving that summer.

Any necessary additional meetings can be requested by members of the committee throughout the year. These meetings can be convened to address relevant issues or tasks assigned to the committee which may arise during the course of the academic year but do not fit into the regular order of business.

Agenda Items:

Agenda items for each meeting can be brought by any member of the committee. Suggestions for agenda items should be submitted to the chair of the committee at least a week before the next scheduled committee meeting. Agendas should be established and circulated by the chair along with any relevant pre-read material no less than 5 days before the next committee meeting in order to ensure that every member of the committee has had a chance to prepare themselves for the meeting.

Rules of Order:

While agenda items can be brought forward by any member of the committee, only members with full voting rights can make a motion to the committee, bring forward an action item, or vote on any motion or action item brought forward by a committee member with full voting rights. Discussion of any motions or action items should include all members of the committee present. The discussion of motions and action

items as well as the voting procedure of motions or actions items should generally follow Robert's Rules of Order on voting matters.

Meeting Minutes:

Minutes must be taken in every meeting which includes a record of all the members present, documentation of any discussion which took place, and an accounting of any motions or action items put forward by committee members as well as the outcome of any vote taken on those motions or action items. To accomplish this task, a minute taker should be appointed prior to the start of each meeting. The minute taker should be a member of the committee with full voting rights. If no minute taker has been appointed, it is the duty of the chair of the committee to take the minutes for the meeting. The minutes from each meeting should be typed and circulated to all member of the committee within a week after the meeting. Suggestions for corrections and additions to the meeting minutes can be made by any member of the committee who was present at the meeting. All appropriate suggestions for corrections and additions to the minutes should be made by the chair of the committee. A formal vote on the content of meeting minutes does not need to occur. After a week of having been circulated by the chair of the committee, the meeting minutes are considered approved by proxy at which point they should be submitted to the faculty senate for review and approval.

Changes in Admission, Financial Aid, or Student Success Policy:

In order to fulfill the roles and responsibilities tasked to the committee, members of the committee will work with the VP for Enrollment and representative from SSE to review policy and practice in these areas. As such, any substantive change to the policy or procedures within these areas should be brought before the committee in a timely manner to allow the full consideration of the committee. To this end, any proposed substantial changes should be submitted to the committee chair as soon as possible before the next scheduled committee meeting so that they can be added to the agenda and brought before the committee for discussion and possible vote. A majority vote of a committee quorum is sufficient to the approval of the proposed changes.

For minor changes of policy (e.g., minor revisions of the admissions handbook, etc.) no formal meeting of the committee need be convened. Proposed minor changes can be submitted to the committee chair for distribution, discussion, and voting via email.

The distinction between minor and major policy and procedure changes is ultimately at the discretion of the committee. If for example, a proposed change is circulated via email as a minor change but committee members (by simple majority) feel that it is a major change, then a formal meeting must be called and voting must proceed as detailed above.

Section D: Assessment Committee

Approved 10/12/2018

Policies

Voting Policy

A quorum is required to call a vote on a proposed motion. Following the definition in the Senate By-Laws, a quorum will consist of one-half plus one of the voting members of the committee. A majority vote of a present quorum of members constitutes approval or passing of an item.

In the absence of a quorum, motions may be deferred to subsequent meetings. If the members present determine that timely action on the motion is necessary, the chair will conduct an email discussion and vote after the meeting had adjourned. The results of the email discussion and vote shall be documented in the minutes for that meeting.

Assessment Committee Planning and Priorities

The agenda of the final meeting of each academic year will be to review the achievements of the committee and to develop a prioritize list of initiatives for the upcoming academic year. In addition, the committee will review the committee policies and procedures and make recommendations for modifications as necessary.

The agenda of the first meeting of each academic year will be to plan the implementation of the assessment initiatives. The first meeting will also include a review and vote on the policies and procedure modification proposed by the previous committee.

Procedures

Assessment Planning Assistance

Assessment Conflict Adjudication Process

In the event of a dispute about assessment issues, faculty, staff, and/or administrators can petition the Assessment Committee for an impartial review of the issues and recommendations for resolution.

1. The person (or persons) seeking resolution contacts the current chair of the Assessment. A written description of the issues along with a list of all concerned parties should be submitted to the chair.
2. The chair will notify all of the people on the list about the request for resolution.

3. The chair will request position papers from each of the concerned parties.
4. The chair will add the request for resolution to the next available committee meeting agenda and will notify the concerned parties of the dates.
5. The chair will post all of the relevant document to the committee Canvas site for members to review.
6. At the committee meeting, the concerned parties will have the opportunity to make a short presentation to the committee. The committee members will ask questions. When all parties have presented and the questions are answered, the concerned parties will be excused. The committee will deliberate.
7. The committee will develop a set of recommendations to resolve the issue. These will be issued as part of the meeting minutes.

Section E: Compensation and Benefits Committee

Approved 04/17/2018

Membership:

Chair/Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1
Librarian	1
Total voting members:	8

Duties:

The Compensation and Benefits Committee:

- 1) Considers matters concerning compensation and benefits and makes recommendations to the Faculty Senate;
- 2) Regularly consults with the University President, Vice-President for Finance and Director of Human Resources on matters of faculty interest;
- 3) Works with the Human Resources Department to maintain a list of peer institutions for the purpose of regular salary and benefit comparison and benchmarking;
- 4) Regularly reviews AAUP and CUPA data for benchmarking;
- 5) Elects a committee member to represent faculty on the University's Fiduciary Committee;
- 6) Consults at least twice a year with the relevant Staff Council committee(s) about matters of mutual interest and concern.

Policies and Procedures

Most recent update: June 27, 2024

Meetings

Frequency and Convenience of Time and Location

The Compensation and Benefits Committee will meet at least four times, or more if needed, during the academic year.

The Compensation and Benefits Committee will meet with the Director of Human Resources and the Vice-President for Finance as needed and specifically twice a year in October to discuss healthcare benefits and April to review AAUP and CUPA data. A representative of the Staff Employment Affairs Committee will be included in meetings as needed, and specifically at the October and April meetings.

Committee meetings will be held on campus (with online options available) and during a time most suitable for all members in order to facilitate attendance by the greatest/largest number of committee members.

Attendance

The Committee chairperson will notify all members of the Committee at least two weeks in advance about an upcoming meeting. The notification will include information about the meeting location and a call for agenda items.

Crafting the Meeting Agenda

Any member of the Compensation and Benefits Committee can propose an item for the meeting agenda by contacting the Committee chairperson. Suggestions for agenda items should be submitted to the chair of the committee at least a week before the next scheduled committee meeting. All meetings will also include the opportunity for any Committee member to raise new business.

Rules of Order

Meetings of the Compensation and Benefits Committee will follow Roberts' Rules of Order in order to determine quorum, guide discussion and debate, and reach an agreement/take a vote. All members of the Committee may vote on actionable items. Before items come to a vote, the Chairperson will gather a sense of the body in order to encourage reaching consensus on matters under consideration.

Meeting Minutes

The Committee will create a record of its discussion and actions. On a rotating basis, Committee members will take these minutes. A draft of the minutes will be available on Canvas for all members to review and to propose corrections and clarifications. Within two weeks of any committee meeting, minutes are approved from the majority of committee members and submitted to the Senate for acceptance.

Process to Amend the Policies and Procedures of the Compensation and

Benefits Committee

The Compensation and Benefits Committee follows the Bylaws with regard to the process of proposing to the Faculty Senate amendments to the Committee's membership, purpose, duties, policies, and procedures.

Section F: Core Curriculum Committee

The standing Core Curriculum Committee will:

1. stimulate, support, and promote a renewed university-wide commitment to the Core Curriculum as a vital part of a DU undergraduate education,
2. foster interdepartmental discussion and development of the Core, and
3. promote greater unity, coherence, and integration in the Core and in collaboration with colleagues in Student Success and Engagement and other co-curricular programs and offices.

The Core Curriculum Committee will:

- oversee the implementation and continuous improvement of all components of the core curriculum
- determine, appoint, and oversee the proposed “governing councils,” which will be comprised of domain experts and stakeholders as described in the reimagined core proposal, as subcommittees to assist in determining which courses will satisfy Core Curriculum requirements
- offer recommendations to the Provost on the personnel and funds needed to implement the Core in general and in particular departments
- work with the Center for Teaching and Learning Excellence to offer periodic discussions and workshops for faculty and departments that will promote effective and innovative Core teaching methods for the achievement of Core learning outcomes and assist in the design and implementation of rigorous and challenging Core courses
- collaborate with the University Assessment Committee to assess the various components of the core on a regular basis

The CCC is chaired by the Core Director, who also serves on the UCC. Any significant curricular changes will advance from CCC to UCC before moving on to the Senate and Collegium.

The CCC will have 15 members:

- 6 RCAS faculty members (2 Language and Arts, 2 STEM, 2 Humanities and Social Science)
- 2 BCHS faculty members
- 2 BSB faculty members
- 2 CASS faculty members
- 1 faculty librarian
- 1 student representative
- the Core Director, who will serve as chair

Section G: Diversity Committee

Diversity Committee Membership:

Chair/Senator	1
At large	2
RCAS	1
CASS	1
BSB	1
CHS	1
VP of Mission and Ministry, (ex officio; non-voting)	
Chief Diversity Officer, (ex officio; non-voting)	

Voting members: 7

Duties:

1. Develops and implements relevant aspects of the Dominican University Diversity Plan, particularly those aspects related to teaching, scholarship, and professional development.
2. Promotes and supports research, curricula, and pedagogy that identify, analyze, and address manifestations of institutional injustice such as racism, systems of privilege, and imbalances of power.
3. Promotes and supports the design, delivery, and assessment of inclusive curricula and pedagogies that respect and encourage multiple ways of knowing and being in the world, and that embody the university's commitment to excellence through diversity.
4. Promotes and supports faculty and student research that deepens our intellectual, spiritual, and ethical understanding of diversity, community, the common good and social justice.
5. Promotes and supports enhancement of the cultural competencies of faculty and students; that is, developing capacities to engage and learn authentically through the multiplicity of human perspectives and differences.
6. Works with the academic units, the Assessment Committee, and the Program Review Committee to establish measurable outcomes and assessment protocols to document the university's progress toward our aspirations for excellence and inclusivity through diversity.

Policies and Procedures of the Diversity Committee

Most recent update: June 27, 2024

The following policies and procedures ensure that the Diversity Committee meets its purpose and duties as outlined above in the Bylaws of the University Collegium, Dominican University

Meetings

Frequency and Convenience of Time and Location

The Diversity Committee will meet at least four times, or more if needed, during the academic year.

Committee meetings will be held on campus (with online and teleconference options available) and during the University's free period (unless another time is suitable for all members) in order to facilitate attendance by the greatest/largest number of voting and ex officio members.

Attendance

The Committee chairperson will give advance notice to all voting and ex officio members of the Committee about an upcoming meeting. The notification will include information about the meeting location and a call for agenda items. Persons who are neither voting nor ex officio members of the Diversity Committee can be invited to attend a Committee meeting in two ways: (1) via an invitation by the Committee chairperson or (2) if an invitation is requested by full or ex-officio members and approved by the members of the committee.

Crafting the Meeting Agenda

Any member of the Diversity Committee can propose an item for the meeting agenda by contacting the Committee chairperson. All meetings will also include the opportunity for any Committee or ex-officio member to raise new business.

Rules of Order

Meetings of the Diversity Committee will follow Roberts' Rules of Order in order to determine quorum, guide discussion and debate, and reach an agreement/take a vote.

Following the Bylaws, the Committee members who are not in ex officio roles can vote on actionable items. Before items come to a vote, the Committee will gather a sense of the body in order to encourage reaching consensus on matters under consideration.

Meeting Minutes

The Committee will create a record of its discussion and actions. These minutes will be available for all members to review and to propose corrections and clarifications to the chairperson. The chairperson will inform the Committee of suggestions that would result in substantive changes to the meeting minutes. Within two weeks, meeting minutes are approved through a process of assent from the majority of voting members.

Process to Amend the Policies and Procedures of the Diversity Committee

The Diversity Committee follows the Bylaws with regard to the process of proposing to the Faculty Senate amendments to the Committee's membership, purpose, duties, policies, and procedures.

Section H: Faculty Development Committee

Approved 04/17/2018

Membership:

Chair/Senator	1
At large	2 (4)
RCAS	1
CASS	1
BSB	1
CHS	1
Director of Sponsored Projects, (ex officio; non-voting)	
Director of CTLE, (ex officio; non-voting)	
Voting members	7 (9)

Duties:

The Committee on Faculty Development shares responsibility for supporting all faculty members as scholars/artists and teachers committed to professional excellence and achievement.

The Committee on Faculty Development exercises its responsibility by:

1. Approving internal development grant criteria, reviewing proposals; awarding faculty research grants; and establishing methods of accountability for the use of grant funds and resources.
2. Sponsoring an annual faculty seminar series featuring current faculty research and creative investigations.
3. Advising the Director of the CTLE in developing and delivering programs and initiatives that promote excellence in teaching.
4. Advising the Director of the CTLE in selecting topics for faculty workshops, including the traditional Fall Workshop.
5. Assisting the Director of the CTLE in identifying, selecting, and preparing potential faculty mentors.
6. Performing other duties as appropriate.

Policies And Procedures:

1. The committee maintains a website that contains the descriptions of grant criteria and the grant submission process, the schedule of faculty presentations in the seminar series, the names of the members of the committee and other information as necessary.

2. The committee develops, maintains and revises appropriate rubrics for grant criteria.
3. The committee communicates grant criteria and deadlines in a timely matter.
4. The committee communicates the awarding of grants and stipends in a timely manner.
5. The committee meets at least monthly during the Fall and Spring semesters with more meetings scheduled as necessary.
6. Along with the associate provost, the committee (chair) creates a budget that is submitted to the business office.

Section I: High Impact Practices Committee

Approved 03/02/2021

Definition:

High Impact Practice (HIP), as defined by the HIP Committee at Dominican University includes practices that:

- (1) impact a student's academic career in a significant manner
- (2) promote deep learning through experience
- (3) demand considerable time and effort
- (4) facilitate learning outside the classroom
- (5) encourage collaboration with diverse others.

Any HIP designation at Dominican University must fulfill three of the five characteristics of high impact practice. At least one of these three characteristics must be defensible through measurable assessment.

Membership:

Chair/Senator	1
At large	2
RCAS	2
CASS	2
BSB	1
BCHS	1

Director of Undergraduate Research, Scholarship, and Creative Investigations (URSCI),

(ex officio; non-voting)

Director of Civic Learning, *(ex officio; non-voting)*

Director of Study Abroad, *(ex officio; non-voting)*

Academic Enrichment Center representative, *(ex officio; non-voting)*

Career Services representative, *(ex officio; non-voting)*

Voting Members 9

Duties:

1. Monitors university-wide institutional policies and strategies for High-Impact Practices (HIPs) as defined by the committee.
2. Maintains a record of HIPs occurring in the University on an annual basis through appropriate methods as determined by the committee.

3. Coordinates with other university entities involved with monitoring and/or reporting HIPs at Dominican. To include colleges, schools, programs, departments, committees, and task forces.
4. Supports and advocate for the Directors of study abroad, URSCI, internships, and civic learning in the identification and awarding of internal and external funding to advance HIP at Dominican University.
5. Advises and supports the efforts of the Director of Civic Learning to advance civic curriculum development, faculty training, and implementation of programs that advance civic education at the University.
6. Advises and supports the efforts of the Director of Civic Learning to develop criteria and evaluate applications for the ExcEL Scholarship.
7. Advises and supports the efforts of the Director of URSCI to develop grants and evaluate applications.
8. Advises and supports the efforts of the Director of URSCI to conduct the annual URSCI EXPO.
9. Advises and supports the efforts of the Director of Study Abroad to develop, implement, and monitor programs to maintain vibrant study abroad opportunities for Dominican students at the undergraduate and graduate level.
10. Advises and supports the efforts of the Director of Career Development in the area of internship for academic credit in the University.

Section J: Program Review Committee

Membership

Chair/Senator	1
At large	2
RCAS	1
BSB	1
CASS	1
BCHS	1

Representative of the Office of Institutional Effectiveness (ex-officio, non-voting)

VP of Mission and Ministry (ex-officio, non-voting)

Dean of Students representative (ex-officio, non-voting)

Voting Members: 7

Responsibility

To ensure the sustained quality and ongoing improvement of academic programs across the university, the Program Review Committee is responsible for monitoring and overseeing the academic program review process according to established policies and procedures.

Policies

1. The Program Review Committee (PRC) shall meet on a monthly basis, as needed, through the fall and spring terms.
2. The PRC Chair, as elected by the Faculty Senate, shall arrange the schedule each term and conduct each meeting.
3. Agenda items shall be determined by the Chair and the Office of Institutional Effectiveness (OIE) representative.
4. Minutes shall be taken at each meeting.
5. The committee shall maintain a list of programs eligible for review and review the list annually to ensure accuracy and to plan for the upcoming year.
6. All academic programs that confer a degree and that are not included in the scope of review conducted by an external special accreditor are expected to participate in Dominican's program review. A program must have had the authority to confer degrees for at least five years prior to its first review. In addition, select programs that do not confer degrees and are not subject to an external accrediting body will be expected to participate in program review. These select programs will be determined by the Chair in consultation with the Provost and, if applicable, the

corresponding dean. All programs participating in Dominican's program review are reviewed on a rotating basis by the PRC; each program is reviewed every six years.

7. At the end of each academic year, the Chair and OIE representative shall develop a summary report identifying primary issues and trends encountered in the program reviews conducted during the year. The report shall be submitted to the PRC for review and approval. Upon approval, the report shall be submitted to the Faculty Senate and the Provost.

Program Review Procedures

Note: The six-year program review process assumes the administrator and faculty of each unit have developed and maintained a program plan and collected data during the period since the last review of the program.

8. OIE notifies the program administrator (the person within the program responsible for coordinating the program review, usually the program chair/director) and appropriate dean of a scheduled review one year in advance of the review.
9. Programs have the option of conducting either on-site or virtual external reviewer visits. The program administrator, after consulting with the faculty, provides the Director of Academic Assessment, Evaluation, and Achievement with a list containing the names and contact information of at least three potential reviewers. The list of potential reviewers should satisfy the following criteria:
 - the list is comprised of potential reviewers located within a one-day drive of the campus, if an on-site visit is planned,
 - the potential reviewers are listed in order of preference, and
 - the list should contain the names of at least three reviewers.

Upon receiving the list, the Director of Academic Assessment, Evaluation, and Achievement contacts in order the people on the list and identifies who will serve as the external reviewer. The program works with the Provost's Office in making arrangements for the reviewer's visit.

10. Two months before the scheduled external reviewer visit, the program will share a working draft of its self-study with the program's dean for comments and feedback.
11. The program administrator and faculty complete a final draft of the self-study, including both a written report and a summary presentation of

evidence/data. One month before the external reviewer's visit, the program administrator distributes copies of the self-study to the external reviewer, the Director of Academic Assessment, Evaluation, and Achievement, the Provost, and to the appropriate dean.

12. The program administrator and faculty host the reviewer's visit. The program administrator in consultation with the external reviewer sets the visit agenda. The visit includes, but is not limited to, individual meetings with the Provost (or Associate Provost), the appropriate dean, and the PRC Chair.
13. As part of the external reviewer visit, the external reviewer will participate in an "exit" group meeting with the program chair/director, the appropriate dean, the PRC chair, and the Provost.
14. The external reviewer submits to the Director of Academic Assessment, Evaluation, and Achievement an evaluation report preferably within one month after the visit; copies are sent to the program administrator, the appropriate dean, the Provost, and to the PRC Chair.
15. The program administrator shall prepare a response to the external reviewer's report within one month of receipt of the reviewer's report. The program administrator submits the program's response to the Director of Academic Assessment, Evaluation, and Achievement.
16. In a timely manner, the PRC reviews all three documents and prepares a response; submits the response to the Provost, the appropriate dean, and to the program chair/director; and, if requested, the program chair/director can schedule a meeting with the PRC chair to discuss the response.
17. Approximately 3 years prior to the next scheduled review, the PRC via OIE solicits updates from the program chair and appropriate administrators regarding action items identified in the PRC's response to the program's review. Updates shall be reviewed by the PRC at its next scheduled meeting after receipt of the update report.

Section K: University Curriculum Committee

Approved 10/14/2021

Membership: All faculty members must be tenured.

Chair/Senator	1
RCAS	3
CASS	3 (one from each school)
BSB	1
CHS	1
Honors Director	1
Undergraduate Core Director	1

Deans or Designees of Colleges (*ex officio*, non-voting)

Vice President for Mission and Ministry (*ex officio*; non-voting)

Associate Provost (*ex officio*; non-voting)

University Registrar (*ex officio*; non-voting)

Director of Institutional Research (*ex officio*; non-voting)

Total Voting 11

The committee has the authority to create appropriate Special Committees within its jurisdiction, notwithstanding other Bylaw requirements.

Note: The senate can make an exception to the tenure requirement for faculty membership on a case-by-case basis.

Duties: The purpose of the University Curriculum Committee (UCC) is to focus on the totality of Dominican's education offerings, within the contexts of mission and identity, strategic planning, and academic priorities.

1. Meets as a whole to review and approve written proposals submitted by the relevant colleges for adding new academic programs – including all degrees, majors, minors and certificates -- or for substantially altering or phasing out existing programs
2. Reviews and approves curricular proposals from the colleges for developing (or phasing out) academic programs and collaborations with external partners, including, but not necessarily limited to, other colleges or universities.
3. Facilitates strategic and innovative interdisciplinary curriculum development.
4. Keeps the Provost and University President informed with full and timely documentation concerning its actions on all substantive curriculum proposals and changes, in a written

format that will enable the University President to inform the Board of Trustees and seek Board approval when appropriate.

5. Meets at least three times a semester.
6. Articulates and advocates for a coherent and high quality shared academic experience for all students across Dominican University.
7. Reviews and approves proposed changes to the undergraduate core curriculum in order to ensure its sustained effectiveness in meeting the educational objectives of Dominican University and the needs of the communities it serves.
8. Reviews and approves proposed changes to the undergraduate honors programs and makes individual policy decision as questions about the program arise.
9. Reviews and approves proposed changes related to shared academic regulations (e.g., total credit hours needed for graduation, +/- grading, absence policy; minimum and maximum hours required for majors; etc. governing all students; reviews, for information purposes, academic regulations of the disciplines.
10. Reports directly to Faculty Senate

Procedure

This document represents the consolidation of ongoing efforts by faculty, staff, and administration to improve our curricular development and revision process over several years.

This document will be kept by the Senate and may be referred to, and/or updated, as needed, by the appropriate steps within faculty governance.

Curricular changes ordinarily fall into one of three areas: creation of a new curricular program; dissolution of an existing program; and revision of an existing program. All program proposals should be categorized appropriately (see Appendix 3) and follow the stated pathways through the flowchart and faculty governance procedures. Following these patterns will avail a missional, informed, transparent, fair, and collegial process for each proposal. Timetables are further explained below.

Proposals that do not refer to a specific program but are a bulletin change or more broad curricular matter may be submitted directly to the UCC committee chair or Senate Executive Committee as a Memo or Letter, explaining or

requesting the reason, language, and rationale for the change (see Appendix 3).

Overall Timetable

Innovation has no deadlines, but the academic and governance calendars have many. This requires all parties—those who propose, those who evaluate, and those who deliberate—to operate within these timetables. The greatest resource we share is time and every academic year is a ticking clock. To design and launch successful programs requires that we delineate and utilize that time as effectively as possible.

Faculty and deans should always pursue innovation, but it would be ideal for them to consider during the spring and summer what programs they may be considering submitting for evaluation in the coming fall of that calendar year (the next academic and fiscal year). Letters to Submit must be received by September 30 to be considered for the next year's Bulletin, but they may be submitted at any time during the academic year. Likewise, college curriculum committees may meet and approve proposals according to their own regulations, but measures must be approved within this stage by November 30 to be considered by University Faculty Governance for the upcoming Bulletin publication that following May.

Under extraordinary circumstances, if a program's ideation process makes it unavailable for the September 30 deadline for submission, and circumstances require its consideration outside the normal timetable, the proposing faculty or dean may consult with the Provost and UCC Chair. If the circumstances seem appropriate, the faculty or dean may petition to have the program enter the evaluation process after the deadline by filling out the Exception form (Appendix 6) to see if it meets the criteria to be considered for faculty governance approval process for this bulletin. If the exemption is not approved, however, the proposal will need to be submitted under the regular process the following year.

Stages of Approval

Stage 1: Research and Development

Faculty (either through chair or interested members) discuss a potential proposal with their Dean. The Dean gives preliminary approval to proceed with following steps.

Dean consults with initial resources available to their office (Hanover, Labor statistics, IPEDS,¹ etc.) and OIE (as needed) to develop supporting data.

Stage 1.5: Net Revenue Assessment

Proposing entity and dean consult with EMM and CFO to complete the pro forma budget template (see Appendix 4). (At this time there is also a determination made of whether the proposal will have an ROI or net revenue that is greater than \$500,000. If it is less than \$500,000, it goes on to step 2. If it is greater than \$500,000, it goes to step 3.5 for deeper analysis).²

Steps 1 and 1.5 should remain amorphous and ongoing throughout the year to provide a constant incentive and launchpad for innovation.

Stage 2: Intention to Submit

Notification of University Leaders

Faculty and/or Dean submit "Letter of Intent to Submit Program Proposal to Provost," cc'ing the Dean, UCC Chair, and Senate President. The letter may take the form of a brief memo and consist of the program's name and summary of its content. The Provost then notifies other deans (Deans' team) and relevant administrative offices (OIE, CFO, EMM, Registrar, UMM).³

Letters of Intent to Submit must be received by the Provost's office by 11:59pm, September 30 (or following Monday) to be considered for the upcoming Bulletin.

The Provost or UCC Chair may request more information from the proposing entity to clarify possible areas of overlap with other programs. The Provost

¹ Integrated Post-secondary Education Data and Statistics, maintained by the National Center for Education Statistics (within US Dept of Education).

² Footnote explaining this designation and use of net revenue.

³ Office of Institutional Effectiveness, Chief Financial Officer, Enrollment Marketing Management, and University Mission and Ministry, respectively.

should inform the proposing entity and respective Dean(s) of any overlaps with existing programs or programs that may have a vested interest in this program's creation, revision, or dissolution. Another Dean or the UCC Chair may also request the Provost review a possible overlap. The Provost, however, will inform the proposing entity of any conflicts.

If conflicts or possible overlaps are identified, the proposing entity is responsible for engaging said interested parties. The Provost, other Deans, UCC Chair, and (if appropriate) other Senators or faculty representatives may also be included in deliberations of details in the program proposal.

Notification of University

The UCC Chair will present the title and basic premise of the proposed program to the University Collegium (this may also take place even while the proposal is in stage 1, if the faculty or dean wish to do so). This is for informational purposes only. This allows for notification to all interested faculty or administrators, who may then contact the proposing entities with questions or support.⁴

2.5 College-level Faculty Approval

College curriculum committee hears, offers feedback, and approves the proposal based on available data, according to requirements set in each college. College deans or presiding officers of college curriculum committees should inform the UCC Chair and Senate of their agendas and should notify of passage within 48 hours of results.

Once a College Curriculum Committee approves a proposal, the matter transfers to the UCC Chair.

College Committees must approve a proposal by November 30 (or the following Monday) to be considered for the upcoming Bulletin.

3 Coordination of Supporting Evidence

The UCC Chair will notify the Collegium and/or Senate of the proposal's graduation to this level and encourage interested parties to consult with the proposing entity and prepare, as appropriate, statements of support or concern to share with UCC representatives and/or Senators. This information may also be available on the DUConnect faculty governance webpage.

⁴ Ideally, this should happen at the first Collegium of the academic year. However, if Letters to Intent are submitted to the Provost after the first Collegium, they can still be posted on the DUConnect page and then introduced during the November Collegium. All stages of evaluation and data collection in Stage 2 can still proceed during this step, but the Collegium should be notified so that faculty have an opportunity to confer with their colleagues among the proposing entity prior to its evaluation in the UCC at the A level of Stage 3. (Note: A quorum during the Fall Collegiums should not be necessary in order for a proposal to be adequately publicized for review).

The UCC Chair will coordinate with appropriate administrative offices (Provost, Dean(s), Registrar, EMM, CFO, OIE, UMM) to populate Proposal Portfolios on Canvas for UCC members to access the pro forma, templates, letters, and other relevant information. This information shall remain a committee matter until after the committee has reviewed, voted, and reported the proposal out to the Senate.

If it has not already done so, at this time, the UCC Chair and Provost will also designate the Category or Level of change that is being addressed in the proposal, as this may determine the number of hearings it will require before the UCC (see Appendix 3). If the UCC Chair and Provost disagree in designation, or if the Dean of the proposing entity or the proposing entity disagree with the UCC Chair and Provost's designation, then the matter may be taken up by the UCC and affirmed or decided by the Senate.

Stage 3.5

Proposals that are over \$500,000 net revenue are to enter deeper analysis by the UPBC to determine ROI and budget constraints, and to approve initial budget allocation.

If more than one proposal within an academic year or other relevant span of time crosses the threshold of \$500,000, the Senate Executive Council may request a prioritized list of proposals from the UPBC, based on their analysis, for consideration in voting.

Stage 3.75

Parallel to stage 2.5, the appropriate college curriculum committee should review the proposal, per their college's rules, completing the UCC Template Part A (and may complete Part B at dean's discretion).

Stage 4: UCC

The UCC will meet regularly between September 15 and January 15 to accommodate hearings on proposals.

Each proposal will have 15 minutes to present materials to the UCC members. UCC members will have a minimum of 15-30 minutes for Q&A.

It is the proposing entity's responsibility to demonstrate effectively that their proposal has sufficiently fulfilled the required criteria relevant to UCC duties and jurisdiction.

UCC will have meetings, as deemed appropriate by the Chair and members, to ask questions of the relevant administrative offices not represented on UCC

(Provost, Dean, EMM, etc.)

UCC will vote on and report out proposals to the Senate or return to proposing entities for revisions.

CEI, Program Review, and Diversity issues may be raised at this time, but are more appropriate to the representatives of the respective standing committees on the Senate.

The UCC Chair schedules and presides over hearings. She or he should not vote on proposals except in the case of a tie.

The UCC should be availed the opportunity to ask for evidence that relates to all matters of their duties, as described in the Senate bylaws. If information necessary for making an informed decision is deemed by the members (a majority) not to be forthcoming, the UCC may, in consultation with the program, and/or college curriculum committee, request by letter that the Provost address this query before the Deans' Team, the UPBC, or, if appropriate, the President's Cabinet.

The UCC may decline a proposal and return it for revision for any substantive reason relevant to its duties. If a proposing entity finds insufficient the reasons for return or a negative vote, they may request that their college senators bring the matter before the Senate for appeal. The Senate may then advise the UCC on particular questions of merit, interpretation of duties, or other specific matters.⁵

For unanimous decisions, the UCC Chair should craft a "Statement of Full Support" to accompany successful proposals at the Senate and Collegium.⁶ If the proposal receives at or over 2/3s affirmative vote, the Chair and a supporting member should write the affirmative part of a "Statement of Support," and an abstaining or detracting member may offer a comment of caution. If the vote was affirmative, but received less than 2/3s affirmative approval, the UCC Chair should pen a "Statement of Passage," in which the majority offers a view of the proposal's merits and a divergent member may also write a dissenting opinion to be joined to the UCC's overall statement. If the Chair was the single tie-breaking vote, the Chair should write a general introduction of the Statement of Passage and a closing that states the reason for their vote, but other members should be asked to write the affirmative and detracting portions of this statement.

⁵ For example, if a proposal failed at UCC due to a question of equity concerns, the representatives of the proposing entity could bring the matter to the Senate for deliberation, and the Senate could identify that issues of equity are appropriate to the CEI committee and direct the UCC to reconsider the proposal aside from that issue. The matter can then be addressed at the Senate level if the proposal passes at UCC according to the UCC's duties.

⁶ Statements of Full Support, Support, Passage, etc., and their contents, need not be longer than a page. The goal is to inform the Senate (and later, Collegium) with an executive summary of the unanimity or challenges regarding the proposal, and include a diversity of voices, when appropriate.

Curricular proposals should receive at least 51% affirmative majority of members present to be reported out of committee to the Senate.⁷

If a proposal fails, the UCC Chair should write a "Request for Revision and Resubmission." This should include an explanation of reasons, as can be discerned, that the proposal failed; a tabulation of the vote percentage; and a timetable for revision and resubmission.

5 Senate

The Executive Council sets the agenda for Senate meetings, and therefore also the order and arrangement of new program proposals at the Senate meetings. If, due to the membership and representation of the Exec Council, the proposing entity views a potential conflict of interest in setting the agendas, they may request their Senators raise the matter—either negotiating and receiving assurances from the Exec Council outside of meeting, or with a successful motion to set the agenda during a meeting.

The proposing entity, UCC Chair, or Provost may request the Executive Council confer with Senate to add a Senate meeting, if deemed necessary, to address new curricular proposals within a timely manner during the academic year. The Faculty Senate President should be the ordinary presider over Senate and Collegium meetings in which curricular proposals are heard. The UCC Chair should be available to answer questions regarding procedure. While the UCC Chair should remain neutral on the specific merits of curricular proposals, she or he may offer interpretation or context for the respective "Statements" from UCC, comment on aspects of procedure and data or evidence that is present or lacking, and distinguish when representing her or his constituency as a Senator. Proposing entities should be permitted time to introduce and present evidence for their proposal to the Senate, and the agenda should facilitate this to be done within a timely and appropriate manner.

The Senate may hear program proposals at any time during the year, as the Executive Council determines appropriate, but should take special care to evaluate the proposals made within a timely manner so that the proposals can be reviewed and received at the last Collegium ahead of the deadline for Bulletin publication.

For unanimous decisions, the Senate President, or designee, should craft a "Statement of Full Support" to accompany successful proposals at the Collegium. If the proposal receives at or over 2/3s affirmative vote, the President, or designee, and a supporting member should write the affirmative part of a

⁷ For example, if a proposal received 5 Yes votes, 4 abstentions, and 1 No, the measure would have only 50% affirmative approval of members present and would be returned as a failed measure for Revision and Resubmission.

“Statement of Support,” and an abstaining or detracting member may offer a comment of caution. If the vote was affirmative, but received less than 2/3s affirmative approval, the Faculty President, or designee, should pen a “Statement of Passage,” in which the majority offers a view of the proposal’s merits and a divergent member may also write a dissenting opinion to be joined to the UCC’s overall statement.

Curricular proposals should receive at least 51% affirmative vote of Senators present in order to succeed to the Collegium.

6 Collegium

Statements above pertaining to the rights and obligations of respective members and proposing entities under “5 Senate” remain also in effect for Collegium (with the exception that the UCC Chair’s representation of constituents is no longer applicable).

Proposals that fail to receive a majority of votes at Collegium should receive the following from the Faculty Senate President, or designee: an explanation of reasons, as can be discerned, why the measure failed, and a timetable for revision and resubmission.

7 Board of Trustees

In cases where a college is looking to add a new kind of degree it did not previously have, the Board of Trustees must also approve the program as a final step.

This normally involves two meetings: the Academic Affairs subcommittee of the Board, and then the full Board.

Stage	Name of Stage	Who is involved (responsible)	Purpose/Steps	Forms/templates	Timeline/deadline
1	Research and development	Proposer, Dean (lead), OIE	Identify program potential, feasibility, competitors;	Hanover MOS dashboard and Emsi Analyst tools Request to Dean/Director	Ongoing
1.5	Net Revenue potential assessment	Proposer, Dean (lead), VP Finance, EMM, OIE	Calculate program potential revenue/ROI (CFO); determination if revenue > \$500K; if > \$500K	Pro-forma budget template	Ongoing
2	Intention to submit	Proposer, Dean (lead), Deans Team, UCC Chair, Provost, Administrative offices (CFO, OIE, EMM, Registrar)	Identify potential conflicts or overlaps with existing programs	Letter to Provost (summary of initial research, basic description of program and its direction)	September 30th*
			UCC Chair presents basic premise of program to Collegium (information only)	UCC Program Proposal Template Part A (or Part B in addition, at Deans discretion)	November 30*
2.5	College-level faculty approval	Dean (lead), College Curriculum Committee	College Curriculum Committee review and approval if <\$500K; >\$500K to step 3)	UCC Program Proposal Template Part A (or Part B in addition, at Deans discretion)	
3	Coordination of supporting evidence and determination of need for further research	UCC Chair, Dean (lead), OIE, CFO, EMM	Develop initial marketing and recruitment strategy for budget/capacity issues (EMM)	EMM template	Ongoing, but for consideration for following academic year, must be complete by November 30 Ideally, this type of research is conducted in Spring/Summer
			Understand regulatory and policy constraints (OIE)	OIE template	
3.5	Deeper research and development for proposals ≥ \$500K and University Planning and Budget Committee review and recommendation to proceed to College Curriculum Committee	Dean (lead), UPBC, CFO, EMM, OIE, IT, UA, external analysts, as needed	Determine ROI, budget constraints, approves initial budget allocation for program needs, feasibility, regulatory, strategic priority and competitive advantage of program	Administrative offices research templates; Hanover and Emsi Analyst; potential external analysis/consultants	
3.75	College-level faculty approval for >\$500K proposals	Dean (lead), College Curriculum Committee	College Curriculum Committee review and approval	UCC Program Proposal Template Part A (or Part B in addition, at Deans discretion)	
4	UCC approval	UCC (Dean - lead)	Vote to approve/request revisions/deny proposal	UCC Program Proposal Part B	September 15 - March 15
5	Senate approval	Senate (UCC Chairperson)	Vote to approve/request revisions/deny proposal	UCC Program Proposal Part B	September 15 - March 15
6	Collegium approval	Collegium (Senate President)	Final vote for approval of program or determine timetable for revision and resubmission	UCC Program Proposal Part B	September 15 - March 15
7	Board of Trustees approval	Board of Trustees (Provost)	In cases where College/School does not have the proposed degree, BOT must approve (2 BOT meetings required)	UCC Program Proposal Part B	March 15

Categories of Program Changes (New, Dissolution, Revision)

Category 1	A/ Formation, Merger, Sale, or Dissolution of a College or School [^] B/ Substantial Revision to Core* C/ Formation or Dissolution of a Degree [^]	Begin at Stage 1. Minimum of three hearings at UCC. Minimum two hearings at Senate. Pro forma UCC Templates A & B	College and University Curriculum committees, Senate, Collegium, [^] May involve Board of Trustees *Core Review committee also involved
Category 2	A/ Formation or dissolution of Interdisciplinary program (major or minor) OR program which receives substantial concern from other DU program(s) B/ Formation or Dissolution of a Major (within a college) C/ Merger or combination of majors from different colleges D/ Formation or dissolution of minor E/ Formation or dissolution of concentration F/ Formation or dissolution of certificate	Begin at Stage 1. Minimum of two hearings at UCC. Pro Forma UCC Templates A & B	College and University Curriculum committees, Senate, Collegium
Category 3	A/ Revisions to major (more than 6 8 credits) B/ New or revised general bulletin item not confined to one school (e.g., internships) C/ Reorganization of academic departments or departmental personnel that impacts curricular offerings	Dean, faculty should confer with Provost and/or UCC Chair to discern level of change. Memo may suffice. 1-2 hearings at UCC, depending on questions of committee members. Evidence requested may vary by complexity of topic.	Same as category 2
Category 4	A/ Changes to program or major of 6 credits or fewer B/ Revisions to minor	No vote necessary but should confer with UCC Chair and present as informational items. Coordinate with registrar. No "Letter of Intent" necessary.	Department chair, Dean, Registrar