



**FAIRLEIGH
DICKINSON
UNIVERSITY**

**HENRY P. BECTON
SCHOOL OF NURSING
AND
ALLIED HEALTH**

Bylaws and Policy Manual

2023 Edition

This Bylaws and Policy Manual ("Manual") has been developed for the faculty, staff, and administration of the Henry P. Becton School of Nursing & Allied Health at Fairleigh Dickinson University to provide guidance for procedures unique to our School and not otherwise addressed in the Fairleigh Dickinson University Faculty Handbook or other Fairleigh Dickinson University policies.

The Manual (AKA "Bylaws Document," "Bylaws Handbook") was developed in 2001 and has undergone prior revision (i.e., 2007, 2011, 2016). It is subject to further revisions to remain in alignment with the FDU Faculty Handbook and other FDU policies, and to meet the evolving needs of the SNAH. The Manual includes bylaws established by the SNAH Faculty which have been subject to the approval of the Dean and the University Provost, in accordance with the Fairleigh Dickinson University [Faculty Handbook](#) and [Faculty Manual](#). The FDU Faculty Handbook and FDU Faculty Manual are recognized to supersede this Manual in providing guidance.

The Manual has been reviewed by faculty, staff, and administrators of the SNAH, and approved by the Dean, as described in the SNAH Faculty Staff Assembly meeting minutes.

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I. Overview, Mission, and Goals

Overview

Founded as a junior college in 1942, *Fairleigh Dickinson University* (FDU) is now an independent, nonsectarian institution of higher education. *The Henry P. Becton School of Nursing and Allied Health* (SNAH) celebrated its 70th anniversary in 2022. With the 1952 inception of an Associate Degree in Nursing (ADN) Program within the *College of Liberal Arts*, on its Rutherford campus, the Department of Nursing became an integral part of FDU. After 16 years as an ADN program, the baccalaureate nursing degree program (BSN) was established in 1968 for students without any previous nursing education background. A BSN completion program (RN to BSN) was offered in 1972 as an option to registered nurses (RNs) who were graduates of associate degree and diploma nursing programs. An accelerated track of the baccalaureate nursing program (ABSN), designed for non-nurses holding baccalaureate degrees in other disciplines, was launched in 1985. In summer 1993, the department of nursing was designated a School of Nursing. In fall 1993, an evening division of the ABSN program was offered and a new baccalaureate in nursing degree curriculum was implemented.

In 1992, the *College of Liberal Arts* merged with the *College of Science and Engineering* to become *University College*. *University College* was further reorganized in 1996 to include eight departments/schools: (1) Education; (2) Criminal Justice; (3) History and Political Science; (4) Psychology; (5) Computer Science and Engineering; (6) Nursing; (7) Natural Sciences; and (8) English, Literature, and the Humanities. In June 1995, following a generous gift from the Becton Dickinson Company, the nursing department was designated as the *Henry P. Becton School of Nursing*. Also in 1995, the Master of Science in Nursing (MSN) program was launched, admitting the first group of students to a graduate nursing program. Other graduate program offerings were added subsequently. In 1996, programs in radiography, medical technology and clinical laboratory sciences joined the nursing programs to form the *Henry P. Becton School of Nursing and Allied Health*.

In 2000, the Bachelor of Science in Allied Health Technologies Program was established as a joint program with University of Medicine and Dentistry of New Jersey – School of Health-Related Professions (UMDNJ-SHRP). Majors offered include Diagnostic Medical Sonography, Nuclear Medicine, Respiratory Care, and Vascular Technology.

In 2001, a transition program to complete an MSN was approved by the Curriculum Committee, the faculty, and the College Educational Policies Committee. A registered nurse with a bachelor's degree in another field who wishes to pursue a MSN degree may take this transition program as a prerequisite to matriculating into the MSN program.

In 2004, the Doctorate in Physical Therapy program was established in collaboration with the University of Medicine and Dentistry of New Jersey – School of Health-Related Professions (UMDNJ-SHRP).

The DNP program was approved in 2006 and opened its doors to students in 2007. It offered two tracks: clinical leadership and organizational leadership.

In 2009, The Bachelor of Science in Health Information Management was established as a joint program with the University of Medicine & Dentistry of New Jersey (UMDNJ – SHRP).

In 2011, a donation from the Hearst Foundation led to a major renovation of the skills laboratory into a state-of-the-art simulation room. Video equipment, computers, and monitors were installed in the control room to serve as the faculty observation and debriefing rooms. The renovated laboratory simulates an eight-bed unit with a nursing station. The addition of two more high fidelity simulators – *SimMom* (Noelle) and *SimBaby* - complemented the laboratory's 3-G and the basic *SimMan* expanding the scope of the simulation learning experience for students.

In 2015, the Council of University/College Presidents of NJ approved the Bachelor of Science in Health Studies. The first class was admitted in 2016.

The Bachelor of Science in Nursing program was launched at the Florham campus in 2015 at its Park Avenue building (230 Park Ave, Florham Park), in addition to continuing on-site classes at the Metropolitan (Teaneck-Hackensack) campus. This was followed by the expansion of other programs at Florham in 2017: the MSN Psychiatric-Mental Health Nurse Practitioner, the Adult Gerontology Nurse Practitioner, and the admission of transfer students in the undergraduate nursing program, and in the Bachelor of Health Studies.

In November 2016, the DNP and Post-Masters APRN/Nurse Practitioner Certificate Programs had a reaccreditation visit by the Commission on Collegiate Nursing Education (CCNE) and in 2017 the aforementioned programs were given 10 years of accreditation until 2027. In 2017, the Bachelor of Science in Health Studies program was launched in both Metro and Florham campuses.

In 2018, FDU in partnership with The Learning House (TLH) started to offer degree programs online. The TLH designation was later changed to FDU/Wiley Online Programs. Aligned with this initiative, the School of Nursing then offered the RN to BSN and the MSN in Education as completely online programs. In 2019, an option to complete the MSN in Family Nurse Practitioner Program through the FDU/Wiley Online Program initiative was offered by FDU.

FDU underwent another reorganization in 2019 in which *University College* was dissolved and *Becton College* of the Florham campus absorbed the liberal arts and sciences courses offered in *University College*. The university structure then had two colleges (*Becton College of Arts and Sciences* and the *Silberman College of Business*) and seven independent professional schools: (1) *School of Nursing and Allied Health*, (2) *School of Computer Sciences and Engineering*, (3) *School of Education*, (4) *School of Hospitality, Sports and Tourism Management*, (5) *School of Pharmacy*, (6) *School of Psychology*, and the (7) *School of Public and Global Affairs*.

In 2019, during the COVID pandemic, all programs within the *School of Nursing and Allied Health* were moved to online formats. In November 2021, CCNE conducted a virtual accreditation visit of the BSN and MSN Programs.

Following the pandemic, advanced-level programs remained largely online, and entry-level programs were regularly offered in hybrid formats. In 2021, FDU was named as a *Hispanic Serving Institution* (HSI) by the Fulbright Program. In June 2022, the BSN and MSN Programs received 10 years of accreditation through 2032. In 2023, *School of Nursing and Allied Health* was recognized by the Board of Trustees as a college within FDU and transitioned in leadership from Director to Dean.

Further details about the history of FDU can be found at: [Our History | Fairleigh Dickinson University \(fdu.edu\)](https://www.fdu.edu/our-history).

FDU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and licensed by the New Jersey Commission on Higher Education. SNAH programs are approved by the New Jersey Board of Nursing. The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Henry P. Becton School of Nursing and Allied Health are accredited by the [Commission on Collegiate Nursing Education](https://www.ccne.org/) (CCNE). SNAH allied health tracks are individually accredited through appropriate accrediting bodies, including the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP), in accordance with our collaboration agreements with Rutgers University, Valley Hospital, and other regional partners.

Mission

In October 1999, the FDU Board of Trustees approved the revised [Mission of FDU](#):

Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture.

In 2021, The faculty of the SNAH revised its mission for consistency with the updated FDU mission:

The mission of the Henry P. Becton School of Nursing and Allied Health is to prepare nurse generalists, specialists, and allied health professionals to enhance society and deliver health care locally, nationally, and globally. The programs reflect academic excellence through a strong commitment to the development of critical thinking, interprofessional collaboration, ethical decision making, leadership, and cultural competence necessary to function as care providers and leaders of health care systems throughout the world. The learning experience is enriched by interactions among faculty and students of diverse backgrounds and nationalities as they engage in scholarship, research, clinical practice, and professional development.

Goals and Expected Outcomes

Entry level program outcomes are consistent with the FDU [General Education curriculum learning outcomes](#). General education learning outcomes are 16 “big ideas” students should be able to articulate or utilize (theoretically or pragmatically) when taking general education courses for a degree. [VALUE Rubrics](#) can be used to evaluate student learning across these 16 broad, cross-cutting learning outcomes,

Nursing program outcomes (entry level and advanced level) are additionally consistent with the American Association of Colleges of Nursing (AACN) guiding document, [The Essentials: Competencies for Professional Nursing Education \(aacnursing.org\)](https://www.aacnursing.org/). SNAH nursing program outcomes are congruent with the ten competency domains that are essential to nursing practice and

guide the development of the necessary curriculum content and expected competencies of graduates from the BSN, MSN, and DNP programs.

Allied Health program outcomes (entry level and advanced level) are additionally consistent with each program's professional education standards.

II. Administration and Governance

FDU's individual colleges and schools are spread across two primary campuses (Metropolitan Campus in Teaneck-Hackensack, NJ and Florham Park Campus in Madison, NJ) and two branch campuses (Vancouver, BC and Wroxton, England). The organizational structure for FDU includes a University President, who serves as Chief Executive Officer, and a Vice President for Academic Affairs/University Provost, who serves as FDU's Chief Academic Officer. FDU's academic units and departments are organized in independent Schools and Colleges as designated by the Board of Trustees. Each of these academic units has a Dean or Director who is an Academic Officer of the University.

The Dean shall act as the administrative and academic officer of the SNAH. The authority of the Dean is outlined in the Faculty Handbook and in other university policies. At the time of this Manual revision, SNAH does not have a department structure (and therefore does not have appointment of department Chairs).

The administrative structure within the SNAH is flexible to meet the needs of its programs and students (see Appendix A: SNAH Visionary Organizational Chart). Administrative roles may include (but are not limited to) the following faculty positions:

- Assistant/Associate Dean(s)
- Director of Entry-Level Nursing Program
- Director of Advanced-Level Nursing Program
- Director of the Allied Health/Health Studies Program
- Director of Academic Affairs
- Director of Experiential Learning and Community Partnerships
- Track Directors (e.g., Family Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Women's Health Nurse Practitioner, MSN Entry to Practice & Leadership, DNP, Radiography, Respiratory Therapy)

Administrative roles may also include (but are not limited to) the following staff positions:

- Clinical Lab Specialist
- Senior Clinical Lab Specialist
- Administrative Coordinator for Academic Affairs
- Administrative Coordinator for Personnel & Finance
- Administrative Coordinator for Grants, Evaluation, and Accreditation
- Administrative Coordinator for Clinical Affairs and Community Outreach
- Administrative Assistant for Academic Affairs
- Administrative Clerk
- The Faculty of the SNAH

The Faculty of the SNAH shall direct the SNAH in accordance with the FDU Faculty Handbook and the SNAH Manual. Conflict in language between the Manual and the Faculty Handbook shall be resolved in favor of the Faculty Handbook language.

SNAH Faculty consists of all individuals holding full-time faculty appointments within SNAH. The Faculty of the SNAH consist of:

- Professors
- Clinical Professors
- Associate Professors
- Clinical Associate Professors
- Assistant Professors
- Clinical Assistant Professors
- Lecturers/Senior Lecturers
- Instructors

III. Faculty-Staff Assembly (FSA)

The Faculty Handbook directs the standing committees of the SNAH to report to the Faculty at least once a year. To facilitate this requirement and provide for other accreditation and communication procedures, the SNAH Faculty and Staff shall assemble approximately once a month during the Fall and Spring semesters.

Generally, Faculty-Staff Assembly (FSA) meetings shall be held on the first Wednesday of the month, in a time frame of approximately two hours. The meetings shall be held on-campus and/or via Zoom to provide for the broadest Faculty and Staff representation. Special FSA meetings may be scheduled as needed during the academic year by the Dean, within five days of a written request. Emergency meetings may also be scheduled, at the discretion of the Dean or Provost.

Membership of the FSA shall include all full-time Faculty and Staff of the SNAH. Student representatives and other stakeholders do not regularly attend FSA, however may be invited by the presiding officer to inform specific strategic discussions.

The objective of the FSA is to assure relevant information sharing across standing committees, task forces, directors, chairpersons, and advisors; to develop consensus; and to discuss strategic goals. FSA also provides a structure for accomplishing voting for members of FLPR, SLPR, and the Faculty Evaluator, as outlined in the Faculty Handbook. Efforts are made to reach consensus at FSA. In the event of no consensus, majority (51%) vote shall rule.

A quorum shall consist of a majority (50% plus 1) of the eligible voting members. Faculty on leaves of absence/sabbatical are not included when determining a quorum and not eligible to vote. If a quorum is not attained, discussion on issues may take place but voting on said issues will not occur. If quorum is not attained for two consecutive meetings, decision may be rendered by the Dean.

Other issues to be voted on at FSA by its entire membership include the following:

- Changes to the mission of the SNAH
- Addition of a new degree level
- Approval of self-study reports prepared for accreditation

The agenda for FSA meetings shall be set by the presiding officer and is made available for Faculty and Staff prior to the FSA meeting. Faculty requesting an item added to the agenda shall submit a request to the presiding officer. The minutes of FSA meetings shall be made available for Faculty and Staff following the FSA meeting.

The Dean is the presiding officer at FSA meetings. If needed, the Dean may delegate the responsibility of presiding officer. The presence of 50% plus one members of SNAH Faculty shall constitute a quorum at any meeting of the FSA.

Generally, Order of Business shall be:

1. Call to Order
2. Review/Approval of prior Minutes
3. Informational Matters
 - Upcoming events
 - New FDU/SNAH Appointments & Leadership Positions
 - Reports from SNAH Leadership
 - Program Directors
 - Track Directors
 - Student Nursing Association Advisor
 - Sigma Theta Tau Advisor
 - Ad hoc Committee/Taskforce leaders
 - Faculty/Staff Development Opportunities
4. Consensus Matters
 - Program Evaluation Committee
 - Educational Planning Committee
 - Other
5. Strategic Matters
 - Report from the Dean
6. Administrative (i.e., next meeting, review of new items)
7. Adjournment

IV. Standing Committees

Faculty are expected to serve conscientiously on committees to which they are elected, to act as a resource to student organizations, and to attend commencement exercises (Faculty Handbook, Section XVI).

Consistent with the Faculty Handbook, faculty establish bylaws, subject to the approval of the College Dean or School Dean/Director and the University Provost. Such bylaws, at a minimum, shall make:

- An Educational Planning Committee (EPC)
- A Second Level Peer Review Committee (SLPR)

In addition, these SNAH bylaws establish:

- A Program Evaluation Committee (PEC)
- A First Level Peer Review Committee (FLPR)

All SNAH Faculty shall be assigned to either EPC or PEC. Tenured and tenure-track faculty status will determine assignment/election to the EPC, FLPR, and SLPR, as outlined. Any Faculty shall be eligible to serve as chairperson of the standing committee on which they serve.

A SNAH Staff member will be assigned to each standing committee to provide support in developing minutes, records, reports, and compiling recommendations from the committees. The Standing Committees shall meet regularly, at intervals, to achieve their objectives.

Educational Planning Committee (EPC)

The composition, responsibilities, and operation of the EPC are defined in the Faculty Handbook. Specific to SNAH, the following applies:

Composition and Selection

The size and composition of the EPC shall be determined by SNAH Faculty, in consultation with the Dean (i.e., Dean or Dean's designee), and subject to the following provisos:

- (a) The EPC shall have at least five (5) members;
- (b) Membership on the EPC shall be restricted to tenured or tenure-track faculty.

The members of EPC are elected annually by the SNAH Faculty at the first FSA meeting of the academic year, no later than September 15th. All full-time Faculty members shall be eligible to vote. If there are five or fewer Faculty who are tenured or tenure-track they will all be assigned to EPC by the Dean without the need for an election. If the number of tenured or tenure-track Faculty in SNAH is greater than five, the size of the EPC will be at the discretion of the Faculty, up to eight (8) members.

The chairperson of the EPC is assigned by the Dean from among members of prior AY EPC. The chairperson is a voting member (and included in the number of members). The chairperson of EPC will be assigned workload release time, the amount to be at the discretion of the Dean. The Dean will serve as a non-voting ex-officio member of this committee.

Student representatives should be invited to EPC meetings and excused when confidential matters are discussed. Student representatives, who are non-voting members of the committee, should broadly represent the SNAH academic programs, and should be consistent throughout the academic year. The number of student representatives invited is to be determined by the committee but should not exceed four for the academic year. The names of the student representatives for the year should be noted in the meeting minutes, no later than October 15th.

Responsibilities

The EPC shall engage in short-term and long-term planning for the SNAH. This should include Faculty staffing requirements, equipment needs, facility's needs, new or modified academic programs, and the means by which SNAH academic programs can accommodate itself to enrollment patterns.

The EPC, in cooperation with the Dean, shall annually prepare, review, and/or revise a Planning Document to collect and prioritize proposals submitted to the EPC. The EPC shall review proposals submitted through the Planning Document for the introduction, improvement, modification, or elimination of academic programs, curricula, and courses. In reviewing each proposal, the EPC shall

seek to propose continuation or modification of educational policies, academic standards and requirements, and/or admissions standards, within the framework of FDU policies.

Operations

The EPC may generate proposals on school wide academic matters directly or through subcommittees. In addition, the SNAH Dean, SNAH Directors, individual Faculty members, or Staff members may submit proposals to the EPC. The EPC shall perform its responsibilities in close coordination with the SNAH Dean. The EPC may seek the advice of the SNAH Faculty or SNAH Staff on matters under its consideration.

Recommendations of the EPC shall be submitted to the Dean and made available to the SNAH Faculty. The Dean shall inform the EPC of their acceptance, suggestions for modification, or rejection of each EPC recommendation. The chairperson (or designee) of EPC shall present recent recommendations at FSA meetings and bring matters requiring broader consensus to FSA for discussion.

When the Dean recommends to the University Provost on an EPC matter, the recommendation of the Dean shall be accompanied by that of the EPC. The Dean shall inform the EPC of the final decision with respect to its recommendations. Appeals of administrative actions shall be directed through the Dean to the Provost. The Provost shall, after undertaking the requested review, make a final determination, providing detailed reasons in writing to the Dean for transmission to the EPC.

All regular meetings of the EPC shall be posted on the SNAH calendar and made open to SNAH Faculty and Staff. The EPC may also meet in executive session. A copy of the minutes of all meetings of the EPC shall be made available to the SNAH Faculty and Staff.

Program Evaluation Committee (PEC)

The composition, responsibilities, and operation of the PEC are outlined in this Manual, and subject to revision to meet the evolving needs of the SNAH.

Composition and Selection

The size and composition of the PEC shall be determined by SNAH Faculty, in consultation with the Dean, and subject to the following provisos:

- (a) The PEC shall have at least three (3) members;
- (b) Membership on the PEC shall broadly represent the academic programs of the SNAH.

The members of PEC are elected annually by the SNAH Faculty at the first FSA meeting of the academic year, no later than September 15th. All full-time Faculty members shall be eligible to vote. If there are three or fewer Faculty who are agreeable to serving, members will all be assigned to PEC by the Dean. If there are greater than three Faculty who are agreeable to serving and elected, the size of the PEC will be at the discretion of the Faculty.

The chairperson of the PEC is assigned by the Dean (and is included in the number of members). The chairperson of PEC will be assigned workload release time, the amount to be at the discretion of the Dean.

Student representatives should be invited to PEC meetings and excused when confidential matters are discussed. Student representatives, who are non-voting members of the committee, should broadly represent the SNAH academic programs, and should be consistent throughout the academic year. The number of student representatives invited is to be determined by the committee but should not exceed four for the academic year. The names of the student representatives for the year should be noted in the meeting minutes, no later than October 15th.

Responsibilities

The PEC shall engage in developing and planning evaluation of all SNAH programs/tracks that is consistent with the mission, accreditation requirements, and program outcomes of the SNAH.

The responsibilities of the PEC include (but are not limited to):

- Annually review and/or revise the overarching SNAH Systematic Evaluation Plan (SEP);
- Monitor measures described in the SEP;
- Review clinical agency and clinical laboratory measures and data in consultation with SNAH Director of Experiential Learning or designee;
- Review Nursing Entry-Level Program measures and data in consultation with SNAH Director of Entry-Level Nursing Program or designee;
- Review Nursing Advanced-Level Program measures and data in consultation with SNAH Director of Advanced-Level Nursing Program or designee;
- Review Allied Health and Health Studies Program measures and data in consultation with SNAH Director of Allied Health and Health Studies Program or designee;
- Recommend program changes to the Dean and faculty based on the ongoing evaluation;
- Collaborate with the Dean, SNAH Staff, and relevant SNAH/FDU offices to assure that SNAH data is presented for accreditation and reporting purposes, as requested and required for SNAH (e.g., for CCNE), for FDU (e.g., for MSCHE) and for external partners (e.g., for New Jersey Office of the Secretary of Higher Education);
- Establish sub-committees as necessary to carry out the tasks to meet the PEC's objectives and goals.

Operations

The PEC shall perform its responsibilities in close coordination with the SNAH Dean; SNAH Program and Track Directors, FDU Provost's Office, and FDU Office of Institutional Research and Assessment. Program and Track Directors shall be invited to meet with the PEC to assess relevant measures and analyze data.

The PEC may seek the advice of the SNAH Faculty, SNAH Staff, or other stakeholders to inform SEP revisions under consideration. Recommendations and findings of the PEC shall be discussed at FSA. Items for Faculty consensus should also be presented at FSA.

All regular meetings of the PEC shall be posted on the SNAH calendar and made open to SNAH Faculty and Staff. The PEC may also meet in executive session. A copy of the minutes of all meetings of the PEC shall be made available to the SNAH Faculty and Staff.

First Level of Peer Review Committee (FLPR)

The composition, responsibilities, and operation of the FLPR are defined in the Faculty Handbook. Specific to SNAH, the following applies:

Composition and Selection

The size and composition of the FLPR shall be determined by SNAH Faculty, subject to the following provisos:

- (a) Prior to identifying FLPR membership, SNAH Faculty shall elect a tenured faculty as Faculty Evaluator.
- (b) The FLPR shall be composed of six (6) tenured SNAH Faculty members, excluding the Faculty Evaluator.
- (c) Faculty who participate in and/or vote in a faculty status matter at any level (FLPR, SLPR) shall not be eligible to participate and/or vote on the same faculty status matter at a different level.
- (d) If there are fewer than six (6) tenured Faculty members, the FLPR shall include all tenured members of the SNAH faculty, excluding the Faculty Evaluator.
- (e) If there are fewer than six (6) tenured Faculty members, excluding the Faculty Evaluator, tenured faculty from any department/school with expertise that relates to the discipline of the SNAH are chosen to bring FLPR membership up to no less than four (4) and no more than six (6) members.

The Faculty Evaluator and members of FLPR are elected annually by the SNAH Faculty, using a secret ballot, at the first FSA meeting of the academic year, no later than September 15th. All full-time Faculty members shall be eligible to vote. The FLPR shall elect a FLPR Chair at its first meeting of the academic year which shall be convened by the SNAH Dean, no later than October 1.

Operations

The operations of FLPR are outlined in the Faculty Handbook (Section IX).

Processes

The processes of FLPR are outlined in the Faculty Handbook (Section IX).

Second Level of Peer Review Committee (SLPR)

The composition, responsibilities, and operation of the SLPR are defined in the Faculty Handbook. Specific to SNAH, the following applies:

Composition and Selection

The size and composition of the SLPR shall be determined by SNAH Faculty, subject to the following provisos:

- (a) The SLPR shall be composed of seven (7) to nine (9) tenured faculty members from across the independent schools. If possible, at least five (5) should come from different independent schools with a limit of two (2) Faculty members from a given school.
- (b) Members of SLPR shall serve for staggered three (3)-year terms.

- (c) Faculty who participate in and/or vote in a faculty status matter at any level (FLPR, SLPR) shall not be eligible to participate and/or vote on the same faculty status matter at a different level.

Membership of SLPR is reviewed annually and new SNAH SLPR members are elected by the Faculty, using a secret ballot, at the first FSA meeting of the academic year, no later than September 15th. All full-time Faculty members shall be eligible to vote. The SLPR shall elect an SLPR Chair at its first meeting of the academic year which shall be convened by the SNAH Dean, no later than October 1.

Operations

The operations of SLPR are outlined in the Faculty Handbook (Section IX).

Processes

The processes of SLPR are outlined in the Faculty Handbook (Section IX).

V. Additional Advisory Workgroups

The Dean may form additional/ad hoc advisory workgroups (e.g., Task Forces, Councils) but shall seek approval for policy recommendations from the relevant standing committees of the SNAH. The composition of these additional advisory workgroups depends upon the objective(s) and shall be determined by the Dean and/or workgroup leader. Student representation is in accordance with the goals of the workgroup, at the discretion of the leader. Student invitation may be either ad hoc/provisional or until completion of the academic year.

For consistency in nomenclature, the following terms apply to additional/ad hoc advisory workgroups within the SNAH:

- Task Force: Workgroup formed to address specific time-bound issues within SNAH.
- Board: Workgroup of stakeholders who inform the mission/strategic plan of the SNAH.
- Council: Workgroup formed to advance specific aspect of SNAH mission/strategic plan.

Advisory workgroups specific to SNAH may include:

- Self-Study Task Force
- Entry-Level Nursing Workgroup
- Advanced-Level Nursing Workgroup
- Allied Health and Health Studies Workgroup
- Experiential Learning Workgroup
- Administrative Coordinators Workgroup
- Dean's Advisory Council
- Dean's Advisory Board

Workgroups shall meet regularly, at intervals, to achieve their objectives.

VI. Faculty Appointments, Renewal, Tenure, and Review

Processes for recruitment and appointment of new faculty is outlined in the Faculty Handbook (Section VII).

Processes for Faculty appointment, including criteria for rank and tenure, is outlined in the Faculty Handbook (Section VIII).

Process for Faculty renewal is outlined in the Faculty Handbook (Section VIII).

Process for Faculty status review is outlined in the Faculty Handbook (Section IX).

VII. Faculty Workload

Faculty workload is defined and described in the Faculty Handbook (Section XIV).

Faculty are expected to keep informed of contemporary developments in their field of specialization through scholarly activity and research, to manifest objectivity and fairness in their relationships with members of the FDU community, to participate in student advising and in the academic review process, and to maintain reasonable adherence to course descriptions in accordance with the representations of the University Bulletin and other official University publications.

During the academic year, all full-time faculty shall also spend sufficient hours on campus as part of their academic workload responsibilities to cover at least three (3) office hours per week, as well as appropriate committee assignments and scheduled meetings (Faculty Handbook, Section XVI).

Specific to SNAH, the following also applies until Departments/Chairs are established:

- The standard annual academic load consists of 12 contact hours/workload units per semester for 9-month Faculty.
- Program Directors shall be granted release time for performance of administrative duties. This workload reduction may range from three (3) contact hours/workload units per academic year to six (6) contact hours/workload units per semester, depending upon the size and complexity of the Program.
- Track Directors shall be granted release time for performance of administrative duties. This workload reduction is typically three (3) contact hours/workload units per semester, depending upon the size and complexity of the Track.
- Faculty members with 12-month appointments are expected to devote full-time to University activities during the summer months, except for a one (1) month vacation period. Workload reduction for performance of administrative duties for 12-month Track Directors and Program Directors, may apply during the summer semester.

VIII. SNAH Academic and Curricular Policies

Faculty are expected to be familiar with and adhere to FDU policies and procedure for implementing overall curriculum. These include but are not limited to:

- [Faculty Handbook](#)
- [University Bulletins](#)
- [Academic Calendar](#)
- [Students with Disabilities](#)

Specific to SNAH, and with respect to [1940 Statement Of Principles on Academic Freedom](#), faculty are required to provide students with didactic and experiential learning opportunities that support

engagement and progression for diverse students with varied learning styles. As a faculty member, the following is expected:

1. Response to student/SNAH faculty queries within 2 business days during the semester.
2. If instructing a course, maintaining faculty name(s), contact information, and office hours in *Webcampus* course shell throughout the duration of the course.
3. If instructing a course, providing a comprehensive course syllabus in *Webcampus* course shell throughout the duration of the course. A comprehensive syllabus includes:
 - List of required/suggested course materials;
 - Student learning objectives linked to program outcomes;
 - Sequence and timing of topics/modules to be covered;
 - Overall course grading rubric (reflecting all required course elements);
 - Assignment due dates/test dates;
4. If instructing a course, providing instructions and grading rubrics in *WebCampus* course shell for all assignments identified in the syllabus.
5. If instructing a course, providing instructions and grading rubrics for all tests in *Webcampus* course shell.
6. If instructing a course, providing adequate amount of learning material/links to material in *WebCampus* course shell to facilitate course success and achievement of student learning outcomes.
7. Providing clear (e.g., conventional grammar and spelling, consistent formatting) and timely student instructions.
8. When employing objective testing, providing clear (e.g., conventional grammar and spelling, consistent formatting) and concise written instructions, and using questions that are fair, accurate, reliable, and objective.
9. Timeliness in grading (including adherence to FDU policies for posting final grades).

IX. Manual Modification and Endorsement

The faculty shall recommend modifications and amendments to this Bylaws and Policy Manual, as necessary and appropriate. The Dean or designate will be authorized to make editorial and non-substantive changes to the Manual regarding numbering, headings, cross-references, organizational titles, details of style, and similar items. Minor revisions to the Manual may be recommended at any regular or special meeting of the FSA. Major revisions shall require endorsement by the FSA and approval by the Dean or designee. A copy of the latest SNAH Bylaws and Policy Manual shall be published on the SNAH website.

X. Appendices

Appendix A: SNAH Visionary Organizational Chart (August 2023)

