



**FAIRLEIGH
DICKINSON
UNIVERSITY**

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

Bylaws and Policy Manual

2024 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 various revisions (i.e., 2007, 2011, 2016, 2023, 2024). It is subject to further revision to remain in alignment with the FDU Faculty Handbook and other FDU policies and meet the evolving needs of the SNAH. The Manual includes process and procedures 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](#). The FDU Faculty Handbook is 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 two-year junior college in 1942, *Fairleigh Dickinson University* (FDU) is now an independent, nonsectarian institution of higher education. Fairleigh Dickinson expanded to a four-year curriculum in 1948 to fill the need for higher education in northern New Jersey. In 1954, the first graduate program - a master's degree in business administration - was offered, and Bergen Junior College was purchased as a second campus, now Metropolitan Campus (Teaneck-Hackensack, NJ). In 1956, Fairleigh Dickinson gained University status and, one year later, the 178-acre Vanderbilt-Twombly estate was acquired to serve as a third campus, now Florham Campus (Madison, NJ).

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 (ABSBN), designed for non-nurses holding baccalaureate degrees in other disciplines, was launched in 1985.

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 summer 1993, the *Department of Nursing* was designated a School of Nursing. In June 1995, following a generous gift from the Becton Dickinson Company, the School of Nursing 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. In 1996, the American Association of Colleges of Nursing established the Commission of Collegiate Nursing Education (CCNE) as an autonomous nursing accreditation arm to facilitate quality standards in nursing education, under which the *Henry P. Becton School of Nursing* was offered continuous accreditation for the next 30 years.

In 1996, offerings in radiography, medical technology and clinical laboratory science joined the nursing programs to form the *Henry P. Becton School of Nursing and Allied Health* (SNAH). Between 1996 and 2000, the Bachelor of Science in Allied Health, Bachelor of Science in Clinical Laboratory Science, Bachelor of Science in Medical Technology, and Bachelor of Science in Radiologic Technology degree programs were established. Several specializations were offered in collaboration with University of Medicine and Dentistry of New Jersey School of Health-Related Professions (UMDNJ-SHRP), including diagnostic medical sonography, nuclear medicine, respiratory care, and vascular technology.

Numerous new graduate degree offerings followed, including a Master of Science in Medical Technology. In 2004, the Doctor of Physical Therapy (DPT) degree was established as a joint program in collaboration with UMDNJ-SHRP. The SNAH Doctor of Nursing Practice (DNP) program opened its doors to students in 2007.

In 2009, the Bachelor of Science in Health Information Management (HIM) degree program was established, also as a joint program in collaboration with UMDNJ-SHRP. In 2012, Rutgers's University

absorbed UMDNJ-SHRP, and all joint programs with SNAH transitioned to become joint programs with Rutgers University.

In 2011, a donation from the Hearst Foundation supported a major renovation of the SNAH 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 included 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 basic *SimMan*, expanding the scope of simulated learning experience for students.

In 2015, another new SNAH degree program was approved - the Bachelor of Science in Health Studies – with a pre-nursing (“General”) track and a pre-med/pre-graduate (“Science”) track. Also in 2015, the BSN program, which was being offered only at the FDU Metropolitan campus, expanded to a second location at FDU's Park Avenue building for Florham campus students. The MSN Program expanded in advanced practice nurse/nurse practitioner offerings, now including Psychiatric-Mental Health, Family Health, and Adult-Gerontology Primary Care population foci. Processes to accept transfer students into the BSN program and into the Bachelor of Science in Health Studies program also expanded.

In 2018, FDU partnered with The Learning House (later Wiley Online) to offer degree programs online. SNAH briefly offered the RN to BSN program, the MSN in Education, and the MSN in Family Nurse Practitioner Program through TLH/Wiley, until separating its programs from the company in 2023.

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 SNAH were moved to online formats. Following the pandemic, advanced-level and completion degree programs remained primarily 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 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.

The Henry P. Becton School of Nursing and Allied Health (SNAH) celebrated its 70th anniversary in 2022. With the inauguration of FDU's ninth president in 2023, and under a new Dean, FDU and SNAH underwent further transformation. Additional tracks (Exercise Science and Global Health) were added to the Bachelor of Science in Health Studies program. Allied health programming expanded with numerous new articulation agreements and launching of a certificate program in Phlebotomy. SNAH also sought accreditation to independently offer a Bachelor of Science in Allied Health/Respiratory Care concentration under the Commission on Accreditation for Respiratory Care (CoARC). A master's-level Entry-to-RN-Practice program was launched, as well as a fourth population specialty (Women's Health) in the MSN Nurse Practitioner and Post-Graduate Certificate set of offerings. A focus on grantsmanship yielded several new sources of funding, including a \$3.2 million HRSA award to support advanced practice nursing students and programming for underrepresented students.

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

Accreditation

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 are accredited by the [Commission on Collegiate Nursing Education](#) (CCNE). Effective March 2024, the nursing program at Henry P. Becton School of Nursing and Allied Health became a candidate for initial accreditation by the [Accreditation Commission for Education in Nursing](#) (ACEN). 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 regional partners.

Further details about FDU program accreditation can be found at: [Accreditations | Fairleigh Dickinson University \(fdu.edu\)](#).

Mission

In 2000, the FDU Board of Trustees affirmed and approved the current [university 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 2024, The faculty of the SNAH revised and affirmed the [SNAH mission](#), which is consistent with the FDU mission:

The School of Nursing and Allied Health educates and trains future health professionals and people pursuing health-related careers so that they can elevate human health locally, regionally, and nationally. Our commitment to academic excellence is achieved through strong commitment to interprofessional and interdisciplinary collaboration, and the promotion of critical thinking, information literacy, ethical reasoning, leadership capacity, and transcultural understanding. We commit to academic excellence in education and training so that our graduates are optimally prepared to thrive as providers, supporters, and change-agents in healthcare systems throughout the world.

Goals and Expected Outcomes

In 2022, the FDU Faculty Senate approved a university-wide [General Education Curriculum](#) of 40 credits (42 including first-year seminar courses) and 7 *general education learning outcomes*. SNAH undergraduate program outcomes support attainment of the General Education 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 \(aacnnursing.org\)](#). 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.

[Health studies program outcomes](#) are consistent with the university general education learning outcomes with additional focus on health. [Allied Health program outcomes](#) 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 acts 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. This structure is depicted in **Appendix A** (SNAH Organizational Chart). Administration 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 Clinical Laboratories
- 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/Radiologic Science, Respiratory Therapy)

Administrative structure also includes (but are not limited to) the following administrative staff (i.e., full-time employees who are not faculty) positions:

- Administrator for Clinical Contracts
- Administrative Coordinator for Academic Affairs
- Administrative Coordinator for Personnel & Finance
- Administrative Coordinator for Grants and Scholarship
- Administrative Coordinator for Recruitment and Outreach
- Administrative Clerk
- Clinical Laboratory Clerk

The Faculty of the SNAH shall act 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 are held on the first Wednesday of the month, in a time frame of approximately two hours. The meetings are 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 includes all full-time faculty and full-time 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, workgroups, faculty and staff; to develop consensus; and to discuss strategic goals. Efforts are made to reach consensus at FSA.

FSA also provides a structure for accomplishing faculty voting for members of SLPR and the Faculty Evaluator, as outlined in the Faculty Handbook. 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 Dean is the presiding officer at FSA meetings. If needed, the Dean may delegate the responsibility of presiding officer. A quorum shall consist of a majority (50% plus 1) of the eligible voting members at any meeting of the FSA. FSA members 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. For an issue requiring a vote, majority (51%) vote shall rule.

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.

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/Workgroup leaders
 - Faculty/Staff Development Opportunities
4. Consensus Matters
 - Program Evaluation Committee
 - Educational Planning Committee
 - Other
5. Strategic Matters
 - Dean's report
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 appropriate 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. In cases where insufficient numbers of tenured or tenure-track faculty are available from the College or School, EPC membership can include clinical faculty from that College or School to reach a membership of five (5).

The members of EPC are elected annually, in accordance with these policies, 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 five (5) members;
- (b) Membership on the PEC shall broadly represent the academic programs of the SNAH.

The members of PEC are assigned annually at the first FSA meeting of the academic year, no later than September 15th. All full-time faculty members shall be eligible for membership. Members will all be assigned to PEC by the Dean. The chairperson of the PEC is assigned by the Dean (and is included in the number of members).

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. 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 Plan for Evaluation (SPE);
- Monitor measures described in the SPE;
- 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 ACEN, CoARC), 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.

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 (as delineated by EPC Committee), 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 a 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. Research and Travel

Processes for reviewing faculty research programs, grant applications, and related travel expenses are outlined in the Faculty Handbook (Section XV).

Request forms to support these processes can be found in **Appendix B** (Request for Support of Funded Project or Funded Research) and **Appendix C** (Request for Support to Disseminate Funded Project or Funded Research) of this Bylaws Manual.

IX. 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](#)

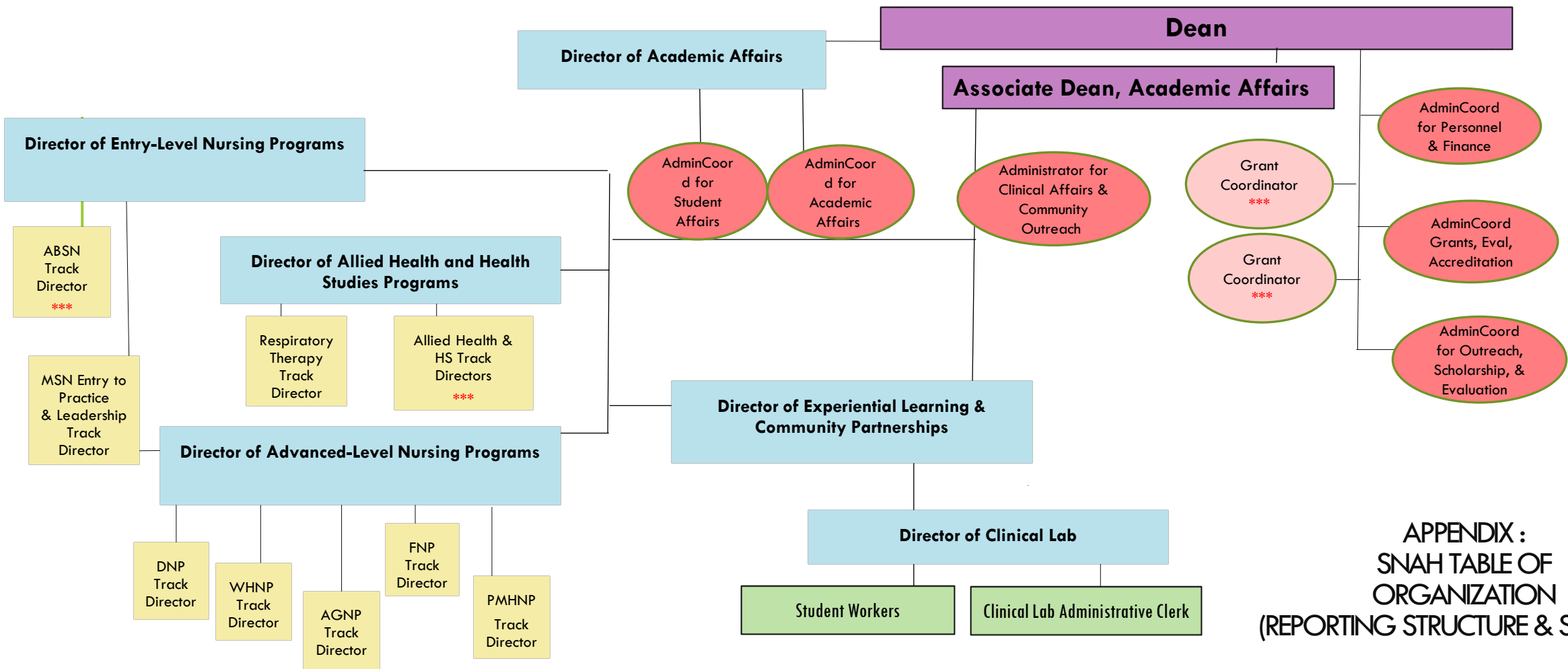
FDU and SNAH subscribes to the [1940 Statement of Principles on Academic Freedom](#), and the 1940 and 1970 Interpretive Comments issued thereon, formulated jointly by the Association of American Colleges and the American Association of University Professors. SNAH believes that institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. Teachers are entitled to freedom in the classroom in discussing their subject. As scholars and educational officers, they should also remember that the public might judge their profession and their institution when they speak or write as citizens; they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

SNAH faculty are expected to provide students with didactic and experiential learning opportunities that support engagement and progression for diverse students with varied learning styles. As an SNAH faculty member, the following is expected:

1. Response to student/SNAH faculty/SNAH staff 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, in accordance with university policy.
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 quizzes and 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.

X. 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.



**APPENDIX :
SNAH TABLE OF
ORGANIZATION
(REPORTING STRUCTURE & SUPPORT)**

UPDATED: 04/01/24
*** POSTED OR PLANNED

SCHOOLWIDE: SNAH ADMINISTRATIVE CLERK

SCHOOLWIDE: TEACHING & CLINICAL FACULTY (including adjuncts) *more budgeted to match enrollment**



Henry P. Becton School of Nursing and Allied Health

INSTRUCTIONS:

Please fill out form completely and submit by email to Dean (with cc to Zoila Paredes) at least 1 week in advance of proposal submission with the following attachments:

- A copy of call for proposals/notice of funding opportunity
- A copy of proposal narrative and budget

For interprofessional projects, please anticipate additional time to work out an interdepartmental plan for project support.

APPENDIX B: REQUEST FOR SUPPORT OF FUNDED PROJECT or FUNDED RESEARCH

Faculty Name(s):

Funding Organization:

Brief description of project:

Term of funding (budget attached):

Workload release/facilities/equipment/access requested:

Approvals (provide brief details)	Approved/Will Need/NA
Office of GSP:	
IRB:	
Other academic department(s):	
University facilities/equipment:	
Other Director:	

APPROVAL:

This funded scholarship activity is approved as follows:

Signed: _____

Annie J. Rohan, PhD RN FAANP FAAN
Dean & Professor
Henry P. Becton School of Nursing & Allied Health
Fairleigh Dickinson University



Henry P. Becton School of Nursing and Allied Health

INSTRUCTIONS:

Please fill out form completely and submit by email to Dean (with cc to Zoila Paredes) at least 2 months in advance of travel with the following attachments:

- A copy of poster/ presentation
- A copy of conference brochure (or URL to conference)

If approved, reimbursement will be up to (but not beyond) approved amount, pending submission of receipts to Zoila after the dissemination activity.

APPENDIX C: REQUEST FOR SUPPORT TO DISSEMINATE FUNDED PROJECT or FUNDED RESEARCH

Faculty Name:

Dates (inclusive of travel) of planned activity:

Name/location of conference/meeting:

Nature of participation (e.g., poster/podium presentation, organization officer, discussant/session moderator):

How will responsibilities be covered during your absence?

Requested Reimbursement (provide brief details)	Estimated Cost
Travel:	
Conference costs:	
Food/lodging:	
Miscellaneous:	
TOTAL AMOUNT REQUESTED	

APPROVAL:

This dissemination/promotion activity is approved for the amount of \$ _____.

Signed: _____

Annie J. Rohan, PhD RN FAANP FAAN
Dean & Professor
Henry P. Becton School of Nursing & Allied Health
Fairleigh Dickinson University