

GOVERNANCE STRUCTURE AND PROCESSES (2011)

The College-wide Governance System is an internal process approved by the Board of Trustees of The College of New Jersey. It exists to give designated stakeholder groups opportunities to work cooperatively to make thoughtful, appropriate, and timely recommendations to the administration on issues related to policy, procedure, and program in support of the mission of the College.

BACKGROUND TO 2011 REVISIONS

In 2000, The College of New Jersey (TCNJ) inaugurated a new governance system. It was developed with broad campus input to address the criticisms that the previous system (dating to 1994) was complex, overly formal, and marginalized some campus stakeholder groups. The Board of Trustees' approval of that new system included a requirement for a review after the system had been in effect for three years. Consequently, in 2004, the Steering Committee initiated a review of governance. One outcome of that review was the creation of Planning Councils and Program Councils to replace the Advisory councils that were initially described in the original 2000 document.

While this document is specific to shared governance at the College level, testimony gathered indicated a desire to recognize and emphasize that the principles of transparency, inclusiveness, and mission-based reflection that it manifests are appropriate for other aspects of decision making at the college. In particular, similar structures embracing these principles should be developed for the development of policies and procedures in schools, and academic departments and programs, and for strategic planning at all levels of the institution where it is not already explicitly linked to the governance system.

1. OVERVIEW

Collegial governance is an internal process authorized by the Board of Trustees. It is designed to promote efficiency and facilitate the work of the College in achieving institutional mission and goals. The Association of Governing Boards of Universities and Colleges noted in its statement on institutional governance (1998) that for practical reasons and given the unique nature of teaching and scholarship, boards delegate some kinds of authority to appropriate stakeholders. In particular the inclusive nature of shared governance safeguards the academic principles from which The College derives its strength and credibility. This document is intended to clarify the rights and responsibilities of the campus community in collegial governance.

All stakeholder groups will have an opportunity to provide input into governance issues through direct membership and through required testimony including that from representative bodies: Student Government (or the Office of Graduate Study for graduate student members), Staff Senate, and Faculty Senate. Committees are balanced based on organizational structure and include underrepresented groups. The open and participatory system depends on early and ongoing consultation with the campus community, which must be informed of pending issues. Committees and Councils are expected to present timely and thoughtful recommendations to the administration concerning policy, procedure, and program. The structure is intended to support the President and other Cabinet members by providing an organized forum for all stakeholder groups to become informed about issues and to influence the decision-making process.

The governance structure is made up of two domains: policy/procedure/program and planning. The policy/procedure/program domain consists of three components: 1) the Steering Committee; 2) Standing Committees; 3) Program Councils, Faculty Committees, and Cross-School Curricular Committees. The planning domain will be steered by the Committee on Planning and Priorities (CPP) which will be charged to design the structure of a planning process that is inclusive, transparent and effective. In each of these domains and components, the three campus constituencies--faculty, students, and staff/administration--are represented, except in the "Faculty Committees" (see below). The two domains are linked so that policies resulting from the shared governance process inform planning, and policy needs that result from planning decisions are considered within the governance system.

Policy/Procedure/Program Domain:

Any member of the campus community can bring an issue of concern over policy, procedure, or program to the Steering Committee. Individuals, however, are encouraged to first bring their concern to their appropriate representative body (Student Government, Staff Senate, or Faculty Senate).

All policy/procedure/program issues should be sent directly to the Steering Committee (steering@tcnj.edu) rather than to individual committees or councils. Steering will 1) determine whether issues are appropriate for consideration within the governance system, 2) assure that they are sent to the appropriate committee or council with well-defined charges, and 3) facilitate and monitor the flow of issues as they are considered through the governance process, including communication about their status to the TCNJ community. On occasion, community members will bring issues directly to a member of a standing committee or council. When this happens, the person in governance who has been contacted should refer the issue to Steering to ensure that it receives all the benefits of the governance.

An explicit three-step process is followed for each issue: (1) Identifying and reporting the problem (Steering writes a charge identifying the issue for the appropriate committee and posts the charge on the governance web site) (2) preparing a Preliminary Recommendation, and (3) making a Final Recommendation (both done by the assigned committee). This process ensures that Standing Committees and Councils will seek information through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Moreover, the Steering Committee's oversight helps to ensure transparency and inclusiveness in the governance process.

Three Standing Committees (Academic Programs (CAP), Student and Campus Community (CSCC), and Faculty Affairs (CFA)) recommend new or revised policy, procedure, and programs to the Office of the Provost, which will review them and forward as necessary to the President and/or appropriate Cabinet member for approval. Program Councils and Faculty Committees have focused responsibility and are directly linked to appropriate Standing Committee(s).

The Steering Committee can return a recommendation to a Standing Committee or Program Council with an explanation if the three-step process has not been followed conscientiously. If the administration seeks to modify or reject an issue that has gone through the three-step process, Steering shall be informed of the reason. At that time, Steering shall determine the point in governance from which the issue will be readdressed. This is described later in this document in the section entitled Policy Flow. If disagreement persists, the President can call a meeting of affected stakeholder groups to resolve the problem. A repository of official documents is maintained in the Office of the Provost.

Planning Domain:

Planning is an on-going process that is distinct from the consideration of the policy/procedure/program issues in governance, but benefits from similar shared participation of all members of the campus community. Concurrent to the current review of governance, CPP will lead the design of the structure of the planning domain.

Linkage between the two Domains:

Communication is required between the Steering Committee and CPP, in the form of a joint meeting each semester and regular communication between their chairs. This will ensure that policy/procedure/program issues being considered in governance that may also have implications for short or long term planning are considered by CPP and the planning process. In turn, this communication also will ensure that planning decisions originating in the Planning Domain that generate issues of policy/program/procedure are directed by Steering to the appropriate Standing Committee or Program Council.

2. BASIC PRINCIPLES

Nationally, it is recognized that the academic enterprise of colleges and universities is different than that of other models. It is understood that the aggregate expertise to design and deliver the academic product does not lie with the administration, but collectively with the faculty. For this reason, boards of trustees nationwide have established systems of shared governance through which their faculty tend to their responsibility for the academic aspects of institutional mission defined by the AAUP's Statement on Governance of Colleges and Universities as: "fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process".

At The College of New Jersey, the standard model of shared governance is augmented by the inclusion of the voices of all stakeholder groups in a process of making recommendations toward the policy and planning decisions of the administration. In this way, the entire community joins the faculty in its traditional role of shaping the institution. The Board of Trustees acknowledges the faculty's expertise in and responsibility for academic aspects of the mission. Moreover, it recognizes that TCNJ is strengthened by a broader vision of shared governance as defined by the following principles.

The governance system reflects shared governance principles (AAUP 1990, AGB 1998). The system will promote efficiency and facilitate the work of the College in achieving mission goals.

- All stakeholder groups will have a direct voice in the system through committee membership and direct testimony on issues.
- All stakeholder groups must give appropriate consideration to balanced representation across academic disciplines, schools, campus offices, and programs, including underrepresented groups, in making committee appointments.
- All committee members have equal voting rights and responsibilities.
- Unfettered contributions of student, staff and faculty to governance are essential for the promotion of a healthy, vibrant community. Moreover, such contributions are in the best interest of the institution. As such, speech made in governance, as in other institutional academic matters, are not subject institutional discipline or restraint.
- Primary responsibilities on various issues are expressed in the composition of committees; however, all stakeholders have voice on all issues in the shared right to bring a concern to the Steering Committee.
- The governance system will support the administration by providing an organized structure through which all stakeholder groups may become informed about issues and planning and influence the decision-making process.
- When a recommendation is received from any source, it must be acknowledged and a formal response must be provided in a timely manner.
- The community will be able to follow an issue as it goes through the process. When an issue completes the three-step process, its ultimate form will be communicated to the campus community. If the recommendation is rejected by the administration, reasons for the rejection must be given.
- With the exception of the provost or the provost's designee, it is expected that chairs and vice chairs will be selected from the faculty and staff on the committee.

3. COMMITTEE AND COUNCIL MEMBERSHIP

Each committee and council in both governance domains is assigned members consistent with its stated charge (below), with representational balance based on which stakeholder group has responsibility for the primary "voice" as determined by the charge. Unless otherwise specified, stakeholder groups responsible for appointing committee members will choose both nomination and election procedures to determine membership. Appointing procedures followed by stakeholder groups should be well documented within each stakeholder group, and those procedures must be fair and equitable to all qualified members. The elected Faculty Senate appoints faculty representatives. The elected Student Government appoints undergraduate student members; the Graduate Coordinators and the Office of Graduate study work together to identify and appoint graduate student members. The elected Staff Senate appoints staff members, and the President or appropriate Cabinet member (often the Provost) appoints administrative representatives and some designated staff. There is a limit of two consecutive three-year terms for a committee member who serves as an elected or appointed representative of a constituent group. Similarly, with the exception of the Provost or others named by their office or position, other members should not serve more than the equivalent of two consecutive terms. Service for named or elected members of committees should be staggered so that all terms do not

end at the same time. Committee and council chairs are to be elected at the first scheduled meeting of the Fall semester, prior to Governance orientation and training, which is held early in the Fall semester by the Steering Committee.

4. COMMUNICATION

Effective communication between the various deliberative bodies is essential to collegial governance. For this reason, the governance structure includes various reporting processes including the distribution of minutes, annual reporting of program councils to standing committees, and monthly attendance of vice-chairs at steering committee meetings. Such processes are not meant to be burdensome. They are intended to increase the efficiency and transparency of governance. It is imperative that the representatives in governance are committed to the goal of effective communication.

Moreover, it is incumbent upon a structure of shared governance to include processes by which the work of governance is communicated to the college community. Such communication increases transparency, encourages participation and develops ownership of the governance process. The campus community must be educated as to the place of collegial governance in the pursuit of the mission of an academic institution. More particularly, the community must be made aware of opportunities to serve on governance committees and councils, opportunities to provide input into the deliberation of governance issues, and the development of and changes to policies that are the product of governance. The Faculty Senate, Staff Senate and Student Government should communicate to their constituents the importance of their roles in shared governance and the opportunities to serve on committees and councils. Additionally, the Office of Graduate Study acts as the conduit through which graduate students interact with governance. Each committee should work with these constituent bodies, and the administration to maximize the input it gathers as it deliberates an issue. The Steering Committee is responsible for educating those serving on committees and councils on how governance functions. Moreover, the Steering committee has primary responsibility to communicate the products of governance to the community at large. This communication should entail an active element in the form of regular transmissions of recent developments on issues in governance, as well as the maintenance of an archive, currently available at www.tcnj.edu/~steering. This archive shall include all official documents concerning an issue being considered in governance, minutes of all committees and councils, and links to the planning archive maintained by the Committee on Planning and Priorities.

Several groups on campus are represented collectively by various bargaining units. Because of this, policy decisions of the administration that impact working conditions and responsibilities will need union approval and will often require negotiation. In these cases, governance serves to inform the administration of the collective position of all constituent groups as defined by governance which can be different from the position of an individual bargaining unit. As governance entities deliberate issues, input from bargaining unions should be sought. This input is different than the formal approval which will eventually need to be reached through negotiation between a bargaining unit and the administration. However, such input, which is purely advisory, may diminish the likelihood for issues to be brought back through governance if no

satisfactory negotiated agreement can be reached between the administration and the bargaining unit.

5. POLICY/PROCEDURE/PROGRAM DOMAIN: COMMITTEES AND PROGRAM COUNCILS —CHARGES AND MEMBERSHIP

Standing Committees and Program Councils will provide action minutes of each meeting to the Steering Committee, which will post them on the Governance web site. Also, at the end of every academic year, each Standing Committee will transmit a summary of its actions and activities to the Steering Committee. This summary will include actions taken on policy, procedure, and program issues sent by the Steering Committee to the Standing Committee, as well as other ongoing, regular business as described below in each Standing Committee's charge. This summary should indicate the recommendations it has made that may have planning implications. The Steering Committee will review those strategic planning items and, as appropriate, transmit them to the Committee on Planning and Priorities for consideration.

5A. Steering Committee

Steering is responsible for the coordination of the College Governance system. Steering membership is drawn equally from each designated stakeholder group. Members are responsible for maintaining a collegial working environment so that all members of the community are informed about issues critical to their role in the community. Steering coordinates the work of all committees and councils. The Steering Committee:

1. Receives all requests for policy/procedure/program-related issues to be considered within the Governance system and decides if these are issues for governance and if so, where these issues are to be addressed (usually a Standing Committee, occasionally a Program Council).
2. Determines the type of policy that will result and the level of administrative approval it will require, following TCNJ's Policy Framework (http://www.tcnj.edu/~academic/policy/policy_framework.pdf).
3. Frames the charge to the designated committee and/or council, including a statement of the issue, relevant background information, limited guidance on the gathering of testimony, and description of the policy type and approval level, and transmits the charge to the appropriate Committee or Program Council Chair. Also, Steering determines whether, following governance resolution of an issue, negotiations between the administration and a bargaining unit will be needed as is the case with issues relating to work conditions or responsibilities. When Steering feels that this is likely, it should be noted in the charge.
4. Returns a recommendation if the three-step process has not been followed conscientiously.
5. Ensures that issues are addressed in a timely manner.
6. Provides guidance to Standing Committees, Program Councils, Faculty Committees, and Cross-School Curricular Committees on what constitutes their regular, ongoing business as specified in the charges in this document.

7. Forwards all Final Recommendations to the Office of the Provost, who will forward as needed to the President and/or other Cabinet members.
8. Coordinates revisions by the relevant Committee or Council of any Final Recommendation not accepted in full by the Administration.
9. Monitors the repository for official governance documents which is maintained by the Office of the Provost, striving to make them easily accessible to all through the governance web site. These include committee and council membership lists, public action minutes from all committee and council meetings, and all documents relating to policy/procedure/program issues and charges being considered in governance.
10. Maintains active links on the governance web site to web-based, archived planning documents that are coordinated by the Committee on Planning and Priorities.
11. Creates and retires ad hoc governance task forces and publicizes and archives their work.
12. Recommends to the President changes in the *College Governance Structure and Processes* document (every five years).
13. Reviews and oversees the College's Wednesday meeting schedule.

Vice Chairs of the Standing Committees will attend the initial portion of the first Steering Committee meeting of each month to discuss urgent or complex issues. Their attendance may be requested either by Steering or the Standing Committee.

(SC: 10 members) Voting members include 3 faculty, 3 Students and 3 Staff; the Provost (or designee) serves ex officio without vote. The committee is co-chaired by Provost (or designee) and an elected faculty member.

5B. Standing Committees

Committee on Academic Programs (CAP): CAP addresses all issues related to improving the quality and maintenance of the academic programs of the College. In meeting this responsibility, CAP is, for example, responsible for making recommendations concerning the nature of degrees, program structure, new programs, content for Liberal Learning, standards and guidelines for majors and minors, etc. The following Program Councils will make recommendations directly to CAP: Graduate Programs, Liberal Learning, Honors and Scholars, and International Education. In addition, the Cross-School Curricular Committees (Teacher Education Curricular Committee and Self-Designed Major Curricular Committee) make recommendations to CAP where matters of college policy are concerned. CAP also serves as the Planning Council for the Provost in the strategic area of educational programs.

(CAP:15 members) 8 faculty (including one with graduate teaching responsibilities, a representative for Liberal Learning, and a representative for Teacher Education), Provost or designee, academic dean, 3 students (one graduate level; however, if no graduate student

member is identified the Student Government may appoint a third undergraduate), 2 staff (representing academic support areas).

Committee on Faculty Affairs (CFA): The CFA is responsible for making recommendations concerning standards and guidelines for faculty work including, for example, tenure, promotion, work load assignments, judicial procedures, academic behavior, etc. CFA receives recommendations from the CPC (College Promotions Committee), SOSA (Support of Scholarly Activities), and the Sabbatical Committee regarding changes in policy, procedure, and program. CFA also serves as the Planning Council for the Provost in the strategic area of faculty development.

(CFA:14 members) Provost or designee, 9 faculty (one librarian), academic dean, 2 students (one graduate level; however, if no graduate student member is identified the Student Government may appoint a second undergraduate), 1 staff.

Committee on Student and Campus Community (CSCC): The CSCC is responsible for making recommendations concerning major principles and policies related to the quality of the student experience as well as student-focused programs and services. It also makes recommendations on matters of concern to all members of the campus community including health and safety, environmental issues, and standards of conduct. CSCC receives recommendations from the Athletics Advisory and Healthy Campus Program Councils. CSCC also serves as the Planning Council for the Vice President for Student Affairs in the strategic area of student affairs and to the Vice President for Human Resources in the strategic area of human resources.

(CSCC:15 members) Vice President for Student Affairs (or designee), 5 faculty, 5 students (one graduate level however, if no graduate student member is identified the Student Government may appoint a second undergraduate), 4 staff (at least one from the area of Student Affairs).

5C. Program Councils

Program Councils and Faculty Committees promote efficiency by taking responsibility for specified tasks that are established in policy. They have focused responsibilities and are directly linked to appropriate Standing Committee(s). They typically send recommendations regarding policy, procedure, or programs to their Standing Committee(s) with concurrent notification to the Steering Committee. Many Program Councils and Faculty Committees also engage in regular, ongoing business. They will provide action minutes of each meeting to the Steering Committee, which will post them on the governance web site. To foster effective communication, each Standing Committee will request the Program Councils and/or Faculty Committees that report to it to send a representative to at least one meeting a semester. Also, at the end of every semester, each Program Council and Faculty Committee will transmit a summary of its non-confidential actions and activities to the appropriate Standing Committee with a copy to the Steering Committee. These summaries shall be posted on the governance web site.

Program Councils also function as Planning Councils for the program coordinator, assisting the coordinator with planning by: analyzing, critiquing, and improving strategic planning documents; considering the budgetary implications of any recommendations; and analyzing,

critiquing, and improving assessment plans. In their end-of-semester summaries, each Program Council should identify any recommendations that may have implications for institutional strategic planning and transmit them to the Committee on Planning and Priorities with a copy to the Steering Committee.

The following Program Councils typically make recommendations to the Committee on Academic Programs while also carrying out regular, ongoing business as listed:

Cultural and Intellectual Community Program Council (CICPC): CICPC makes recommendations to the Committee on Academic Programs (CAP) concerning the nature and structure of the College's annual intellectual thematic programming. It also advises the Director of Liberal Learning about the annual theme, the related freshman summer reading, the related Community Learning Day events. It awards grants for units to develop their own programming around the theme.

(CICPC:16 members) Director of Liberal Learning (or designee), First Seminar Program Coordinator, 8 faculty, 3 students, 3 staff (at least one from the area of Student Affairs).

Faculty-Student Collaboration Program Council (FSCPC): FSCC makes recommendations jointly to the Committee on Faculty Affairs and the Committee on Academic Programs concerning institutional support for faculty-student scholarly and creative collaborative activity during both the academic year and the summer, including but not limited to the Celebration of Student Achievement and the Mentored Undergraduate Summer Experience (MUSE). FSCC also advises the Director of Faculty-Student Scholarly and Creative Collaborative Activity in all aspects of planning and development of FSC programs.

(FSCPC:15 members) 9 faculty which also comprise the Faculty-Student Collaboration Awards Committee, 3 students, 3 staff

Graduate Programs Council (GPC): GPC makes recommendations to the Committee on Academic Programs (CAP) concerning the nature, practices, standards, and programs at the graduate level.

(GPC:14 members) dean of a School with a graduate program, Assistant Dean for Graduate Studies, 6 faculty (3 of whom must be graduate coordinators and 3 of whom must be from the School of Education), 3 staff (one of whom is from Records and Registration), 3 graduate students.

Honors and Scholars Program Council (HSPC): The HSPC makes recommendations to the Committee on Academic Programs (CAP) concerning standards and practices of the Honors Program.

(HSPC:13 members) Coordinator of Honors Program, 7 faculty, 4 students, 1 staff.

International Education Program Council (IEPC): The IEPC makes recommendations to the Committee on Academic Programs (CAP) concerning standards and practices for foreign study.

(IEPC:15 members) Program Director (Office of International and Off-Campus Programs), 8 faculty, 2 staff, 4 students.

Liberal Learning Program Council (LLPC): LLPC makes recommendations to the Committee on Academic Programs (CAP) concerning the nature, structure, standards, requirements, and practices in liberal learning; it also certifies courses for inclusion in liberal learning.

(LLPC:17 members) Academic Dean, Director of Liberal Learning (or designee), 10 faculty (Arts and Communication-1; Business-1; Humanities and Social Sciences-3; Education-1; Engineering-1; NHES-1; Science-2) , 3 students; Director of the Writing Program; 1 Staff.

Teaching and Learning Program Council (TLPC): TLPC makes policy recommendations to the Committee on Academic Programs and the Committee on Faculty Affairs and advises the director of the Center for Teaching and Learning concerning the nature, structure, services, and programming of the Center for Teaching and Learning.

(TLPC:17 members) Director of the Center for Teaching and Learning (ex-officio); 1 academic dean; 7 faculty representing the variety of disciplines and pedagogies at the College; 1 librarian, 4 staff from areas of the College involved in teaching, learning and advising, including at least one from Student Affairs and one from Information Technology; 3 students.

The following Program Councils typically make recommendations to the Committee on Students and Campus Community:

Athletics Advisory Program Council (AAPC): AAPC makes recommendations to the Committee on Student and Campus Community concerning issues related to intramural and varsity athletics.

(AAPC:12 members) Director of Athletics, 4 faculty (one of whom is the NCAA Faculty Representative), 4 students, 3 staff.

Healthy Campus Program Council (HCPC): HCPC makes recommendations to CSCC on plans for achieving a healthy campus culture; communication strategies for health-related programs, policies and strategies; and ways of integrating the healthy campus perspective into college strategic and facilities planning.

(HCPC: 14 members, including: 5 students, 3 faculty and 4 staff (one from an area focused on student health and one from an area related to human resources). The

committee should be co-chaired by the Provost (or designee) and Vice President for Student Affairs (or designee).

5D. Cross-School Curricular Committees

Cross-school curricular committees are governance committees that are primarily dedicated to the development and oversight of curricular aspects of a single school or program but whose membership come from schools and programs across the campus. The work of these committees requires their membership to represent specialized skills, experience and/or knowledge. Each committee has a convener who identifies the membership for the committee. It is acknowledged that there may be a limited pool of faculty, students and staff who meet the specialized criteria which would best meet the needs of the committee. For this reason, some people might tend to have long commitments to the committee. To allow these people the opportunity to serve governance in other ways as well, the meeting times for these committees is determined by the convener once the membership is established.

The regular business of these committees does not usually involve campus-wide policy and, therefore, does not, as a rule, need to go through the three-step governance process. However, in the event that an issue arises that needs governance review, the curricular committee will make a recommendation to the Committee on Academic Programs (CAP).

Teacher Education Curricular Council (TECC): Convened by the Dean of the School of Education, TECC reviews and approves courses, programs, and focused policies that support the teacher education programs.

Self-Designed Major Curricular Committee (SDMCC): Convened by the Coordinator of Self-Designed Majors, SDMCC reviews and approves self-designed major proposals and, as needed, reviews the design and requirements of the program..

5E. Faculty Committees

The following faculty committees not only make recommendations concerning individual faculty applications, but also make recommendations to a Standing Committee concerning changes in promotions and scholarship policy, procedures, and programs.

College Promotions Committee (CPC): CPC is responsible for evaluating each applicant on the basis of the criteria, standards, and qualifications contained in the Board of Trustees approved *TCNJ Promotions and Reappointment Document* and makes recommendations to the President concerning those candidates who clearly warrant such promotion. CPC also makes recommendations to the Committee on Faculty Affairs concerning changes in promotion policy and procedures.

The CPC should be composed of twelve (12) faculty members and librarians drawn from a cross-section of disciplines in all schools and different departments within schools. Thus, an ideally composed CPC might look as follows:

Three (3) from the School of Humanities and Social Sciences, each from different departments/programs

- Two (2) from the School of Science, each from different departments/programs
- Two (2) from the School of Education, each from different departments/programs
- One (1) from the School of the Arts and Communication
- One (1) from the School of Business
- One (1) from the School of Engineering
- One (1) from the School of Nursing, Health and Exercise Science
- One (1) from the Library

The Provost also serves ex officio without vote.

(See the TCNJ Promotions and Reappointment Document March 2010, for nomination and election of committee membership, operating procedures, and other information).

Support of Scholarly Activities (SOSA): SOSA makes recommendations to the Committee on Faculty Affairs concerning institutional support for faculty scholarship. SOSA is also responsible for evaluating research proposals and requests for advanced study on the basis of established criteria and standards, and issues an evaluative report for each proposal, recommended and non-recommended, to the Provost for action.

(SOSA:11 members) The Provost or designee convenes and serves on this committee ex officio without a vote; 10 faculty s:

- 2 faculty members from Mathematics/Computer Science and Natural Science (one faculty member from each)
- 2 faculty members from the Arts (defined to include Art, Music, and Interactive Multimedia) and the Humanities (defined to include English, Modern Languages, Philosophy & Religion, and Women’s & Gender Studies). One member each.
- 2 faculty members from the Social Sciences (defined to include African American Studies, Criminology, Communication Studies, History, Political Science, Psychology, and Sociology & Anthropology)
- 2 faculty members from the School of Education
- 1 faculty member from Business
- 1 faculty member from Engineering, Nursing, or the Library

Sabbatical Committee: The Sabbatical Committee makes recommendations to the Committee on Faculty Affairs concerning institutional support for sabbatical leave. The Sabbatical Committee is also responsible for evaluating proposals for sabbatical leave on the basis of established criteria and standards and for issuing a report of recommended and non-recommended proposals to the Provost for action.

(11 members: The Provost or designee convenes and serves on this committee ex officio without a vote; 10 faculty members):

- 2 faculty members from Mathematics/Computer Science and Natural Science (one faculty member from each)
- 2 faculty members from the Arts (defined to include Art, Music, and Interactive Multimedia) and the Humanities (defined to include English, Modern Languages, Philosophy & Religion, and Women’s & Gender Studies). One member each.

- 2 faculty members from the Social Sciences (defined to include African American Studies, Criminology, Communication Studies, History, Political Science, Psychology, and Sociology & Anthropology)
- 2 faculty members from the School of Education
- 1 faculty member from Business
- 1 faculty member from Engineering, Nursing/HES, or the Library

Faculty-Student Collaboration Awards Committee (FSCAC): FSCAC is a subcommittee of the FSCPC. It is responsible for developing RFPs for MUSE, evaluating proposals for MUSE and making recommendations for funding to the Provost.

(FSCAC:9 faculty, the Director of Faculty-Student Scholarly and Creative Collaborative Activity, and 1 faculty member from each school, except for two from Humanities and Social Sciences, representing one from Humanities and one from Social Sciences. Members should be faculty with experience and/or interest in faculty-student scholarly or creative collaborative activity).

6. POLICY/PROCEDURE/PROGRAM DOMAIN: POLICY FLOW

This section clarifies important distinctions between policy, procedure, and program. Policies are further distinguished by the level of administrative approval they require. For example, Board of Trustees Policies are issued by The College of New Jersey Board of Trustees, while College Operating Policies are issued by the President of The College and Unit Policies may be issued by The President's designee. Interim Policies, which are issued in **rare** situations where a policy must be established in a short time period to meet emergency deadlines or in other special circumstances, may be issued by any of the above groups or individuals. Interim policies may become regular policy through the governance process or else they terminate in a year. When a new policy is proposed, the Steering Committee will determine which category it falls into. In cases where this decision is not clear, the Steering Co-Chairs will confer with The College General Counsel to determine the appropriate level of administrative approval. It is understood that no College policy that is under the purview of campus governance, with the exception of Interim Policies, should be taken to the TCNJ Board of Trustees for action until formal governance review procedures have been completed. Any issues for which an Interim Policy was adopted should be considered through the governance process as soon as possible in order to replace the Interim Policy with a regular policy. Interim Policies expire automatically within six months.

Recommendations concerning issues of policy must be submitted by the President of The College of New Jersey to the Board of Trustees for approval. Recommendations concerning matters of procedure and program must be approved by the President upon review and recommendation by the appropriate Cabinet member. According to state regulations, new degree programs must also be approved by the Board of Trustees.

Policy: A guide based upon the mission and guiding statements of the institution, which influences the making of individual and collective decisions, and is put into practice by the necessary procedures.

Procedure: A listing of steps, rules, or regulations intended to implement a policy in a manner consistent with the spirit of that policy.

Program: Academic programs (e.g., majors, minors, degree programs) and other major initiatives involving any organization on campus.

6A. The Three-Step Process

An explicit three-step process is to be followed which will ensure that Standing Committees seek information from and report actions back to all affected stakeholder groups. While all affected stakeholder groups must be consulted, those most affected by and responsible for implementing the recommendation must have a primary voice in the final recommendation. All actions are to conform to shared governance principles as outlined in this document. Committees must conduct official business according to the provisions of *Robert's Rules of Order*. Any member of the community may request of the Committee or Council Chair permission to attend a specific committee meeting. The Chair of the Committee shall make the final decision on the request. Action minutes, reflecting only official action taken, must be kept and sent to the Steering Committee monthly. Additionally, at the end of each academic year, Standing Committees should submit a report to the Steering Committee that clearly summarizes their work on each issue. This report should include the current status of the issue, and should also indicate the mechanisms for gathering testimony utilized for each issue. The following procedures in preparing recommendations must be met:

Step #1 -- Identifying and reporting the problem: When a Standing Committee or Program Council receives a charge from the Steering Committee, the issue will be communicated to the campus community by posting to the Governance website (www.tcnj.edu/~steering). The charge should be set out clearly and should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The charge should be broadly stated and should include a context such as existing policy or practice. Charges may include solution parameters but should not recommend any specific solutions. Clearly stated charges will lead to better recommendations.

Step #2 -- Preparing a preliminary recommendation: Once the campus community has received the charge, committees can begin to collect data needed to make a preliminary recommendation. Committees should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance website. At this point, committees typically receive input or testimony through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups.

Committees must be proactive in inviting stakeholder groups (including Student Government, Staff Senate and Faculty Senate) to provide formal testimony. In cases where testimony results in significant and substantive changes to the preliminary recommendation, the new recommendation will be considered to be in step #2.

Step #3 -- Making a Final Recommendation: Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in soliciting feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send its final recommendation (with documentation) to the Steering Committee. That final recommendation should include a suggested implementation date. Accompanying the final recommendation shall be a report of how testimony was gathered, the nature of that testimony, and how the Committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Testimony: The presenting of testimony, prior to both the preliminary and final recommendations, is central to the concept of shared governance. All stakeholder groups will have an opportunity to provide input into governance issues through direct membership as well as invited testimony. Individuals appointed or elected to the governance system are expected to take a broad institutional perspective relative to issues being considered. In contrast, invited testimony will reflect the stakeholder perspective on the issue being considered. Committees are expected to be proactive in inviting stakeholder groups to provide testimony at both steps # 2 and #3 of the process. Committees need to identify stakeholder groups that are interested in each particular issue and invite their testimony at scheduled Committee meetings or hearings. Committees should report in their transmittal memos which groups were targeted as stakeholders, how testimony was invited, the form of the testimony (written, oral, etc.), and the substantive content of the testimony.

The Steering Committee determines that the three-step process was followed conscientiously and then forwards the final recommendation to the Office of the Provost for consideration. When appropriate, the Provost will submit the final recommendation to the President for discussion at the Cabinet and review by the appropriate Cabinet officer. The Office of the Provost must notify the Steering Committee when a recommendation is accepted. A repository of official policy documents is maintained in the Office of the Provost and made available on the TCNJ website.

In addition to issues that require the full 3-step process of review, standing committees also may address issues that are considered part of their regular business and are not subjected to the full 3-step process. Such issues will be clearly indicated by the charge from the Steering Committee. To ensure appropriate transparency, these issues will be included on the Steering website, and announced to the community via the same channels through which other issues are reported.

6B. Conflict Resolution

Prior to the Steering Committee's forwarding a final recommendation, all stakeholder groups have an opportunity, through the Steering Committee, to express concerns about the three-step process not being followed during the development of the recommendation. If the Steering Committee determines that the three-step process was not followed conscientiously, the Steering Committee shall return the recommendation to the standing committee for further consideration.

Once a final recommendation has been considered by the Provost, President or Cabinet member the decision regarding the final recommendation should be communicated to the Steering Committee in writing and shared with the community through the Governance website. Final recommendations may be accepted, accepted with minor revisions, accepted following major revisions, or rejected. Ideally, the representatives of the stakeholder groups and the administration on the governance committees will be able to communicate during the on-going work of the committee as policies and procedures are being developed. Continuing communication by all groups, including the administration, should limit the number of instances where the administration does not accept final recommendations that come out of the governance structure.

However, occasionally it may be the case that the Provost, President or Cabinet member does not accept the final recommendation that came out of the governance structure. One reason for this may be that the final recommendation has an impact on working conditions or responsibilities and therefore needs to be negotiated with a bargaining unit. In the case of revision, the proposed changes to the final recommendation must be clearly indicated, and in the case of rejection, the reasons for rejecting the final recommendation must be conveyed in writing to the Steering Committee. Where the administration suggests a modification to a final recommendation that it has been given, the Steering Committee shall determine how significant the suggested modification is. If Steering considers the modification to be minor, Steering shall return the recommendation to the standing committee to consider the suggested modification. The standing committee then develops a new final recommendation considering the suggested modification with or without additional testimony as it sees fit. If Steering considers the modification to be considerable, but not irreconcilable with the final recommendation, Steering shall return the recommendation to the standing committee and determine whether it should be considered to be at step #2 or step #3 of the process. In the case where Steering considers the suggested recommendation to be irreconcilable with the final recommendation, Steering will consider the final recommendation to have been rejected. Further, in cases of outright rejection, the matter must be discussed with the appropriate Standing Committee.

Where disagreements persist, the President can call for an informal meeting of affected stakeholder groups for the purpose of resolving the disagreements. If a resolution cannot be achieved, the President shall make a final recommendation to the Board of Trustees with a statement of the dissenting objections.

7. PLANNING DOMAIN: COMMITTEE ON PLANNING & PRIORITIES PAND PLANNING COUNCILS—CHARGES AND MEMBERSHIP

The planning domain is steered by the Committee on Planning and Priorities (CPP). Planning is an on-going process that is distinct from the consideration of policies, procedures, and programs, but planning should also be guided by the principles of shared governance. In addition, in order to be effective, planning should incorporate the results of on-going assessment activities. Assessment is considered to be part of the planning domain within the College's shared governance system.

Within the planning domain CPP has overall responsibility for monitoring and steering institutional planning. In addition to CPP, the planning domain also consists of a set of Planning Councils (PCs). The PCs will report to CPP and provide action minutes of each meeting; CPP will post them on the College Planning web site (with a link to this site from www.tcnj.edu/~steering).

7 A. Committee on Planning and Priorities (CPP)

The Committee on Planning and Priorities (CPP) is charged with promoting the TCNJ Mission (<http://www.tcnj.edu/~pa/about/mission.html>) and Core Beliefs (<http://www.tcnj.edu/~pa/about/beliefs.html>) as the primary guides in campus planning, decision-making, and resource allocation. CPP serves as the Planning Council for the President in the strategic areas of Leadership, Planning, and Decision-making. In this capacity, it advises and supports the President's development and periodic review of the College's institutional strategic plan and strategic initiatives.

1. CPP is responsible for the maintenance of the College's Institutional Strategic Plan. CPP will continuously review the Institutional Strategic Plan and conduct a comprehensive revision at least every five years.
2. CPP will regularly examine the campus Mission and Core Beliefs, priorities, and progress in meeting goals, as summarized in the institutional planning documents. To facilitate this role, it will coordinate all campus strategic planning, soliciting current strategic plans from each Planning Council and from each School and creating a central secure web repository of strategic planning documents. CPP will provide the President with feedback, questions, or recommendations on campus Mission and Core Beliefs, priorities, and progress.
3. CPP will evaluate strategic needs and priorities of the College's mission as reflected in proposals that emanate from College governance, major institutional planning areas, and institutional task forces. CPP will take the initiative to inform and also respond to requests for input on the drafting of proposals that are pertinent to the long-range direction of the College. Such proposals or studies may concern new objectives, critical reexamination of existing strategic objectives, or resource allocation. CPP will review the reporting relationship and function of the Planning Councils and confirm that each planning officer has reviewed his/her strategic plan on an agreed-upon schedule, in consultation with the appropriate Planning Council, and submitted it to CPP for review. CPP will ensure that these plans are consistent with the Mission and Core Beliefs of the College. CPP also will receive action minutes for each Planning Council meeting and will post them, along with its own action minutes, to the planning web site (with a link at www.tcnj.edu/~steering). CPP will annually review the current and projected

financial situation of the College. The Committee will establish and update guiding principles for resource allocation, including new spending and cost saving.

CPP will ensure that long-range planning is linked to decision-making and budgeting processes, and that planning processes are clearly communicated, provide for stakeholder participation, and incorporate the use of assessment results

4. CPP will periodically examine internal and external challenges and opportunities and define strategies for achieving the College mission and enhancing the College's future effectiveness. Included in this will be review, as needed, of the principles for shaping the College's multi-year calendar.

CPP Membership: (15 members). 6 faculty including the President of the Faculty Senate; the Provost, the Treasurer, the VP for Student Affairs or designee, and 1 additional Cabinet member; two staff members including the President of the Staff Senate; and 3 students including the President and Executive Vice President of Student Government and a graduate student. If no graduate student is able to serve, the third student will be an additional elected representative from Student Government.

7B. Planning Councils

CPP will review, on a rotating basis, the updated strategic planning documents of the eight Schools (treating the Library as a School) and nine Planning Areas, each of which includes a Planning Officer (the cabinet officer in charge of the area):

College Advancement	VP for College Advancement
Educational Affairs	Provost or designee
Enrollment Management	Provost or designee
Faculty Development	Provost or designee
Facilities & Construction	VP for Administration or designee
Finance & Budget	Treasurer
Human Resources & Staff Development	VP for Human Resources
Information Technology	VP for Administration or designee
Student Affairs	VP for Student Affairs or designee

The rotating cycle of review will be determined by CPP in collaboration with the Planning Officer.

The Committee on Academic Programs (CAP) serves as the Planning Council in the area of Educational Affairs. The Committee on Faculty Affairs (CFA) serves as the Planning Council in the area of Faculty Development. The Committee on Student and Campus Community (CSCC) serves as the Planning Council in the area of Student Affairs. The remaining areas are to be represented by these six Planning Councils:

College Advancement
Enrollment Management

Facilities and Construction
Finance and Budget
Human Resources and Staff Development
Information Technology

Planning Councils are co-chaired by the Planning Officer and an elected faculty or staff member. Although the standing committees CAP, CFA and CSCC periodically function as planning councils, their leadership structure is different from that of other planning councils; see section 3 for leadership of standing committees. If changes are made in the composition of the President's cabinet, CPP will review the structure of the planning councils. The Planning Council as a whole is responsible for the regular review and revision of the area's strategic planning document, according to the schedule set by CPP. In addition to being responsible for the area's strategic planning, the Council serves as an advisory group to the cabinet officer. Councils must meet at least twice each semester; the agenda is to be set by the co-chairs. It is suggested that at each meeting the Council review a set of key "dashboard indicators" provided by the cabinet officer; these indicators consist of statistics and information intended to provide Council members with an updated overview of the cabinet officer's area. Following each meeting, brief action minutes are to be sent to CPP for posting in the planning website.

Composition of Planning Councils: Membership on Planning Councils is based primarily on relevant expertise. Each Cabinet member will define the most appropriate size of Planning Council membership with the following requirement: each Planning Council will have members representing the faculty, staff and students, appointed by the Faculty Senate, Staff Senate, and Student Government. Planning Councils need not have equal representation from these constituencies, but each constituency is to be represented by a minimum of two members. In constituting planning council membership, cabinet members are expected to strive for balanced representation of the three constituent groups: faculty, staff and students. There is a limit of two consecutive three-year terms for a council member who serves as an elected or appointed member of a constituent group. Council members' service should be staggered so that all terms do not end at the same time. The faculty or staff co-chair is to be elected at the first scheduled meeting of the Fall semester.

7C. School-Based Strategic Planning

As part of institutional strategic planning, each School should establish its own collegial planning process and develop its own strategic plans. The Library should follow the planning process for Schools. School-wide strategic plans should be developed in accordance with the principles of shared governance, and should be coordinated with the College's Mission and Core Values and with college-wide strategic plans. Individual departments or programs within each School should also create their own strategic plans and these should also be developed in accordance with the principles of shared governance. Schools may determine how best to organize their own internal planning and assessment activities, with the proviso that the results of these activities be communicated to CPP, which will ensure that there are appropriate linkages and coordination between School-wide strategic plans and College-wide strategic planning. The planning website maintained by CPP shall provide links to each School's own strategic plans.

8. STAGES AND PUBLIC INPUT IN THE PLANNING PROCESS

CPP and the Planning Councils will follow a standardized process for planning that allows public input at various stages of planning. All plans should originate from the most relevant Planning Council or from CPP. All plans must be aligned with the Mission of the College. The planning process must conform to the principles of shared governance outlined in this document as well as to the procedures below.

Step One: Identifying and reporting the planning issue.

When CPP identifies or receives information of a planning issue, it will post notice of impending action on the issue on the Planning Website (www.tcnj.edu/~CPP). The notice should contain a description of the goals and expected results of the planning process, identify the planning body involved, offer a provisional timeline for the final plan and describe how interested parties can offer preliminary input. In all cases, preliminary input can be sent via email or campus mail to the chair of the relevant Planning Council (or to the co-chairs of CPP if CPP is taking the lead role on the issue).

Step two: Preparing a preliminary plan.

The Planning Council (or CPP) assesses the issue brought forth, surveys preliminary public input and collects other data as needed. The Planning Council (or CPP) may request quantitative data from the Office of Institutional Research and Assessment. Using all available information, the Planning Council (or CPP) will revise the relevant plan to address the underlying problem identified in the previous stage. The plan should include a means of assessing the proposed change, as well as a timeline for assessment. The planning unit should be cognizant of how such changes will affect other units' plans

Step three: Soliciting public input.

Once the Planning Council (or CPP) has a revised plan, it must offer it for public input. A draft of the revised plan will be posted on the Planning Website (www.tcnj.edu/~CPP) and a campus-wide email should notify all students, staff and faculty about such a posting. The Planning Council (or CPP) can invite testimony during its regularly-scheduled meetings. In addition, the Planning Council (or CPP) will make every effort to identify affected parties and by email solicit the view of their representative. For issues that garner campus-wide attention or significant controversy, the Planning Council (or CPP) will have a campus-wide forum at a time or times that allow substantial public access.

It is important to give every stakeholder enough time to consider the proposed changes and form an opinion on them. From the time of posting the preliminary plan on the Planning Website and the emailed notification of such posting, stakeholders must have at least ten working academic days before the closure of the input process or the holding of an open forum. Longer periods may be considered for more controversial or far-reaching changes. The adoption of substantial planning changes during the summer is discouraged and Planning Councils should consider awaiting public input until the academic community reconvenes. The guiding principal is to err towards generosity in opportunities for public input to ensure a well-informed and legitimate process.

Step four: Creating a final plan.

When, in the best judgment of the Planning Council, the campus community has had ample opportunity to respond to the preliminary plan, the council will prepare a final plan and send it to CPP. The plan should be accompanied by a memo that summarizes the input received from the college community and explains how the plan was revised in light of the input.

CPP reviews the final plan to make sure it followed the process above and that the plan is consistent with other strategic plans on campus and with the College's Mission. If CPP feels that additional and substantial revisions are necessary, it posts these on the Planning Website, informs the campus community and begins a process of public input. If CPP is satisfied with the substance and process of the final plan, it sends it to the President for consideration.

9. TEMPORARY TASK FORCES AND COMMITTEES IN RELATION TO THE GOVERNANCE SYSTEM

There are occasions when issues having substantial college-wide impact arise which are not addressed by current governance structures. At these times, ad hoc governance committees will be formed by the Steering Committee or CPP as appropriate. Such ad hoc governance committees should benefit from the transparency and communication provided by the shared governance system. Therefore, they will report to the Steering Committee which will maintain a section on the governance web site for such committees where membership will be listed, and all relevant documents (including action minutes) shall be posted and archived. In the event that a temporary task force or committee takes on a long-term existence and addresses policy, procedure, program or planning, its role in the governance system will be considered at the five-year governance review.

If the president or a cabinet member feels that an issue warrants the creation of an ad hoc governance committee, that individual will contact the Steering Committee to determine whether the issue can be addressed within the current governance structure. If not, Steering will assist in convening ad hoc governance committee. The cabinet member should be consulted as to the membership of the committee. In particular, the cabinet member might have suggestions as to which specialized skills and/or knowledge embodied by individuals or departments would best serve to meet the charge of the ad hoc committee. However, it is understood that general membership on the committee will be appointed by the Staff Senate, Faculty Senate, and Student Government as it is for standing committees.

10. MEETING SCHEDULE

All committees and councils are expected to adhere to the regular Wednesday meeting schedule and to meet at their regularly designated times. It is understood that there may be periods of concerted work that may require additional meetings beyond the schedule. However, final decisions and votes on major issues should be held only at regularly scheduled meetings, or meetings when all members, including students, can attend.

11. ATTENDANCE

It is an expectation that all Committee and Council members attend every meeting. Permission for "absence for cause" should be sought from the Chair. The Chair of the Committee or Council must notify the stakeholder group when a member has missed three regular meetings without cause. Upon the fourth absence, the Chair of the Committee or Council shall notify the Steering Committee that the member has forfeited the position and request a replacement. The Steering Committee will notify the appropriate appointing body for a replacement. A person who is on sabbatical or other authorized leave for an extended period of time shall notify the Chair of the Committee or Council of his/her anticipated absence. The Chair shall request from the Steering Committee that a temporary replacement be appointed by the appropriate stakeholder group.

12. GOVERNANCE SYSTEM REVIEW

Because governance is an ongoing process, it is important that the College's governance processes be regularly reviewed and adjusted. Therefore the governance structures and processes should be reviewed again in five years (i.e., 2016).