TRINITY WASHINGTON UNIVERSITY

FRAMEWORK FOR ACADEMIC GOVERNANCE

RULES AND PROCEDURES FOR ACADEMIC DECISION-MAKING

ADOPTED BY THE FACULTY, DECEMBER 2003
RATIFIED BY THE BOARD OF TRUSTEES, FEBRUARY 2004
AMENDED OCTOBER 2010
AMENDED JANUARY 2016

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INTRODUCTION

In order to ensure the vitality, quality and integrity of Trinity's mission, goals and educational programs, this *Framework for Academic Governance* sets forth the general structure, processes and fundamental rules for decision-making with regard to academic policies and programs at Trinity. This *Framework* strives to ensure effective decision-making within and among Trinity's five principal academic units: the College of Arts and Sciences, the School of Professional Studies, the School of Education, the School of Nursing and Health Professions and the School of Business and Graduate Studies.

Trinity's governance structures and processes reflect these principles and values:

➢ *Mission*: The academic governance system ensures that academic decisions reflect Trinity's mission and values;

➢ *Strategic Focus*: The governance system aligns decisions about academic policies, curricula and programs with the strategic goals of Trinity.

➢ *Quality and Integrity*: The academic governance system protects and strengthens Trinity's ongoing adherence to principles of quality and integrity in all academic matters;

➢ *Public Accountability:* The governance system supports Trinity's public accountability through overseeing Trinity's compliance with accreditation standards, disciplinary expectations, and regulatory requirements;

➢ *Subsidiarity*: Whenever possible, decisions occur at the local level with further review only necessary in matters of major policy affecting Trinity's institutional goals, reputation or fiscal health; subsidiarity does not imply isolation or autonomy; decision-makers at all levels must communicate effectively and responsibly with others;

➢ *Consultation and Participation*: In shared governance, faculty and administrators comment on and participate in decision-making about matters that affect their work;

➢ *Collegiality*: Faculty and administrators share responsibility for the achievement of Trinity College's institutional goals, and do so in a spirit of mutuality and inclusiveness;

➢ *Efficiency and Effectiveness:*   The governance system depends upon efficient and effective use of the time and talent of all participants, and delivery of results in a timely manner.

➢ *Data and Information*: Accurate, current data and analyses should inform governance decisions, and all proposals should include thorough analysis of data related to enrollments, outcomes, usages, costs and revenues.

Shared Governance necessarily involves multiple actors across a range of roles and responsibilities at Trinity, including the Faculty, Provost/Academic Vice President and Deans, program chairs and directors, other academic administrators and senior executives of Trinity, the President and Trustees.   While this *Framework* describes the broad parameters and specific duties of certain of these roles in matters concerning curricula and academic policies or programs, readers should construe this document as complementary to other existing governance documents, including the Charter and By-Laws of Trinity College, the *Faculty Handbook* which contains faculty personnel policies and procedures, the *Employee Handbook*, the *Student Handbook*, the *Academic Policy Manual*, and all related policy statements.

Section I. Role Definitions

A. General

In general, the following statements describe the overall allocation of duties and responsibilities among the various major actors in governance:

1. Faculty

The Faculty of Trinity College are responsible for:

(a) academic policy in general;

(b) curricular design, development, implementation and review;

(c) instruction and the assessment of instruction, as well as the assessment of student progress toward curricular and degree requirements;

(d) academic scholarship and professional and creative production;

(e) participation in decisions concerning faculty hiring, promotion and tenure, and faculty personnel policies;

(f) ensuring academic compliance with accreditation standards and external regulatory requirements.

Faculty recommendations should carry significant weight in:

(a) the selection of academic administrators;

(b) institutional planning and budgeting related to the academic life of Trinity;

(c) aspects of student life that relate directly to the academic mission.

The Faculty initiate work in areas of faculty responsibility, and respond in a timely way to initiatives from other parties involved in sustaining the quality and integrity of Trinity's academic programs.

2. Academic Administrators

In routine governance, the Provost/Vice President for Academic Affairs and the Academic Deans, program chairs and directors, and subordinate academic administrators, have particular responsibility for:

(a) ensuring the sustained presence of a learning environment in which faculty and students can be successful in the process of teaching and learning according to the curricula and programs of the schools;

(b) allocating and managing the resources necessary to support the academic mission;

(c) overseeing the processes for ensuring quality and effectiveness in curriculum and instruction;

(d) stimulating reform and innovation in curricula and programs;

(e) ensuring the ongoing adequacy of the assessment program, including data review and program reform in relation to outcomes;

(f) providing effective and equitable personnel administration to support the faculty;

(g) compliance with all external accreditation and regulatory requirements in academic affairs.

3. President and Trustees

The President and Trustees of Trinity College have the overall legal responsibility for the quality and effectiveness of Trinity's academic programs, the adequacy of planning and resource allocation in support of those programs, and compliance with accreditation and regulatory requirements.

B. Specific Roles and Relationships

Following are the specific actors and groups responsible for academic governance, and a brief description of the roles and responsibilities of each:

1. *Full-time Faculty* hold appointments in Category A or B according to the terms of the *Faculty* Handbook. Faculty have a "home" in a particular school and academic program. As the essential participants in the academic governance system, the individual members of the faculty create and manage their own courses and course requirements, syllabi, pedagogy and student assessment methods within the commonly agreed upon standards and practices of the program and discipline and consistent with the academic policies of Trinity.

2. *Program Chairs* are regular full-time faculty members who have specific duties with regard to individual academic programs, e.g., supervising majors and assessments. These chairs generally oversee the needs of the individual disciplines and work with their program colleagues to ensure the integrity and sufficiency of the program requirements, courses taught and student outcomes. Academic deans appoint program chairs in consultation with program faculty on a periodic basis according to the needs of each school. Service as a program chair is traditionally one of the avenues of service to the university that is considered a normal part of faculty workload on a rotational basis.

3. *Program Directors* oversee certain very large and complex academic programs. These positions are full-time faculty on twelve month contracts who receive an additional administrative stipend for significant work related to program and curricular development, marketing, planning and co-curricular programming. The president appoints program directors upon the recommendation of the academic vice president and deans after consultation with faculty who have expertise in related programs.

4. *Faculty Committees and Chairs* have particular duties according to their assignments, described in Section III below.

5. *Faculties of the Individual Schools* have significant authority to determine the major programs, assessment methods, program reviews, degree requirements and personnel needs of the programs within each school, subject to professional norms set forth by accreditors and professional bodies, the mission and strategic goals of Trinity, and the fiscal parameters of Trinity. In the case of programs that operate in more than one school, the deans will work with the faculty of the programs involved to create appropriately collaborative processes for faculty participation in decisions about inter-school programs.

6. *The Academic Executive Committee* is the crossroads for all academic leadership, co-chaired by a member of the faculty elected from the full faculty and the academic vice president, and convened according to a regular schedule established by the co-chairs in consultation with the members of the committee. This committee is the place where the idea of 'shared governance' is reviewed continuously as applied to specific issues. This is the place where the committee chairs, deans and provost meet on a periodic basis to review the workflow in all academic units and agenda items for the different committees and schools.   In addition to those

individuals mentioned above, the membership of this committee may also include such other individuals as may be important for the work of the committee and the effective functioning of the governance system. This committee sets the agenda and schedule for the Academic Assembly. The Academic Executive Committee also oversees implementation of strategic goals through academic programs and curricula, and participates in planning and reviewing academic budgets. This should also be the place where the administrative leaders discuss administrative issues of concern to the faculty, e.g., budgeting, course scheduling, equipment and resource allocation, library and technology issues and other administrative topics that have broad implications for academic programs.

7. *The Academic Assembly* includes all faculty and senior academic administrators with voting powers.[1] The provost co-chairs this body along with a member of the faculty elected by the faculty. The Academic Assembly makes decisions on major academic policy matters upon referral from the individual schools and Academic Executive Committee.   The Academic Assembly is also the place for education of the participants about major issues in higher education; topics for broad academic development; and macro strategic issues for Trinity.

9. *Academic Deans* are the chief administrative officers of each school. Academic deans are full-time faculty with broad administrative responsibilities, and they have voting powers in faculty meetings and full rights of participation in all faculty matters. The administrative responsibilities of deans include the general oversight of the affairs of the schools, including curricula and programs, faculty personnel, marketing and admissions (in cooperation with the vice president for marketing and admissions), course scheduling, budgeting and the general administration of academic student services germane to each school.   Academic deans report to the academic vice president, who recommends their appointment to the president after consultation with faculty in the school administered by the dean.

10. The Provost/*Vice President for Academic Affairs* (Provost/VPAA) receives authority from the President and Trustees, according to the By-laws of Trinity College, to supervise the conduct of all matters related to academic policies and procedures, curriculum development and assessment, faculty governance and faculty personnel matters, and the academic administration of the College. The Provost/VPAA is the chief academic officer of Trinity College, and is a member of the full-time faculty with voting powers in faculty meetings and full rights of participation in all faculty matters. The Provost/VPAA is responsible for master planning for curricula, programs and academic budgets; to coordinate the affairs of the schools in partnership with the respective deans; to oversee faculty personnel administration and development, and to supervise the departments within the academic administration: the Library, Academic Computer Center, Academic Support and Career Services, Registrar, and related units.   The provost./academic vice president reports to the president, who appoints the academic vice president in consultation with the faculty.

11. The *President* of Trinity College is, according to the By-laws of Trinity, the chair of the Faculty and the educational and administrative head of the College, with final authority in all administrative matters. The president is a voting member of the full-time faculty, and the By-laws also state that the president is a member of all academic and advisory committees. The

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[1] Cf. *Faculty Handbook* Section II. C. for categories of faculty personnel and voting rights.

president delegates authority as appropriate to the academic vice president, deans and chairs of the faculty committees.

12. The *Board of Trustees* is the legal governing body of Trinity College with final authority over all matters of academic policy, programs and personnel. The Trustees, working through the President and in direct action as they may choose, have specific responsibility, set forth in Trinity's By-Laws, to ensure fulfillment of Trinity's mission and goals in all programs, to approve academic programs and curricula and changes in such programs and curricula, including taking initiatives in these areas; to take final actions in matters of academic policy; to approve faculty compensation, hiring, rank and tenure decisions; to approve candidates for degrees; and to approve the budget and resources available to support the academic enterprise.

Section II. Scope of Authority and Responsibility for Each Participant

Mutuality, collaboration, consultation and inclusiveness characterize the efforts of the faculty, academic administrators, the President and Trustees in implementing shared governance. All parties recognize the importance of participation in the process and value the opinions, work and authority of all those engaged in decision-making. Effective shared governance requires open communication in order for the parties to make informed and considered decisions.

Even as the idea of 'shared governance' compels frequent consultation and collaboration, each participant necessarily has particular authority and responsibility for certain kinds of decisions. Understanding the allocation of authority and responsibility among all participants is vital to sustaining an effective governance system. The following chart describes the most typical allocation of authority and responsibility among the participants:

Participant	Responsible for/ Makes Decisions Concerning:
Individual Faculty Member	- Course Syllabi - Course Content - Pedagogy - Research and Scholarship Projects (Program chairs and deans review individual faculty work in these areas and may request adjustments as necessary to ensure that the work aligns with curricular goals and objectives, and faculty development goals and objectives.)
Program Faculty (Led by the Program Chair)	- Program Development Generally - Major and minor Requirements - Development of Schedule of Course Offerings - Program and Outcomes Assessment - Senior Comprehensive Assessments, Capstones, Master's Theses - Certification of Degree Fulfillment - Identification of Faculty Personnel Needs (Deans review and discuss these items with program chairs and faculty from time to time.)
Faculty of the Individual Schools	- Approval of new programs - Approval of major academic policy changes - Ensure regular program review and assessment - Review and assess entire curriculum and general education requirements on a periodic basis according to accreditation standards and professional norms for each school and discipline
College-wide Committees	See individual committee descriptions, Section III.

Academic Executive Committee	- Clearinghouse for all academic agenda items - Sets agenda for Academic Assembly - Ensures smooth functioning of other parts of the process - Dialogue with faculty leaders and administrators concerning resources, various procedures, resolution of issues and conflicts, identification of initiatives and assignment of various tasks - Oversees implementation of strategic plan in academic affairs - Oversees development and management of academic budgets
Academic Assembly	- Receive committee and school reports - Action on new degrees and major policy changes - Faculty Development Programs - Receive university-wide information and reports
Deans	- Manage course scheduling, assessment, personnel hiring and assessment, and delivery of administrative and student services for the schools - Decisions regarding individual courseloads, course cancellations and substitutions, faculty service - Oversight of accreditation requirements and other external review considerations - Individual School Budgeting - Management of academic personnel within the schools
Provost/Academic Vice President	- Planning and analysis for academic decision-making - Initiation of Actions for Program Development - Review school and committee decisions - Direct deans in course scheduling and academic hiring - Oversight and management of academic administration - Academic Budgeting - Overview of all academic personnel issues

President	- Oversight of all policy and administrative processes - Final review and approval of routine decisions arising from the subsidiary processes - Review and recommendation to Board for decisions that Board needs to make - Monitor implementation of strategic plan and initiate actions necessary to ensure achievement of strategic goals - Ensure accreditation and regulatory compliance, risk management and public accountability - With chief financial officer, oversight of all budgets and spending approvals - With chief enrollment officer, oversight of all marketing and admissions activities and reports, retention strategies and student satisfaction analysis - Development of new resources for programs, facilities, scholarship and endowment
Board of Trustees	- Final review and approval of significant academic policy changes; new degrees; faculty rank and tenure decisions; academic budgets - Oversight of all planning and assessment - Initiate actions to ensure health and well being of Trinity College, fulfillment of strategic goals, achievement of external requirements, safeguarding of financial health - Resource development

Section III. Academic Committees

Academic committees facilitate the system of academic governance through providing structures and processes for faculty and administrative participation in specific types of deliberations and decisions. The committee structure strives for inclusion and responsiveness, and the principle of shared governance is reflected through the composition of each committee.

All committees should have regular meeting schedules sufficient to attend to the work of the committee in a timely way. Committees must also keep official minutes of their meetings and forward their minutes to the provost/vice president for academic affairs and president.

On the Committee lists below, members have voting rights unless otherwise indicated.

Because of variances in faculty size, number of programs and differences in substantive concentrations, the methods by which the faculty choose representation on the committees may differ from school to school. For all of the committees below, where the committee composition calls for faculty representation by school, the faculty of each school may determine whether elected or appointed faculty participation is appropriate, and the length of terms.

The Faculty Welfare Committee (FWC) is responsible to oversee the fulfillment of faculty membership on the committees according to the methods chosen by the schools, and the FWC may provide further guidance on the selection/election process as necessary or desired by the schools. The FWC also conducts elections for positions on college-wide committees that are not tied to selection/election by the individual schools.

A) Committee on Curriculum and Academic Policy (CAP Committee)

The purpose of the Committee on Curriculum and Academic Policy is to oversee curricula and program requirements, assessment activities, academic policies and student progress toward degrees. The process operates through 'local" committees in each school as well as a university-wide committee.

> 1. Local CAP Committees (L-CAPs)
>
> Each school establishes a Committee on Curriculum and Academic Policy according to procedures determined by the faculty of the individual school.
>
> > a) *Purpose:* The L-CAPs oversee curricula and program requirements, assessment activities and academic policies related to their individual schools. These committees also handle academic appeals from students.
> >
> > b) *Membership:* Each L-CAP includes:
> >
> > > 1) A minimum of two members of the faculty chosen according to the procedures established by the faculty of the school; a school may determine that a need exists for a larger number of faculty on this

committee, but the number generally should not exceed six faculty on the committee proper; as specific needs arise, the L-CAP may choose to establish sub-committees for particular purposes, and additional faculty may serve on those sub-committees.

2) The Dean of the School

3) Such other members as the school may determine are necessary; the Committee may also invite resource personnel as necessary, e.g., assistant or associate deans, professional advisors, etc.

c) *Co-Chairs:* The dean and a member of the school faculty should co-chair the L-Cap. The faculty co-chair may be elected or appointed according to the procedures established by the school.

d) *Records:* The L-CAP must have a regular meeting schedule and keep written minutes that should also be sent to the faculty of the school and the provost/academic vice president and the University CAP Committee.

2. University CAP Committee (U-CAP)

The University CAP Committee includes membership from each school, with a specific charge to formulate academic policy and review its implementation and to oversee assessments, program reviews, and proposals for new degrees.

a) *Purpose:* The University CAP Committee formulates academic policy, reviews its implementation, oversees the processes for program and outcomes assessment activities for all programs, and also acts on proposals for new degree programs arising from the individual schools. The U-CAP also oversees the effective operation of the L-CAPs for all other curricular matters by receiving regular reports from the schools.

b) *Membership*: The U-CAP includes:

1) ten faculty members (at least 2 from CAS and at least one each from NHP, SPS, BGSand EDU, and the balance elected at-large)

2) the provost

3) the deans of the schools

4) the university librarian

5) as non-voting participants, such other members or resource personnel that the U-CAP members believe necessary to facilitate

their work, e.g., the registrar, associate provost for academic affairs, the vice president for marketing and admissions, etc.

c) *Chair:* The U-CAP will elect a chair from among the faculty members on the committee.

d) *Records: :* The U-CAP must have a regular meeting schedule and keep written minutes that should also be sent to the faculties of the schools, the provost/academic vice president and the president.

B) Education and Technology Committee

The Education and Technology Committee is a university-wide committee dedicated to instructional and academic technology issues.

1) *Purpose:* The Committee on Education and Technology oversees Instructional Technology at Trinity and makes recommendations regarding faculty technology training, tech support, software and hardware investments, and related areas of support for academic technology.

2) *Membership:*

a) eight aculty members (at least 2 from CAS and one each from NHP, SPS, BGS and EDU,with the balance elected at-large)

b) the university librarian
c) the director of academic technology
d) the provost
e) such other personnel as the committee may from time to time wish to invite.

3) *Chair:* The chair is elected by the committee from among the faculty members on the committee.

4) *Records:* The Committee keeps written minutes of meetings and makes a formal report to the full faculty each semester, or more often as necessary.

C) Committee on Professional Development and Scholarship

The Committee on Professional Development and Scholarship reflects Trinity's commitment to supporting and strengthening the intellectual talent and scholarly renown of Trinity's faculty.

   1) *Purpose:* The Committee on Professional Development and Scholarship helps to formulate and implement opportunities for professional development for the faculty; to work with deans and the provost in assessing and improving faculty development programs generally, including making recommendations concerning funding levels and grant opportunities for professional development activities. This Committee works with the deans to provide opportunities for members of the faculty to present their scholarly work to the Trinity Community; to ensure the effective functioning of the faculty mentoring program; to establish the guidelines for a third year faculty review program; and to oversee a biannual inventory of scholarly activities of the faculty.

   2) *Membership:*

      a) eight faculty members (at least 2 from CAS and one each from NHP, SPS, BGS and EDU, with the balance elected at-large)
      b) the deans of the schools
      c) the provost

   3) *Chair:* The committee elects the chair from among the faculty on the committee.

   4) *Records:* The committee keeps written minutes and provides a written report of its activities at the end of each semester to the full faculty and president.

D) Committee on Faculty Welfare

The Committee on Faculty Welfare works to promote an effective working environment for all faculty at Trinity.

   1) *Purpose:* The committee promotes faculty welfare by responding to faculty concerns related to teaching, research and service at Trinity, and by making recommendations about policies and procedures that enhance the professional life of the faculty and the fulfillment of their roles and responsibilities. The committee conducts elections for all elected faculty positions that are not otherwise elected within the respective schools. The committee and its chair also performs functions for the grievance process according to the Faculty Handbook Section XIII.

   2) *Membership:*

      a) eight members of the faculty (at least 2 from CAS and one each from NHP, SPS, BGS and EDU, with the balance elected at-large)

   3) *Chair:* elected from the membership

4) *Records:* The committee keeps written minutes and provides a written report of its activities at the end of each semester to the full faculty, deans, provost and president.

E) Committee on Rank and Tenure

The Committee on Rank and Tenure ensures fulfillment of Trinity's goals for excellence in teaching, scholarship and service among the faculty.

1) *Purpose:* The Committee on Rank and Tenure reviews applications for tenure and promotion and makes recommendations to the President in individual cases.   The committee consults with the deans and provost/academic vice president to ensure full and thorough review of each case, and create**s** opportunities for dialogue with those administrators about the cases.   The committee is also responsible to consult with legal counsel to the College to ensure that its work complies with legal norms and expectations

This Committee should educate the faculty about the process for promotion and tenure.

2) *Membership:*

a) Seven faculty members with tenure, with at least one faculty member from each school as possible. Members are elected for three-year terms on a rotational basis, and are eligible to serve two consecutive terms. After two three-year terms, at least one year must elapse before an individual faculty member may begin a new rotation.

3) *Chair:* elected from the membership

4) *Records:* Records and materials generated through the Rank and Tenure process are confidential. Legal counsel advises the Committee on documentation and appropriate record-keeping practices.

F) Academic Executive Committee

The Academic Executive Committee facilitates the management of academic affairs at Trinity by providing a regular meeting opportunity for all leaders of the various academic committees and processes to come together to review the master agenda for academic affairs and to coordinate the various projects, issues and tasks flowing through the committees and schools.

1) *Purpose:* The Academic Executive Committee reviews all issues of concern to the faculty and administration regarding academic affairs, and ensures that those issues are being properly addressed through the various responsible entities. The Academic Executive Committee receives reports from the faculty committees, refers issues to committees, and creates the agenda for the Academic Assembly.   The Academic Executive Committee is also responsible to oversee the implementation of the

strategic plan through academic programs, and the development and management of academic budget priorities.

2) *Membership:*

    a) Faculty co-chair elected at-large from the faculty
    b) Faculty chairs of each of the committees

        (1) should any school not be represented among the chairs of the committees serving on the AEC, then the school may designate a faculty representative to this committee according to its own election/appointment procedures

    c) Deans of the schools
    d) Provost

3*) Co-Chairs:* Provost nd a member of the faculty elected at-large.

4) *Records:* The Academic Executive Committee keeps written minutes and makes summary reports of its work to the full faculty and president at the end of each semester.

Section IV. Faculty Participation in Board and Other Administrative Areas

In addition to participating in the various schools and committees described above, the faculty also have formal roles for faculty representation to the Board of Trustees, and through service as participants and advisors in other administrative matters.

A. Faculty Representatives to the Board of Trustees

The By-laws of Trinity College provide for three faculty representatives to the Board of Trustees with one elected from each school. The purpose of the faculty representatives is to ensure that the perspectives and expertise of the faculty are present in deliberations with regard to the decisions the Board makes in academic matters.

The faculty representatives participate as voting members of the Board's Committee on Academic Affairs, which generally conducts meetings between regular meetings of the Board, and at such other times as may be necessary, and these meetings often occur via conference call. The Board Committee also may invite other faculty members to participate in its meetings as the agenda may make necessary for a full understanding of the issues under consideration.

At any time, the Board Committee may choose to meet in executive session with trustee members only. The Board Committee usually considers faculty personnel actions in executive session.

The faculty representatives are also members of the Board's Committee on Enrollment and Student Interests, which generally conducts meetings on campus at the same time as the regular Board meetings. Three student representatives, one from each school, also participate in the Committee on Enrollment and Student Interests.

The faculty representatives may attend general session meetings of the Board at the invitation of the Board Chair, but the faculty representatives do not vote in Board meetings.

B. Faculty Advisors to Student Organizations

To facilitate the integration of learning through co-curricular as well as academic life, faculty members participate as advisors to the various student clubs and organization, to the respective classes, and to formal organizations such as the NCAA. The Dean of Student Services facilitates faculty participation in these activities.

Faculty members also oversee the various academic honor societies and ensure compliance with membership standards.

Section V. Procedures for Academic Decisions

This section sets forth general procedures for certain kinds of major academic decisions. More specific information about the policies related to these topics is in the Academic Policy Manual, the Faculty Handbook, and various policy statements.

This section sets forth overall norms for processes for the various types of decisions listed. Norms are preferable modes of procedure, but they are not statutes, and processes may be tailored to fit the particular needs and circumstances of the individual schools or circumstances that may arise. In all cases, the values of subsidiarity, collegiality and respect for due process should guide decision-makers in these processes.

Nothing in this section should be construed as limiting the authority of the President and Board of Trustees from taking such actions as they may deem necessary for the integrity and welfare of Trinity within the scope of their duties and responsibilities as set forth in the Charter and By-laws of Trinity College.

A. Decisions Concerning Curricula and Programs

     1.   New Courses

Proposals for new courses arise from individual faculty members who develop new course proposals in consultation with their program chairs. Working with the program chairs, the deans provide guidance for the format of new course proposals. The program chair reviews and approves the final new course proposal and submits the final documentation to the dean, whose review and approval is final.

Proposals for new courses that fulfill general education requirements in CAS or SPS must receive the approval of the respective local CAP committees. Proposals that affect requirements for the curricula in NHP must receive the approval of the NHP CAP committee. In the same way, proposals for courses that amend or change degree requirements in the graduate programs must be approved by the respective EDU, BGS and NHP CAP committees.

2. New Programs and New Degrees:

When a proposal arises for a new major program or degree, the dean of the School should refer the proposal to the local CAP Committee for review and analysis. In consultation with the CAP Committee, each dean is responsible for creating and promulgating a template for program proposals for review.

a) The local CAP Committee is responsible to review and deliberate upon the proposal in a timely way, and to take action or provide feedback depending upon the nature of the proposal and thoroughness of the data and justification.

b) The CAP Committee can and should consult with the faculty in the program under consideration, other programs affected by the proposal, and such other personnel whose expertise may be necessary to assess the proposal or provide information for determining a course of action.

c) After thorough deliberation, the local CAP Committee may decide:

(1) to accept the proposal for implementation in the next semester or academic year cycle;

✓ *The Local CAP Committee may make the final decision for immediate implementation with regard to all proposals concerning new majors (or concentrations) where the new major (or concentration) is an extension or subset of existing major programs (for example, Journalism as a concentration in Communication, Forensic Psychology as building upon Psychology).*

(2) to recommend the proposal for action to the full faculty of the school;

✓ *The Local CAP Committee may choose to refer <u>any</u> question to the full faculty of the school for discussion and possible action, or guidance before taking an action; the Committee <u>must</u> refer questions to the full faculty of the school when the proposal reflects a substantial departure from established programs and disciplinary requirements (for example, adopting an Anthropology major in CAS, or requiring demonstrable fluency in a modern language in the International Affairs major).*

(3) to recommend the proposal for action to the University CAP Committee;

✓ *A new major program that is wholly outside of the established set of disciplines in the school, must be referred to the University CAP Committee for review and action;*

✓ *Proposals that involve programs in more than one school should also be referred to the University CAP Committee for review and action;*

✓ *Proposals may go directly from the local to the University CAP Committee, or, depending upon the nature of the proposal, the local faculty may recommend sending the proposal for university-level review.*

✓ *Proposals for new degrees <u>must</u> go to the University CAP Committee for approval.*

(4) to return the proposal to the authors for additional work;

(5) to defer any final decision pending additional information;

(6) to reject the proposal;

(7) a written summary of all proposals and actions by the local CAP Committee should be sent to the University CAP Committee, the academic vice president and president at the end of each semester.

d) The faculty of the individual schools are responsible for the oversight of their respective local CAP Committees, and within the scope of this oversight, the school faculties should receive and accept reports from their local CAP Committees on a routine basis. The faculty of the schools, acting as deliberative bodies, may review and take action on any curricular proposals that they determine warrant review by the full faculty of the school. Respect for the principle of subsidiarity should be carefully observed in determining which proposals require full review by the school faculty and which proposals arising from the local CAP may be accepted without further review.

e) The University CAP Committee is responsible to oversee major curricular initiatives and overall assessment. This Committee may request review of local CAP Committee decisions, but in general, such review should be limited to major proposals and initiatives that would have substantial impact on curricula and resources across several schools.

(1) The University CAP Committee <u>must</u> review and take action on proposals that create new degrees and degree levels, or new major programs that are wholly outside of the existing disciplinary framework of the schools;

- ✓ *Example: a degree program in nursing (BSN) must be reviewed and approved by the University CAP Committee before going to the full faculty;*
- ✓ *Example: creation of an Ed.D. program in the School of Education requires U-CAP approval before going to the full faculty;*
- ✓ *Example: creation of an Associate Degree level in SPS requires U-CAP approval.*

(2) Upon reviewing a proposal, the University CAP Committee may take these actions:

(a) approve the proposal and send it to the Academic Assembly for action;

(b) send the proposal back to the local CAP with instructions for further action;

(c) defer the proposal, sending it back to the authors for further work;

(d) reject the proposal.

(3) A written report of the proposals considered and actions taken each semester by the University CAP Committee should be sent to the full faculty, provost/academic vice president and president.

e) The full faculty, acting through the Academic Assembly, must approve proposals for new degrees and degree levels. The Academic Assembly receives reports concerning other changes in curricula and programs. Depending upon the issues arising in other types of proposals, the Academic Assembly may consider major changes in curricula and programs once the proposals have been vetted through the subordinate processes. Respect for the principle of subsidiarity is important in determining which proposals truly need full faculty review and which subordinate actions may stand as previously decided by lower bodies. The full faculty may request status reports on any proposal.

f) Status reports and action reports from the various CAP Committees and the faculties of the schools, as well as the Academic Assembly, should be sent forward to the provost/ and the president in a timely way.

g) The president is responsible to make a final decision about any new programs or substantial changes in curricula, and to report those changes to the Board of Trustees.

h) The Board of Trustees may take additional action with regard to any matter involving curricula or programs, and <u>must</u> approve any new degrees or degree levels. Respect for the principle of subsidiarity guides the review and actions of the academic vice president, president and Board.

3. General Education Curriculum Review and Assessment

The Local CAP Committees are responsible to ensure periodic review of general education requirements in each school, as appropriate, as well as ongoing assessment of the general curriculum and student learning outcomes in general education. Periodically, the Local CAP Committee should provide an overall timetable for the general education review and assessment processes. Such timetables and reports should be published for the full faculty and the University CAP Committee may review these materials and make recommendations for adjustments.

4. Program Review

The University CAP Committee is responsible to establish and oversee the timetable and processes for review of major programs.

5. Program Discontinuance

From time to time Trinity finds it necessary to discontinue academic programs. Program discontinuance may occur for

- chronic low enrollment;
- inadequate resources to sustain program quality;
- poor results in a program review that cannot be resolved without substantial new resources;
- substantive change in the mission, goals and objectives of the school in which the program is located such that the program can no longer be supported in the school where the program is located;
- change in external expectations for the curriculum and requirements of the program that would require significant additional resources;
- institutional financial conditions;
- other major changes in the operating context and likely outcomes of the program.

Decisions about program discontinuance may arise at the faculty and program level, but more often arise through the initiative of the deans, provost/vice president and president, or at the request of the Board of Trustees. Wherever the question first arises, the process for considering program discontinuance should follow this sequence of consultation:

a) faculty members in the affected program should be notified that the question of discontinuance is under consideration, with reasons specified;

b) the faculty members in the program should receive an opportunity to address the issues both in writing and through direct dialogue with the deans, vice president and president;

c) the faculty members affected may request review of the proposition for discontinuance by the Local CAP Committee;

d) the Local CAP Committee may review the proposition and make a non-binding recommendation concerning the case; this recommendation may include further review by the University CAP Committee;

e) the dean will take the CAP Committee recommendations into consideration in formulating a recommendation to the vice president for academic affairs;

f) the provost reviews the recommendation and all material in the case file, and makes a recommendation to the president, whose decision is final.

The consultative process described above must occur in a timely fashion, and the dean or provost may establish a timetable for the consultations should such a timetable be necessary.

Any decision about program discontinuance must provide a sufficient timetable for students currently enrolled in the program to complete their degrees.

A program discontinuance decision does *not* terminate tenured faculty, since, in most cases, the disciplinary interests of tenured faculty continue to be important to related programs and the general education curriculum. Once a decision to discontinue a major program takes effect, the tenured faculty affected are expected to cooperate in the re-allocation of time and effort to related major program support and general education courses.

B. Assessment

Assessment is a major consideration for all accrediting agencies, and all faculty are expected to cooperate with and participate in assessment activities as defined by the CAP Committees and directed by the deans of the schools. Areas for assessment include:

1. Program Reviews
2. General Education Assessment
3. Student Learning Outcomes Assessment
4. Faculty Assessment
5. Academic Resource Assessment
6. Academic Policies and Procedures Assessment

For certain accreditors and external regulatory authorities, assessment activities require conformance of syllabi and student assessment methods to external standards and directives. While Trinity makes every effort to ensure faculty autonomy with regard to individual courses and pedagogy, Trinity also has an ethical obligation to ensure that its programs, curricula and pedagogy meet contemporary standards. Accordingly, faculty must cooperate with accreditation and regulatory requirements, and participate fully in the self-study and review processes by those external agencies.

C. Course Scheduling

Course scheduling is an administrative process that ensures the effective delivery of the curricula and programs for the several thousand students who enroll at Trinity each year. Faculty are key participants in the course scheduling process, but faculty do not determine the ultimate schedule. Course schedules must be designed to ensure that students can complete their academic programs in a timely way, which requires courses to be planned in logical sequences and delivered at times that maximize student access to the courses.

The *Faculty Handbook* establishes norms for faculty workload and time on campus, and those norms also guide preparation of the course schedule. The norm for full-time faculty workload is three courses per semester, and the norms also state an expectation that full-time faculty will be present on campus for at least some part of four days per week. The course scheduling processes relies upon fulfillment of these norms.

D. General Academic Policies

The faculty at-large, and through the various committees and schools, are responsible for the oversight and effectiveness of academic policies, with additional oversight and guidance by the deans and academic vice president. The various schools maintain Academic Policy Manuals, and each faculty group should conduct an annual review and assessment of the policies in these manuals.

E. Academic Progress

Ensuring satisfactory academic progress and fulfillment of degree requirements by each student is one of the faculty's most significant responsibilities. The local CAP Committees, working through the deans, oversee the policies and procedures for ensuring integrity and timeliness in student academic progress and degree completion. The dean and CAP Committee should make a report to the faculty of each school on a semesterly basis concerning the data on academic progress, academic probation, dean's list, degree completion, and similar important data to measure the effectiveness of the academic progress expectations for the schools. This data should also be reported annually to the full faculty, academic vice president and president.

F. Degrees

The faculty in the respective programs and schools are responsible to certify that every student who receives a Trinity degree has fulfilled Trinity's degree requirements in a satisfactory way.

G. Academic Honesty

The Academic Honesty Policy sets forth clear expectations for academic honesty at Trinity. The faculty are responsible to ensure that the policy is upheld consistently for the sake of ensuring the integrity of Trinity's degrees, grades and transcripts.

H. Appeals

The various Academic Policy Manuals describe the academic appeals processes for students in each school.

J. Faculty Personnel

The *Faculty Handbook* sets forth details concerning decision-making processes for faculty personnel.

K. Academic Budgeting

Trinity's institutional budget process begins in the second semester of each academic year for the subsequent annual budget. The Chief Financial Officer issues a call for budget preparation with a timeline for submissions. The provost/ and deans receive the academic budgets, and they are responsible to engage the individual program chairs and department heads in review of those parts of the academic budget that affect them.   The Academic Executive Committee should also have an opportunity to review the overall scope of the academic budgets and make recommendations for academic budget priorities.

Since 1990, faculty salary increases have been the first priority item in preparing Trinity's budget. The president and Trustees continue to follow a policy of annual increases at or above the cost of living.

Once the budget is approved and implemented, individual department heads and program chairs work with the deans and academic vice president to ensure that the spending activities track the budget and conform to institutional policies for purchasing, travel and expense reimbursement.

The CFO and president make annual reports to the faculty concerning Trinity's financial conditions, and the annual audit is a public document available for review at any time.