



Southern New Hampshire University

Academic Governance

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Faculty Governance At Southern New Hampshire University

Principles of Good Governance at Southern New Hampshire University

We believe that the best universities create and maintain high quality through shared and collegial governance, a collaboration of the trustees, administrative leadership, and faculty leadership necessary for the institution to fully realize its mission. Good governance is made concrete in good policy and procedures, but it is also about a collective attitude of collegiality and trust, as well as good faith from all parties. Lack of those qualities will undermine the best designed governance model and even a poorly designed governance model can be overcome when those qualities abound.

We use as a foundation and starting point for the SNHU governance model the *1966 AAUP Statement on Government of Colleges and Universities*. Key excerpts from that document follow and merit inclusion as they eloquently set out key roles:

Statement on Government of Colleges and Universities

***Editorial Note:** The statement which follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.*

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures.

I. INTRODUCTION

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the

making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

II. THE ACADEMIC INSTITUTION: JOINT EFFORT

A. Preliminary Considerations

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

B. Determination of General Educational Policy

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

C. Internal Operations of the Institution

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

III. THE ACADEMIC INSTITUTION: THE GOVERNING BOARD

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

IV. THE ACADEMIC INSTITUTION: THE PRESIDENT

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system which links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

V. THE ACADEMIC INSTITUTION: THE FACULTY

The faculty has primary responsibility for such 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. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁴

ON STUDENT STATUS

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Using the *AAUP Statement on Government* as a set of framing principles, the SNHU governance model describes in practical detail the application of those principles and includes key parties not mentioned in the statement such as the chief academic officer and deans. The governance principles are applied in a university framework of five strong schools that share common and overarching policies, but that apply those policies in ways reflective of their individual circumstances, cultures, and missions.

Beyond the principles and implicit goals of the *AAUP Statement on Government*, the SNHU governance model seeks to address its own principles and goals. These include:

- Recognition of the role and place of the SNHU Professional Employees Association (SNHUPEA) for representing the covered faculty and professional staff in matters of working conditions;
- Recognition of the university's history of and need for agile, innovative responsiveness to external circumstances, opportunity, and change;
- The desire to push the execution of policy and decision-making down to the school level under the guidance of deans acting as the chief academic officers within each school;
- Recognition of the deans as chief academic officers for their schools with special responsibility for budget and resource allocation within the schools, execution of policy, oversight for hiring and organization, evaluation of faculty and staff, program assessment, planning, and advocacy for their schools;
- Recognition of the role of university-wide committees and entities in setting minimum standards for the schools, setting university-wide policy, ensuring fairness, and addressing university-wide concerns including, but not limited to planning, facilities, and resource allocation. In some cases, university-wide committees may also act as a court of appeal around matters of process and adherence to policy;
- Recognition of the Vice-President for Academic Affairs as chief academic officer of the university with special responsibility for matters of university-wide concern including, but not limited to the academic budget, personnel matters, coordination of the schools, the core curriculum, the honors program, international programs, academic support, retention, and strategic enrollment management;
- Recognition that the faculty has *primary responsibility* for managing the curriculum and setting academic standards as described in the 1966 AAUP Statement on Government, and plays a meaningful substantive role in matters including, but not limited to, resource allocation, planning, direction setting, key hires (such as School Deans and the VPAA), and other matters related to the overall health of the institution.
- An understanding that in accordance with the *AAUP Statement*, final authority for decisions resides with the governing board and is delegated to the president, but in areas that are the faculty's primary responsibility, powers of review and decision-making will be exercised counter to the faculty's recommendations only in rare cases and always with clear communication of the reasoning.
- The current document represents a *draft constitution* of a new governance structure at Southern New Hampshire University. It is understood that bylaws of this constitution will be developed.
- Appropriate arrangements will be made to collect, preserve, and disseminate decisions made by the Governance structure of Southern New Hampshire University.
- For purposes of this document, "faculty" are defined as those full-time employees playing a chiefly academic role.

We point out that that traditional shared governance is a relatively new concept to SNHU and that ongoing review and reflective analysis is necessary to improve and refine the model set out in this document. More importantly, the aforementioned good faith commitment of all parties to honor the policies, procedures, and spirit of the governance model is critical to its success.

Faculty Senate

Purpose

The Faculty Senate is the major academic governance body for Southern New Hampshire University. The authority of The Faculty Senate is derived from the Board of Trustees of Southern New Hampshire University. It advises the Vice President for Academic Affairs and coordinates the other Academic Governance Committees. It coordinates the recommendations and action items of the Academic Policy Committee, the University Curriculum Committee, the University Committee on the Faculty as well as any faculty-wide roles within a School that have institutional wide implications.

The purpose of this Faculty Senate, as a major branch of institutional governance, shall be:

- 1.* To be apprised in advance of and given a meaningful substantive role in major decisions of the administration as they would directly affect:
 - a.* The mission of Southern New Hampshire University;
 - b.* Strategic planning;
 - c.* The quality of teaching and learning within Southern New Hampshire University;
 - d.* Issues of university-wide concern; and
 - e.* Search and selection of key academic administrators.
- 2.* The right of the faculty to a meaningful substantive role when its members wish to speak to matters of common concern.
- 3.* Further, to perform a meaningful and substantive role to address and improve
 - a.* The general welfare of the university in general and its academic program in particular;
 - b.* Relationships between faculty members and that groups that comprise the Southern New Hampshire University community;
 - c.* The quality and nature of student development and academic services.
 - d.* Issues between committees of the Faculty Senate and appoint members to unexpected vacancies for the remainder of the indicated terms.
 - e.* Other matters of common concern.

Membership

Chairs of the Academic Policy Committee, and the University Curriculum Committee and the University Committee on the Faculty serve ex-officio with voting rights. The following serve for a two-year term, with no person serving more than two consecutive terms.

1. One representative for every fifteen (15) full-time faculty members within a School, with no School having fewer than two (2) representatives or more than five (5) representatives.
2. One Adjunct faculty member appointed by the Faculty Senate from a pool of nominees according to a process identified by the Schools.
3. One Librarian elected at large by the library faculty.
4. Vice President for Academic Affairs, ex officio without vote, or a designee.

Officers

There shall be three officers of the Faculty Senate: the President, Vice-President and the Secretary. The latter two shall be elected each year at the spring meeting of the Faculty Senate. In the following year the President shall become advisor to the Executive Officers and the current Vice-President shall become the President.

1. The President shall:
 - a. Serve as the President of the Faculty Senate;
 - b. Set the agenda for the Faculty Senate;
 - c. Convene meetings of the Faculty Senate;
 - d. Resolve issues according to Roberts Rules of Order, Revised;
 - e. Relay to the Faculty Senate information which is judged to be of interest or which is directed to the officers for distribution;
 - f. Represent the Faculty Senate in conveying resolutions, recommendations or suggestions of the Faculty Senate to the appropriate administrators through the Vice President for Academic Affairs and President;
 - g. Represent the Faculty Senate in other matters on which the Faculty Senate wishes its chief officer to speak or act on its behalf;
 - h. Appoint in consultation with the Vice-President, the past President and the Secretary, members to serve on institutional committees where called for by this document; and
2. The Vice-President shall:
 - a. Preside at meetings of the Faculty Senate whenever the President is absent;
 - b. Assume the powers and duties of the office of President for the duration of an absence from or vacancy in that office;
 - c. Assist the President in carrying out the duties of the Faculty Senate, and prepare to fill the position of President upon Spring Commencement of the Academic Year.
3. The Secretary shall:

- a. Keep an updated register of the members of the Faculty Senate (obtained from the office of Vice President for Academic Affairs and showing faculty status), in order to ensure that voting rights are exercised properly;
- b. Conduct the correspondence of the Faculty Senate;
- c. Assist the President of the Faculty Senate in preparing communications and documents;
- d. Keep minutes of the Faculty Senate meetings with the aid of secretarial services;
- e. Read the minutes when called upon to do so; and
- f. Distribute agenda and minutes.

Meetings

There shall be no fewer than three meetings per semester of the Faculty Senate each academic year. The procedure for calling meetings and setting the agenda follows:

1. Regular meetings of the Faculty Senate are held in accordance with a schedule established in advance by the Faculty Senate for the whole year. Meetings are open to all, though the Senate reserves the right to move into Executive Session, upon which time only voting members of the Senate may be present, although nonvoting members of the Senate may be invited to attend. Special meetings shall be called by the President or Vice President when it judges them necessary, or when written request for a meeting has been submitted to the Secretary of the Faculty Senate by ten members of the faculty from at least three Schools. (Notices of such special meetings shall be furnished to members of the faculty no less than two business days in advance.)
2. Notwithstanding the number of previous Faculty Senate meetings during the academic year, there shall be at least one Faculty Senate meeting during the month of April.
3. The meeting's agenda and minutes of any previous meeting shall be electronically distributed by the Secretary one week prior to the day of the meeting.
4. The Senate President prepares the agenda, but any member of the Faculty Senate may present at any meeting (under new business) any matter within the jurisdiction of the faculty for discussion and, if appropriate, for vote at a future meeting. Each meeting of the Senate will include time on the agenda for open comments or discussion items brought forward by any interested party.
5. One half the full-time voting membership, exclusive of members on leave or on sabbatical, shall constitute a quorum.
6. On committee recommendations to be sent to the administration, a two-thirds vote of the Faculty Senate is required.
7. Upon receipt of items from the administration, the Faculty Senate will submit its recommendations within 30 working days. A written response from the VPAA will be made within 30 working days. The Senate may formally request an extension of the 30 working day review and recommendation period. While in some cases circumstances may not permit an extension, the Administration should do all it can to accommodate such requests.

8. In cases of emergency that do not allow time for convening the Faculty Senate, the Vice President for Academic Affairs shall submit a report of actions taken to the President of the Faculty Senate within five working days of any action taken and to meet with the Senate as soon as possible. Before taking any such action, the VPAA will make every effort to contact and consult with the Senate President or Vice-President. Such instances should be rare and undertaken only in extreme circumstances.
9. If the administration disagrees with recommendations made by the Senate, the Senate and the Administration (usually represented by the VPAA) will meet within 14 working days to discuss the item and seek a resolution that is more mutually acceptable. While the final decision remains with the VPAA, Faculty Senate support remains an important goal and the administration will show a good faith effort to gain that support.

The order of business at meetings shall be:

1. Approval of the minutes of the previous meeting;
2. Discussion of old business; and
3. New business.

From time to time the Faculty Senate may invite members of the administration or others to report or respond to the assembly on issues of common interest or concern or to bring items to the attention of the Senate. Such attendance gives the guest the right to speak when recognized by the Chair. A meeting with the faculty as a whole may be called by either the Senate President or the Vice-President for Academic Affairs or President. (Such meetings are not official meetings of the Faculty Senate.)

Released time to carry out the duties of the office will be granted to the Senate President by the Vice President for Academic Affairs.

University Curriculum Committee

Purpose

The University Curriculum Committee has responsibility for university-wide curricular matters including the core curriculum, SNHU 101, and the university-wide honors program, and those items which have cross-school implications. Also, it reviews all proposals for new programs and majors. As a general principle, any curriculum proposal may be reviewed by the University Curriculum Committee on its own initiative for compatibility with the University's mission, for priority of claim on resources, or implementation schedule. The UCC remains mindful of and organizes its work to address the particular needs of all programmatic levels (undergraduate and graduate) in all delivery modes (face-to-face day classes, face-to-face evening and weekend classes, and distance education classes).

Program termination is not a responsibility of the University or School Curriculum Committees.

Membership

There will be a University Curriculum Committee with the following membership:

1. Up to three (3) faculty members (schools can opt between 1-3 members) from each School within the University. At least one of these representatives shall serve on the school curriculum committee. Terms are for two years with no member serving more than three consecutive terms. [To permit staggering, initially roughly half the members will have one-year terms.] The officers of the UCC can serve only two consecutive terms in office.
2. Other faculty or staff: Library faculty (1) and one academic administrator appointed by the VPAA, the Registrar (or his or her designee), a representative of CE, a representative of SNHU Online, a student representative, and a representative of CLASS. Only the library faculty member will have a vote.

Officers

There shall be four officers of the UCC: the Chair, Vice-Chair, the Secretary and the Past Chair. The first three shall be elected every two years at the spring meeting of the UCC. At the end of the two year term, the Chair shall become Past Chair and the current Vice Chair shall become the Chair. [Some initial terms will be one year to permit staggered elections]

4. The Chair shall:
 - a. Serve as the Chair of the UCC;
 - b. Set the agenda for the UCC;
 - c. Convene meetings of the UCC;
 - d. Resolve issues according to Roberts Rules of Order, Revised;
5. The Vice-Chair shall:
 - a. Preside at meetings of the UCC whenever the Chair is absent;
 - b. Assume the powers and duties of the office of Chair for the duration of an absence from or vacancy in that office;
 - c. Assist the Chair in carrying out the duties of the UCC, and prepare to fill the position of Chair upon Spring Commencement of the Academic Year.
6. The Secretary shall:
 - a. Conduct the correspondence of the UCC;
 - b. Assist the Chair of the UCC in preparing communications and documents;
 - c. Keep minutes of the UCC meetings with the aid of secretarial services;
 - d. Read the minutes when called upon to do so; and
 - e. Distribute agenda and minutes.
7. The Past Chair shall:

- a. Assist the officers in carrying out the duties of the UCC
- b. Serve as advisor for the Chair.

Curriculum Review

The faculty's custodial responsibility for the curriculum is one of its most important duties within the governance model. The guidelines for that work are set out below in the following sections:

- UCC review of university-wide matters;
- UCC review of school-based proposals;
- School-based curriculum committees and their review process including joint proposals from more than one school;
- Program termination;
- Experimental programs;
- The role of the Graduate Council.

These areas often interconnect and the success of the work largely depends on effective communication among all parties.

I. University Curriculum Committee (UCC) Review for University-Wide Matters

For university-wide matters in those areas of its direct responsibility such as the core curriculum or the honors program, the UCC will organize its work appropriately, take care to communicate with the School Curriculum Committees and Academic Council, and ultimately make its recommendations to the VPAA for final approval. Generally, it will follow these steps:

- Step 1. Completed Governance Proposal Forms are submitted to the UCC from the Dean's office from each school.
- Step 2. UCC reviews and sends its proposals and recommendations to the VPAA for final approval and to the Faculty Senate. The Senate makes comments or recommendations on pending items to the Vice President for Academic Affairs within 30 working days of their receipt.
- Step 3. The Vice President for Academic Affairs reviews and approves or disapproves. Recommendations from the UCC will be rejected by the VPAA only in rare instances and with clear communication of the reasoning.

- Step 4. In the cases of university-wide matters, proposals that were not approved by the VPAA will be forwarded back to the UCC. The UCC will then forward review, commentary and decisions back to the respective schools.
- Step 5. Completed governance forms of university-wide matters that are approved by the VPAA, the UCC will report back to the respective schools within 30 working days of their receipt.

II. University Curriculum Committee (UCC) Review of School-Based Proposals

As a general principle, any school-based curriculum proposal may be reviewed by the University Curriculum Committee on its own initiative for compatibility with the University's mission, for priority of claim on resources, or implementation schedule. However, recommendations from the schools will be opposed only in rare instances and with clear communication of the reasoning.

- Step 1. Any school can initiate a proposal. The proposal must pass the School Curriculum Committee(s)
- Step 2. The School Curriculum Committee will conduct an open hearing providing information to the schools.
- Step 3. UCC reviews completed governance forms of the proposal and send its comments/recommendations to the Vice President for Academic Affairs or not approve and send back to initiating school(s).
- Step 4. The Vice President for Academic Affairs reviews; approves or disapproves. For new majors or new degrees, the proposal moves to the Academic Affairs Committee of the Board of Trustees.
- Step 5. Completed governance forms for proposals for new majors, new degrees or general education changes approved by the Dean are sent to the UCC for review and comment. The UCC forwards all items to the Vice President for Academic Affairs for formal action within 30 working days of their receipt. The review process will be conducted in a timely manner and the recommendation of the SCC and Dean will be opposed by the UCC and rejected by the VPAA only in rare instances and with clear communication of the reasoning. In all cases, the UCC review, commentary, and eventual decision by the VPAA will be reported back to the School and the UCC within 30 working days.

III. School Curriculum Committee

Each school has its own Curriculum Committee. The composition of the faculty membership of the School Curriculum Committee is determined by the faculty of the school, to include at least one member who also serves on the University Curriculum Committee. Each school will also have three non-voting members: a member of the library faculty, a representative from continuing education, and a representative of the Registrar's office. Library faculty members are expected to provide professional expertise regarding the adequacy of library services to support curricular proposals. Each school may, in determining the structure of its curriculum process, extend participation, but not the right to vote, to others as they deem appropriate.

The School Curriculum Committee will be responsible for developing curriculum following the steps outlined in the section that follows. It will also be responsible for periodic and systematic

program review, working in conjunction with the Dean. The SCC will maintain clear procedures for program review and minutes of all meetings as well as associated reports and documents.

School-Based Curriculum Development and Review Process

- Step 1. One or more colleagues in a School institute a proposal. The proposal must include consideration of resources needed to carry it out, including faculty, library, registrar, information technology, space, and impact on other campus units, particularly continuing and distance education. It must also demonstrate relevance to the School's strategic plan or mission.
- Steps 2 -3. The proposal needs the approval of a majority of the program/department faculty. If it is approved, it is then passed on to the School Curriculum Committee (SCC), which conducts an open hearing. During that time, the Registrar is invited to review and comment.
- Step 4. Upon approval by the school curriculum process, it is then submitted to the Dean for approval. An approval by the Dean must include a commitment of resources and a timetable for implementation.
- Step 5. Completed governance forms for new majors, new degrees or general education changes approved by the dean are sent to the UCC for review and comment. The UCC forwards all items to the Vice President for Academic Affairs for formal action within 30 working days of their receipt. The review process will be conducted in a timely manner and the recommendation of the SCC and Dean will be opposed by the UCC and rejected by the VPAA only in rare instances and with clear communication of the reasoning. In all cases, the UCC review, commentary, and eventual decision by the VPAA will be reported back to the School and the UCC within 30 working days.

Joint Curriculum Proposal from Two Schools

NOTE: The process here is analogous to the one for a school-specific curriculum proposal.

- Step 1. Faculty from two Schools jointly develop a proposal. The proposal must include consideration of resources needed to carry it out, including faculty, library, registrar, information technology, space, and impact on other campus units, particularly continuing and distance education. It must also demonstrate relevance to the School's strategic plan or mission.
- Steps 2 -3. The proposal needs the approval of a majority of the program/department faculty in each of the schools involved. If it is approved, it is then passed on to the Schools' Curriculum Committee (SCC), which conducts open hearings. During that time, the Registrar is invited to review and comment. NOTE: Each school's curriculum process is to be determined by its own faculty but participation by students and continuing education representatives will be encouraged as noted above under School-Specific Proposal.

- Step 4. Upon approval by the schools' curriculum processes, it is then submitted to the Deans for approval. An approval by the Deans must include a commitment of resources and a timetable for implementation. Resolution of scheduling, budget, and other differences are resolved by the Deans.
- Step 5. Completed governance forms for new majors, new degrees or general education changes approved by the deans are sent to the UCC for review and comment. The UCC forwards all items to the Vice President for Academic Affairs for formal action within 30 working days of their receipt. The review process will be conducted in a timely manner and the recommendation of the SCC and Deans will be opposed by the UCC and rejected by the VPAA only in rare instances and with clear communication of the reasoning. In all cases, the UCC review, commentary, and eventual decision by the VPAA will be reported back to the Schools and the UCC within 30 working days.

IV. Program Termination

Program termination is not a responsibility of the University or School Curriculum Committees. It arises when demand, facilities or faculty are insufficient to support continuation of a program. In such instances, the VPAA will instruct the appropriate dean to conduct a review of a program under consideration for termination. Such review will include the input of the affected faculty. The dean's report and recommendations will be shared with the School Curriculum Committee for comment and then forwarded to the VPAA. The VPAA will consult with the University Curriculum Committee before making a final decision.

V. Process for experimental programs.

With the agreement of the VPAA, special initiatives and pilot programs may be operated on a short-term basis. Such initiatives must meet the criteria of advancing the University's ability to be agile and innovative in the face of a rapidly-changing competitive environment. For information purposes, the VPAA will send any such initiatives to the University Curriculum Committee for review and comment and the relevant School(s) Curriculum Committee(s). Experimental initiatives of this sort shall be subject to an initial UCC review within 12 months and the normal process of curricular review within 24 months of launch.

NOTE: Curriculum proposals as a matter of administration should be included in the annual budget process of the School to ensure a full consideration of the expected impact on resources and provision for such resources upon approval. Implementation may be suspended pending resource allocation in a future budget cycle.

UCC Graduate Council

Purpose

The Graduate Council is charged with making recommendations to the appropriate bodies for major policy and procedures pertaining to graduate program policies and services.

The Graduate Council is responsible for recommending graduate academic policies and standards including oversight of the Graduate Catalog. The Graduate Council shall likewise recommend qualifications for faculty teaching in graduate programs, being program-specific as appropriate.

Membership

The membership shall be as follows:

One member from the UCC and the Academic Policy Committee appointed by their respective chairs and serving a one-year term;

One faculty member from each of the schools, elected by the respective faculty, and serving a two-year term with no person serving more than two consecutive terms;

One Library faculty member elected by the respective faculty and serving a two-year term with no person serving more than two consecutive terms.;

The Registrar, serving ex-officio and without vote.

A representative from CE serving without vote.

The Graduate Council will meet monthly or on the call of the Chair. The Chair shall be elected by the Council.

Academic Policy Committee

Purpose

The Academic Policy Committee (APC) will be responsible for University-wide academic policies in such areas as the following: grading, scholastic standing, add/drop, change of major, course by arrangement, the university honor code, academic renewal, graduation and residency requirements, and transfer credits.

The APC also hears cases of scholastic standing through its three subcommittees:

Undergraduate Day Scholastic Standing Subcommittee (UDSSS), with the following membership: 1 faculty member from each undergraduate school, 1 Wellness Center, 1 CLASS, 1 Admissions Officer (ex-officio, non voting), 1 student affairs professional (ex-officio, nonvoting) and 1 academic administrator (ex-officio, non-voting). The subcommittee members will be chosen by the committee membership or elected by each school's faculty

Continuing and Distance Education Scholastic Standing Subcommittee (CDESSS);

Graduate Scholastic Standing Subcommittee (GSSS).

Each subcommittee has a minimum of three members. One member must also be a member of the APC. Decisions of the APC and/or its subcommittees require final approval by the VPAA. [Note: there is no intention to change the current membership of these subcommittees.]

Southern New Hampshire University recognizes the important role played by the Schools, whose Deans "serve as chief academic officers of their schools" ("Principles of Good Governance").

Accordingly, schools will develop their own program-specific and school-specific academic policies, provided that these policies are not in conflict with University policy. School policies are subject to the approval of the VPAA. Such policies will be sent to the Academic Policy Committee for information and will be printed in appropriate school publications as well as the course catalog.

Southern New Hampshire University has a diverse constituency in its undergraduate, graduate, international, continuing education, and distance education programming, as well as several unique programs. It is understood that academic policies will accommodate this diversity.

Policy Approval Process

Step 1. Any school or faculty member can initiate a university-wide policy proposal.

Step 2. The APC must conduct an open hearing after providing information to all faculty members.

Step 3. The APC reviews and sends its comments/recommendations to the Senate for discussion and to the Vice President for Academic Affairs for final approval.

Step 4. The Senate forwards comments or recommendations on pending items to the Vice President for Academic Affairs within 30 working days of their receipt. The Vice President makes the final decision. The review process will be conducted in a timely manner and the recommendation of the APC will be opposed by the Senate and rejected by the VPAA only in rare instances and with clear communication of the reasoning. In all cases, the Senate review, commentary, and the eventual decision by the VPAA will be reported back to the APC within 45 working days.

Membership

1. One faculty member from each school elected by the faculty of that school for a two-year term;
2. One Librarian elected by a two year term by the Library faculty.
3. Other faculty or staff: one academic administrator appointed by the VPAA, the Registrar (or his or her designee), a representative of CE, and a representative of CLASS (ex-officio, nonvoting).

The following members will be non-voting:

1. One Student Affairs Representative, appointed by the Vice-President for Student Affairs;
2. One Student Government Association Representative, appointed by the SGA; one student from undergraduate CE and one student from the graduate programs.
3. One Registrar's Office Representative;
4. One Continuing and Distance Education Representative designated by the Dean of Continuing and Distance Education;
5. Academic Administrator, non-voting, as designated by the Vice President for Academic Affairs.

The Chair is elected by the voting members and meetings are called by the Chair or the VPAA. Other officers to be identified in accordance with the previous articles.

University Committee on the Faculty

Purpose

The University Committee on the Faculty (UCF) is principally concerned with the development of faculty, the improvement of teaching and learning, and support of faculty for the full range of their activities.

Faculty development is a process where by faculty members seek to improve teaching and learning, add to their discipline's body of knowledge, enhance the quality of life through community outreach, and to integrate these three developmental activities.

Faculty development at Southern New Hampshire University may be thought of as professional growth that is consistent with personal and school goals.

It is the mission of the Committee on the Faculty to support, by whatever means possible and to promote as available resources allow, any faculty member's need for professional growth consistent with the above.

Its objectives are to:

Provide support to the faculty in improving their teaching by working with the VPAA, the Center for Teaching and Learning, and the Deans on programming.

Define, promote and encourage scholarly activity in the Boyer model at Southern New Hampshire University, advising faculty members on the completion of their scholarly plans;

Identify means of recognizing and rewarding scholarly accomplishments of faculty members;

Help define the University's role in supporting scholarly activity;

Provide information to the faculty requesting advice concerning development toward promotion.

Make budget recommendations to the VPAA for advances in this area.

Membership

Membership will include:

- One faculty member from each of the schools elected for a two year term by the appropriate faculty and serving no more than two consecutive terms.
- One Library faculty member, elected by the Library faculty for a two-year term and serving no more than two consecutive terms.

Officers

There shall be three officers of the UCF: the Chair, Vice-Chair and the Secretary. The latter two shall be elected each year at the spring meeting of the UCF. In the following year the Chair shall become advisor to the Executive Officers and the current Vice-Chair shall become the Chair.

1. The Chair shall:
 - a. Serve as the Chair of the UCF;
 - b. Set the agenda for the UCF;
 - c. Convene meetings of the UCF;
 - d. Resolve issues according to Roberts Rules of Order, Revised;
2. The Vice-Chair shall:
 - a. Preside at meetings of the UCF whenever the Chair is absent;
 - b. Assume the powers and duties of the office of Chair for the duration of an absence from or vacancy in that office;
 - c. Assist the Chair in carrying out the duties of the UCF, and prepare to fill the position of Chair upon Spring Commencement of the Academic Year.
3. The Secretary shall:
 - a. Conduct the correspondence of the UCF;
 - b. Assist the Chair of the UCF in preparing communications and documents;
 - c. Keep minutes of the UCF meetings with the aid of secretarial services;
 - d. Read the minutes when called upon to do so; and
 - e. Distribute agenda and minutes to the members of the UCF.

Changes to the Governance Model

It may be necessary from time to time to make changes in the governance model. Proposals for such changes can come from any party, but must be agreed upon by both the Faculty Senate and the VPAA.

Proposals for changes in governance must be posted for 30 working days before action can be taken. During that 30 working-day period, the Senate will hold an open public hearing on the proposed change.

The proposal then goes to the Faculty Senate for a vote and to the VPAA for approval. In the case of the Faculty Senate, approval requires a 2/3rds vote of the full Senate membership and the approval of the VPAA.

Most changes in academic governance can occur through the academic governance process. Major changes to academic governance, as agreed to by both the Faculty Senate and the VPAA, shall require a 3/5 vote of approval by all faculty and academic affairs professionals voting.

No change in the governance model can extend to or alter provisions within the Master Agreement and in all cases where the Master Agreement and the governance model are at odds, the provisions of the Master Agreement carry.