**To:** Ad Hoc Committee for the Assessment of Transformation

**From:**  Steering Committee

**Re:** Charge to the AHCAT

**Date:** February 2, 2011

**Background:**

In Fall 2010, the Faculty Senate requested that the Steering Committee begin the process of assessing transformation. That request notes that it has been nearly ten years since The College underwent transformation, and while many programs on campus have undergone periodic review, there has not been a thorough, holistic assessment of how well the institution achieved the goals of transformation. Indeed, there may not yet be an explicit listing of those goals, nor the structures in place to assess them.

In response to this request, the Steering Committee established the Ad Hoc Committee for the Assessment of Transformation (AHCAT).

**Charge:**

The Steering Committee requests that AHCAT assess transformation. This will include the following tasks:

1. articulation of the goals of transformation. While there may not be a central document explicitly listing these goals, they are implicit in the many documents that were produced during transformation, including those produced by CAP and CFA during transformation; charges from the Steering Committee; white papers from General Education, SGA and the Faculty Senate; letters to the campus community from the office of the Provost; etc. Additionally, the Faculty Senate, in its request has organized suggestions for the goals of assessment into manageable categories. Many of these can be found at: academic.intrasun.tcnj.edu/work
2. determining the appropriate means of assessing those goals
3. designing ongoing mechanisms for assessment and overseeing these assessments
4. reporting its findings.

Throughout its work, the committee will work in a manner consistent with shared governance. Therefore, a vice-chair should be elected, who will have among her/his responsibilities periodic attendance of Steering Committee meetings where the progress of AHCAT will be reported. In addition, any recommendations on policy, procedure and programs that arise from the work of AHCAT should receive the benefit of the governance process. Therefore, AHCAT should bring such issues to the attention of Steering, which will in turn develop a charge to the appropriate governance committee.

**Membership:**

Provost (Co-Chair)

Provost designee

Representation from Institutional Research and Assessment

3 faculty – appointed by Faculty Senate

3 staff – appointed by Staff Senate

3 SGA – appointed by SGA

At the first meeting, the committee should elect a co-chair and a vice-chair from the membership.

**Timeline:**

The Steering Committee requests that AHCAT develop a mechanism for reporting findings and a preliminary report by October 2011.

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**TCNJ Governance Processes**

**Step #1 -- Identifying and reporting the problem:** When a Standing Committee receives an issue from the Steering Committee, the first responsibility is to clearly articulate and report the problem to the campus community through regular updates to the campus community and the Governance Web Page ([www.tcnj.edu/~steering](http://www.tcnj.edu/~steering) ). The problem may have been set out clearly in the charge received from the Steering Committee, or it may be necessary for the Standing Committee to frame a problem statement. The problem statement should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The problem statement should be broadly stated and should include a context such as existing policy or practice. Problem statements may include solution parameters but should not suggest any actual solutions. Clearly stated problems will lead to better recommendations.

**Step #2 -- Preparing a preliminary recommendation:** Once the campus community has received the problem statement, committees can begin to collect data needed to make a recommendation. Committees typically receive input through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Committees must be proactive in inviting stakeholder groups (including Student Government Association, Staff Senate and Faculty Senate) to provide formal testimony prior to developing a preliminary recommendation. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance Web Page.

**Step #3 -- Making a Final Recommendation:** Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in receiving feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send their final recommendation (complete documentation) to the Steering Committee.

**Testimony**

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