

SUGGESTIONS FOR PROPOSERS OF NEW CERTIFICATES, PROGRAMS, CENTERS AND INSTITUTES

The Planning and Budget, Academic Programs, and Libraries Committees of the Faculty Senate review all proposals for new certificates, programs, centers and institutes. In an effort to make the process more transparent, efficient, and collegial, these committees have assembled the following suggestions based upon reviews of proposals over the recent past. The University and the Faculty Senate want to encourage proposals for new, innovative and quality programs, but also recognize that good stewardship of resources and personnel requires initial and ongoing review. Failure to follow the instructions provided through the Provost's Office or to take heed of the suggestions below could lead, at a minimum, to a significant delay in bringing forward proposals to the full Faculty Senate.

New Centers and Institutes

1. Keep in mind that other centers, institutes and programs may be affected both positively and negatively by your proposal.
2. Is there a letter of support from each Department Chair, Unit Dean, Center/Institute Director, or Vice President who may be affected by your proposal?
3. Are there appropriate and measurable evaluation criteria for assessing the success of this center or institute? This proposal is your opportunity to set the bar at a level that you feel can be reasonably met before review of the center or institute after five years of operation. Don't, by default, allow the evaluation criteria to be set for you by others who may not have a working knowledge of the operation of this specific center or institute.
4. What is the value-added or benefit to the University to create this institute or center? What is the advantage to the University to support it, i.e., what can be done (or done more efficiently) in the presence of the center or institute than in its absence?
5. Faculty may not have their primary appointment in a center or institute. Given this Redbook restriction, how will the work products of the center or institute be allocated with respect to rewards?
6. Has your Departmental or Unit business office(s) attached a statement that the budget for the center or institute has been reviewed, and that the income supporting the center or institute is available and equals the expenditures?

New Certificates and Programs

1. Has the relevance of the proposed certificate or program to the mission and strategic plan of the University been explicitly stated?
2. Has a letter of support from Department Chair(s) and Unit Dean(s) affected by the proposal been included?
3. Does the letter from the library include a detailed analysis of available resources to support the certificate or program as well as anticipated future needs (and the financial resources to accommodate them)?
4. Has your Departmental or Unit business office(s) attached a statement that the budget for the certificate or program has been reviewed, and that the supporting income is available and equals the expenditures?
5. Has an indication of anticipated enrollment and a description of the derivation of the estimate been provided?
6. Have the admission requirements and the admission decision-making process been clearly articulated?
7. Does the curriculum follow a logical sequence and do the course credits sum to the appropriate certificate or program requirements?
8. Are adequate faculty resources committed and available to deliver the proposed curriculum and are sufficient staff and advising resources available to support it?
9. Are there appropriate and quantifiable evaluation criteria for assessing the success of the certificate or program?