

SECTION 12

New School or College

This policy describes the process for proposing and approving a new school/college. This policy does not apply to schools and colleges existing as of the date of policy adoption.

Definitions

Academic program: a combination of courses and related activities organized for the achievement of specific learning outcomes as defined by the University. This includes programming at both the undergraduate, graduate and professional levels and consists of degrees, majors, minors, certificates, concentrations and specializations.

College/school: When freestanding entities, colleges and schools are educational entities that grant degrees. Newly created schools/colleges must be on a pathway to financial self-sustainability within a defined and agreed upon period of time. Schools/colleges should have high potential of generating fundraising support grounded in existing fundraising commitments.

A college is always freestanding. A school can be freestanding or embedded in a college. If embedded in a college, a school will normally be led by an executive director or associate dean, report to an existing dean, and have no separate representation on Academic Deans' Council. If freestanding, a new school will be led by a separate academic dean with representation on Academic Deans' Council.

A school embedded in a college usually contains multiple disciplinarily related departments. It must have one or more of the following characteristics: separate accreditation process, licensure requirements, other administrative requirements above and beyond those of typical departments, and a context of national and disciplinary norms that regularly define similar entities as a school. Schools embedded in colleges typically will prepare students for specific professional career outcomes. If a school is embedded in a college, the college or school may grant the degree.

If a freestanding entity, the proposed designation of college or school will be determined on the basis of national and disciplinary norms and be approved by Provost.

Application of Guidelines

These guidelines apply if the goal is to:

- create a new freestanding school or college with all new academic programs,
- reorganize existing academic programs in one college to become an independent school or college,
- reorganize existing academic programs in multiple colleges to become an independent school or college,
- reorganize existing academic programs in one college to become an embedded school in that college,
- reorganize existing academic programs in multiple colleges to become an embedded school in one of the colleges

If the creation of the new school or college will coincide with the creation or termination of academic programs, please follow the separate Academic Program Approval Guidelines that apply to these programs.

If new academic programs are to be created to be housed in the new school or college, these should be approved at the same time as or later than the school or college.

Concept Paper

Concept Paper Development

A concept paper should be submitted and approved by the Office of the Provost **PRIOR** to drafting a new school or college proposal.

A concept paper should be developed for new schools and colleges. Prior to developing a concept paper, the proposing entity should request a pre-concept paper ideation meeting with the Vice Provost for Academic Affairs and the Vice Provost for Graduate and Professional Studies to discuss goals and ideas and identify affected faculty, departments, and schools/colleges. Concept papers require a three-month period for community input, including consultation with the deans, faculty and leaders of all potentially involved departments, and faculty shared governance bodies; and a general listening session at a scheduled University Academic Senate meeting. Members of the Jesuit community and the VP for Mission and Ministry should also be consulted to address the school's or college's consistency with University mission.

Within a six-month period, the Vice Provost for Academic Affairs and Vice Provost for Graduate and Professional Studies will collectively determine whether or not there is sufficient institutional support to invite the development of a proposal to go through the formal process of shared governance review.

Note: A concept paper for a new school or college need not adhere to the due dates for new, modified or deleted academic programs/courses for the academic year.

Concept Paper Content

The concept paper should not exceed three pages and should include the following:

- A description of the proposed school or college.
- Goals of the proposed school or college, particularly as they relate to improving the student experience.
- Rationale for creating the school or college, including consistency of proposed unit with university mission and strategic initiatives, and how it is expected to enhance the university's academic reputation and/or competitive position.
- A listing of the academic programs to be housed in the proposed school or college and anticipated future academic programs.
- Proposed organizational structure of the school or college, including leadership structure.

- Campus-based partners who will be involved in the creation of the new school or college.
- Any significant impacts on other areas of the university and how those will be addressed.
- Evidence of level of support of faculty who will be affected by the creation of the new school or college in the form of a non-binding vote through a process facilitated by the Office of the Provost.
- Evidence of the capability of the new school or college to deliver constituent academic programs with high quality.
- Changes in admissions standards or requirements for entering students.
- Where the school or college could be physically housed.
- Evidence that the school or college is not similar to and does not compete with a current or planned school or college within the University, or, if it does, how the advantages of this competition outweigh the disadvantages.
- Financial sustainability of school or college on a long-term basis.
- General statement on student outcomes, market outlook and preliminary enrollment goals.
- Overview of all resource requirements, including personnel, operating and capital and any anticipated redirection or realignment of existing resources
- Timeline and rationale for that timeline regarding creation of the school or college.

Concept Paper Review

- a. The concept paper should be approved by all involved deans and submitted to the Office of the Provost (attn. Chief of Staff to the Provost) for review.
 - The concept paper will be reviewed by the Vice Provost for Academic Affairs and Vice Provost for Graduate and Professional Studies. Review will ensure the concept paper adequately addresses the required content areas, consistency with mission, overall resource implications, and impact on other programs on campus.
 - Concept papers will also be submitted to the Academic Deans' Council for review, discussion and recommendation, and to the University Board of Graduate Studies, University Board of Undergraduate Studies and University Faculty Committee for Budgets and Financial Planning for feedback. Feedback regarding consistency with university mission will also be invited by members of the Marquette Jesuit community, the VP for Mission and Ministry, and all potentially involved departments and through a general listening session with faculty at a regularly scheduled University Academic Senate meeting.
- b. Authors of concept papers that meet the criteria will be invited in writing by the Vice Provost for Academic Affairs and Vice Provost for Graduate and Professional Studies to develop and submit a proposal. Included in the invite will be detailed explanation of areas that need to be better defined or explained in the proposal. Proposing units can also request a meeting with the Vice Provosts to ask questions and outline next steps.

- c. The Office of Finance and Office of Marketing and Communication will be informed of the concept paper approval. The Office of Marketing and Communication, once informed of concept paper approval, will assist the authors of the concept paper in developing the market landscape.

Proposal

Program proposals for a new school or college are composed of the following sections: 1) executive summary; 2) school/college description; 3) assessment plan; 4) accreditation; 5) impact on existing programs and colleges/schools; 6) market landscape; 7) financial analysis; and 8) sunset clause.

1. Executive Summary

1-2 pages providing brief overview of school/college, highlighting reason for school/college, school/college goals and brief description of resource requirements.

2. School/College Description: A school/college description should consist of the following elements:

- Rationale for and history of the idea of instituting this school/college.
- How the school/college advances the mission and strategic goals of university.
- Explain why current organizational structures are inadequate (why the proposed new school or college could not be instead a new department and why the academic programs could not be fit into existing academic structures).
- Leadership structure of the school/college and how it will be determined.\
- The entities involved in the proposal and who will be involved in the transition.
- Indicate how the new school/college incorporates aspects of the Jesuit values and educational philosophy (e.g., an ethics component, opportunity for service learning, leadership opportunities for students, etc.).
- Constituency served/intended student market and benefits to students.
- Facilities to be used for delivery.
- Required library resources.
- Any anticipated redirection of resources
- Timeline for the new school/college creation.
- Impact on existing organizational structures and academic programs, including on the school/college shedding the academic programs that will be administered by the new school/college, if relevant.
- List of academic departments to constitute the new school/college, indicating which currently exist and those that are new.
- What academic programs the school/college will administer.
- List of current faculty who will be part of the school/college and types of faculty (regular, participating, etc.)
- List of current staff members who will be part of the school/ college.
- Anticipated new hires.

- Level of quality that can be realistically achieved with available resources, include how the school/college will enhance academic stature of the new home college, if relevant, or university.
- Identify special needs associated with school/college.
- Indicate if there will be off-campus partners to the new school/college.
- Identify fundraising opportunities for the new school/college.
- Identify community engagement opportunities for the new school/college.

3. Assessment Plan

Stated goals of the school or college and the proposed method for assessing those goals. This relates to the strategic plan of the school or college and its goals as aligned with the university's strategic plan and strategic priorities. This includes assessment for meeting financial and fundraising targets.

4. Accreditation

Answer whether or not the school/college will seek accreditation and, if so, outline the future accreditation process and timetable. If the school/college will draw from existing academic programs, provide information on the accreditation-related impact of moving programs from one structure to another on the programs and the college that will shed the program/s.

5. Impact on Existing Programs and Colleges/Schools

Program proposals must address how the new school/college will affect enrollment in existing schools/colleges and offerings of current academic programs, as applicable. Statements should be included from the affected dean/s and/or department chairs identifying the impact on existing faculty and staff and any plans for the elimination or consolidation of positions as part of the creation of the new school/college. Schools that will include already existing academic programs and departments must include in the proposal a letter(s) from the department chair(s) or college dean(s) that indicate their level of support for inclusion of their programs or departments in the new school/college and identify resource implications. Statements should be included that identify, based upon evidence, how University Advancement, current students, and alumni perceive this organizational change. A plan to address significant impacts to other areas of the university must be included.

6. Market Landscape

The proposing entity will contact the Office of Marketing and Communication and University Advancement for assistance in developing an analysis of the market landscape. This should provide a clear picture of how the new school/college fits within the landscape of higher education. It should answer the questions:

- Do similar structures exist at peer or aspirant institutions?

- How common are they?
- How will future students perceive this organizational change?

While a market demand analysis for academic programs to be part of the new school/college will be separate, a market landscape analysis could speak to how transitioning existing programs to be part of the new school/college could allow them to expand.

The market landscape analysis section should document what steps the proposing unit has taken to judge the extent of student demand for the proposed school or college. For example: have surveys or focus groups been conducted with the relevant target market of students? Do demographic and occupational trends support the proposed school or college? What has the demand experience been at comparable institutions with similar organizational structures? (Include the specifics of such data.)

Because of the variety of possible new schools/colleges in a comprehensive university, it is impossible to specify a precise marketing research regimen that would apply to all possible situations. Educational target markets of opportunity obviously differ. Economies of scale in different situations vary. Some new proposals will have substantial synergy with existing programs while still other proposals require standalone offerings. In any event, it is important that all new school and college proposals cover at least the following basic market-related information:

- Describe the target market of students intended to be served by the new school or college. Descriptions might include potential student populations, qualifications, career goals, disciplines, etc.
- Discuss the various factors (external and internal) that suggest adequate demand for this school or college.
- Address competitive schools/colleges that seek to serve the same target market of students and what their enrollment performance has been.
- List the programmatic characteristics that demonstrate how the proposed school/college is distinctive relative to competing programs (e.g., quality, geography, available financial aid, etc.).
- Provide evidence addressing why the proposed school/college can be positioned in the "quality" sector of the market.

Again, the degree of detail necessary to justify a particular school/college will vary depending upon the resource demands and innovative nature of the proposed program. Custom marketing research may be done in select situations to better document the need and to analyze the competition, but it is not always required. All new program proposals will require a dedicated section that addresses demand expectations in some formal manner and answers the basic questions listed above.

7. Financial Analysis

New schools and colleges will follow the financial model of the currently existing colleges at Marquette. New schools and colleges will not normally have access to

rollover or sharing of net surplus, except as exceptions to this policy. Questions regarding operating costs, revenue rollover, and capital requests will be addressed as part of the financial analysis process.

New school and college proposals must include a financial analysis summation structured to adhere to the cost study methodology used by the Budget Office to financially evaluate programs. The University Faculty Committee on Budgets and Financial Planning will review the financial analysis submitted by the Budget Office and provide input. The unit developing a new school or college proposal may consult with the Assistant Provost for Budget and Division Operations for assistance external to the college/school in developing the financial analysis.

For a new school or college proposal, the depth of the financial analysis will be based on the level of resources required to support the school/college and requires written details for the areas listed below to be included in the business analysis summation. The financial analysis section for a new program developed from realigning existing resources or programs created from combining existing programs will include written detail in the business analysis summation for all areas listed below that are pertinent to the proposed school/college:

- **Realignment of Resources**

Realignment of resources is critical to the start of any new school or college. Although new resources may be required, every effort should be pursued in maximizing realignment of resources to fund a new school or college. The realignment plan to support this proposal should include a detailed explanation of realignment and financial impact of the realignment on other campus units.

- **Resource Needs**

Human resources/personnel costs must be identified. (See Section B.) Additional space requirements and renovation costs must also be identified as well as computer, development, advertising and promotional material, other administrative resources (e.g., special admission or registrar procedures), etc. Written in consultation with the [subject librarian](#) who will support the new school/college, the proposal should include a summary analysis of library resources currently available to support the school/college and, if necessary, what additional resources are needed.

- **Budget Components**

The financial analysis section will include written detail and justification for projected revenues, expenses, capital expenses, and start-up costs as well as a five-year budget showing all annual revenues and expenses. The five-year budget projection worksheet template is included as [attachment B](#) and the five-year assumption worksheet template is included as [attachment C](#). Both worksheets need to be completed and submitted with the proposal.

A. Revenues:

- Net Tuition Revenue: An estimate of the Net Tuition Revenue including a description of the revenue assumptions basis should be made using the following information:
- Enrollment Projections: estimate the number of new full-time and continuing students and advanced standing students. Full-time Undergraduate, Law and Dental students are defined as students taking more than 12 credits per semester. For all Graduate students, Part-time Undergraduate, Law and Dental students, estimate total number of credit hours.
- Tuition Revenue: If existing tuition rates are being proposed, calculate the tuition revenue by multiplying the estimated number of students/credits by the appropriate current year tuition rate (please refer to the Bursar Home Page titled “Master Fee Schedule”). Please contact the Budget Office for the current assumptions on future tuition rate increases. For each successive fiscal year projection, use the appropriate tuition with the designated increase. For programs with new rates, calculate the tuition revenue by multiplying the estimated number of students/credits by the proposed new rate. A designated tuition increase should be used for each successive fiscal year projection.
- Fee Revenue: If a new fee is being proposed, calculate the fee revenue by multiplying the estimated number of students/credits by the proposed fee.
- Unfunded Tuition Discount: unfunded discounts are all non-endowed, unrestricted scholarships, grants, stipends, and assistantships. For estimates of discount for Undergraduate, Graduate, Law and Dental students, contact the Director of Financial Aid.
- Funded Discount: attach documentation outlining each source of funded discount. For spendable income estimates using endowed and restricted scholarships, please contact the Budget Office.
- Contributions: estimate the total expected gift revenues and identify the source. At least some of these expected gift revenues must be secured or pledged.
- Grants: estimate the total expected grants revenue and identify the source.
- Other Income: estimate the total expected revenue and identify the source.

B. Personnel Expenses:

- Faculty Salaries and Tenure Lines: Please provide an estimate of full-time faculty salaries and anticipated needed tenure lines. Attach documentation listing the number of faculty, rank and status (regular, participating).

- Administrator Salaries: Please provide an estimate of full-time administrator salaries. Attach documentation listing the number of administrators and titles.
- Advancement Support: Please provide an estimate of required advancement support needed (e.g., full-time, part-time, half-time staff).

Support Staff: Please provide an estimate of full-time support staff salaries. Attach documentation listing the number of support staff and classification.

- Part-time personnel: Please provide an estimate of part-time personnel, including faculty, administrators, support staff, student and graduate assistants. Attach documentation listing the number of employees and classification.
- Fringe Benefits: Estimate fringe benefits using designated rates for all full-time personnel and part-time personnel. Please contact the Budget Office for your college/department average fringe benefit rate.

C. Direct Expenses:

Identify each category of expenses (i.e., office supplies, telephone, advertising and public relations, administrative expenses, travel and entertainment, copying, professional fees, accreditation fees, software fees, periodical, journals and electronic serial fees, and marketing costs) in writing as to the need and also on the five-year budget projection worksheet. Direct expenses in subsequent years are held at a flat rate.

D. Indirect Expenses:

Occupancy and other indirect expenses will be determined by Office of Finance.

E. Capital Expenses:

- Capital Equipment: Capital equipment, furniture, or fixtures is defined as any individual item costing \$5,000 or more and having a useful life of at least one year.
- Construction Renovation: A remodeling or renovation project is determined to be a capital project if it improves on the “status quo” of the facility, adds to the life of the facility, and costs over \$25,000. The following remodeling and renovation costs are not capital costs but rather treated as direct expenses: painting, MU travel related to the project, fixtures and furniture with a unit cost of less than \$5,000, carpeting, and minor renovations under \$25,000 in total.
- Information Technology: Costs associated with new computer hardware or software systems include equipment purchases, administrative systems

purchases, outside consulting and related costs. Items that are direct expenses include Marquette University travel related to the project and MU labor costs.

F. Start-up Expenses:

Start-up Expenses: estimate the one-time costs associated with the creation of the college or school. Examples of one-time costs are as follows: Promotion, Advertising Costs (Television, print, radio, etc.), Publications, Brochures, Applications, Miscellaneous (signs, etc.).

8. Financial Reviews and Sunset Clause

The school or college will undergo annual financial reviews before the point when it is set to achieve its financial self-sustainability. If the revenue and/or enrollment targets as identified in the proposal are not achieved by the fall semester of the year after which the school or college is set to achieve its financial self-sustainability targets or subsequently maintained during periodic program reviews, a decision to close, restructure or continue the college or school will be made by the Provost, in consultation with University Academic Senate and Academic Deans' Council, based on both financial and missional impact. As with decisions to establish a school or college, decisions to merge or close a school or college must be approved by the President and Board of Trustees. Decisions to close a school or college must follow the Guidelines for Closing a School or College. The proposal must include a detailed plan for closing or restructuring the school or college. It should be noted that closing a school or college does not necessarily mean eliminating the academic programs associated with the school or college.

9. Other materials that can be included:

- List of activities for which the new school located in a college will be newly responsible.
- List of activities on which the new school located in a college will continue to rely on the college or former entity for support.
- Program statistics relevant to the new school or college (inquiries, applications, enrollment, etc.).
- Staffing and organization of the new school or college with roles, responsibilities assigned to each role and an organizational chart.
- Chart outlining financial impact.

Proposal Review

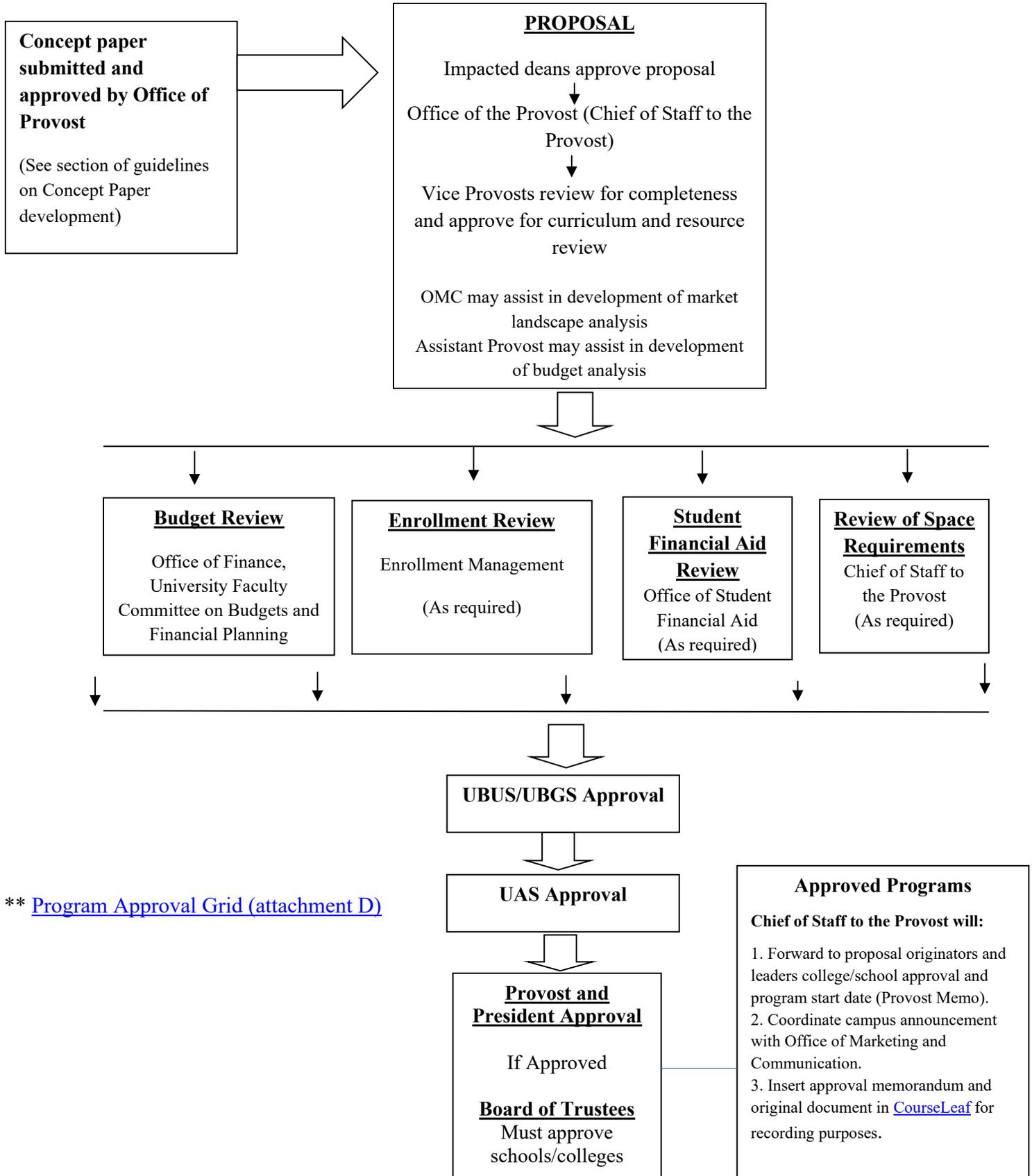
- The proposal will be reviewed and approved by impacted academic deans and the Vice Provost for Academic Affairs and Vice Provost for Graduate and Professional Studies. Review will ensure the proposal adequately addresses the required content areas, consistency with mission, overall resource implications, and impact on other programs on campus.

- Once approved by the impacted deans and vice provosts, proposals will be reviewed by Office of Finance and University Faculty Committee on Budgets and Financial Planning (budget review), Office of Enrollment Management (enrollment review), Office of Student Financial Aid (financial aid review) and Chief of Staff to the Provost (space requirements).
- Once reviewed by these bodies, proposals will go to the University Board of Graduate Studies and University Board of Undergraduate Studies for academic approval and then to the University Academic Senate as a whole for approval.
- Proposals then to go the Provost, President and Board of Trustees for approval.

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Flow Chart for Academic Program Review/Approval Process New School or College

Process will vary based on type of program and extent of resource requirements



** [Program Approval Grid \(attachment D\)](#)