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 be led by an executive director, 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 in which it is embedded will 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 independent school or college,
- reorganize existing academic programs in multiple colleges to become 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

- 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 relocated.

c. The Office of Finance and Office of University Relations will be informed of the concept approval. The Office of University Relations 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 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(e)Body <</MCID 58 >>BDC /.64 Tm4 (di)-2 (r)3 (e)-6 cw1 (n

- Level of quality that can be realistically achieved with available resources, include how the school/college( )-10 (w)-2,

- 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 at 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 serviced 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. However, 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 existing resources or programs created from combining existing programs will include written details in the following areas:

Budget assumptions

Business analysis summation

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 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 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 times 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 it .w

- 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 implementation of a new program, major, academic initiative, etc. 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 Retrievex