



**MONTANA  
UNIVERSITY SYSTEM**

BOARD OF REGENTS OF HIGHER EDUCATION

## **ACADEMIC AFFAIRS**

# **PROCEDURAL GUIDEBOOK**

PROCEDURES AND GUIDELINES FOR ACADEMIC SUBMISSIONS  
TO THE BOARD OF REGENTS

**OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION**

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# Contents

## *Due Dates and Timelines*

### *Academic Proposals*

#### **A. Level I Items**

##### **Campus Approvals**

1. Moratoriums
2. Campus certificates
3. Establishing a B.A.S./A.A./A.S. area of study
4. Offering an existing postsecondary educational program via distance or online delivery

##### **OCHE Approvals**

5. Re-titling an existing postsecondary educational program
6. Terminating an existing postsecondary educational program
7. Consolidating existing postsecondary educational programs
8. Establishing a new minor where there is a major or an option in a major
9. Revising a postsecondary educational program
10. Establishing a temporary C.A.S. or A.A.S. degree program

#### **B. Level II Items**

1. Establishing a new postsecondary educational program
2. Permanent authorization for a temporary C.A.S. or A.A.S. degree program
3. Exceeding the 120 credit maximum for baccalaureate degrees
4. Forming, eliminating or consolidating an academic, administrative, or research unit
5. Re-titling an academic, administrative, or research unit

### *Level II Academic Program Follow-up*

#### *Academic Program Reviews*

#### *Formatting Agenda Items*

#### *Numbering Agenda Items*

#### *Forms and Templates*

## DUE DATES AND TIMELINES

The most up to date Board of Regents (BOR) meeting schedule can be found at:

<http://mus.edu/board/meetings/meetingschedule.asp>

The general submission deadlines and approval schedule for academic proposals is as follows:

### Intent to Plan and Level I Items

- Intent to Plan (IP) proposals and Level I items are due monthly on Tuesday, three weeks before the chief academic officer (CAO) IP and Level I call.
- The Office of the Commissioner of Higher Education (OCHE) will send out all items and proposals one week after they are received (two weeks before the CAO IP and Level I call).
- The CAO IP and Level I call is held on the third Tuesday of every month.
- Within one week after the CAO IP and Level I call, the OCHE will finalize all necessary approvals and inform the CAOs of the decision.

### Level II Items

- Level II items are due on Wednesday, seven weeks before the BOR meeting (five weeks before the CAO BOR call).
- OCHE will send out Level II items one week after they are received (four weeks before the CAO BOR call).
- The CAO BOR call will be held on Wednesday, two weeks before the BOR meeting.
- Final comments must be received by the OCHE by the Friday after the CAO BOR call (one week before the Academic, Research and Student Affairs (ARSA) committee BOR call).
- The ARSA BOR call will be held on the Monday before the BOR agenda goes live.
- The BOR agenda goes live Wednesday, one week before the BOR meeting.

For a complete schedule, please visit: [http://mus.edu/che/arsa/ARSA\\_Approval\\_Schedule.pdf](http://mus.edu/che/arsa/ARSA_Approval_Schedule.pdf)

All items should be submitted directly to [Heather Hanser](#).

**Note:** *These deadlines are established for the submission of academic items to the OCHE only. The flagship institutions are responsible for making their respective campuses aware of any campus submission deadlines.*

The Deputy Commissioner for Academic and Student Affairs will send out a memo with his signature notifying the CAO of the items approved for his/her institution following approval by the OCHE or the BOR.

## **ACADEMIC PROPOSALS**

As indicated in [BOR Policy 303.1 Academic Program Proposals](#), the Commissioner of Higher Education (CHE) shall establish a process whereby institutions of the Montana University System (MUS) and community colleges (CC) may propose new postsecondary educational program offerings or modifications to existing offerings. Herein contained are the details and guidelines of that process.

### **Definitions**

Postsecondary Educational Program: A series of courses arranged in a scope or sequence leading to a degree, certificate, option, major, or minor where a major does not already exist ([BOR Policy 303.1](#)).

Academic, Administrative, or Research Unit: A college, division, school, department, institute, bureau, center, station, laboratory or similar unit within the institutional organization of a college or university ([BOR Policy 218 Institutional Organization](#)).

Degree: A specific designation of letters representing the words on the diploma indicating completion or attainment. Examples: certificate of technical studies (C.T.S.), certificate of applied science (C.A.S.), associate of arts (A.A.), associate of science (A.S.), associate of applied science (A.A.S), bachelor of applied science (B.A.S.), bachelor of arts (B.A.), bachelor of science (B.S.), master of arts (M.A.), master of fine arts (M.F.A.), doctor of education (Ed.D.), doctor of philosophy (Ph.D), etc. ([BOR Policy 303.1](#)).

### **Determining the Level of Involvement of the Board**

Three factors determine the level to which the OCHE and the BOR become directly or indirectly involved in the process of approving or denying the development, implementation, suspension and/or elimination of academic and research programs and entities:

1. The degree to which the proposed program fits an institution's approved mission.
2. The relationship between resources needed, resources available, and the projected benefit.
3. The significance of programmatic impact on other institutions within the MUS and CC.

The academic proposal approval process includes the following two levels of submissions:

A. Level I	B. Level II
<b>Campus Approvals</b>	<ol style="list-style-type: none"> <li>1. Establishing a new postsecondary educational program</li> <li>2. Permanent authorization of a temporary C.A.S or A.A.S. degree program</li> <li>3. Exceeding the 120 credit maximum for baccalaureate degrees</li> <li>4. Forming, eliminating or consolidating an academic, administrative, or research unit</li> <li>5. Re-titling an academic, administrative, or research unit</li> </ol>
1a. Placement of a postsecondary educational program into moratorium	
1b. Withdrawing a postsecondary educational program from moratorium	
2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less	
3. Establishing a B.A.S./A.A./A.S. area of study	
4. Offering an existing postsecondary educational program via distance or online delivery	
<b>OCHE Approvals</b>	
5. Re-titling an existing postsecondary educational program	
6. Terminating an existing postsecondary educational program	
7. Consolidating existing postsecondary educational programs	
8. Establishing a new minor where there is a major or an option in a major	
9. Revising a postsecondary educational program	
10. Establishing a temporary C.A.S. or A.A.S. degree program	

### A. Level I Items

Level I items are those requests for which the BOR has designated approval authority to the institution or the OCHE. These requests are to be submitted for notification to or approval by the OCHE as Level I proposals. Level I proposals may be submitted to the OCHE at any time by the flagship campuses or CC and will be processed on a rolling monthly schedule. The approval of such proposals will be conveyed to the BOR at the next meeting of the board. Level I proposals include campus initiatives typically characterized by minimal costs, clear adherence to approved campus mission, and the absence of significant programmatic impact on other institutions within the MUS and CC.

#### Campus Approvals

As Level I campus approvals are notifications to the OCHE and the BOR, the title of these items should always begin as follows: **Notification of...**

For example: Notification of the establishment of a C.T.S. in Business

#### 1. Moratoriums

##### a) Placing a postsecondary educational program into moratorium

When an institution determines that it cannot offer an existing postsecondary educational program under current circumstances but does not wish to terminate the program entirely the BOR defers to local decisions by allowing the campus to put the program into moratorium for up to three years without regental approval. The program in moratorium remains in the college catalog and courses needed to continue the progression of existing students to degree completion are provided, but no new students are admitted to the program. The BOR imposes two restrictions for programs placed in moratorium:

- The campus must formally notify the BOR of the decision to put the program into moratorium and the effective date of that decision. It is the responsibility of the campus to monitor their programs in moratorium.
- If the campus has not withdrawn the program from moratorium within three years of the effective date of the moratorium, the BOR considers the program to be terminated.

Notification of the placement of a program into moratorium should be submitted with an [Item Template](#), [Academic Proposal Request Form](#), and [Program Termination/Moratorium Form](#).

#### **b) Withdrawing a postsecondary educational program from moratorium**

When withdrawing a postsecondary educational program from moratorium the campus must submit notice of their decision to reinstate the program.

Notification of the withdrawal of a program from moratorium should be submitted with an [Item Template](#) and [Academic Proposal Request Form](#).

### **2. Campus certificates**

Certificate programs of 29 credits or fewer may be established, retitled, terminated, or revised by the campuses of the MUS and CC without approval by the BOR. All such certificates shall be reported to the OCHE via a Level I proposal and thereby listed on the official degree and program inventory of the system.

Notification of the establishment, re-titling, termination, or revision of a campus certificate requires an [Item Template](#), [Academic Proposal Request Form](#) and additional supporting materials as deemed necessary by the institution.

### **3. Establishing a B.A.S./A.A./A.S. area of study**

Units of the MUS are authorized to award the B.A.S. degree, a specialized baccalaureate degree that builds on an A.A.S. degree. Because an A.A.S. degree is ordinarily considered a terminal credential, guidelines for the B.A.S. degree are appropriate. Areas of concentration are customized to connect the student's A.A.S. degree and educational/occupational goals. The A.A. and A.S. degrees are general transfer degrees. A.A. and A.S. degrees do not officially include a major or minor course of study. All areas of study within B.A.S./A.A./A.S. degrees shall be reported to the OCHE via a Level I proposal and thereby listed on the official degree and program inventory of the system.

Notification of a B.A.S./A.A./A.S. area of study requires an [Item Template](#), [Academic Proposal Request Form](#) and additional supporting materials as deemed necessary by the institution.

#### **4. Offering an existing postsecondary educational program via distance or online delivery**

Offering an existing postsecondary educational program online or at a location other than the originally authorized home site requires the campus to submit notification of the change in delivery.

Notification of the offering of a program via distance or online delivery should be submitted with an [Item Template](#) and [Academic Proposal Request Form](#).

#### **OCHE Approvals**

As Level I OCHE approvals are requests to the OCHE, the title of these items should always begin as follows: **Request for authorization to...**

For example: Request for authorization to establish a minor in Chemistry

#### **5. Re-titling an existing postsecondary educational program**

Changing the title of an existing postsecondary educational program requires approval by the OCHE. (This does not include the change in type of degree, for example a B.A. to a B.S. This type of change is equivalent to establishing a new program.)

Requesting authorization to re-title an existing program requires an [Item Template](#), [Academic Proposal Request Form](#), and additional supporting materials as deemed necessary by the institution.

#### **6. Terminating an existing postsecondary educational program**

Terminating an existing postsecondary educational program and permanently removing it from the college offerings requires approval by the OCHE.

Requesting authorization to terminate an existing program should be submitted with an [Item Template](#), [Academic Proposal Request Form](#), and [Program Termination/Moratorium Form](#).

#### **7. Consolidating existing postsecondary educational programs**

When consolidating two or more existing postsecondary educational programs, campuses must request approval from the OCHE.

Requesting authorization to consolidate existing programs should be submitted with an [Item Template](#), [Academic Proposal Request Form](#), [Curriculum Proposal Form](#), and additional supporting materials as deemed necessary by the institution.

#### **8. Establishing a new minor where there is a major or an option in a major**

Adding a new minor where a major or option in a major already exists requires approval by the OCHE.

Requesting authorization to add a new minor should be submitted with an [Item Template](#), [Academic Proposal Request Form](#), [Curriculum Proposal Form](#), and additional supporting materials as deemed necessary by the institution.

## 9. Revising a postsecondary educational program

Other types of significant curriculum changes that do not fit another type of request may be submitted as a program revision to ensure adequate approval by the OCHE and notification to the BOR. Example: significantly altering the number of credits of an existing program (but not exceeding the credit maximum established in Policy 301.11).

Requesting authorization to revise a program requires an [Item Template](#), [Academic Proposal Request Form](#), [Curriculum Proposal Form](#) and additional supporting materials as deemed necessary by the institution.

## 10. Establishing a temporary C.A.S. or A.A.S. degree program

The OCHE may grant temporary approval for C.A.S. or A.A.S. degree programs that are offered in cooperation with and/or at the request of private or public sector partners and when the decision point to offer the program is not consistent with the regular BOR program approval process. Level I approval for programs under this provision is limited to two years. Continuation of a program beyond the two years will require the institution to complete the “Permanent authorization for a temporary C.A.S. or A.A.S. degree” Level II approval process.

Requesting authorization to add a temporary C.A.S. or A.A.S. degree should be submitted as a Level I proposal and include an [Item Template](#), [Academic Proposal Request Form](#) specifying the reason for the expedited request, and additional supporting materials as deemed necessary by the institution.

## B. Level II Items

Level II proposals require approval of the BOR. These proposals entail more substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the MUS and CC.

As Level II items are requests to the BOR, the title of these items should always begin as follows: **Request for authorization to...**

For example: Request for authorization to establish a B.A. in History

### 1. Establishing a new postsecondary educational program

Establishing a new postsecondary educational program requires campuses to complete a three-step process that begins at idea conception and ends with a vote for approval of the full proposal by the BOR. This more involved process for new postsecondary educational programs and academic, research, or administrative units is meant to increase communication and collaboration early on in the development process among other institutions of the MUS and CC, the OCHE, and the BOR. A proposal for a new program will not be moved forward to the BOR if it has not first undergone the other two steps of the review process. For a visual representation of this process, see Appendix A.



**Note:** Joint or dual degree pathways are not considered new academic programs so long as all degrees granted as a part of the joint or dual degree pathway have been individually approved by the BOR and establishing the pathway does not require significant curricular changes to existing degree programs.

Academic Program Planning: [BOR Policy 303.10 Academic Program Planning](#) requires campuses to report their new postsecondary educational program and academic, research, or administrative unit plans for the next three-year period, including a list of those that may be submitted in the upcoming year, to the BOR. Information contained in the plans includes: the title of the new postsecondary educational program or academic, research, or administrative unit; the award type if applicable; a one paragraph description of the item; and the date (month/year) the item is added to the plan. Submission of a new postsecondary educational program or academic, research, or administrative unit which has not been included on the academic program plan will not be considered.

Review and approval of academic program plans occurs twice annually and follows a strict schedule (see Appendix A). Exceptions may be made to the schedule pending a request for amendment submitted to and approved by the CHE. Programs are removed from the listing once they have been submitted to the BOR or are no longer under consideration by the campus. Current academic program plans can be found at <http://mus.edu/che/arsa/AcademicPlans/default.asp>.

Intent to Plan: In the first stages of development of a new postsecondary educational program or academic, research, or administrative unit campuses should submit an IP to notify the other institutions of the MUS and CC, the OCHE, and the BOR of their desire to begin planning. This notification will allow for early collaboration and discussion to occur among and between concerned parties. IPs are submitted to the OCHE with the approval signatures of the college/school dean, CAO, chief executive officer, flagship provost, and flagship president as applicable depending on the institution. IPs may be submitted to the OCHE at any time by the flagship campuses or CC and will be processed on a rolling monthly schedule. The approval to plan will be conveyed to the BOR at the next meeting of the BOR (final review date) and posted to a public webpage of the Academic and Student Affairs website where they will remain until a full proposal is submitted or they are halted upon the request of the proposing institution or after 18 months from the final date of review, whichever comes first.

The submission of an IP does not guarantee the submission of a full Level II proposal, nor does the approval of an IP at any level guarantee the approval of the full Level II proposal.

BOR Approval: Having fully and successfully completed the two previous steps of the new postsecondary educational program or academic, research, or administrative unit submission process, campuses may submit at any regular meeting of the BOR (March, May, September, November) a Level II proposal for the new postsecondary educational program or academic, research, or administrative unit. Upon receipt of the Level II proposal by the OCHE from the flagship campus or CC, the proposal will undergo review by the OCHE, the MUS and CC, CAOs, and the ARSA committee of the BOR before moving forward to the ARSA action agenda for a regental vote.

Requesting authorization to establish a new program requires an [Item Template](#), [Academic Proposal Request Form](#), [Curriculum Proposal Form](#), [Fiscal Analysis Form](#), signed [Intent to Plan Form](#), and additional

supporting materials as deemed necessary by the institution. Guidance for the Fiscal Analysis Form is included as Appendix C.

## **2. Permanent authorization for a temporary C.A.S. or A.A.S. degree program**

C.A.S or A.A.S. degree programs granted temporary authorization by the OCHE must seek Level II approval within two years. Campuses may submit a Level II proposal at any regular meeting of the BOR (March, May, September, November). Upon receipt of the Level II proposal by the OCHE from the flagship campus or CC, the proposal will undergo review by the OCHE, the MUS and CC, CAOs, and the ARSA committee of the BOR before moving forward to the ARSA action agenda for a regental vote.

Requesting permanent authorization for a temporary C.A.S. or A.A.S. program requires an [Item Template](#), [Academic Proposal Request Form](#), [C.A.S./A.A.S. Curriculum Proposal Form](#), [Fiscal Analysis Form](#) and additional supporting materials as deemed necessary by the institution. Guidance for the Fiscal Analysis Form is included as Appendix C.

## **3. Exceeding the 120 credit maximum for baccalaureate degrees**

To require more than 120 semester hours of credit for a baccalaureate degree, campuses must seek BOR approval for an exception to [BOR Policy 301.11 Undergraduate Degree Requirements](#). The proposal must document the rationale for the exception based on one of the following criteria:

- Accreditation standards of the appropriate specialized accrediting agency mandate a baccalaureate program of over 120 credit hours.
- Licensing standards of the profession involved require a baccalaureate program of over 120 credit hours.
- Employment and initial success in the profession require a baccalaureate program of over 120 credit hours.

Requesting authorization to exceed the 120 credit maximum for baccalaureate degrees requires an [Item Template](#), [Academic Proposal Request Form](#) specifying the rationale for the request, and additional supporting materials as deemed necessary by the institution.

## **4. Forming, eliminating or consolidating an academic, administrative, or research unit**

Forming a new college, division, school, department, institute, bureau, center, station, laboratory or similar unit requires campuses to seek BOR approval through the three step process described above for new postsecondary proposals. This process works to ensure adequate communication and collaboration has taken place prior to a regental vote. This process is represented in a flow chart in Appendix A. Guidelines specific to research centers and institutes have been provided in Appendix B.

When eliminating or consolidating an existing college, division, school, department, institute, bureau, center, station, laboratory or similar unit, campuses must request approval from the BOR.

Requesting authorization to form a new academic, administrative, or research unit requires an [Item Template](#), [Academic Proposal Request Form](#), [Curriculum Proposal Form](#) or [Center/Institute Proposal Form](#), signed [Intent to Plan Form](#), and additional supporting materials as deemed necessary by the institution.

Requesting authorization to eliminate an existing academic or research unit requires an [Item Template](#), [Academic Proposal Request Form](#), and additional supporting materials as deemed necessary by the institution.

Requesting authorization to consolidate two or more existing academic, administrative, or research unit requires an [Item Template](#), [Academic Proposal Request Form](#), [Curriculum Proposal Form](#) or [Center/Institute Proposal Form](#), and additional supporting materials as deemed necessary by the institution. Guidance for the Fiscal Analysis Form is included as Appendix C.

#### **5. Re-titling an academic, administrative, or research unit**

When re-titling an existing college, division, school, department, institute, bureau, center, station, laboratory or similar unit, campuses must seek BOR approval through a Level II proposal.

Requesting authorization to re-title an existing academic or research unit requires an [Item Template](#), [Academic Proposal Request Form](#) and additional supporting materials as deemed necessary by the institution.

### **LEVEL II ACADEMIC PROGRAM FOLLOW-UP**

Postsecondary education programs approved under the Level II “New postsecondary program” or “Permanent authorization for C.A.S. or A.A.S. programs” Level II processes will be reviewed during their first three years of operation.

- Each September, OCHE will calculate annual unduplicated headcount enrollment (from declared majors/minors) in academic programs approved through the Level II process in their first 3 years of operation.
- Programs whose actual headcount is less than 70% of that projected in the fiscal analysis form submitted as a part of the Level II proposal will be asked to submit a Level II Academic Program Follow-up Form, and a Level II Fiscal Analysis Follow-up Form to the OCHE on the same timeline as November Level II submissions (seven weeks prior to the November BOR meeting). An Item Template is NOT required for submission of Academic Program Follow-up forms.
- This information will be reviewed by OCHE staff and will appear as an information item on the November BOR agenda. Program reviews under [BOR Policy 303.3 Program Review](#) are also presented at this meeting.

If a program is required to submit revised projections to the OCHE as part of follow-up, in subsequent years its unduplicated headcount enrollment will be compared against the revised projections to determine if it should submit further information.

The guidance in Appendix C for the Fiscal Analysis Form applies also to the Level II Fiscal Analysis Follow-up Form.

## ACADEMIC PROGRAM REVIEWS

All of the institutions that make up the MUS, excluding the CC, are required by [BOR Policy 303.3 Program Review](#) to conduct internal reviews of their academic programs to ensure program quality and effective stewardship of resources. All programs listed in the official degree and program inventory, except for certificates of 29 credits or less, must be reviewed at least once every seven years. The program review schedules are filed with the OCHE and can be found at <http://mus.edu/che/arsa/ProgramReview/ProgramReview.asp>.

Academic program reviews for the previous academic year are to be submitted at each November BOR meeting according to the regular item schedule. The reviews are considered as an information item and should be submitted using the [Academic Program Review Template](#). An Item Template is NOT required for submission of program reviews.

## FORMATTING AGENDA ITEMS

Agenda items should be prepared using the academic forms available online at <http://mus.edu/che/arsa/Forms/AcademicForms.asp>.

All items should include at a minimum the Item Template and Academic Proposal Request Form. All supporting materials must be listed at the bottom of the Item Template under ATTACHMENTS including the Academic Proposal Request Form. Additional materials must include the item number and a description of the document in the header. For example:

**ITEM #147-1000-R0510**  
**Attachment #1-Letter of Support**

Please follow the formatting tips below for all items and supporting materials:

- Submit materials in Word.doc format when possible
- Use Calibri font size 11
- Utilize the least amount of pages necessary for easier displaying purposes

Please save the items using the item number, utilizing hyphens rather than periods. The filename for supporting materials should include the item number and a brief notation of what the document is. Please see below for examples of filenames:

<b>Item Template</b>	<b>147-1000-R0510</b>
<b>Academic Proposal Request Form</b>	<b>147-1000-R0510_RF</b>
<b>Curriculum Proposal</b>	<b>147-1000-R0510_Curr</b>
<b>Program Termination Form</b>	<b>147-1000-R0510_Term</b>
<b>Attachment #1</b>	<b>147-1000-R0510_A1</b>

## NUMBERING AGENDA ITEMS

Please see the [Board Agenda Handbook](#) on how to number Level II items.

The numbering of Level I academic items is slightly different than Level II and regular BOR items and should be completed as follows:

ITEM AAA-BBBB-LIDDDD

AAA The statutory quarter in which the item is submitted. See the [Board Agenda Handbook](#) to determine this quarter's designation. (Changes occur in January, April, July, and October of each year.)

BBBB The campus identifier. See the [Board Agenda Handbook](#) to determine your campus designation.

LI The submission type. LI represents only Level I items.

DDDD The month and last two digits of the year the item is submitted.

## **FORMS AND TEMPLATES**

[Item Template](#)

[Academic Proposal Request Form](#)

[Curriculum Proposal Form](#)

[C.A.S./A.A.S. Curriculum Proposal Form](#)

[Fiscal Analysis Form](#)

[Institute/Center Proposal Form](#)

[Program Termination/Moratorium Form](#)

[Level II Academic Program Follow-up Form](#)

[Level II Fiscal Analysis Follow-up Form](#)

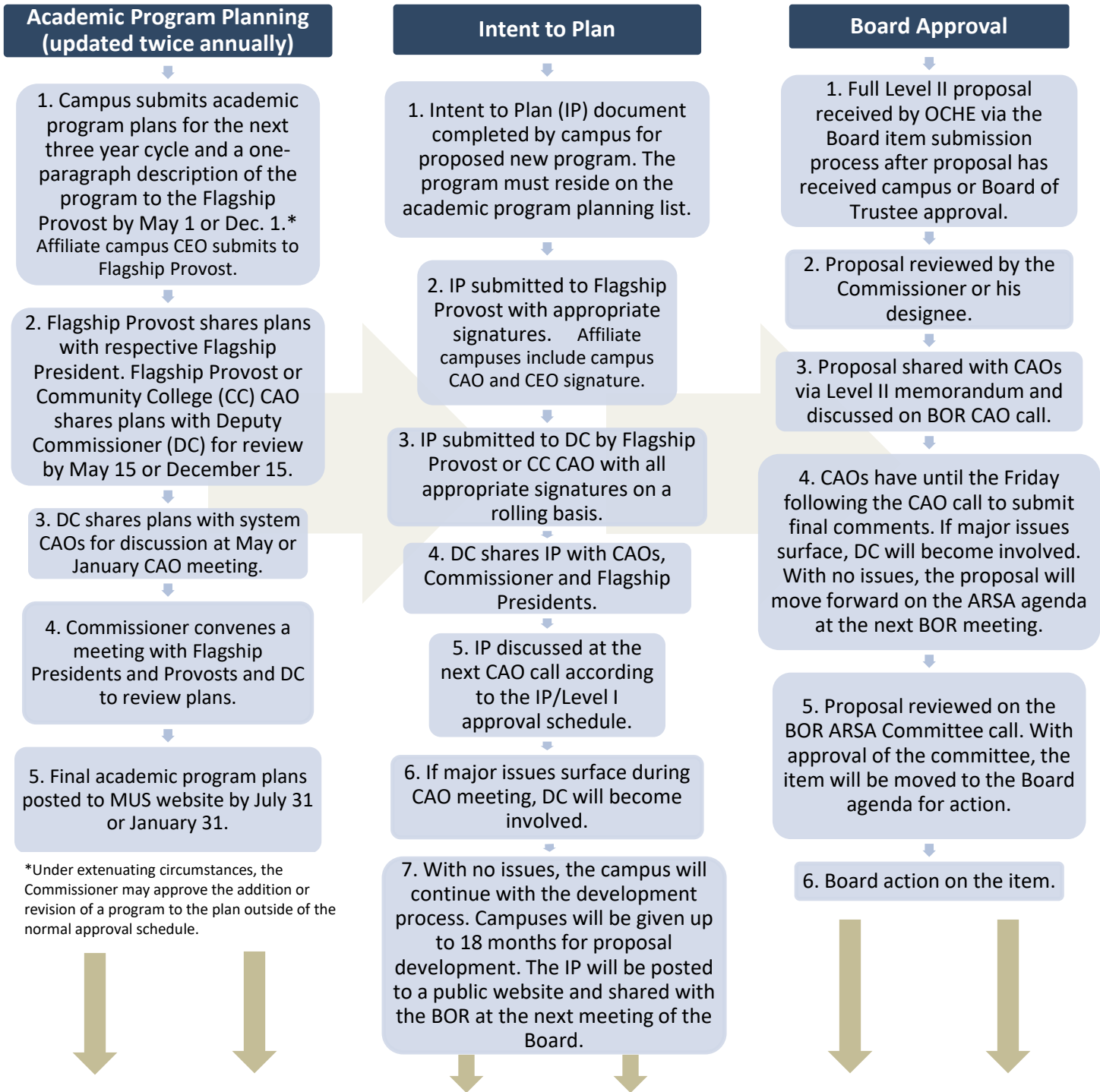
[Academic Program Review Template](#)

# APPENDIX A

## Montana Board of Regents

### New Postsecondary Educational Program/Center/Institute Proposal Process

\* New postsecondary educational program as defined by BOR Policy 303.1-Curriculum Proposals



\*Under extenuating circumstances, the Commissioner may approve the addition or revision of a program to the plan outside of the normal approval schedule.

# CAMPUS MISSION

\*Any mention of submission to or review by Flagship Provost or President does not apply to the Community Colleges. All review prior to submission will take place by the Board of Trustees and materials will be submitted directly to OCHE.

## APPENDIX B

### Guidelines on Proposing New Research Centers and Institutes

The objective of this policy statement is to promote the orderly development of Research Centers/ Institutes through written guidelines, including the acknowledgment of responsibilities of individuals and administrative units in their operation and appropriate notification to other MUS units about their function and operation. Research Centers/Institutes are consistent with and further the mission of an institution and are established to promote scholarly activity and/or support teaching, research, diversity or the outreach mission of the institution.

Research Centers/Institutes differ from one another in focus, scope, and staffing, but each contribute in unique ways to the common goals of expanding knowledge, generating new discoveries and/or having a positive impact on society through informing policy and systemic change. Communities of researchers and staff in Research Centers/Institutes provide a stimulating environment that encourages early researchers and challenges the experienced researcher. Research Centers/Institutes also contribute to the education and training of the researchers of the future by serving as learning environments for students. Interdisciplinary collaborations are promoted by the Research Centers/Institutes both within the institution and among MUS institutions.

#### Definitions

An exact definition of a Center or an Institute is difficult to construct, due to the varied existing uses of the terms within the MUS, but the following working definitions should suffice for establishing these guidelines. Generally, a Research Center/Institute is created to establish, organize and set into motion a scholarly research or education program that exceeds the interests of a single individual, department or administrative unit. Administered by a "Director," Centers/Institutes serve as a catalyst, a place of concentrated activity and a focus for interdisciplinary scholarly activity.

Research Center: A single or multi-disciplinary unit, organized to conduct research around a specific theme or topic, and may have some limited involvement in undergraduate and/or graduate education and/or community outreach activities. Centers are characterized by less autonomy and less independence relative to institutes and generally have a narrower scope of research interests, but may also include educational, clinical and/or community outreach activities of a narrow scope. Centers are typically focused on a specific issue, project, or policy concern but often encompass interdisciplinary work spanning various academic fields. The Center's lifetime is often limited by the time and financial commitment to completing the particular project. Centers are typically located within departments, institutes, and/or schools/colleges. Center directors typically report to chairs, deans and/or institute directors, but deans and/or chairs may recommend an alternative reporting structure, such as a 'liaison committee' or advisory board (if required by the sponsor), consisting of multiple chairs or directors from participating departments or divisions. Directors of interdisciplinary centers in which multiple schools/colleges are involved generally report to the dean of the school/college in which the Center director has his/her primary appointment.

Research Institute: A single or multi-disciplinary unit which is organized primarily to conduct research but may also be actively involved in undergraduate and/or graduate education, community outreach, or clinical services. Such entities are characterized by organizational stability, program autonomy, and a broad program of study. Typically, institute funding is derived from multiple sources rather than a

## APPENDIX B

single source (e.g., one grant). They are expected to have substantial external funding, a dedicated administrative staff, commitments from faculty (FTEs), evidence of long-term sustainability, a program of research training and a substantial infrastructure that may include organized fund-raising (advancement) activities. Faculty and research/teaching staff in institutes usually participate in interdisciplinary graduate/undergraduate programs. Directors of Research Institutes based within a single school/college typically report to the dean or chair, although the dean and/or chair may recommend an alternative reporting structure. Directors of interdisciplinary institutes in which multiple schools/colleges are substantively involved, and for which substantial central resources (matching central funds) are committed, may have a dual line of reporting; for example, to a vice provost and (an) appropriate dean(s).



## APPENDIX C

### Guidance for the Fiscal Analysis Form

This guidance is intended to encourage transparency and consistency. In some cases, campuses will need to use their judgement to develop estimates that are sensitive to a program's context. When this occurs, please briefly describe how you arrived at your estimates in the comment box at the bottom of the fiscal analysis form.

C.A.S. or A.A.S. programs approved under the Level I temporary approval process should start their fiscal analysis from the first year of program authorization, noting in the table header which years are actual and which are projected.

### Program Information

#### **Award Level:**

UG=Undergraduate

GR=Graduate

#### **Program Name**

Name of the program as it will appear in your student information system

#### **Program Code:**

4-character code for the program as it will appear in your student information system

### Enrollment Projections

#### **Headcount:**

Estimate the annual unduplicated headcount of students with a declared major or minor within the program.

#### **Credit Hours:**

Estimate the average number of credit hours earned per student in program-related curriculum per academic year (fall, spring and summer sessions).

"Program-related curriculum" is intended to capture program requirements but exclude general education coursework.

#### **Student FTE:**

Calculate student FTE using estimated headcount and credit hours (CH).

Undergraduate: 
$$\frac{(\text{Fall CH} + \text{Spring CH} + \text{Summer CH}) \times \text{Headcount}}{30}$$

Graduate: 
$$\frac{(\text{Fall CH} + \text{Spring CH} + \text{Summer CH}) \times \text{Headcount}}{24}$$

### Revenue

#### **Tuition Revenue (net of waivers):**

1. Look up net tuition revenue for the appropriate level of program (undergraduate or graduate) at [INSERT LINK TO net revenue TABLE](#) (Developed centrally by OCHE)

## APPENDIX C

2. Calculate Tuition Revenue as:

Tuition Revenue: *Net Tuition Revenue \* FTE*

### **Institutional Support:**

Funds reallocated within campus to support the program.

### **Program Tuition/Fees**

Program specific tuition and fees.

### **Expenditures**

#### **Faculty / Staff / GTA FTE**

When estimating FTE, salary, and benefits, count only faculty and staff time used to provide program-related curriculum or administrative support. This is intended to capture curriculum or administrative support offered largely or primarily as a component of the proposed program (as opposed to general education coursework or marginal increases in effort by student support staff that serve the student body at large).

Calculate faculty and staff FTE based on local campus practice and collective bargaining agreements. When faculty have outreach or research obligations or duties in other programs, count only time dedicated towards the proposed program.