PROPOSAL TO CREATE *[NAME OF THE PROPOSED DEGREE GRANTING UNIT]*

*[PROPOSING CLU(S)]*

*[DATE]*

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**INTRODUCTION & INSTRUCTIONS**

NEW DEGREE GRANTING UNIT PROPOSAL

The development of a new degree granting unit is critical to the university and is expected to best serve the academic needs of students, faculty, and the citizens of the State of New Jersey. New schools and colleges provide an opportunity for Rutgers to foster academic excellence in a manner that is fully attuned to student-centered academic imperatives in an evolving higher education landscape.

Rutgers supports new degree granting unit development through a university-wide approval process that ensures appropriate input, accountability, and decision-making – at multiple levels – to promote:

1. Academic excellence and optimal impact of a new degree granting unit on the Rutgers’ community, including prospective students, enrolled students, faculty, staff, and the citizens of the State of New Jersey;
2. Alignment with strategic academic priorities at the chancellor-led unit (CLU) and university levels;
3. A commitment to educational access, diversity, equity, and inclusion; and
4. Effective and strategic use of university resources.

The purpose of this proposal template is (1) to assist chancellor-led units with development and design, (2) to ensure that academic leadership responsible for the review and approval of proposed unit possess adequate information to make informed decisions, and (3) to provide a roadmap for continuous improvement by ensuring adequate assessment mechanisms are in place.

**Process for Degree Granting Unit Development, Review, and Approval**

CLUs exploring the development of a new degree-granting unit should contact the Office of the Executive Vice President for Academic Affairs (OEVPAA) as early in the process as possible to discuss proposal development, review, and approval requirements. The OEVPAA coordinates institutional review and approval of proposed degree-granting units. Inquiries concerning the proposal template and the required institutional approvals may be directed to [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu).

Notice of Intent (NOI)

During the initial stages of the development of a degree granting unit, the chancellor or their designee must complete an institutional Notice of Intent (NOI) once preliminary approval has been granted for the proposal to move forward. This NOI is separate and distinct from any notifications required by individual CLUs. NOI submission is required between September 1 and November 30 during the fall semester and between January 15 and May 15 during the spring semester to ensure adequate notice to institutional review and approval authorities.

The notice will be facilitated by the Office of Academic Planning which will distribute the summary to the Executive Vice President for Academic Affairs and chancellors/provosts across Rutgers. Submission of the NOI initiates a 30-day comment period during which EVPAA and chancellors’ offices may submit comments/feedback to the proposing CLU. The NOI does not represent a decision point for the proposal. Rather, it allows academic leadership to provide feedback.

The proposing CLU should submit the NOI data collection form and the proposal summary as outlined in the data collection form to the Office of Academic Planning at [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu).

The proposing Chancellor area(s) may continue proposal development during the 30-day comment period; however, the proposing CLU(s) must individually respond to comments/feedback received and document such responses in Section 10 (Response to Comments from CLUs) of the proposal.

External Review

As part of the review process, proposing units must engage an independent external review consulting team (ERCT) to conduct a site visit, whether in-person or virtual. New degree granting unit proposals must be sufficiently complete prior to review by the external review team to ensure a robust assessment of the proposed unit. Moreover, chancellors/provosts should thoroughly review the proposal prior to the site visit.

The ERCT shall evaluate the proposed unit and prepare a written report following the guidelines contained in Section 11 (External Review Consulting Team (ERCT) Report). Proposing units must then respond to the ERCT Report, if applicable, in Section 12 (Response to ERCT Report). Chancellors/provosts should thoroughly review the proposal after the site visit, along with any responses to the ERCT Report, prior to advancing the proposal for institutional review.

The selected ERCT members shall have no past or present professional relationship with Rutgers that might imply a real or perceived conflict of interest. Proposed ERCT members must be submitted to EVPAA for review, at [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu), based on confirmation that no conflict of interest, real or perceived, exists.

A Chancellor’s office may request an exemption from the EVPAA ([evpaa@rutgers.edu](mailto:evpaa@rutgers.edu)) for external review of a new degree granting unit if the establishment of such a unit entails only the reorganization of existing academic programs.

Institutional Review and Approval

Upon approval by the chancellor, the proposal for the degree granting unit must be reviewed and approved by the Executive Vice President for Academic Affairs with the advice of the University Senate, the President, and the Board of Governors (including the Committee on Academic and Student Affairs). The OEVPAA coordinates such institutional reviews and approvals. Proposals that have been approved by the chancellor should be submitted by a representative of the chancellor’s office to [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu) for institutional review.

Proposal Instructions

Throughout this proposal template, **bold text** indicates questions or statements to which proposing units must respond (and should not be deleted). Blue text indicates “Components of an Effective Response,” which provides guidance for proposing units in preparing responses (and should be deleted upon completion of individual responses). In completing the proposal template, proposing units should approach the task with the same rigor as a well-cited and well-researched grant proposal. Questions regarding the proposal template may be directed to [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu).

**TABLE OF CONTENTS**

NEW DEGREE GRANTING UNIT PROPOSAL

The “Table of Contents” provides pagination for each section of the proposal. Proposing units should include relevant page numbers for each section upon submission of the proposal. Proposing units may add additional appendices, as necessary.

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**PROPOSAL COVER PAGE**

New Degree Granting Unit

The “Proposal Cover Page” includes summary information about the proposed degree granting unit. The blue text provides instructions for each field. Proposing units should delete the blue text upon entering responses.

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| --- | --- |
| Chancellor-Led Unit (CLU) | Enter the name of the sponsoring CLU(s) – Camden, Newark, New Brunswick, and/or Rutgers Biomedical and Health Sciences. |
| Proposed School/College | Enter the proposed name of the new school or college. |
| Degree Designations | Enter the designation of the degree programs that would be offered at the new school/college such as Bachelor of Arts or Doctor of Philosophy. |
| Degree Abbreviations | Enter the abbreviations of the proposed degree designations of the programs that would be offered at the new school/college, such as B.A. or Ph.D. |
| Modality[[1]](#footnote-2) | Enter the modality(ies) of the proposed degree programs, whether in-person, hybrid, or fully online. |
| Location | Enter the physical location(s) of where the proposed new school will be located – Camden, Newark, New Brunswick (Piscataway), or an alternative off-campus location. For alternative off-campus locations, provide the name and address of the facility. For fully online offerings, enter “N/A.” |
| Initiation Date | Enter the proposed semester and year in which the school/college intends to first enroll students. |
| Licensing Agency | If the proposed school/college will offer programs that lead to licensure, enter the name of the agency(ies) with licensing authority. |
| Accrediting Agency | If the proposed school/college intends to seek specialized accreditation, enter the name of the agency responsible for accreditation. |
| Primary Contact (Name) | Enter the name of the primary contact in the proposing CLU responsible for coordinating the development of the new school/college. |
| Primary Contact (E-mail) | Enter the e-mail address of the primary contact in the proposing CLU responsible for coordinating the development of the new school/college. |
| Primary Contact (Telephone) | Enter the telephone number of the primary contact in the proposing CLU responsible for coordinating the development of the new school/college. |

**APPROVAL SUMMARY**

Provide an inventory of approvals within an individual chancellor-led unit (CLU). Examples include faculty governance bodies, planning committees, provost, chancellor, and any other CLU governance bodies, as required by the relevant bylaws.

|  |  |
| --- | --- |
| **Approving Body or Individual** | **Date of Approval** |
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**EXECUTIVE SUMMARY**

**SECTION 1: JUSTIFICATION AND RATIONALE**

**Provide the proposed mission of the new degree granting unit and how it aligns with that of the CLU and institutional mission.**

**Provide an objective account as to why this is an opportune moment for the initiation of the proposed school or college.**

Components of an Effective Response

* Provide information on the background and decision-making process at the CLU that led to this proposal.
* Evidence that the proposed unit, for example:
  + Represents an emerging field;
  + Will meet current and future student demand; and/or
  + Will meet future employer demand.
* Provide objective evidence from reliable, externally cited sources (e.g., academic literature, governmental or non-governmental reports, etc.) that the evolution of the disciplines support the need for the proposed unit.

**Explain how the proposed unit fills an academic need at Rutgers.**

Components of an Effective Response

* How will the unit build on current academic strengths?
* How will the proposed unit promote new collaborations and/or partnerships?
* How will institutional priorities, or other needs, be met through initiation of the proposed unit and/or how will the proposed unit address deficiencies within the current Chancellor Area and/or university?
* How will the proposed unit advance strategic priorities and mission-critical goals at the CLU?
* How will the proposed unit support university strategic priorities, including its responsibility to the current and future citizens of the State of New Jersey?

**Explain how the proposed unit will advance Rutgers’ impact and reputation as a leading national university recognized for academic excellence.**

Components of an Effective Response

* What niche does the unit create, expand, and/or fill among national peers?
* Why would students want to enroll in the proposed unit at Rutgers as opposed to another institution?

**Provide additional narrative relevant to the proposed college/school not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing CLU finds relevant for consideration by review and approval authorities.
* What are the greatest challenges to the success of the new unit?

**SECTION 2: PROGAM OFFERINGS**

**Provide a list of all academic degrees to be offered by the new unit, including modality for each.**

**Provide evidence of academic rigor, including:**

* **How will the general education courses be administered?**

**Provide a narrative summary, where applicable, of how the proposed unit will meet professional accreditation standards or licensure requirements.**

**Accreditation**

Components of an Effective Response

* Indicate whether the proposed unit will offer degree programs that are eligible for specialized or professional accreditation.
  + - If the proposed degree program is eligible for such accreditation, indicate whether the academic unit intends to apply for such accreditation and the timeline for doing so.
* Articulate how the proposed unit’s structure will comply with professional accreditation requirements.

**Licensure**

Components of an Effective Response

* Indicate whether the proposed unit will offer degree programs that will formally or potentially lead to professional licensure.
* If so, indicate the name of the agency with the licensing authority.
* Articulate how the proposed unit’s structure will comply with professional licensing requirements.

**Document admissions criteria to the proposed unit.**

Components of an Effective Response

* Admissions criteria are clearly stated, including expected credentials, grade point average, standardized tests, letters of recommendation, portfolios, professional experiences, or other required documentation.
* How will transfer students be evaluated?

**Provide evidence that demonstrates a commitment to equity, accessibility, and affordability within the proposed unit, including:**

1. **A plan to promote enrollment of qualified individuals from historically underrepresented populations.**

Components of an Effective Response

* How will academic leadership promote educational opportunities for, and build pipelines of, students from underrepresented populations?

1. **A plan to monitor student progress in the proposed unit to address unanticipated or unknown barriers to equitable program completion and outcomes.**

Components of an Effective Response

* What assessments and/or metrics will be used, and by whom, to identify and address barriers to completion?

1. **A plan to provide student services and accommodations to support equitable degree completion outcomes.**

Components of an Effective Response

* Describe the structured student support mechanisms built into the school or college to promote student success across student populations and, in particular, for underrepresented populations.

**Provide evidence of sufficient consideration of student/faculty support and academic quality within the proposed unit, including the following:**

1. **A plan to ensure adequate academic advising and coaching to enrolled students within the proposed unit.**

Components of an Effective Response

* How will students be proactively advised to ensure retention and completion? Considerations include orientation, course scheduling, degree requirements, and knowledge of institutional/unit policies.
* Who will be responsible for student advising?

1. **A plan to promote academic integrity throughout the proposed unit.**
2. **What instructional design needs are necessary to support faculty members?**

Components of an Effective Response

* What instructional design and development resources are available to provide ongoing support for faculty within the unit?

1. **What, if any, unique technological needs are necessary to support both faculty and students within the proposed unit?**

Components of an Effective Response

* What technology will be used to deliver programming and which unit(s) will be responsible for providing such support?
* What technology and training, if necessary, will be made available to students enrolled in the proposed unit?
* What technology will students need to successfully complete the proposed degree programs?

1. **Who will be responsible for marketing the unit to ensure sufficient applications and enrollments?**

Components of an Effective Response

* How will the proposed unit be marketed to prospective students and who is responsible for such marketing?

1. **Who will be responsible for ensuring the academic quality of the proposed degree programs?**

Components of an Effective Response

* By what standards will quality be measured?
* For online degree programs, if using [Quality Matters](https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric) (QM), what is the plan to design individual courses to QM standards?
* Who will review the programs prior to launch? What assurances are in place that the programs’ quality review will be conducted by academically and technically qualified professionals, whether faculty and/or staff?
* How will the conversion of existing programs differ from newly created programs?

1. **For online degree programs, articulate a plan for faculty preparedness to teach in the proposed degree program?**

We are all committed to high quality online programs, and we have expertise in the Office of Teaching and Learning with Technology (TLT) who can assist you in meeting that goal. Units are encouraged to reach out to TLT for consultation and guidance at [TLT@docs.rutgers.edu](mailto:TLT@docs.rutgers.edu).

Components of an Effective Response

* How will determinations be made of instructor preparedness to teach in an online format?
* Especially for new instructors, what training will be provided, and by whom, to ensure minimum competence of instructors in the program with best practices in online teaching and pedagogical excellence?

1. **For online degree programs, articulate a plan to legally offer the proposed degree program outside of New Jersey?**

Components of an Effective Response

* What is the overall plan – strategic and marketing – to offer the proposed degree program to residents outside of New Jersey?
* Has contact been made with the Rutgers Teaching and Learning with Technology (TLT) in terms of the requirements for state authorization outside of New Jersey?

**Provide additional narrative relevant to the proposed unit not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 3: RESEARCH AND/OR SERVICE COMPONENTS**

**Provide a description of the types of research that the new unit will support, including the establishment of any centers or institutes.**

Components of an Effective Response

* List and describe all types of research anticipated to be carried out within the new school/college.
* List and describe any centers or institutes that will be created within the new school/college.
* List any existing centers or institutes that are expected to operate in, or partner with an entity of, the proposed new degree-granting unit.

**Provide a description of the types and level of service that the new unit will support, including any specific offices that may need to be established.**

Components of an Effective Response

* List and describe any community service offerings planned for the new school/college.
* List and describe any offices that will be created in order to carry out some or all of the service programs described above.

**SECTION 4: DEMAND ANALYSIS**

**Define the academic need that this school or college will address.**

Components of an Effective Response

* Clearly state and make the case for a distinct need for the new school or college within the university. Specifically, it should demonstrate a clear societal need for:
* The expansion of the field and for professionals in that area of study.
* Researchers, faculty, or academics to further the creation of new knowledge in the field.
* The expansion of academic opportunities for New Jersey residents.

**Student Enrollment and Demand**

**Provide the anticipated enrollment in the proposed unit. To complete this table:**

* **Enter the appropriate years in the second row.**
* **Enter the anticipated fall headcount (HDCT) enrollment and annual full-time equivalent (FTE) enrollment in the third row.**
* **Year 5 represents the year in which the unit anticipates full enrollment. Include projected graduates (GRAD) in Year 5.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | |
| 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | |
| HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | GRAD  \_\_\_\_ |

**Provide evidence that the proposed unit will meet the projected enrollments above.**

Components of an Effective Response

* Provide evidence of emerging and/or currently unmet student demand, such as:
  + Surveys or interviews of current and/or prospective students.
  + Input from faculty, staff, and/or community members.
  + Documented capacity constraints in existing colleges/schools.
  + Data on state and/or regional degree completion trends.

**Employer and/or Post-Graduate Demand**

(Note: enter N/A if the proposed school has an arts and sciences focus as opposed to that of professional studies)

If this new academic unit will be created using existing programs, please provide existing labor market or post graduate data. If this new academic unit will be created with new programs to be proposed, please provide labor market data for related occupations.

**For students entering the labor market upon graduation, provide labor market data for graduates of the proposed degree programs across the United States and in New Jersey. Labor market data represents only one data point in the consideration of proposed degree programs. It is not intended to be the sole consideration for review/approval of proposed degree programs. *[The blue entries below represent*** [***sample labor market data***](https://www.onetonline.org/link/summary/11-3021.00) ***for a*** [***specific occupation***](https://www.onetonline.org/link/summary/21-1021.00)***. Delete these entries when completing labor market data for the proposed degree program.]***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOC  Code** | **Occupation** | **Geographic  Area** | **Median  Wages** | **Projected**  **Growth (%)** |
| 11.3021 | Computer & Information  System Managers | United States | $159,010 | 11% |
| 11.3021 | Computer & Information  System Managers | New Jersey | $169,130 | 7% |
| 21-1021 | Child, Family, and School  Social Workers | United States | $49,150 | 13% |
| 21-1021 | Child, Family, and School  Social Workers | New Jersey | $76,490 | 7% |

Components of an Effective Response

* First, use the [CIP-SOC crosswalk](https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56) to identify Standard Occupational Classification (SOC) codes associated with the Classification of Instructional Programs (CIP) code of the proposed degree program.
* Second, use the Bureau of Labor Statistics (BLS) [O\*NET Online](https://www.onetonline.org/) (“Occupational Keyword Search”) to determine “Wage and Employment Trends” for one or more SOC codes. For each relevant SOC code, provide:
  + Median wages nationally and for New Jersey.
  + The projected growth nationally and in New Jersey.
* Additional data may be provided from academic societies, professional associations, consulting firms, or other organizations that provide employment outlook data. O\*Net Online provides possible sources under “Sources of Additional Information” for individual SOC codes.
* In a narrative format, provide representative occupations and job titles for program graduates, which may be found through O\*Net Online under “Job Openings on the Web.”

**Similar Units**

**Document potentially similar or significantly overlapping units, at the same level, already in operation across Rutgers’ four CLUs.**

Components of an Effective Response

* For each similar or significantly overlapping unit, explain:
  + How the proposed unit differs from existing units.
  + How the proposed unit, if duplicative across Rutgers, represents a strategic need for the sponsoring CLU.
  + How the proposed unit will provide a unique academic opportunity for students, faculty, the university, and the current and future citizens of the State of New Jersey.
  + How the proposed unit will positively and/or negatively impact enrollment at existing units.
  + How the proposed unit offers opportunity for collaboration with existing units.

**Provide three similar schools/colleges regionally and/or three similar schools/colleges nationally with which the proposed unit will compete for students. Document how the proposed unit will be more attractive to prospective students than existing programs.**

Components of an Effective Response

* Explain why students will choose to attend the proposed unit. Sample considerations may include:
  + Greater student demand than available capacity.
  + Unique program offerings.
  + Competitive tuition pricing.
  + Opportunities for tuition assistance.
  + A lack of similar opportunities.

**Provide additional narrative relevant to the proposed unit not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing CLU finds relevant for consideration by review and approval authorities. For example, is the proposed unit in a new or “cutting edge” area not adequately represented in labor market data?

**SECTION 5: CONTINUOUS IMPROVEMENT**

**Documenting continuous improvement efforts is a critical component of institutional accreditation with the Middle States Commission on Higher Education (MSCHE). Continuous improvement represents an institutional commitment to establish goals and outcomes, regularly assess such goals and outcomes, review the results of such assessments, and implement program improvements based on the results of such assessments.**

**How will you measure the success of the new degree granting unit?**

* **What are the assessment criteria that will be used to evaluate success?**
* **What is the review schedule for the proposed unit?**

Components of an Effective Response

* The assessment plan’s goals:
  + Ask important questions about student learning.
  + Support the CLU’s and institution’s mission and vision.
* The assessment plan’s methods:
  + Are collegial and collaborative.
  + Are appropriate to departmental and programmatic learning outcome goals.
* The assessment plan’s implementation (or “closing the loop”) procedures:
  + Are directly linked to decision-making about the CLU.
  + Lead directly to actions for improvement by the CLU.

Components of an Effective Response

* Plans for continuous review and improvement should incorporate the following:
  + The primary activities of the proposed unit to be reviewed.
  + Metrics for continuous program monitoring, including individuals or committees responsible for program monitoring.
  + Regularly scheduled time periods/intervals for such review, including the individuals or committees responsible for implementing proposed changes to the proposed unit based on such review. Special attention should be given to collaborative units (e.g., interunit, interinstitutional, etc.) to ensure authority and responsibility for monitoring unit outcomes is clear.

**Provide a plan to evaluate the success of the proposed unit and include a sunset provision.**

Components of an Effective Response

* The evaluation plan should include but not be limited to the following:
  + A start date and estimated timeframe for the formal evaluation process (e.g., beginning five years from enrollment of first students and concluding within 12-18 months).
  + Components of the evaluation process (e.g., self-study, internal review committee, external review team, site-visit, unit response to external review team feedback, etc.). See chancellor-led unit review process for guidance.
  + Type of data/information that will be collected and reviewed (e.g., student enrollment, student retention, course evaluations, job placements of graduates, graduate program acceptances, annual budget data).
  + A means to determine if the unit is still in alignment with strategic academic priorities at the chancellor-led unit level.
  + Specifics on how the evaluation will be conducted including who will carry out the review and who will evaluate the results.
* Each new unit proposal must include a potential sunset strategy. If a new unit does not yield projected enrollments as specified in the budget template by year five, or if a unit’s enrollment drops significantly in a given year after year six, steps should be taken to understand the enrollment drop and implement a plan to revitalize or sunset the unit. This section should include a list of deciding factors and metrics (e.g., enrollments, retention and graduation rates, etc.) that must be considered in determining whether a unit may require a revitalization plan or sunset plan.

**Provide additional narrative relevant to the proposed unit not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing CLU finds relevant for consideration by review and approval authorities.

**SECTION 6: TIMELINE**

**Provide a timeline of establishment of the new unit including:**

* **Anticipated approval by Board of Governors.**
* **Staff and faculty hiring dates.**
* **If applicable, the timeline for seeking accreditation.**
* **Enrollment of inaugural class of students.**

**SECTION 7: ADMINISTRATIVE ORGANIZATION**

**Describe how the new degree granting unit’s administration will be organized including:**

* **What student and faculty services will be addressed at the school/college level.**
* **What student and faculty services will be addressed at the Chancellor level.**
* **The structure of the Dean’s leadership team.**

**Please attach a draft organizational chart. (Appendix A)**

**SECTION 8: PROJECTED RESOURCE NEEDS**

**Please attach a completed budget template (Appendix B (Financial Resources)) which documents the unit’s projected revenues and expenses for the first five years of the proposed unit, including any start-up costs required. A Microsoft Excel version of the budget template may be found on the** [**Academic Program and Organizational Approvals webpage**](https://academicaffairs.rutgers.edu/Academic-Program-Organizational-Approvals)**.**

**In a narrative format, describe the projected resource needs, for each category below, for the proposed unit.**

**Faculty**

Components of an Effective Response

* Will the proposed new unit require the hiring of new faculty members in the first five years?
  + If yes, provide the number and types of new faculty members (tenure/tenure-track, non-tenure-track, lecturers) to be hired.
  + Provide a timeline for the anticipated start dates for all such faculty hires.
* Will the proposed unit utilize current faculty members to provide instruction, advising, or mentoring in the first five years?
  + If yes, provide the number and types of current faculty members (tenure/tenure-track, non-tenure-track, lecturers) who will contribute to the programs of the new unit.
* Will any current faculty members provide instruction on an overload basis in the first five years?
  + If yes, justify the use of overload and articulate a plan to resolve the use of overload as the proposed unit’s degree programs mature.
  + If no, document what current faculty members will stop doing to maintain their current workload (and how existing courses will be taught when current faculty divert effort to the programs of the new unit.).

**Administration**

**Drawing upon the information provided in Section 7, please describe the expected salary grades for each dean, associate dean, assistant dean, as well as the relevant directors that will comprise the administration of the new degree granting unit.**

**Staff**

Components of an Effective Response

* Will the proposed new school/college require the hiring of new staff members in the first five years?
  + If yes, provide the number of staff members to be hired and the associated salary grades for the proposed new school/college.
  + Provide a timeline for the anticipated start dates for all such staff hires.
* Will the proposed new school/college utilize current staff members to provide administrative support in the first five years?
  + If yes, provide the number of staff members, and the percentage of effort, who will provide administrative support in the first five years.
  + If applicable, articulate any necessary staff reclassifications to accommodate increased responsibilities.

**Physical Resources**

Components of an Effective Response

* Indicate whether the proposed new school/college will require new physical resources, including space or equipment, beyond that already available.

**Instructional Resources**

Components of an Effective Response

* Indicate whether the proposed new school/college will require additional library acquisitions, technology licenses, distance learning support, and/or other learning resources.

**Provide additional narrative relevant to the proposed unit not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.
* Fiscal impact on the CLU and university.
* If this unit will not be conducted entirely online, please describe the impact upon existing shared, on-campus resources (e.g., housing, transportation, parking, etc.)

**SECTION 9: ADDITIONAL CONSIDERATIONS**

**In a narrative format, address the following additional considerations, many of which are relevant to institutional accreditation with the Middle State Commission on Higher Education (MSCHE).**

**Proposed College/School Location**

Components of an Effective Response

* Indicate where the proposed unit will be located.
  + For offerings on a Rutgers campus, indicate Camden, Newark, or New Brunswick (Piscataway).
  + For offerings at a non-Rutgers location, indicate the name and complete address of the location.[[2]](#footnote-3)

**Transfer or Articulation Agreements**

Components of an Effective Response

* Indicate whether the proposed unit will develop a transfer or articulation agreement with another institution of higher education.

**Provide additional narrative relevant to the proposed unit not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 10: RESPONSES TO COMMENTS FROM CLUs**

**As noted in the “Introduction and Instructions” section, during the initial stages of the development of the new unit proposal, chancellors/provosts must complete a Notice of Intent (NOI). Upon submission, the NOI initiated a 30-day comment period during which EVPAA and chancellors’ offices may submit comments/feedback to the proposing CLU.**

Components of an Effective Response

* In this section, proposing CLU must individually address any comments received during the comment period.

**SECTION 11: EXTERNAL REVIEW CONSULTING TEAM (ERCT) REPORT**

**The External Review Consulting Team selection criteria and report format may be found on the** [**Academic Program and Organizational Approvals webpage**](https://academicaffairs.rutgers.edu/Academic-Program-Organizational-Approvals)**.**

***Awaiting the development of the External Review Consulting Team selection criteria and report format.***

**SECTION 12: RESPONSE TO EXTERNAL REVIEW CONSULTING TEAM REPORT**

**Proposing units must adequately respond to any comments or recommendations made in the External Review Consulting Team Report. Proposing units should not modify the original school/college proposal based on such comments or recommendations. Rather, any modifications to the proposed school/college proposal resulting from the External Review Consulting Team Report, if applicable, should be incorporated into this section.**

**Appendix B: Financial Resources**

**Please attach a completed budget template (Appendix B (Financial Resources)) which documents the unit’s projected revenues and expenses for the first five years of the proposed unit, including any start-up costs required. A Microsoft Excel version of the budget template may be found on the** [**Academic Program and Organizational Approvals webpage**](https://academicaffairs.rutgers.edu/Academic-Program-Organizational-Approvals)**.**

1. We are all committed to high quality online programs, and we have expertise in the Office of Teaching and Learning with Technology (TLT) who can assist you in meeting that goal. Units are encouraged to reach out to TLT for consultation and guidance at TLT@docs.rutgers.edu. [↑](#footnote-ref-2)
2. Offerings at a non-Rutgers location must comply with the substantive change requirements of the Middle States Commission on Higher Education (MSCHE). [↑](#footnote-ref-3)