

Case Western Reserve University  
College of Arts and Sciences

**Guidelines for College Consideration of  
Proposed New Graduate Programs  
November 17, 2009**

In order to guide their informed evaluation of proposals for new graduate programs, the Budget Subcommittee and the CSPSC have compiled a set of questions to help assess the potential benefits and risks of the proposal for the department and the college. This includes financial issues, attractiveness to students, effect on research and creative activity and reputation, and congruence with the college's current strategic plan.

Curricular aspects of the proposed program will be reviewed by the Committee on Educational Programs in a separate set of questions (see the Action Form for Major/Minors/Programs/Sequences on the Registrar's website).

**In its program proposal narrative, the department should address the following questions:**

*(Note: Not all of the questions may be applicable. Departments should adapt these questions to the specific circumstances of the proposed new program.)*

1. How is the proposed program important to the department?
  - a. Discuss the relationship between the proposed new graduate program and the current undergraduate program, including its impact with respect to allocation of resources.
  - b. Discuss the relationship between the proposed graduate program and existing graduate programs in the department, including its impact with respect to allocation of resources.
2. What is the perceived need or market for the program? Please provide supporting documentation.
3. What are the projected costs necessary to mount the program? More specifically, what are the projected needed near- and long-term resources and estimated costs for:
  - a. faculty?
  - b. staff ?
  - c. graduate student support?
  - d. space (offices, research or instructional labs and/or equipment, if applicable) required for faculty or graduate students to carry out the program?
  - e. impact on university resources, such as increased library needs?
4. What is the projected income associated with the new program? Identify likely sources and assess the near- and long-term likelihood of raising funds to support the program in such categories as external and internal grants, philanthropy and other non-grant external funding, and tuition.

5. What are the national and international competitive programs and their resources?
6. How does the proposed program
  - a. move the college's strategic plan forward in regard to the goals for graduate education? (See Appendix, page 3.)
  - b. strengthen the discipline through scholarship?
  - c. foster collaboration across disciplines?
  - d. increase attractiveness of the department and the college (to faculty, undergraduate students, graduate students, potential donors)?
7. How does the proposed program relate to the university's strategic plan? Might the program:
  - a. involve alliance areas?
  - b. involve internationalization?
  - c. involve other units?
  - d. increase the university's impact by advancing our academic programs?
  - e. increase the diversity on our campus?
  - f. strengthen institutional resources?
  - g. foster collaborations/partnerships with other institutions?
8. How will the program contribute to CWRU's reputation regionally, nationally, and internationally?
9. To what extent does the new program reflect a change of departmental priorities and subsequent reallocation of resources?

## Appendix

The following text is extracted from the College of Arts and Science Strategic Plan:

Action steps for enhancing graduate education and experience:

- 1) Raise endowments to support students and, thereby, departments. In doing so, we will aim to make funding more predictable, consistent and timely, with support guaranteed for at least the minimum time to degree or to dissertation stage. Stipends and support for other fees, such as technology and health insurance, should be comparable to the support offered by peer institutions. These levels will be set after appropriate study, and as funding becomes available.
- 2) Administrative structures for graduate education, including the role of the separate graduate school and the use of an inflexible credit hour system, should be reconsidered. At a minimum, rules about time limits should be made appropriate to individual departments as opposed to the current one-size-fits-all limit of five years for 701 (dissertation) registration.
- 3) Reach out to institutions with substantial proportions of underrepresented minority students, to encourage them to present research in college forums and to pursue graduate education at CWRU.
- 4) Practices for overseeing grant money of CWRU researchers (such as “tuition remission in lieu of wages”) should be reexamined to ensure that they do not discourage employing graduate students, and so deprive them of valuable training.

Measurable Outcomes:

- 1) An increase in the funded portion of the undergraduate discount rate.
- 2) Increased graduate tuition and stipend support, bringing levels closer to levels at peer institutions.
- 3) An increase in the number of undergraduate applications that express interest in specific departments within the college (as compared to, say, “pre-med,” or engineering).
- 4) Increased quality of undergraduates enrolled, measured, e.g., by standardized test scores.
- 5) Increased numbers and shares of undergraduate and graduate students who are women or underrepresented minorities.
- 6) Increased student satisfaction, as measured by surveys and, eventually, by alumni giving.
- 7) Increase in the quality and quantity of the applicant pool for graduate programs, as measured by undergraduate institutions, prior accomplishments, test scores, etc.
- 8) Increased retention rates in both undergraduate and graduate programs.
- 9) Greater success, compared to peer institutions, in placing graduate students in academic and professional positions when they have finished training.