

Academic Planning Procedure

At a proactively and responsively engaged university like CCSU, academic planning is a continuous, ongoing process taking place at all levels of the academic program, from department-based curricular and pedagogical decisions to the development of university-wide programs and requirements, to the creation of new degree programs. This document proposes a transparent procedure by which a dynamic academic plan can be created, updated, revised, and implemented.

I. Types of and Processes for Academic Planning

Beyond the type of academic planning regularly and properly done within academic departments and programs (like the determination of course content in response to disciplinary change or the implementation of discipline-appropriate pedagogical practices), academic planning proposals fall generally into three broad categories:

1. Proposals that fall entirely under the jurisdiction of the Faculty Senate, its committees, and its procedures and that are within the administrative and financial means of the proposing departments to accomplish with no additional resources or minimal additional resources (as for advertising or minor material purchases) that can be provided within the budgets of the undergraduate deans or Academic Affairs. Such proposals are best managed through the established authority of the Senate's curricular or academic policy procedures, in concert with the appropriate deans and/or Academic Affairs administrators. The operative assumption is that faculty are best suited to make this sort of planning decision and that well-developed faculty governance processes are most appropriate due to their inclusiveness and relative nimbleness.
2. Proposals that require administrative approval beyond faculty governance procedures—for example, proposals for new programs that require approval by the university's Integrated Planning Council and the Board of Regents—but no or very few additional resources. Such proposals will be evaluated for academic soundness through existing Faculty Senate procedures, and vetted through the Integrated Planning Council's procedures to confirm that no personnel, IT, or facilities resources are required or that any required resources are available or can easily be made available. Once these evaluations are successfully completed—and BoR approval attained, if necessary—such programs shall be implemented, based on the presumption that departments and faculty governance bodies know best which programs will enhance the university's academic program.
3. Proposals that require significant additional resources in the form of new faculty lines, new facilities, or significant new IT, lab, or other material resources. Because it is unlikely that the university will have the resources to support all such proposals, in addition to going through the evaluative processes described above these proposals will have to be prioritized. Because full proposals will not all be available at the same time and such weighty decisions cannot be made on a “first come, first served” basis, prioritization must take the form not of a single ranked list but of an ongoing process that

establishes the merits of a proposal with an eye to the larger academic program and financial situation. This will be done by the Integrated Planning Council with significant input from the faculty via the University Planning and Budget Committee and the Faculty Senate, and from Academic Affairs via the Provost who will consult with the deans and other relevant individuals and offices. The IPC will evaluate a proposal's demonstrable, assessable (not merely asserted) contribution to one or more of the university's strategic objectives. The IPC will also consider detailed data provided by the proposers concerning anticipated costs and revenues associated with the proposal, though with an awareness that net cost cannot be the sole or even the chief driver of academic planning decisions.

II. Actionable items for Academic Planning procedure.

In order that the Academic Plan shall become a living process that is continually updated to be a transparent, and useful, and one that operates under the established procedures of the Senate and the appropriate Committees of the Faculty, the following actions shall be implemented:

1. **The University Curriculum Committee is charged with providing a regular update of new programs and curricular plans to the Faculty Senate.** As per the University Curriculum Committee bylaws, the Curriculum Committee is charged "To review and recommend to the Faculty Senate policies concerning University curricula including the structure of all majors, minors and concentrations of all graduate and undergraduate programs, both departmental and interdepartmental; and on all modifications, additions, utilizations, and deletions of all courses, programs or requirements within the curricula." and "To make a continuous study of the University curricula as they relate to programs authorized by the Board of Trustees for the Connecticut State University." **At a minimum of once per semester, the Curriculum report to the Faculty Ssenate shall contain an updated list of departmental and interdepartmental plans for new programs anticipated for the next 1-5 year period.**
2. **The Faculty Senate shall charge the University Planning and Budget Committee with reviewing the list from the Curriculum Committee to identify proposals that are likely to require significant additional resources in the form of new faculty lines, new facilities, or other material resources.** The University Planning and Budget Committee will prioritize proposals based on the guidelines outlined in Section I.3, with a specific eye towards those proposals that advance the university's strategic objectives. The University Planning and Budget Committee shall forward high priority programs that require additional resources to the Integrated Planning Council for further review.
3. **The Integrated Planning Council will establish the merits of proposals submitted to it by either the University Planning and Budget Committee or directly by the Faculty Senate** with an eye to the larger academic program and financial situation to evaluate a proposal's demonstrable, assessable (not merely asserted) contribution to one or more of the university's strategic objectives, with consideration given to anticipated costs and revenues associated with the proposal.

4. **The Faculty Senate**, with decision-making authority in areas of curriculum and advisory capacity in planning and budget, **shall also accept proposals to the Academic Plan, especially those that have broad-based academic requirements that have no single disciplinary or departmental home (or established interdisciplinary faculty group offering or proposing and interdisciplinary program – IDP) and thus no obvious constituency to propose and promote needed development.** The Faculty Senate shall consider each proposal separately, and for those that are determined to be of sound merit after debate, the Faculty Senate shall determine the best course of action to further develop the proposal, to include assigning an appropriate Committee of the Senate or Committee of the Faculty, or establishing an ad hoc committee, or sending it directly to the Integrated Planning Council for review.
5. **The Faculty Senate shall maintain on its web page a listing of all items on the Academic Plan that is accessible by the entire university community,** and at a minimum shall update the members of the Faculty Senate twice per academic year on the status of each item on the plan, near the beginning and near the end of the academic year.

