

12/19/07

CPB review of professional school proposals
Guidelines/Principles/Criteria

What is the nature and goal of the review process?

The process is designed to recognize the variability in the development of the proposals, their unevenness in funding and administrative support as well as stage of development. CPB will assess each proposal individually rather than comparatively and competitively. Our aim is the phasing rather than elimination of the proposals.

Our winter quarter review process will include the following stages. For each proposal, we will first determine overall viability and an overview of next steps, based on a consistent set of criteria (see below). After CPB's initial assessment, a committee member will be assigned to each proposal, who will meet with the designated leader/contact (faculty or administrative) of that group and with VPAA Galloway, in order to outline a timeline for next steps and the resources needed to support them. At this point, if not earlier, we will bring in comparative data from similar programs and/or schools in the UC system and elsewhere to inform our decision making. Responsibility for at least some comparative data lies with the proposers (see Niche, below). CPB will schedule formal consultations with the proposal groups as needed, and finally will make recommendations on what resources are needed to continue to the next stage.

What criteria will be used?

We assume that every proposal has a solid academic--intellectual, pedagogical, professional--rationale. We expect this to be substantiated in the proposal. Beyond that, we have identified specific elements that in some combination are essential for a proposal to be successful.

Viability

- Niche in field(s)/discipline(s)

Student demand and market for graduates, locally, UC-wide, and nationally.

Examples or models of comparable programs/schools would be helpful.

- Existing momentum

Critical mass of faculty on campus (names)

- Pathways (e.g., programs, graduate groups, and/or research centers as steps toward schools)

Given proposal specifics, what are the relative advantages and disadvantages of the different methods of incubation? Advantages of the structure of a full-fledged professional school in relation to these other routes?

- Timeline
- Risk and cost

There are paths toward some schools and new degrees that are very low risk and require limited new investment--and the investments are largely in line with our academic plans in departments. For other schools the equation may be very different: high cost = high risk. In addition to these kinds of risk assessment, there may also be uncertainties that need to be factored in (what isn't known or is difficult to know).

- Potential for initial external fundraising
- Basic steady-state financial viability, based on enrollment growth, professional school fees, continued external fundraising,
- Leadership
- Location (How take advantage of UCSC's regional scope?)

How does your proposal address the particular location of UCSC, in geographic, social, political and economic terms? What are the specific advantages of a UCSC location rather than elsewhere in the system? What are the advantages of location at the UCSC main campus and/or offsite (e.g., Silicon Valley, Monterey)?