

I. Consultation/Decision-Path Model for Policy Issues

The Consultation Decision-Path Model for Policy Issues follows the path presented in Figure 1 (page 5).

A. Initiation

1. Academic

- a. Internal operational issues are resolved within an academic department, college, or division according to the respective protocols.
- b. Major policy ideas and issues originating in an academic department and either having no budgetary implications or requiring only reallocation of resources within the Division of Academic Affairs flow from the department to the college to the Standing Council for Academic Planning (SCAP), with appropriate stakeholder consultation, and finally to the provost for approval.
- c. Major policy ideas and issues originating in an academic department and having budgetary implications requiring an infusion of new university resources flow from the department to the college to SCAP to the provost to the University Planning Team (UPT) and University Budget Committee (UBC), and finally to the president and his cabinet for approval. Depending on the issue, the president or the Board of Trustees gives final approval.

2. Non-Academic

- a. Internal operational issues are resolved within a department or division according to the respective protocols.
- b. Major policy ideas and issues originating in a non-academic department and either having no budgetary implications or requiring only reallocation of resources within the originating division flow through the normal divisional structure, to other stakeholders as appropriate, and finally to the divisional vice president for approval.
- c. Major policy ideas and issues originating in a non-academic department and having budgetary implications requiring an infusion of new university resources flow from the department to the appropriate vice president to UPT and UBC, to the provost, and finally to the president and his cabinet for approval. Depending on the issue, the president or the board gives final approval.

3. Task Force

- a. Ideas originating in either an academic or non-academic special task force and requiring no infusion of new university resources nor reallocation of resources flow through the appropriate divisional structure to UPT, to the appropriate vice president, then to the president and his cabinet for approval. Depending on the

issue, the president or the board gives final approval. It is expected that ample consultation with appropriate parties will take place on interdivisional issues.

- b. Ideas originating in either an academic or non-academic special task force and requiring new university resources or reallocation of resources flow through the appropriate divisional structure to UPT and UBC, to the appropriate vice president, then to the president and his cabinet for approval. Depending on the issue, the president or the board gives final approval. It is expected that ample consultation with appropriate parties will take place on interdivisional issues.

4. UPT and UBC

If an idea originates in either UBC or UPT, it should loop back to the appropriate division (e.g., units directly affected by the proposal) and follow one of the paths outlined above.

B. Impact on *Faculty Handbook* Provisions

Policy ideas and issues originating either in an academic or non-academic department, committee, or task force that would affect provisions in the *Faculty Handbook* must flow through the appropriate committee and divisional structure, to the University Faculty Handbook Revision Committee, and the University Senate. Depending on the issue, the president or the board gives final approval. It is expected that ample consultation with appropriate parties will take place on interdivisional issues.

C. Consultation

All new and revised policies, procedures, and program proposals must be promulgated to the entire university community for comment prior to implementation.

D. Formative and Summative Evaluation

All new and revised policies, procedures, and programs must be evaluated. Evaluations should determine whether outcomes are achieved and should provide evidence of improvement.

E. Comprehensive Assessment Plan

Assessment supports the initiation and consultation stages of the Consultation/Decision-Path Model for Policy Issues. The assessment plan also supports the evaluation of all new and revised policies, procedures, and programs. Ongoing assessment of all educational programs and administrative and educational support services is an essential component of the evaluation, planning, and resource-allocation cycle and a basis for change and improvement.

F. Major Planning Committees

1. University Planning Team

The University Planning Team (UPT) is the primary planning unit at the university level. It is responsible to the president for university planning and for recommending the annual objectives of the university. In addition, it assures that effective planning takes place at all levels of the university. [*Faculty Handbook* 16-13]

2. University Budget Committee

The University Budget Committee (UBC) has the responsibility to prepare the annual budget and to recommend the budget to the president. This committee also has responsibilities for making recommendations regarding financial policy and for allocating resources in line with priorities enunciated by the Board of Trustees, the president, the provost, the Standing Council for Academic Planning, and the University Planning Team. [*Faculty Handbook* 16-8]

3. Standing Council for Academic Planning

The Standing Council for Academic Planning (SCAP) is responsible for academic planning for the university. SCAP planning duties include coordinating its efforts with all other university planning groups engaged in academic planning and evaluating proposals to establish or discontinue academic programs. [*Faculty Handbook* 16-6]

Consultation/Decision-Path Model For Policy Issues

