TO: College Deans

FROM: Jerry Intemann, Provost

RE: Guidelines and Timeline for Management Initiated Program Moratorium/Elimination

DATE: August 29, 2011

We have long recognized the need to reinvest in academic programs of high value. Regrettably, during a time of diminishing state support, this can only be achieved through reallocation and the elimination of some academic programs that are no longer of high priority to IUP. As we move forward with the implementation of the Academic Workforce Plan, which will include eliminating or placing some programs in moratorium, it will be imperative to follow a process that is consistent with both Board of Governors and PASSHE policies.

In 1993 PASSHE issued the directive Academic Program Moratorium and Elimination that references Board of Governors policies 1985-01 and 1985-01-A and specifically indicates that the criteria for moratorium are the same as for new program approval – specifically:

- Appropriateness to Mission
- Need
- Academic Integrity
- Coordination with other Programs
- Periodic Assessment
- Resource Sufficiency
- Impact on Educational Opportunity

The procedures in this directive specifically state in section C: "A program may be placed in moratorium by the university president, following the institution's usual methods of consultation with the faculty and the trustees, and with consent of the chancellor, for a defined period of up to three years." Therefore, it will be important for us to receive input and recommendations from all the key constituents, including departmental faculty and appropriate curriculum bodies.

<u>Consultative Process with the Faculty</u>

The process and timeline whereby feedback and consultation with the faculty will occur prior to any decision on program elimination/moratorium will be initiated by the appropriate dean with the department housing the program in question. The process will follow these steps:

1. By September 2, 2011: Dean consults with program faculty, department chair, and the department curriculum committee to confirm that the program is under consideration by management for moratorium and elimination. In response to a formal proposal to place the program in moratorium, the Dean invites the departmental curriculum committee to prepare for the Dean written comments and/or a report, which will be forwarded in turn to their college curriculum committee by September 23, 2011.

[[[Materials developed within each college will conform to the appropriate formats and standards for documentation currently in use by that college.]]]

2. September 23, 2011: College Curriculum Committee receives and reviews department response and submits its report to the College Dean by October 14, 2011.

3. Mid-October—Early November: Deans will prepare a summary recommendation for each program and will forward all materials (from the department, college, and Dean) to the Provost and to the Council of Deans, who will collectively review, discuss, and prepare final compiled sets of materials for the university-wide committees.

4. November: The University-wide Undergraduate Curriculum Committee or the Graduate Studies Committee receives and reviews recommendations from the department, college, and Dean, and forwards those recommendations to the University Senate for discussion and consultation, possibly as early as the December Senate meeting.

I recognize that this is a very ambitious schedule given the large number of programs that are potentially slated for moratorium/elimination. The challenge here is to strike a balance between allowing sufficient time for meaningful consultation and completing the process in a timely way for students in a given program to be notified of the final decision by the president. Final consultation with the faculty at the Senate level may not be achievable by the end of the fall 2011 semester for all programs in question. Therefore, it is quite possible that the faculty consultative process could extend into the spring 2012 semester.

The extent to which the implementation of the Academic Workforce Plan will be successful depends on the willingness of the faculty to make difficult choices and to embrace the idea of the need for IUP to set its academic priorities and to reallocate resources within Academic Affairs to programs of high value. We need to understand collectively that supporting the status quo is no longer a viable option and would only lead at best to academic mediocrity and at worst to a steady decline in the quality of all of our academic programs. Your help in conveying and supporting this message to your faculty will be much appreciated.