

Paths to Program Closure

There are a variety of paths for proposals to be initiated which may result in programs being closed. Paths can start either internal or external to the department/college/school.

Program Closure initiated by faculty within the department/college/school

UAAC and GAAC

Proposals for program closure under GAAC and UAAC follow the same procedural steps. Steps include:

- Faculty members or department members develop an initial proposal and discuss with program faculty (this consideration may be requested by the Dean).
- Within the established college/school structure and processes for curricular decision making, program closure is deliberated within a faculty body and a decision about closure is reached.
 - Rationale discussed
 - Teach out paths identified
 - Other logistics and stakeholder impact outlined
- Dean's approval of proposed closure
- Communication to GAAC or UAAC via program closure submission in the CIM system
- Discussion and vote on proposal at GAAC or UAAC
- Proposal received and voted on by CADD and approved by Provost.
- The Academic and Medical Affairs Committee of the Board of Trustees approves the elimination of undergraduate/graduate majors, significant revised undergraduate/graduate majors and undergraduate/graduate program closures
- Teach-out plan(s) go into effect based on program closure timeline

Program Closure initiated under Academic Reorganization

- Per section III.I.11 of the *Faculty Manual* academic reorganization is defined as the structural realignment of degree programs, Departments, Schools, Colleges, or Libraries based upon educational consideration, rather than financial exigency, which does not result in the termination of full-time faculty.
- Academic reorganization may be initiated by the academic unit(s) affected or by the Provost.
- The party initiating the reorganization will consult with the affected faculty and will notify the FSEC.

- The primary role of the FSEC is to oversee the adequacy of the consultative process.
- The FSEC can offer alternatives and/or assist affected faculty to offer alternatives to the proposed reorganization.
- Reorganization can be contained within one unit and/or impact multiple programs/departments/units.
- The Board of Trustees may be consulted as necessary.
- Teach-out plan(s) go into effect.

Program Closure initiated under Academic Reallocation

- Per section III.I.12 of the *Faculty Manual*, academic reallocation is defined as the discontinuance of a program, Department, School, College, or Library based upon consideration other than financial exigency.
- Termination of appointment with continuous tenure, or of a probationary or non tenure-track appointment before the end of the specified term may occur under extraordinary circumstances because of the need for academic reallocation.
- Academic reallocation may be initiated by an academic unit (i.e., dean or comparable administrator), the President of the University, or the Provost.
- If initiated by the Provost or President, the FSEC is consulted and given the reasons for the proposed reallocation and the evidence supporting it and the same is presented to the affected faculty members.
 - This year the FSEC created the process that the Faculty Senate President + 1 member of the FSEC, the President of the appropriate Faculty Assembly/Council + one other member named by the Faculty Assembly/Council would serve as confidential sounding boards for those impacted faculty.
 - This designated group worked with those wishing to propose alternatives to the program closure on their written and oral presentations to both the Provost and then to the Board of Trustee Committee.
- The Board of Trustees ultimately determines the need for academic reallocation.
- Section III.I.14 of the *Faculty Manual* is initiated as necessary
- Teach-out plan(s) go into effect.

NOTE: According to the *Faculty Manual*, the discontinuance of a program which does not result in the termination of a full-time faculty member does not constitute academic reallocation, nor does the discontinuance of a recently approved program which, after a predetermined period of time, fails to meet enrollment or fiscal goals established at the

time of the program's approval, even if the program's discontinuance results in the nonrenewal of a full-time faculty member.

Where does VSR fit into the process

Review of the [viability and sustainability](#) of our portfolio of academic programs must be a component of ongoing academic planning and oversight – not a reaction to episodic financial challenges. This policy was developed in response to a request by the Academic and Medical Affairs Committee of SLU's Board of Trustees to incorporate regular, ongoing reviews into our processes, ensuring they are institutionalized and integrated into our cyclical work.

The VSR process helps us gather and review data by which proposals may be made under the above paths to program closure.