

## Resolution to Faculty Senate 3/30/11

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### Part I.

1. Whereas "...The Senate shall represent the General Faculty as their principal voice to advise the Chancellor and the Provost on the conduct of the University's affairs... It shall serve as a collegial forum for the airing of faculty concerns and suggestions about academic aspects of the University... (The Faculty Constitution of Western Carolina University, ARTICLE II, Section 2), and
2. Whereas, an individual Faculty member may initiate proposals concerning policy matters ... that may concern ... a call for the correction of actions contrary to an existing policy, or a call for interpretation of policy. (WCU Faculty Handbook, Section 3.01), and
3. Whereas, the responsibility for curriculum development and revision rests with the faculty. Primary responsibility resides in the department and college in which the curriculum is housed and delivered (WCU Faculty Handbook, Section 14), and
4. Whereas, the mission of the College of Education and Allied Professions states that...The guiding principles...include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions (emphasis added), and
5. Whereas, there appears to be an absence of University policy on or process for decisions about college, department and program reorganization, and
6. Whereas college, department and program reorganization should take place only after careful, systematic and thoughtful deliberation including authentic faculty participation, and
7. Whereas, on February 11, 2011, a meeting of the College of Education and Allied Professions (CEAP) that was called for the purpose of "Program Prioritization Update" turned out instead to be a presentation by the dean of his plan to reorganize the College, effective July 1, 2011
8. Whereas, the plan unveiled by the dean at said meeting, was created without any faculty discussion or participation in a reorganization process, and it included explicit details such as: the number of departments was reduced from five to two; one new school was created; two departments were eliminated; two department heads and one head of the new school were identified; and programs were moved, and
9. Whereas, the department heads through Leadership Council, and the Task Force on Program Prioritization gave the dean some input in strict confidentiality, neither group can be construed as "Faculty Participation" as they were both appointed by the dean, not elected by the faculty, and functioned without soliciting input from or reporting to the faculty about their deliberations, and
10. Whereas, College reorganization was not on the CEAP faculty agenda for the 2010-2011 year and there was no opportunity for individual or representative faculty participation in CEAP reorganization prior to the dean's unveiling of his plan, and
11. Whereas feedback from the faculty and staff after the dean unveiled his plan was ignored, in contradiction to the spirit of the University as a collegial institution, and

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12. Whereas the Final College Reorganization plan emailed to faculty on March 4, 2011 (see attachment A, Final College Reorganization) will result in serious disruptions and problems for students to earn their degrees, for faculty to provide the curriculum, for staff to maintain program procedures; may harm the long-term viability and reputation of the programs; and ultimately harm the University's reputation in the region and state, and
13. Whereas, the CEAP plan was approved up the chain prior to the conclusion of the related Faculty Senate investigation about the non-reappointment of third through fifth year faculty due to institutional needs and resources,

### **Part II.** Be it resolved that:

1. An ad hoc committee of the Faculty Senate should be created to study University reorganization issues and develop a clear, coherent and effective University policy and process to protect the integrity of academic programs and departments, provide optimal educational processes for students, and provide for authentic faculty participation and voice, and
2. A Task Force should be created, composed of a balanced, elected representation from all of the departments in CEAP to study the current structure, its strengths and weaknesses, its costs and benefits, and to consider alternative organizational patterns during the 2011-2012 academic year, and
3. The ad hoc committee of the Faculty Senate and the CEAP Task Force should communicate about the process and findings, and
4. The reorganization plan for the College of Education and Allied Professions should be tabled while under study for the next year.