

Not for inclusion in the Handbook, but as a separate document that provides guidance for proposals.

This provides guidance for preparing unit reorganization proposals. Complete all items pertinent to your specific reorganization and include any additional relevant information not addressed in this framework. The final proposal must be submitted as a single, comprehensive document with a detailed Table of Contents and the required appendices, which contain supporting documentation and data.

Guidelines for Proposals

The following is a list of questions that may be applicable to your proposal. Address those items that are pertinent in the text of your proposal.

- 1) What is the impetus for the proposed change?
- 2) Will the proposed change involve multiple schools or colleges?
- 3) What are the benefits and weaknesses of the proposed unit change with specific emphasis on the academic merits for the proposed change?
- 4) Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.
- 5) How does the change fit with department, college, and/or university objectives and priorities?
- 6) How does this change better position the proposers relative to state and national peers, as well as university peer and aspirational institutions? How does the change help K-State meet the goals of its strategic plan?
- 7) Who are the key personnel associated with the proposed change?
 - a. Provide qualifications of these personnel in a brief form. A complete curriculum vitae is not required for each person, although pertinent information in a tabular format is helpful.
- 8) Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.
- 9) Discuss any related changes to the departmental document(s). What is the anticipated timeline for the changes?
- 10) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Describe the level of faculty input in the policy-making process.

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Note: to be consistent with our Principles of Community, faculty and staff shall be included in the process of developing proposals for change. Evidence that faculty and staff concerns have been dismissed or ignored will be investigated. If it is found that faculty and staff were excluded from the process of developing the proposal, the shortcomings will be mitigated by the Faculty Senate through shared governance.

- 11) Discuss any implications of the proposal for accreditation by HLC and/or other accrediting bodies or organizations.
- 12) What is the timeline for key events in the proposed change? Student enrollments, graduates, program changes, course closures, new faculty and staff hires, etc.
- 13) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.
- 14) Include evidence that adequate financial resources exist for the proposed change to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.
 - a. A clear record of how resources (human, capital, physical, public relations, cultural, etc.) have been used and a plan for how they will be sustained during and after the change process.
- 15) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process.
 - a. It is recommended that faculty votes be by secret ballot.
 - b. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted, along with the breakdown of the vote into numbers for, against, and abstaining.
 - c. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.
- 16) The proposal should provide evidence of academic merit and support from key parties (e.g., advisory boards, alumni boards).
 - a. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators.
 - i. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

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- b. Letters of support from outside the University may help all participants understand why this change helps people beyond the University.

17) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

* Note that new programs and courses will need to be vetted through appropriate channels outside of the organizational change process.

Other Considerations

- It is strongly recommended that reorganizing units work alongside an unbiased facilitator with the goal of developing a workplace culture that is built upon understanding of values and practices, establishing strong working relationships, enhancing communication, preemptively identifying and working through challenges, and building a strong foundation for success.

A. The role of the proposers/organizers includes the following activities:

1. Having regular conversations with impacted faculty and staff. Impacted is defined by the faculty and staff who are appointed in the subunit or program being proposed to move and the supervisor(s) to whom they report. In addition, affected faculty and staff might include faculty and staff in the department or subunit as the personnel and students being proposed to move, but who will not move.
2. Ensuring stakeholders are brought into the conversation and planning.
3. Collecting and providing information to CCOP as defined in D.5. This shall include a clear plan of action that involves the impacted faculty and staff and additional stakeholders.
4. Connecting with the Office of the Provost to clarify the steps that might need to be taken with HLC, KBOR, and any other accrediting agencies.
5. Ensuring the proposal is continuing through the appropriate steps that are defined in Section D.

B. The role of CCOPs and/or EXCOP includes the following activities:

1. Providing access to the decision-making documents as stated in Appendix N and processes for all stakeholder groups.
2. Implementing a timely communications plan that presents accurate information respectfully, acknowledges the perspectives of all parties involved, and effectively manages the messaging both internally and externally to all constituencies. Constituencies shall include at least faculty, staff, students, prospective/admitted

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students, alumni, advisory board members, and others as may be determined appropriate. CCOPs and/or EXCOP will work with all stakeholder groups to develop the communications and verify that the statement is both accurate and sends a positive message. When the reorganization involves two or more colleges, all CCOPs will cooperate in developing and implementing the communications plan, balancing the needs of all parties concerned.

3. Convening and moderating meetings between administrators and stakeholder groups.
4. Documenting, and organizing into a report, the information used by and provided by the administrators and the stakeholders.
5. Crafting a statement of support or dissent with sufficient rationale, to be submitted to the Office of the Provost to accompany the request for reorganization.
6. Making the documentation in item 4 above available to all stakeholder groups in a timely manner.
7. Verifying the accuracy and completeness of documentation provided by any participant or stakeholder group.
8. Adjudicating disputes between parties involved in the decision-making processes as defined in C. 1-11.

C. The role of FSCOUP includes the following activities:

1. Observing the execution of the processes to verify all parties have complied with Appendix N and that the CCOP and/or EXCOP is unbiased in execution of the responsibilities and activities outlined above.
2. Assisting and advising stakeholders, administrators, and CCOPs and/or EXCOP as they navigate the processes of planning and executing reorganization of units.
3. Adjudicating appeals that arise in the processes of reorganization of units.

D. Process for proposing a reorganization of units:

1. The organizers shall have a conversation with the head of the unit. The first step is when an administrator informs their supervisor of a decision to propose a reorganization.
2. After the supervisor is informed, the administrator asks the Chair of the unit's CCOP and/or EXCOP to call a meeting with the CCOP and/or EXCOP and the faculty and staff impacted by the proposed reorganization. Impacted faculty and staff are the faculty and staff who are appointed in the subunit or program being proposed to move and the supervisor(s) to whom they report. Additionally, affected faculty and staff may include those in the same department or subunit as the personnel and students being proposed for relocation. The administrator invites the FSCOUP Chair, or their designated representative, to attend this initial CCOP and/or EXCOP meeting.

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3. At the first CCOP and/or EXCOP & Impacted/Affected Faculty and Staff Meeting the following must occur:
 - a. The administrator proposing a reorganization provides a written outline of the nature of, and reasons for, the proposed reorganization.
 - b. The administrator may recommend a timeline for consideration by the CCOP and/or EXCOP to use in managing the process of discovery and decision making.
 - c. The administrator may propose a communication plan for consideration by the CCOP and/or EXCOP.
 - d. The CCOP and/or EXCOP will ask questions, allow all participants to ask questions, and make a record of the discussion and if decisions are made, document the decisions.
 - e. A next meeting for discovery and discussion will be scheduled before adjournment if possible. If necessary, scheduling the next meeting may be delayed to ascertain additional stakeholder participation. At the second CCOP and/or EXCOP meeting, the Chair(s) of the “receiving” CCOP(s) and/or EXCOP will be requested to attend. CCOP and/or EXCOP shall schedule a second meeting within 10 working days of the first meeting.
4. Implement the stakeholder-approved communication plan within 24 hours of the first CCOP and/or EXCOP meeting described in C.3. above.
5. CCOP and/or EXCOP will request, collect, and assemble for distribution, information from the proposer(s) and all stakeholders to include at least the following scope of content:
 - a. A brief proposal from the proposers as to why the reorganization is being requested.
 - b. Financial information about expenditures within the previous 5 fiscal years that supported the subunit proposed to be reorganized. A longer lookback period may be requested by CCOP and/or EXCOP, or provided at their discretion by the appropriate administrators. At a minimum this includes University/College budgeted funds and the following other sources of funding that have been used to support the subunit within the previous 5 fiscal years:
 - i. Fee funds of all types, including balances.
 - ii. Status of funding through grants & contracts, including overhead balances and start-up fund balances allocated to the subunit or personnel within the subunit.
 - iii. Balances of all KSU Foundation funds (for example: excellence, scholarship, professorships, etc.) designated for the subunit proposed to be moved, and other shared philanthropic funds that have been

used within the last 5 years to benefit the subunit proposed to be reorganized.

- c. Current contracts and FTE assignment/workload breakdowns (or position descriptions for open positions) for all faculty and staff in the subunit proposed to move.
- d. Numerical data for the past 5 academic years about enrolled students, admitted students, all course enrollments/SCH generation, etc.
- e. Courses taught by faculty of, and shared with other programs in, the department or college, of the subunit proposed to move.
- f. Teaching and research environments that are used by the subunit proposed to be moved. Identify which of these environments have custom furniture, fixtures, equipment, or utilities to support non-standard instructional and research functions.
- g. Events and activities that serve the students and faculty of the subunit proposed to move. These may serve a promotional or educational purpose. These may influence the essential differentiation of the program and its impact on the discipline.
- h. Electronic files, data and other information that should move with the program or subunit proposed to move.
- i. Physical objects, property, and records that should move with the program or subunit proposed to move.
- j. Letters or statements of dissent.

Independent review may be needed to verify the resources used and required to conduct teaching, research, recruiting, engagement, and service activities. Examples, which will vary by circumstance, include facilities with specific furnishings and equipment, travel expenses, actual annual faculty and staff compensation, and costs associated with program accreditations. In general, the patterns of use of resources available to, or on-hand for, the moving subunit must be considered. It may also be necessary to verify factual and complete data is being used regarding shared resources including personnel, student scholarships, philanthropic funds, and courses/programs that are shared with programs/others that are not proposed to move.

- 6. The second meeting of the CCOP and/or EXCOP & Impacted/Affected Faculty and Staff Meeting will include the Chair(s) of the receiving units' CCOP(s). The primary purpose of this meeting is to review and discuss the collected information described in 5.a.-g. above. The outcomes of this meeting are as follows:
 - a. Creation of a list of additional, or clarifying, information needed
 - b. Revision of the proposed statement of justification for reorganization
 - c. Schedule a meeting within 15 working days for attendees to include the CCOPs and/or EXCOP of all affected units, the administrators of all affected units, and all Impacted/Affected Faculty and Staff.

7. Final stage of meetings for CCOPs and/or EXCOP with the intention of finalizing a statement in support of or in opposition to subunit reorganization.
 - a. At this stage, the CCOPs and/or EXCOP may decide to meet separately, but each of these CCOP meetings will include the participation of the Impacted/Affected Faculty and Staff of the unit the CCOP and/or EXCOP represents. CCOPs and/or EXCOP may invite administrators (administrative personnel above Department Head, which is a faculty position) or not to attend these meetings and may limit the time the administrators are present.
 - b. At this stage, CCOPs and/or EXCOP may choose to meet together with all Impacted/Affected Faculty and Staff of the units they represent. They may invite administrators or not.
8. Upon completion of each CCOP's and/or EXCOP final report with a position either for or against subunit reorganization, stakeholder groups may prepare and submit reports of dissent or support.
9. Each CCOP's and/or EXCOP's final report with a position either for or against subunit reorganization with recommendations and all reports of dissent are forwarded to FSCOUP.
10. FSCOUP will hold a meeting and prepare a summary statement to accompany the CCOPs' final proposal(s) and all report(s) of dissent. The summary statement and all proposals and reports are submitted to the affected unit administrators, and the Provost.
11. Appeals of the final reorganization proposal shall be directed to the Chair of FSCOUP and heard at an FSCOUP meeting for the purpose of appeals within 20 working days of receipt of written appeal stating reasons of fact for reconsideration.