

Program Change Proposal:

Provided to Faculty in the following affected units:

- Rehabilitation Institute
- Department of Public Health and Recreation Professions¹
- School of Allied Health²

This program change proposal is provided in keeping with the provisions of Article 9 of the Collective Bargaining Agreement (CBA) between the Board of Trustees and the SIUC Faculty Association IEA/NEA. Specifically, this proposal addresses the requirements of Section 9.03 of the CBA.

Overview

A preliminary draft of a campus-wide reorganization plan that included multiple mergers of departments into schools was presented to the campus community by the Chancellor on October 19, 2017. Beginning roughly in mid-October, 2017, Faculty were provided the opportunity, via an online portal that remains open as of November 9, 2017, to participate in the development of merger proposals by providing feedback, input, alternate ideas, etc. in response to the preliminary draft proposal that had been presented. More than 550 responses were submitted through the portal or directly to the office of Provost or Chancellor, with many responses reflecting input from multiple individuals. Although it is not possible to report the exact number of Faculty who participated (many responses were anonymous), it was clear that a significant number of Faculty members provided input via the portal. Additionally, discussions of the draft proposal occurred at meetings of the Faculty Senate and Graduate Council, individual meetings with Chancellor and/or Associate Provosts were held with a number of Faculty members at their request, and several departments met with the Chancellor and Associate Provosts at the request of the department.

In response to the comments received through the portal, as well as comments, feedback, and alternate suggestions for reorganization that were communicated via email and through face-to-face meetings between October 19, 2017 and November 9, 2017, the draft proposal presented by the Chancellor on October 19, 2017 was substantially modified. The revised draft of the overall re-organization proposal will be presented to the campus community on **Friday, November 17**. The individual program change proposal provided here pursuant to Article 9 was prepared based on the revised draft reorganization proposal.

A. Description of Proposed Change:

¹ This proposal reflects a “reduction” in Department of Public Health and Recreation Professions by way of separating the Degree Programs in Recreation and moving the programs to the School of Health Services.

² This proposal reflects “reductions” in the School of Allied Health by way of separating the degree programs in Dental Hygiene, Radiologic Sciences, and Physical Therapist Assistant (AAS Degree) and moving the programs to the School of Health Services.

The proposal would create a School of Health Services by merging the Rehabilitation Institute with academic degree programs from the Department of Public Health and Recreation Professions and the School of Allied Health. **All degree programs associated with the Rehabilitation Institute, including undergraduate and graduate degree programs, concentrations and specializations associated with the degree programs, minor programs, and certificate programs will be transferred to the School of Health Services.** The names and academic requirements of the degree programs of the Programs from the Rehabilitation Institute will not change.

Additionally, this proposal includes a “reduction” in the School of Allied Health by way of removing the degree programs in Dental Hygiene, Radiologic Science and Physical Therapist Assistant (AAS Degree) and incorporating these degree programs into the School of Health Services. Finally, the proposal includes a “reduction” in the Department of Public Health and Recreation Professions by way of moving the undergraduate and graduate Degree Programs in Recreation to the School of Health Services.

Organizational Structure of School of Health Services:

The School will be led by an A/P Director who will report to and serve at the pleasure of the Dean of the College³, and who will be appointed following a search conducted in keeping with the University’s Hiring Policy and Procedures. The University Policy on Department Chair responsibilities presently applies to School Directors. In keeping with this policy, the School Director is the chief academic, administrative, and fiscal officer for the academic unit and serves at the pleasure of the Dean. The Director is responsible for overall management and leadership of the unit and is expected to contribute to the mission of the University.

Specific duties of the Director will include, but are not limited to⁴: planning, development, coordination, review, and administration of undergraduate and graduate instructional programs to advancing learning outcomes of students enrolled in the School’s academic programs, as well as students enrolled in service courses offered by the School’s faculty; ensuring faculty excellence through effective recruitment, retention, and evaluation of personnel; advancing and coordinating accreditation-related activities including program assessment; maintaining effective recruitment, retention, and degree completion rates of students enrolled in the School’s academic programs; providing educational leadership, fostering excellence, and creating a culture of increased research, scholarship, and creative activity among faculty; developing and recommending budgets to the Dean, as well as administering approved budgets and

³ See statement on College structure that is presented independently from the Program Change Proposal, at the end of this document.

⁴ Adapted from university policy on duties of Department Chairs, which apply to School Directors.

controlling expenditures within the unit; promoting alumni relations and representing the School and its constituent divisions and programs to various constituencies; conducting all business and activities in compliance with applicable law, policies of the SIU Board of Trustees, University Policies and Procedures, the College and School Operating Papers, and other guidance and directives of the Dean; and fostering an environment that advances Institutional goals regarding diversity and intolerance of discrimination.

Initially, an Interim Director for the School will be appointed following usual campus processes for appointing interim administrators. The term Interim Director appointment will be made via search waiver by the appropriate Dean, in consultation with faculty members who comprise the School, and with approval of the Provost and the Office of Affirmative Action. Faculty members will be afforded a clear opportunity to express their preference regarding possible candidates for the Interim Director Position.

The search for the permanent School Director would be internal or external, consistent with current practice for hiring of Department Chairs and School Directors. In keeping with university hiring procedures and policy, an approved position announcement will be created for the Director Position; a search committee will be approved through the Affirmative Action Office; applications will be solicited; applications will be reviewed by the search committee; approved interviews will be conducted; and, a hiring recommendation that is informed by faculty and search committee feedback will be made by the Dean, with final approval by Provost and Affirmative Action Office.

Each of the (former) academic units that comprise the School of Health Services will have the status of **Division** within the School. Each Division will be led by a faculty member who serves in the functional role of Division Coordinator. The duties of the Division Coordinator may vary based on the complexity and needs of the Division. Division Coordinator duties will reflect a service assignment in the faculty member's annual workload assignment. It is anticipated that this service assignment will correspond to a "release" from one-to-two 3-credit hour courses per year, depending on the Division's complexity (i.e., a 12.5% or 25% FTE service assignment). The service assignment will be determined by the School Director in consultation with the Division Coordinator and the Dean and in compliance with the collective bargaining agreement. Depending on the complexity of the Division's programs and needs, Division Coordinators may also receive summer appointments in support of the division and its programs. Service duties of the Division Coordinator may include, but may not be limited to: consulting with the School Director and/or support staff regarding course staffing needs; providing input to the School Director to inform the Director's assignment of workload to faculty; assisting with student concerns; coordinating accreditation-related activities if appropriate; assisting the School Director with program assessment.

B. Rationale

SIU's academic programs and structure have remained largely unchanged in a changing higher education marketplace. To revitalize our programs in order to attract students, we need to better align programs that relate to each other in order to create opportunities for greater collaboration among students and faculty. We should also add new programs in high demand areas, reinforce essential and strong programs, and end programs that are weaker and attracting fewer students⁵.

With respect to this specific proposal the Rehabilitation Institute will be merged with academic degree programs from the Department of Public Health and Recreation Professions and from the School of Allied Health. Specifically, the degree programs in Dental Hygiene, Radiologic Science and Physical Therapist Assistant (AAS Degree), presently housed in the School of Allied Health, will be incorporated into the School of Health Services. Additionally, the undergraduate and graduate degree programs in Recreation, presently housed in the Department of Public Health and Recreation Professions, will be incorporated into the School of Health Services.

Determinations regarding the structure of the proposed School were based on analysis of factors such as current degree and course offerings in each of the component academic units, descriptions in the catalog and in the public descriptions of academic programs by the component academic units (e.g., websites). In addition to reducing barriers to innovative programming, curricula and research and encouraging synergistic program development, this reorganization of administrative structure will contribute to more equitable distribution of service-related tasks across Faculty, freeing faculty from some of the service obligations that can be cumbersome in small academic departments. By spreading these responsibilities out in larger schools, individual faculty members will be able to increase their teaching and research capacity. Additionally, we anticipate that implementation of the overall reorganization plan will result in approximately \$2.3 million in permanent (projected) administrative cost savings. These savings, which will accrue from elimination of administrative positions (e.g., fewer dean positions, elimination of department chair positions) will allow us to invest in our people and programs⁶

C. Impact on Faculty Lines and Faculty Workload

This proposal has no effect on Faculty lines. There will be no eliminations of faculty positions under this proposal. Consistent with current practice in other Academic

⁵ Adapted from Vision 2025 FAQ

⁶ Adapted from 2017 State of the University Address (9/26/2017)

Schools at SIU Carbondale, Faculty workload will be assigned by the School Director, with consultation and input from Division Coordinators.

Faculty workload assignment is governed by the terms of the Collective Bargaining Agreement (CBA). Additionally, the CBA requires School Operating papers to include the “criteria to be applied when determining workload⁷”. In keeping with the provisions of the CBA, workload assignments will be made by the School Director, subject to approval by the dean. To summarize, all Faculty workload assignments will continue to be made in accordance with the procedures established and required by the collective bargaining agreement.

Overall, the return of department chairs to faculty status will increase the time available for faculty research and teaching capacity in each division. Additionally, the nature of the School structure is such that required committee assignments will be more efficiently managed than was possible in the former departments that will comprise the school. This should result in an overall decrease in service load requirements for Faculty. Finally, to the extent that the current administrative structure may contribute to curricular overlap and duplication (by way of highly similar courses being offered in multiple programs), we anticipate that as a result of the integration and synergy that is central to the reorganization plan there will be decreased pressure to staff required courses.

General Considerations for Tenured Faculty. Current examples of the approach proposed here for “locating” a Faculty member’s tenure home exist in the School of Allied Health, School of Art and Design, School of Architecture and School of Music. These schools house multiple academic degree programs, with faculty tenure residing in the school. The proposed reorganization will **not result in any loss of tenure** for any Faculty member in the affected academic units. Specific to this proposal, Faculty members who hold tenure in the Rehabilitation Institute will have their tenure transferred to the School of Health Services. Additionally, tenured faculty members whose principal affiliation is with the academic degree program in Dental Hygiene and Radiologic Science (with tenure in the School of Allied Health) will have their tenure transferred to the School of Health Services. Finally, tenured faculty members whose principal affiliation is with the academic degree programs in Recreation (with tenure in the Department of Public Health and Recreation Professions) will have their tenure transferred to the School of Health Services.

Promotion Considerations for Tenured Faculty. Under the terms of the current Collective Bargaining Agreement, the promotion guidelines and procedures included in

⁷ Section 5.02, CBA.

the operating papers in force at the time of the tenured faculty member's most recent promotion will apply to a promotion review case that occurs after the proposed merger and establishment of the School of Health Services. Note, however, that the tenured faculty member may elect to apply the promotion guidelines and procedures of the operating papers of his or her new school to the promotion / tenure review case. Similarly, the promotion standards and procedures articulated in the 2016 SIUC Employees Handbook apply to promotion review. Under the provisions of the current Collective Bargaining Agreement, to the extent that the Promotion Policies and Procedures set forth in the 2016 SIUC Employees Handbook are modified in the future, the procedures in effect under the 2016 SIUC Employees Handbook shall be used, unless otherwise mutually agreed between the Board and the Faculty member being considered for promotion and/or tenure.

Tenure and Promotion Considerations for Tenure Track Faculty. Under the terms of the current Collective Bargaining Agreement, the tenure and promotion guidelines and procedures in the operating papers in force at the time the faculty member was hired into the tenure-track position will apply to a tenure / promotion review case that occurs after the proposed merger and creation of the School of Health Services. Note, however, that a tenure-track faculty member may elect to apply the tenure/promotion standards of the operating papers of his or her new school to the promotion / tenure review case. Similarly, the promotion and tenure standards and procedures articulated in the 2016 SIUC Employees Handbook apply to promotion and tenure review. Under the provisions of the current Collective Bargaining Agreement, to the extent that the Promotion and Tenure Policies and Procedures set forth in the 2016 SIUC Employees Handbook are modified, the procedures in effect under the 2016 SIUC Employees Handbook shall be used, unless otherwise mutually agreed between the Board and the Faculty member being considered for promotion and/or tenure.

D. Impact on Students and Ability to Maintain Curricula

There will be no negative impact on students. To the contrary, we anticipate significant benefits to students in the integrated school model. They will have exposure to a wider range of faculty and will have opportunities to engage in cross disciplinary research, curriculum, and co-curricular activities.

The catalog under which a student enrolled as a major will continue to govern that student's curricular requirements. That is, an existing student whose major will be housed by a School rather than a department will have identical requirements to those in place when s/he entered the major. S/he will be able to continue their current programs through graduation based on the requirements specified in the Undergraduate or Graduate Catalog as of the date they enrolled in the program. We

will ensure that we deliver on our commitments to students enrolled in every program. Future changes to curriculum will be the responsibility of the faculty, and such changes would follow established campus procedures (e.g., the NUI or RME process).

Given no reduction in faculty as part of the reorganization plan, there are no implications for ability to maintaining the curricula⁸. Again, the degree programs currently housed by the component academic units will simply be housed in the broader administrative structure of the School.

E. Estimated Financial Costs or Savings, Including Source(s)

Cost savings associated with this proposal will come from elimination of administrative positions including a reduction in the number of Dean positions (in the overall campus-wide proposal) and the elimination of the Director position in the Rehabilitation Institute, the Director position in the School of Allied Health and the Chair position in the Department of Public Health and Recreation Professions. Specifically, for each former department chair, the differential between Faculty salary and Chair salary, plus summer salary will be saved. Across the University, we anticipate permanent (projected) administrative cost savings of \$2.3 million. In addition, additional savings may be generated following the reorganization by reducing duplicative courses through better coordination in the Schools. There will be no layoffs of employees in civil service positions, although it is possible that there will be re-assignment of some civil service positions, allowing us to allocate positions to the areas of greatest need. We anticipate that civil service positions might be re-assigned to support complex Divisions (e.g., to assist the School Director with scheduling, personnel tasks, etc).

The Executive Director for Finance and Administration, Associate Provost for Academic Administration, and office of the Chancellor arrived at this *estimated* savings. Data used to provide the estimate included the average Dean salary across the University, average salary of chairs versus faculty of the same rank, and the typical level of summer appointment for department chairs. Note that additional expected cost efficiencies realized by reducing the number of overlapping courses, reducing the service obligations of Faculty by spreading the assignments across a greater number of individuals within the school thereby allowing faculty more research and teaching time, and other administrative efficiencies were **not** included or calculated as part of this estimated savings.

F. Comparison of similar programs at Peer Institutions (if applicable)

⁸ With exception of any proposal to eliminate a degree program. Any such proposals will be separate and apart from this program change proposal.

Considering IBHE peer institutions, there are no universities that have adopted a comprehensive, campus wide College / School model such as the one that has been proposed. However, a number of universities among the **IBHE peers** have Schools that are administratively housed within Colleges (e.g., Mississippi State University, University of North Dakota, Kent State University, Oklahoma State University, West Virginia University). Another IBHE peer, Texas Tech University, has academic units that are named as Departments, but that are similar in structure to those proposed here (e.g., there is a Department of Sociology, Anthropology and Social Work).

The existence at a peer university of an overall College / School model that parallels that proposed here is not a necessary pre-condition for this program change. To the contrary, insisting on precedent precludes innovation and guarantees that the University would follow and not lead. The University is facing longstanding challenges that threaten our ability to maintain our Carnegie R2 / Higher Research Activity University, much less progress toward our goal of becoming a Carnegie R1 / Highest Research Activity University, and call into question our ability to serve the students who are at the core of our mission. The University wide reorganization proposal within which this specific proposal is subsumed is designed to reinvent SIU to foster curricular innovation and synergy in research and creative activity, and to provide world-class opportunities to our students inside and outside of the classroom.

With respect to precedent, the most important fact to note is that the School model (with multiple degree programs housed in the School) is already functioning effectively at SIU in the School of Allied Health, the School of Information Systems and Applied Technology, the School of Art and Design, the School of Music and the School of Architecture. In most of these programs, faculty members who serve as division, area, or program coordinators / directors provide effective support and consultation to the School Director as part of their service assignments. School Directors at SIU have demonstrated their ability to understand, support, and represent the disparate academic disciplines represented in their schools; to advocate for wide-ranging academic programs; and to support, mentor, and evaluate fairly and equitably the faculty who teach and engage in scholarship in varied disciplines. School Directors at SIU have also demonstrated their success at supporting undergraduate and graduate students from multiple academic disciplines. In short, we need look no further than our own campus to see examples of the "School Model" working.

G. Possible Consequences of the Proposed Change on the University's Carnegie Status

The proposed change will have no direct / explicit impact on the University's Carnegie Status. However, one of the goals of the campus-wide re-organization plan (see point B)

is to invigorate, enhance and expand Faculty research and creative activity by increasing synergy and collaboration. This includes the goal of expanding extramural grant / contract activity and increasing Ph.D. production. The reorganization plan will contribute to the broader institutional goal of increasing the University's Carnegie Status to R1 (Highest Research Activity).

[END of Program Change Proposal]

Independent of and apart from the Program Change Proposal provided above to Faculty under Section 9.03 of the Collective Bargaining Agreement, the following information is provided for informational purposes:

The School of Health Services is proposed to become part of the **College of Health and Human Services**. Neither establishment, elimination, nor renaming of Colleges by the University is subject to the requirements of Article 9. Additionally, assignment by the University of Departments and/or Schools to Colleges is not subject to Article 9. However, establishment of Colleges and assignment of Departments / Schools to Colleges **is** subject to established campus shared governance processes. Accordingly, future plans to establish, eliminate, or rename Colleges, and proposals for assigning Academic Schools to Colleges will follow established procedures (e.g. review of RME by Faculty Senate and/or Graduate Council), with opportunity for feedback by faculty, staff and students.