

Program Change Plan School of Health Sciences

Provided to Faculty in the following affected units:

- Rehabilitation Institute¹
- School of Allied Health

This program change plan is in keeping with Sections 9.04 and 9.05 of the Collective Bargaining Agreement (CBA).

A. Description of Proposed Change:

This plan establishes a **School of Health Sciences** by merging the School of Allied Health with degree programs separated from the Rehabilitation Institute². Once established, the School of Health Sciences will be housed administratively, on a temporary basis, in the Provost and Vice Chancellor for Academic Affairs area³.

The proposed degree inventory for the School of Health Sciences appears below. The names and academic requirements of the degree programs will not change.

CIP	Degree	“Source” Academic Unit
51.0806	AAS, Physical Therapist Assistant	Allied Health
51.0907	AAS, Radiologic Sciences	Allied Health
51.0201	BS, Communication Disorders & Sciences	Rehabilitation
51.0602	BS, Dental Hygiene	Allied Health
51.0701	BS, Health Care Management	Allied Health
12.0301	BS, Mortuary Science & Funeral Service	Allied Health
51.0907	BS, Radiologic Sciences	Allied Health
51.2399	BS, Rehabilitation Services	Rehabilitation
51.0701	MHA, Health Administration	Allied Health
51.0706	MHI, Health Informatics	Allied Health
51.0201	MS, Communication Disorders & Sciences	Rehabilitation
51.0907	MS, Medical Dosimetry	Allied Health
51.0907	MS, Radiologic Sciences	Allied Health
51.0704	MS, Rehabilitation Admin. & Services	Rehabilitation

¹ This plan includes a “reduction” in the Rehabilitation Institute by separating the degree programs in Communication Disorders & Sciences, Rehabilitation Services, Rehabilitation Administration & Services, Rehabilitation Counseling and moving the programs to the School of Health Sciences.

² Excluded from this plan are the degree programs in Behavior Analysis and Therapy.

³ See the statement at end of this document that is separate and apart from this program change plan regarding college-level considerations.

51.2310	MS, Rehabilitation Counseling	Rehabilitation
51.2399	PHD, Rehabilitation	Rehabilitation
51.0907	GR CERT, Magnetic Resonance Imaging	Allied Health
51.1501	GR CERT, Substance Use Disorders & Behavioral Addictions	Rehabilitation
	Minor, Rehabilitation Services	Rehabilitation

Organizational Structure of School of Health Sciences:

The School will be led by an A/P Director who will report to and serve at the pleasure of the Dean of the College⁴, 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 to⁵: planning, development, coordination, review, and administration of undergraduate and graduate instructional programs; 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 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 by the Provost following usual campus processes for appointing interim administrators. The term Interim Director will be appointed via search waiver, in consultation with faculty members who comprise the School, and with approval of the Office of the Chancellor and the Office of Affirmative

⁴ See statement on College structure that is separate and apart from the Program Change Plan, at the end of this document.

⁵ Adapted from university policy on duties of Department Chairs, which apply to School Directors.

Action. Faculty and staff members will be afforded a clear opportunity to express their preference regarding possible candidates for the Interim Director Position, and to provide feedback on candidates.

The search for the permanent School Director may be internal or external, consistent with current practice for hiring of Department Chairs and School Directors. We anticipate that the permanent School Director search will be initiated after the assignment of the School to an academic college. 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 Sciences 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.

Following establishment of the School, Faculty will create an operating paper pursuant to Article 5 of the Collective Bargaining Agreement. During the period of creation of the School Operating Paper, day-to-day management of the unit will be guided by applicable provisions of each division's former department/school operating paper and former college operating paper⁶.

B. Rationale

A general goal of this plan is to revitalize and reposition our academic programs in order to create opportunities for greater collaboration among students and faculty. SIU's academic

⁶ This approach is provisional, recognizing that interim operating procedures could be subject to impact bargaining.

programs and structure have remained largely unchanged in a changing higher education marketplace. Accordingly, this plan aligns programs that relate to each other in order to foster synergy and innovation.

The initial organization and structure of the proposed School of Health Sciences was 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). Feedback, discussion with faculty and other stakeholders, and requests for alternate program configurations from affected faculty on the original program change proposal contributed to refinements and modifications as the plan evolved and was finalized.

The proposed School focuses scholarly and curricular expertise in the field of Health Sciences and Health Care. The programs offered by the School will afford students an opportunity to learn, study, research, and gain practical experience in a multi-disciplinary, interconnected, learning environment. Health Care professions offer significant growth and employment opportunity. Students in the School of Health Sciences will benefit from the opportunity to gain academic and real-world experience in an integrated, multidisciplinary team setting.

C. Impact on Faculty Lines and Faculty Workload

Faculty Lines.

This plan has no effect on Faculty lines. There will be no eliminations of faculty positions under this plan.

Workload.

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 workload”. Consistent with current practice in other Academic Schools at SIU Carbondale, and in keeping with the provisions of the CBA, workload assignments will be made by the School Director, with consultation and input from Division Coordinators, and 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.

The merger of the planned academic units and degree programs into a school will contribute to more equitable distribution of service-related tasks across faculty, freeing faculty from some service obligations required to support the academic unit and the

university. By spreading such responsibilities out in larger schools, individual faculty members will have additional opportunities to engage in teaching and research activities. Additionally, enhancement of the School's overall teaching, research and service capacity will be realized by way of a net-decrease in the number of academic-unit administrators, and the return of such administrators to faculty roles. Finally, to the extent that the current academic structure may contribute to curricular overlap and duplication (by way of 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 Promotion and Tenure Considerations for Tenured and Tenure Track Faculty.

Affected Faculty members who hold tenure in the School of Allied Health or the Rehabilitation Institute will have their tenure transferred to the School of Health Sciences. The plan will not result in any loss of tenure for any Faculty member in the School of Allied Health or the Rehabilitation Institute.

Faculty members who presently hold tenure track appointments in the School of Allied Health or in the Rehabilitation Institute will have their continuing, tenure-track appointments transferred to the School of Health Sciences, with no change to their tenure probationary period.

Promotion Considerations for Tenured Faculty. Under the terms of the current Collective Bargaining Agreement, the promotion guidelines and procedures articulated in 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 Sciences. Note, however, that the tenured faculty member may elect to apply the promotion guidelines and procedures of the operating paper of his or her new school to the promotion / tenure review case. The promotion standards and procedures articulated in the 2016 SIUC Employees Handbook also apply to promotion review.

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 an initial tenure / promotion review case that occurs after the proposed merger and creation of the School of Health Sciences⁷. Note, however, that a tenure-track faculty member may elect to apply the tenure/promotion standards of

⁷ Clarification: If promotion and /or tenure occurs after the ratification of the new school operating paper, such operating paper will govern future promotion applications

the operating papers of his or her new school to the promotion / tenure review case. The promotion and tenure standards and procedures articulated in the 2016 SIUC Employees Handbook also apply to promotion and tenure review.

Provisional Promotion and Tenure Procedures for Current Tenured and Tenure track Faculty.

The procedures outlined in this section are provisional given that the Faculty Association reserves the right under Article 9 to bargain impact of any implemented program change.

SCHOOL-LEVEL REVIEW

The Director of the School of Health Sciences shall coordinate the process and shall write the School-level recommendation letter.

1. For candidates formerly appointed in the Rehabilitation Institute: unless the faculty member chooses to apply the new School of Health Sciences Operating Paper provisions, the former Operating Paper of the Rehabilitation Institute shall govern the process and shall define the standards and criteria for promotion and/or tenure.
 - a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Rehabilitation Institute Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Rehabilitation Institute Operating Paper) faculty members who had held appointments in the former Rehabilitation Institute, augmenting if needed per CBA requirements.
2. For candidates formerly appointed in the School of Allied Health: unless the faculty member chooses to apply the new School of Health Sciences Operating Paper provisions, the former Operating Paper of the School of Allied Health shall govern the process and shall define the standards and criteria for promotion and/or tenure.
 - a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former School of Allied Health Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former School of Allied Health Operating Paper)

faculty members who had held appointments in the former School of Allied Health, augmenting if needed per CBA requirements.

COLLEGE LEVEL REVIEW

As noted above, upon formation of the School, it will temporarily be assigned to the Provost and Vice Chancellor for Academic Affairs area. College level review of any promotion and tenure cases proceeding **during the period of the School's assignment to the Provost area** shall follow the procedures below:

1. The applicable former College Operating Paper shall govern with respect to College-level procedures, standards and criteria. The College-level committee shall be comprised of appropriate (as defined by the applicable former College Operating Paper) faculty members who had held appointments in the applicable College.
2. The College-level committee vote / recommendation shall go to the Dean of the College in which the candidate's former department / school was assigned. The Dean shall make an independent recommendation based on the evidence in the dossier, applying the governing standards of the appropriate operating papers and taking into consideration , the vote / recommendation of the unit-level committee, the vote/recommendation of the college-level committee, and the recommendation of the School director.

Following assignment of the School to a new academic college (see statement at end of this document that is separate and apart from the Program Change Plan), the following procedures shall apply:

1. Unless the candidate elects to apply the operating paper from the "new" College, the applicable former College Operating Paper shall govern with respect to College-level procedures, standards and criteria. The College-level committee shall be comprised of appropriate (as defined by the applicable former College Operating Paper) faculty members who had held appointments in the applicable College.
2. The College-level committee vote / recommendation shall go to the Dean of the "new" college. The Dean shall make an independent recommendation based on the evidence in the dossier, applying the governing standards of the appropriate operating papers and taking into consideration , the vote / recommendation of the unit-level committee, the vote/recommendation of the college-level committee, and the recommendation of the School director.

PROVOST LEVEL REVIEW

The Dean's recommendation shall be forwarded to the Provost who shall proceed according to current policies, procedures and practice.

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. The administration acknowledges the importance of developing operating paper language that supports disciplinary oversight and faculty control of curricula.

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

Although cost-reduction was not the principal purpose of the overall reorganization proposal, we anticipate that implementation of the campus-wide plan will result in permanent (projected) administrative cost savings by way of a campus-wide reduction of administrative positions (e.g., fewer dean positions, elimination of department chair and school director positions), which will allow us to invest strategically in future initiatives.

For each former department chair / school director, the difference between Faculty salary and chair/director salary, plus any summer salary committed for the chair/director will be

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

saved on a permanent/projected basis. Such savings will be balanced against the salary costs associated with appointing an A/P School Director on a 12 month basis, plus any summer salary expenditures committed for division coordinators. For the School of Health Sciences, net savings will be realized by virtue of the reduction from 2 unit-level A/P administrators to one School Director.

An analysis of support staff needs will be undertaken for the proposed school. This may result in additional savings if it determined that staffing consolidations are warranted. Note that there will be no layoffs of employees in civil service positions as a result of the program change plan, 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. For example, 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). Over time, additional savings may be generated following the reorganization by reducing duplicative courses through more efficient coordination in the Schools.

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

This program change plan represents an administrative restructuring of existing degree programs and academic units. 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 such programs, faculty members who serve as division, area, or program coordinators / directors provide support and consultation to the School Director as part of their service assignments, with adjustment to workload assignments provided as appropriate, and with commitment of summer assignments in some cases, as required by the needs of the unit. 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.

We are not aware of an academic school or department that is structured identically to the proposed School of Health Sciences in terms of curricular and content focus. However, we are aware of academic units (some organized as Schools, some organized as Departments) that share varying degrees of similarity to the proposed School at: Central Michigan University, Duquesne University, Ohio State University, Purdue University, St. Francis University, University of Charleston, University of Evansville, and University of South Dakota.

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 Plan]

Separate and apart from the Program Change Plan provided above to Faculty under Sections 9.04 and 9.05 of the Collective Bargaining Agreement, the following information is provided for informational purposes:

Upon establishment of the School of Health Sciences, it will be housed administratively, on a temporary basis, in the Provost and Vice Chancellor for Academic Affairs area, with the interim director of the School reporting to the Provost. Ultimately, we propose that The School of Health Sciences be part of the **College of Health and Human Sciences**.

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.

RME for Program Change Plan

Reasonable and Moderate Extension (RME)

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF APPLIED SCIENCES AND ARTS AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

I. Program inventory

This RME is to create a School of Health Sciences by way of merger of the programs in the School of Allied Health (College of Applied Arts and Sciences) and programs in Communication Disorders & Sciences, Rehabilitation Services, Rehabilitation Administration & Services, Rehabilitation Counseling and Rehabilitation in the Rehabilitation Institute (College of Education and Human Services). The School of Health Sciences will be housed administratively, on a temporary basis, in the Provost and Vice Chancellor for Academic Affairs area. The degree programs, graduate certificates, and minors will remain intact. Additional details are provided in the accompanying Program Change Plan.

A. Current listing of approved programs (list all within the major)

CIP code	Major/Minor	Degree	Unit
51.0806	Physical Therapist Assistant	AAS	Allied Health
51.0907	Radiologic Sciences	AAS	Allied Health
51.0201	Communication Disorders & Sciences	BS	Rehabilitation
51.0602	Dental Hygiene	BS	Allied Health
51.0701	Health Care Management	BS	Allied Health
12.0301	Mortuary Science & Funeral Service	BS	Allied Health
51.0907	Radiologic Sciences	BS	Allied Health
51.2399	Rehabilitation Services	BS	Rehabilitation
51.0701	Health Administration	MHA	Allied Health
51.0706	Health Informatics	MHI	Allied Health
51.0201	Communication Disorders & Sciences	MS	Rehabilitation
51.0907	Medical Dosimetry	MS	Allied Health
51.0907	Radiologic Sciences	MS	Allied Health
51.0704	Rehabilitation Administration & Services	MS	Rehabilitation
51.2310	Rehabilitation Counseling	MS	Rehabilitation
51.2399	Rehabilitation	PHD	Rehabilitation
51.0907	Magnetic Resonance Imaging	GR CERT	Allied Health
51.1501	Substance Use Disorders and Behavioral Addictions	GR CERT	Rehabilitation
	Rehabilitation Services	Minor	Rehabilitation

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF APPLIED SCIENCES AND ARTS AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

B. Proposed listing

CIP code	Major/Minor	Degree	Unit
51.0806	Physical Therapist Assistant	AAS	School of Health Sciences
51.0907	Radiologic Sciences	AAS	School of Health Sciences
51.0201	Communication Disorders & Sciences	BS	School of Health Sciences
51.0602	Dental Hygiene	BS	School of Health Sciences
51.0701	Health Care Management	BS	School of Health Sciences
12.0301	Mortuary Science & Funeral Service	BS	School of Health Sciences
51.0907	Radiologic Sciences	BS	School of Health Sciences
51.2399	Rehabilitation Services	BS	School of Health Sciences
51.0701	Health Administration	MHA	School of Health Sciences
51.0706	Health Informatics	MHI	School of Health Sciences
51.0201	Communication Disorders & Sciences	MS	School of Health Sciences
51.0907	Medical Dosimetry	MS	School of Health Sciences
51.0907	Radiologic Sciences	MS	School of Health Sciences
51.0704	Rehabilitation Administration & Services	MS	School of Health Sciences
51.2310	Rehabilitation Counseling	MS	School of Health Sciences
51.2399	Rehabilitation	PHD	School of Health Sciences
51.0907	Magnetic Resonance Imaging	GR CERT	School of Health Sciences
51.1501	Substance Use Disorders and Behavioral Addictions	GR CERT	School of Health Sciences
	Rehabilitation Services	Minor	School of Health Sciences

II. Reason for proposed action

This action relates to the Program Change Plan for creation of a School of Health Sciences.

III. Program delivery mode

Same as current delivery mode.

IV. Anticipated budgetary effects

Please refer to the accompanying Program Change Plan.

V. Arrangements to be made for (a) affected faculty, staff and students; and (b) affected equipment

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF APPLIED SCIENCES AND ARTS AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

and physical facilities

Please refer to the accompanying Program Change Plan. There will be no reduction in faculty resulting from this plan. There are no changes in curricula, so there is no effect on current students. Staff may be re-assigned or added depending on the needs determined by the new school. All inventory will be assigned to the new school. The physical facilities will remain the same in the short term. A campus wide space plan is being developed that will address the needs of the new school in relationship to the campus.

VI. Will other educational units, curricula, or degrees be affected by this action?

The plan has no direct effect on other educational units, curricular or degrees. In general, the merger should build on the existing collaboration between the units.

VII. Assessment of Student Learning Outcomes

This criteria only applies to new programs. All current assessment activities will remain in place.

VIII. Catalog copy to be deleted or added

Will be provided once the approval is completed.

IX. The requested effective date of implementation

July 1, 2018

X. Approval signatures to submit Proposal for Processing

☐ Approve ☐ Disapprove

Signature, Dean of College of Applied Sciences and Arts

Date

☐ Approve ☐ Disapprove

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF APPLIED SCIENCES AND ARTS AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Signature, Dean of College of Education and Human Services

Date

Submit signed forms to the Associate Provost for Academic Program, Room 15 Anthony Hall, MC 4305. For assistance, please contact apap@siu.edu or call Ruth O'Rourke at 3-7654,

Additional Materials Submitted by Affected Units

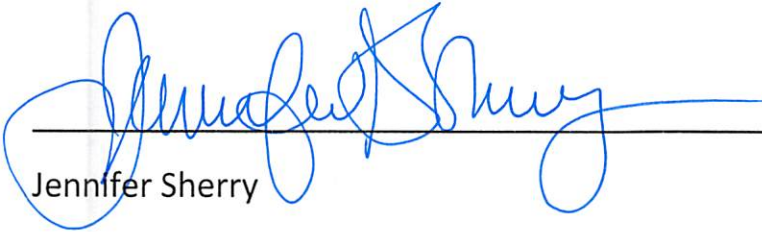
This is to certify the voting for the Article 9 process to end the 90-day dialogue period and forward the proposal to establish the School of Health Services to the next phase of the Article 9 process. The ballots were counted on January 31, 2018, at 11:35 a.m., and the count is certified by the following TT faculty.

The results of the vote follows:

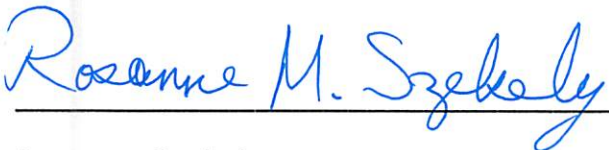
13 Yes

0 No

0 Abstain



Jennifer Sherry



Rosanne Szekely



Marcea Walter

**SCHOOL OF ALLIED HEALTH
FACULTY MEETING (W/ADMINISTRATORS)
December 11, 2017
9:30 am
Room 14**

Faculty Present: Jessica Cataldo (non-voting attendee), Scott Collins (Administrator: School Director), Sandy Collins, Anthony Fleege, Cydney Griffith, Rick McKinnies, Robert Rados, Thomas Shaw, Jennifer Sherry, Rosanne Szekely, Marcea Walter, and Sandi Watts.

Faculty Absent: Julie Davis, Michael Grey, and Faith Miller

Previous Faculty meeting without administrators was held December 5th at 3:00 pm.

For this meeting Scott passed out voting ballots for the various proposals, from both administration and faculty regarding the proposed reorganization, as well as an RME for the Radiologic Science program.

The first ballot discussed was to vote on the renaming of the Radiologic Sciences Major 4th specialization from Radiology Education/Management to Radiologic Sciences Management/Education. All NTT/TT faculty in the Radiologic Sciences program but one (who did not vote) supported the proposal in a prior program level vote. The RME was shared via email with SAH Faculty on 11/22/17 for the formal vote. The purpose of this RME is to have a title that is more encompassing to language in the field.

Scott then explained the Article 9 ballots. Sandy asked if there will at some time be a ballot for the faculty to vote on the new programs moving to the proposed School of Health Services, and Scott explained that this may be discussed at the T/TT meeting with Chancellor Montemagno on January 22. Faculty of affected programs have been meeting together outside of the official process to discuss potential collaboration.

Scott asked if there were any questions about the voting ballots. It was asked if it would be possible for absent faculty to send a proxy, however after a review of the SAH Operating Paper it was determined this is not allowed. Discussion about the importance of non-binding votes took place.

Discussion about the need for SIU's reorganization occurred. There is hope that the existing programs within the School of Allied Health will be housed together within the new School of Health Services along with the other programs scheduled to move to this School. Faculty believe the existing synergies will be enhanced by the collaborative opportunities that appear to exist at the School and College levels.

Votes were collected and faculty counted the votes. Voting results were announced to the faculty. Note, only 10 T/TT Faculty were present to vote at this meeting.

1. Votes to rename the Radiologic Sciences Major 4th specialization from Radiology Education/Management to Radiologic Sciences Management Education.

Approve: 10

Disapprove: 0

Abstain: 0

2. Non-binding vote to move the Dental Hygiene Program to the **School of Health Services** within the College of Health and Human Services. (CBA Article 9.04)

Approve: 10

Disapprove: 0

Abstain: 0

3. Non-binding vote to move the Radiologic Sciences Program, including all undergraduate and graduate degree programs (MSRS and Medical Dosimetry), specializations, and certificates, to the **School of Health Services** within the College of Health and Human Services. (CBA Article 9.04)

Approve: 10

Disapprove: 0

Abstain: 0

4. Non-binding vote to move the Physical Therapist Assistant Program (AAS Degree) to the **School of Health Services** within the College of Health and Human Services. (CBA Article 9.04)

Approve: 10

Disapprove: 0

Abstain: 0

5. Non-binding vote to move the Mortuary Science and Funeral Service Program to the **School of Health Services** within the College of Health and Human Services. (CBA Article 9.04)

Approve: 10

Disapprove: 0

Abstain: 0

6. Non-binding vote to move the Health Care Management Program, including all undergraduate and graduate degree programs (MHA and MHI), specializations, certificates, and minors to the **School of Health Services** within the College of Health and Human Services. (CBA Article 9.04)

Approve: 10

Disapprove: 0

Abstain: 0

7. Non-binding vote to move the Mortuary Science and Funeral Service Program to the **School of Human Services** within the College of Health and Human Services. (CBA Article 9.04)

Approve: 0

Disapprove: 10

Abstain: 0

Input: This program is clinical in nature. It should be in the clinical programs.

8. Non-binding vote to move the Health Care Management Program, including all undergraduate and graduate degree programs (MHA and MHI), specializations, certificates, and minors to the **School of Management and Marketing** within the College of Business. (CBA Article 9.04)

Approve: 0

Disapprove: 10

Abstain: 0

Input: The HCM Program needs to stay with the clinical programs to continue to meet certification and accreditations.

Meeting adjourned at 10:00 a.m.

Minutes taken by Chad Waters.

David L. Dilalla

From: Juliane Pooch Wallace
Sent: Monday, November 6, 2017 2:14 PM
To: David L. Dilalla; Lizette R. Chevalier
Subject: Proposed School of Human Services
Attachments: College of Health Sciences and Human Services1.pptx; REC Prof. rationale for placement in College of Human Services.docx; Sport Administration Rationale statement.docx; RME-School of Human Sciences.docx

Dr. Dilalla and Dr. Chevalier,

I've provided feedback on the proposed School of Human Services through the Chancellor's Vision 2025 website, but wanted to follow up with the two of you as the Program Directors in Recreation Professions and Sport Administration requested of me. Exercise Science and Public Health faculty are happy with the proposed school and view it as a much needed step in the right direction with many possibilities - see attached structure for additions. However, Rec Professions and Sport Administration also feel they fit better in Human Services than in Business. I've attached the rationale that the programs developed and likely submitted separately along with the previous RME that was created to bring all of KIN and PHRP together.

The attached structure (which I believe Scott Collins has already sent you) for the College of Health **Sciences** and Human Services was developed with all the Chair's and program directors of the included programs in the School of Human Services (Human Sciences preferred by some).

Let me know if you have any questions for me and **thank you** for all you are doing for SIU during this important time of transition!

Juliane

JULIANE P. WALLACE, Ph.D., FACSM

Chair, Department of Kinesiology
Interim Chair, Public Health and Recreation Professions



COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES

Undergraduate students: Graduate students:
Faculty (tenured/tenure track):
Faculty (non-tenure track):

School of Clinical Services
Undergraduate students: 800+
Graduate students:
Faculty (tenured/TT):
Faculty (NTT):

Behavior
Analysis and
Therapy

Communication
Disorders and
Sciences

Dental Hygiene

Physical
Therapist
Assistant

Radiologic
Sciences

Rehabilitation
Services

Healthcare
Management

Mortuary
Science

School of Human Sciences
Undergraduate students: 800+
Graduate students:
Faculty (tenured/TT):
Faculty (NTT):

Exercise
Science

Gerontology
and Rural
Health

Human
Nutrition &
Dietetics

Recreation
Professions

Public Health

Social Work

Sport
Administration

HTA

Pre-Nursing

Pre-allied
health advising

New program in yellow
Additional programs in green
Possible additions in pink

The faculty members representing the three rehabilitation programs at the Rehabilitation Institute are in unanimous agreement that the rehabilitation counseling program and counselor education programs are most likely to thrive when housed in the same administrative unit. Given that clinical rehabilitation programs have always embraced a multidisciplinary, collaborative, and broadly defined vision in our research, teaching and service, we believe that the School of Health Services offers the greatest potential for continued success in achieving our goals of maintaining and expanding our external funding as well as retaining our top five national ranking among counselor training programs.

Further, it is clear that the graduate counseling training programs are clinical programs by definition. We invite our colleagues in counselor education to join us at the new school. Certainly, they would be a strong partner in the new school, as well as a beneficiary of the new units' attractiveness to students, new faculty and funding agencies. Additionally, counselor education would benefit from new opportunities to recruit counseling clinicians from the diverse human services programs housed within a new school.

In summary, counseling is a *clinical field* training clinicians to work in diverse settings and within complex interdisciplinary human service systems. The field is evolving, mandating us as educators to evolve to meet changing the needs of our students. Given the chancellor's goal of creating programs that will produce new synergies, research collaboration, and attractive academic programs, we believe that all of our counseling programs will thrive with a revitalized vision in a new school and given a fresh start.

David L. Dilalla

From: Matthew Keefer
Sent: Tuesday, December 5, 2017 5:25 PM
To: David L. Dilalla; Lizette R. Chevalier
Cc: Carl Raymond Flowers; Cynthia Howard Sims
Subject: Proposal to merge Counselor Education with Rehabilitation Counseling and Administration housed within the proposed SoE

Dear Drs. DiLalla and Chevalier,

Below is an email drafted by the Rehab faculty that provides the context for their request to (1) merge Counselor Education with Rehabilitation Counseling and Administration and (2) have the programs housed within the School of Education. As I mentioned to you both, independently, I had no role in this decision but subsequent to its endorsement at a meeting with Rehab Counseling faculty (also attended by Dr. Flowers) I offered my support both for the move to the proposed SoE and the merger. Both Dr. Flowers and I support the idea that regardless where Counselor Education and Rehabilitation Counseling and Administration faculty are ultimately housed, these programs should be united.

Please let us know what we can do or how we can help moving forward.

matthew

From: Darwin S Koch <dskoch@siu.edu>
Date: Tuesday, December 5, 2017 at 1:36 PM
To: Carl Flowers <cflowers@siu.edu>, Matthew Keefer <keefer@siu.edu>
Subject: memo RCA/CNED

Background on Merging Rehabilitation Counseling and Administration and Counselor Education:

1. Given that the Council on Rehabilitation Education (CORE) and the Commission on Accrediting Counselor Education (CACREP) and Related Programs have merged, both the counselor education program and the rehabilitation counseling and administration programs are now clearly identified as being within the same professional discipline and are now accredited by the same professional/disciplinary accreditation body. Although there has been a history of rehabilitation training programs existing as "independent entities," that practice is clearly no longer a national standard of practice nor would our continued separation of our academic programs reflect our discipline's well established goal to unify the counseling field.
2. Our masters' program has enjoyed national ranking in the top 5 five for many years. But our failure to unify our departments and to pursue CACREP accreditation of our rehabilitation counseling program places our graduates in a position where they may be less competitive when seeking employment and potentially be less attractive to employers; inevitably, this will hinder our recruitment efforts, both at the masters' and doctoral level. This is particularly true of our doctoral graduates. Our rehabilitation program's alumni are among the most successful scholars, educators, and administrators in our field, but we risk jeopardizing our future success if our doctoral training program is not accredited by CACREP. Merging our degree programs will allow for our ability to continue existing efforts to strengthen both programs, reduce course duplication, stimulate research activity, and most importantly, to create the highest quality academic program for our students in all three of our rehabilitation programs. (undergraduate, master's, and doctoral)
3. Faculty in both programs have indicated, by non-binding vote, their intention to pursue unification of the programs and faculty driven draft RME's have been developed prior to the Chancellor's plan indicating our

intention to merge our programs. Separating the programs into different Schools and Colleges would be incongruent with the faculties' intention as well as with national standards for counselor education.

Appropriateness of the College of Education for the Counselor Education Program:

1. Attached is a list of the top ten ranking universities and colleges for rehabilitation counselor education according to US News and World Report (2017). Each of these ten nationally ranked programs with the exception of one is housed within a college of education.
2. After careful review of CACREP accredited counselor education programs, we found that nearly all of these programs coexist within the same college and most of them are housed in colleges of education. Rehabilitation counseling is now regarded as a specialty area of the counseling discipline and should clearly be housed within counselor education for academic, economic, and practical purposes. Since the chancellor's vision is one of faculty-driven partnerships that increase productivity, visibility and increased enrollment, a counselor education and rehabilitation counseling and administration program merger would be congruent with this vision.
3. During a recent RCA faculty meeting, it was noted that nearly all of our faculty members had been trained in Colleges of Education.
4. Finally, the federal funding silo that funds a majority of rehabilitation services and educational programs is the Office of Special Education and Rehabilitation Services (OSERS). OSERS is housed within the U. S. Department of Education further signifying our strong association mission and vision of education (as a field/discipline).

After discussion of these points the RCA faculty members present at our 12-1-17 faculty meeting (4 of five faculty) voted to continue working to merge the RCA program with counselor education in the College of Education. It was recognized, as stated above, that this vote was congruent with our faculty initiated proposal to merge our academic programs as well as our efforts by faculty in both degree programs to cross list our courses and to facilitate joining all of our RCA programs with the Counselor Education Program.

Respectfully submitted,

Shane Koch

D. Shane Koch Rh.D, CRC, CAADC
Professor
Co-Editor of Rehabilitation Counselors' and Educators' Journal
MC 4609
Rehabilitation Institute-SIUC
Carbondale, IL 62901

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MATTHEW W. KEEFER
Professor and Dean,
College of Education and Human Services

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To: Chancellor Carlo Montemagno
From: SIUC – Health Care Management External Advisory Board
Date: November 9, 2017
RE: Restructuring Initiative

The Health Care Management External Advisory Board is comprised of well-established health care professionals. Some are proud alumni of the HCM program and have a deep understanding of the successful trajectory the program displays; some are preceptors who selflessly serve the program hosting countless interns on a regular basis; some are hiring managers who employ HCM graduates, for their excellence, and some are parents of HCM graduates who now hold prominent careers in the field due to the education they received in the HCM program. We are a pivotal part of the success of the programs housed in HCM.









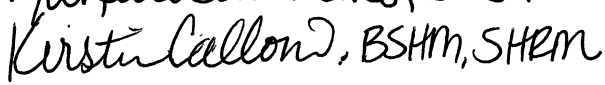



We are charged with the responsibility and privilege, through the program's certification body, to participate in the decisions regarding the program. It is in the spirit of this mandate that we outline our concerns regarding the restructuring plan you have designed which moves the HCM program into the College of Business. We stand firm that management and healthcare management are not synonymous.

1. The measure of success of healthcare systems is based on the health and wellness of the community it serves. The field of healthcare administration goes beyond the normal goods and services model. Focusing only on a business model for healthcare organizations misaligns priorities. Patients are not products. Our environment requires healthcare leaders and managers who understand the clinical dynamics of the healthcare industry.
2. The program's certification will be jeopardized. The criteria for the program's certifying body (Association of University Programs in Health Administration - AUPHA) states "Full-time faculty must have primary roles in the governance and organization of the program including academic planning, curriculum development and review, academic advising, and program improvement." The potential exists to lose command and control of the HCM curriculum if moved to business.
3. AUPHA requires "full-time program faculty to have demonstrated scholarly and/or professional activity in the healthcare management/administration" field. The faculty in the College of Business, although highly respected in their own specific fields, do not hold the qualifications that would meet this mandate. The mandate underscores the fact that the two programs are different, otherwise no such carve out outlining these expectations would be required by the certifying body.
4. Interprofessional collaboration will be minimized or eliminated which is inconsistent with the national movement toward interprofessional education (IPE) in healthcare. AUPHA requires numerous clinical elements within the mandated content areas that may not be reproduced in a College of Business environment. The proposed move would be detrimental to the program's ongoing AUPHA certification and student success.

5. The School of Allied Health is a recognized model school for the University. The synergy between the existing undergraduate and graduate programs assures student continuity and maximizes both the interprofessional collaborations between clinical and health care management students. Disrupting this seems to go against the synergistic and financial goals of the restructuring plan.
6. HCM is a major distance education generator currently for the School of Allied Health. Removing it from the school, where the technical degrees reside, weakens the overall sustainability of those programs that often have lower enrollment due to restrictions on class sizes imposed by their individual certification/accrediting bodies.
7. The 15% tuition differential imposed on students by the College of Business may reduce HCM student enrollment. Increasing the cost of education while decreasing the quality of the HCM program may make it difficult to recruit students in the new business environment.

After careful consideration, the External Advisory Board in consort with the HCM faculty unanimously determined a move to the College of Business would not be in the best interest of the students or the University. We respectfully request the HCM program be placed in the proposed new Health Sciences and Human Services College as this will allow for continued AUPHA certification, provide an environment for continued recruitment of students, enhance the interprofessional collaborations, and best prepare future healthcare managers and administrators for their professions.

Health Care Management External Advisory Board

 Bill J. Lunn, EdD, MHA, MBA, MIM, FACHE
 Mark E. Smith, MBA, FACHE
 Seth Burage, MHA
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