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Faculty Association Review: School of Health Sciences

The program change plan under consideration would create a School of Health Sciences by merging the School of Allied Health with a number of degree programs currently housed in the Rehabilitation Institute. According to this program change plan, the newly formed School of Health Sciences “will be housed administratively, on a temporary basis, in the Provost and Vice Chancellor for Academic Affairs area.”

The Faculty Association (FA) has long made it clear that we support program and unit changes that are supported by Faculty¹, so long as these changes follow the Collective Bargaining Agreement (CBA). The most relevant Faculty for a program change plan are of course the Faculty directly affected by that plan—Faculty in those units which would end up, in whole or in part, in the new school proposed by this plan. And Faculty directly affected by this plan have largely voted in favor of it.

Yet, we would like to call the attention of the Faculty Senate (FS) and Graduate Council (GC) to aspects of the plan that are problematic.

Some of the discussion below will point out contractual problems with this plan. We have filed grievances that identify prior contractual violations committed by the administration as it pushed its reorganization proposals through the Article 9 process. This is not the place to rehearse those grievances, which are now on their way to an arbitrator. Instead we emphasize problems that will arise in the future if this plan is approved in its present form.

In section I, we lay out some general problems with this plan. In section II, we evaluate the extent to which this plan satisfactorily addresses the seven required components of a “Program Change Plan” as they are laid out in Article 9 of the CBA.

And as we have indicated in other reviews, the FA would be happy to send a representative to meet with members of the FS or GC to answer questions that may arise about this review.

SECTION I: General Problems with the Plan

¹ In this document we use the convention by which capital-F “Faculty” are members of the bargaining unit, while the term “faculty” include faculty outside the bargaining unit (including NTT faculty).

1. The implementation of this plan may jeopardize the accreditation of the program in rehabilitation counseling, because it severs the program in rehabilitation counseling from the program in counseling education.

- As explained in a Dec. 5, 2017 email to Provost DiLalla from members of the Faculty in the Rehabilitation Institute, programs in rehabilitation counseling and in counseling education are now accredited by the same body (CACREP).²
- Faculty in rehabilitation counseling and counseling education have been in discussions for close to two years about the possibility of merging their programs due to the merger of their accreditation bodies.
- In the aforementioned email, Faculty in the Rehabilitation Institute expressed a desire for the program in rehabilitation counseling and the program in counseling education to be housed in the same basic academic unit and in the same college.
- The plan under consideration would put the programs in rehabilitation counseling and counseling education in different schools and in different colleges, whereas the merging of the programs in rehabilitation counseling and counseling education would facilitate the successful accreditation of these programs in the future.

2. The implementation of this plan may harm the stature of SIUC's top-ranking masters and doctoral programs in rehabilitation counseling.

- The implementation of this plan, which may prevent the programs in rehabilitation counseling and in counseling education from securing accreditation, may thus also make it difficult for the graduate programs in rehabilitation counseling to recruit top applicants.

3. This plan ignores faculty-driven proposals that would allow programs in rehabilitation and in counseling to be part of the same school.

- Faculty in the Department of Counseling, Quantitative Methods, and Special Education have proposed a College of Education, Health, and Human Services. In this alternative proposal, programs in rehabilitation and in counseling would be part of the same school (the School of Psychological and Behavioral Sciences). We have appended this proposal at the end of this review.
- The implementation of this alternative proposal would solve the problems with the plan under review that we have outlined in I.1 and I.2 of this review.

4. The implementation of this plan would effectively dismantle the Rehabilitation Institute.

- The Rehabilitation Institute is one of SIU-C's most well respected units.

² See the Program Change Plan packet.

- Faculty in the Rehabilitation Institute expressed, during the 9.04 phase of program change proposal review, a desire for the Institute to remain a “single entity.” But under this plan, the Rehabilitation Institute would remain neither single nor an autonomous entity. Its faculty and programs would be split, and neither part of the Rehabilitation Institute would remain an autonomous basic academic unit.
- In a first vote on the plan under review, Faculty in the Rehabilitation Institute voted 9-1 in favor of the plan, but they also voted 5 “yes” and 5 “no” in response to this question: “Shall the Rehabilitation Institute be retained as a single entity within the new college?” Clearly, Faculty in the Rehabilitation Institute are concerned about what the implementation of this plan means for the integrity of the Rehabilitation Institute.

5. Central features of the plan, especially features pertaining to tenure and promotion, would violate university policies and the current CBA

- The procedures and processes for tenure and promotion that would govern the new school when it is placed under the administrative control of the provost would violate Article 13 of the CBA as well as university policies for the evaluation of tenure and promotion cases.
- The plan calls for Faculty from the former School of Allied Health and from programs in the Rehabilitation Institute to be the only ones to review Faculty formerly in their respective academic units for tenure and promotion. Other Faculty in the proposed school would not be involved in reviewing such tenure and promotion dossiers. This procedure would violate the CBA (including Article 13.05a), and it would also violate SIUC policy on tenure. Here is the most relevant language on tenure in university policy:
 Basic Academic Unit: In conducting reviews at the basic academic unit level³, all tenured faculty shall have an opportunity to vote on a tenure decision, and only tenured faculty should vote on the decision.
 The basic academic unit, if this plan is approved, would be the new school; and, if the proposed plan is implemented, all tenured Faculty in the basic academic unit would *not* be afforded the opportunity to vote on tenure decisions within what would now be their basic academic unit (i.e., the new School of Health Sciences).⁴

³ <https://policies.siu.edu/personnel-policies/chapter3/ch3-faps/tenure.php>

⁴ The CBA does require that if “guidelines and procedures” for promotion and tenure are changed, Faculty can use the old procedures (13.01.b). But the CBA cannot and does not guarantee that faculty will be evaluate by the same people who were colleagues when they were hire or last promoted. Faculty are not normally evaluated for tenure and promotion by former colleagues. And current colleagues should have the right to evaluate candidates for tenure and promotion. The administration’s interpretation of the contract is presumably meant to reassure faculty by changing as little as possible about tenure and promotion. But this plan would violate the spirit as well as the letter of university policies and the current CBA with respect to tenure and promotion procedures.

SECTION II: The Seven Contract-Required Components of a Program Change Plan

A. Description of the proposed change(s)

- The administrative housing of the resulting new school directly under the provost presents a series of problems. The CBA requires that the college dean participate in the process of the assignment of Faculty workload (8.01.c, which states every faculty member’s workload assignment “shall be subject to the approval of the Dean”). Yet, according to the changes outlined by the plan, the Faculty in the new school would not be part of any college they were part of before and will not be part of a college at all as part of this plan, and thus serve under no dean. This issue is not addressed in the plan.
- The plan also fails to address how the absence of a relevant dean will affect annual reviews of untenured Faculty. If such reviews were done by the provost, this would create an unforeseen problem at the time a final tenure decision is to be made by the provost, because the candidate would already have received a provost-level evaluation.

- As Chancellor Montemagno himself acknowledged when introducing his plan,⁵ the drafting of new operating papers will require “heavy lifting.” This plan, like other new school plans, describes the status of operating papers as follows:⁶

During the period of creation of the School Operating Paper, day-to-day management of the school will be guided by applicable provisions of the former department/school operating paper and former college operating paper.

This policy, which is an addition since the original presentation of the school proposals last fall, is a positive step from our perspective. It would, to some extent, help avoid the “state of nature” problem that would occur were Faculty to be thrown into new schools without any operating papers at all. However, it may well be difficult to synchronize the various operating papers within one basic academic unit in a way that treats all Faculty in that unit equitably. Appointed school directors will presumably have to rule on such discrepancies.

Current operating papers (absent a merger) can only be changed if both Faculty and administration agree on the changes. After a merger, operating papers would need to be changed as a new school operating paper would need to be drafted. Such changes could be made against the wishes of Faculty in a given “division,” so long as they are approved by the majority vote of all Faculty in the new school and by the administration. The administration would also be in a position to veto current provisions in operating papers even if new Faculty colleagues vote to include them.

⁵ https://chancellor.siu.edu/_common/doc/messages/state-of-the-university-9-26-17.pdf

⁶ This common language applies to most school proposals, but we have altered it since our earlier reviews (those for ESS, Computing, Biological Sciences, and Human Sciences).

In our view Faculty would be well advised to discuss major items in their operating papers before a merger, to ensure that Faculty in the new school are in agreement about such provisions. This would not guarantee administrative approval of all such provisions, but would at least put Faculty in a good position to push for those provisions.

Any merger will require some “heavy lifting” to revise operating papers. The more complex the merger, and more diverse the units involved, the more fraught this process could be. Both the amount of work required to revise operating papers and the possibility of conflict over operating papers, conflicts which could threaten Faculty status and welfare, are opportunity costs that should be factored into any vote on a merger.

- The plan states: “Each of the (former) academic units/programs that comprise the School of Human Sciences will have the status of a Division in the Schools.” Yet, the plan does not guarantee an equitable allocation of resources, including but not limited to graduate assistantships, among the “divisions” that would constitute the new school.

B. Rationale

- The rationale for this particular merger is not unique to this plan, but is instead the same as the rationale for the other merger plans that make up the current restructuring scheme. The main rationale for the merger is “to create opportunities for greater collaboration among students and faculty . . . this plan aligns programs that relate to each other in order to foster synergy and innovation.” This language is common to the other plans for new schools.
- More troubling, the plan does not explain how the merger it proposes would in fact “foster synergy and innovation.” It does not spell out how the merger of the programs in the School of Allied Health with the specific programs from the Rehabilitation Institute it would move into the new school would lead to the creation of new academic programs or new research opportunities for affected faculty.

C. Impact on Faculty lines and Faculty workload (including redistribution of work)

- The most serious impact on Faculty lines is likely to be the natural result of a school formed from different academic units, and put under pressure by the chancellor to identify a single “top-ten” program. There are no provisions in the plan to guarantee the continued existence of the “divisions” that would form this school. It is possible that, over time, attrition in the less favored unit smaller unit and prioritization of other unit would result in a loss of faculty lines in the less favored unit. This unit could soon find itself unable to sustain graduate and undergraduate programs and be relegated to a service unit with even fewer Faculty than it had before the merger.
- There is also the afore discussed issues of the plan’s promotion and tenure process; see Section I.5 of this review.

D. Impact on students and the ability to maintain the curriculum

- As noted above, the merger may have a deleterious effect on the existence of some programs as well as on the accreditation of some programs, and it may also hinder the ability of Faculty to maintain current curricula. Precisely because of concerns of this type, i.e., the potential of one department being swallowed in slow motion by a larger one in a merger, the CBA specifies that Program Change Plans should explain how Faculty would be afforded the “ability to maintain curricula, particularly in the case of mergers.” Yet, again, there is nothing in the plan on the matter of “the ability to maintain curricula.”
- According to the plan, as a result of the merger outlined by the plan “[Students] will have exposure to a wider range of faculty and will have opportunities to engage in cross disciplinary research, curriculum, and co-curricular activities.” But this statement ignores the simple fact that combining these units into one school does not in itself, or automatically, expose students to more Faculty or to cross disciplinary research, etc.

E. Financial costs

- In this case, beside a school director, there may also be division coordinators, and, as the plan states elsewhere, “Division Coordinators may also receive summer appointments in support of the division” (see Section A of the Program Change Plan). Indeed, as the plan states in the section on financial costs, any administrative financial savings that result from this plan “will be balanced against the salary costs associated with appointing an A/P Director on a 12 month appointment, plus any summer salary expenditures committed for divisions coordinators.” Thus, the savings from not paying the summer salary for the current directors could well be offset, not only by the expenditure on the twelve month salary for the director, but by possible summer salaries for division coordinators.

F. Comparison of similar programs at peer institutions

- The Plan states: “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.” The fact that the School of Allied Health is functioning well now is not an argument for doubling its size and complexity by merging it with the Rehabilitation Institute.
- The plan states that the administration is “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” but that they “are aware of” units, some organized as departments and some as schools, that “share varying degrees of similarity” with the proposed school. This argument is embarrassingly weak. “Varying degrees of similarity” is an argument for nothing.

G. Possible consequences to the University’s Carnegie status

- The Plan states: “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).” These goals are laudable, but this section of the plan is devoid of information, evidence, or argument. It would be much closer to reality to state that at this time there is no reason to believe that this merger will have any positive impact on the University’s Carnegie Status. A carefully drafted plan would have addressed the actual consequences of this merger.

CONCLUSION

Faculty in the units directly affected by this plan have voted in favor of it, yet the implementation of this plan would jeopardize accreditation of the programs in rehabilitation counseling and thus harm the stature of the graduate programs in rehabilitation counseling, and it would also effectively dismantle the Rehabilitation Institute. We thus encourage the FS and GC to consider alternative proposals that would in fact enhance connections between programs in rehabilitation and counseling, and that would allow the programs in the current Rehabilitation Institute to remain structurally (i.e., organizationally) connected.

Moreover, this plan shares a number of problems with other administration-generated program change plans:

- The plan would run afoul of university policies and the CBA, particularly regarding promotion and tenure;
- The plan would diminish Faculty’s role in shared governance at the unit level, particularly in the selection of a unit leader;
- The plan leaves many unanswered questions and fails to provide specific evidence that it will produce positive results;
- The plan fails to protect the smaller “division” and its curricula.

Many of these problems are likely due to the haste with which the plans were developed, and the lack of faculty involvement in their drafting. The chancellor’s restructuring plans employ a cookie-cutter approach in which the same plan is applied to every unit on campus, whether it fits or not. We are told little or nothing specific about potential costs, impact on recruitment or retention, or the effect of proposed plans on academic programs and their continued viability. The plans are not so much specific proposals for actions as general templates for program mergers. They simply do not make an argument for merger of these departments in particular, as they fail to take into account the specific characteristics, strengths, and weaknesses of the departments involved. Faculty who are not in the habit of supporting major initiatives without specific argument or evidence may find it hard to support such plans.

Proposal from the Department of Counseling, Quantitative Methods, and Special Education

We agree that a reorganization of the Colleges on campus can be a vibrant and inspiring opportunity to make our units better. In light of the currently proposed organizational chart it appears some naturally synergies that already exist within the current College of Education and Human Services could be split across several schools and/or colleges. Concurrent with the Chancellor's "Vision 2025" restructuring proposal, several programs within the current College of Education and Human Services reached section 9.04 of the Collective Bargaining Agreement to merge. The Rehabilitation Institution (RI) faculty, in concurrence with the Counseling, Quantitative Methods and Special Education (CQMSE) faculty, supports the merger of six College of Education and Human Services (CoEHS) programs (i.e., Behavior Analysis and Therapy (BAT), Communication Disorders and Sciences (CDS), Counselor Education (CE), Rehabilitation Counseling and Administration (RCA), Quantitative Methods (QUAN) and Special Education (SPED), as a realigned unit. The full proposal is available upon request, but several important points are highlighted herein. There are at least four reasons why such a merger is feasible. First, the Counselor Education and Rehabilitation Counseling program areas will fall under the auspices of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This merger would bring programs with similar goals and objectives into one new academic unit, provide increased national visibility for both program areas, and maintain the strong ranking nationally and visibility of all programs on campus. Second, the affected program areas across units share a common mission to assist people from diverse backgrounds, disabilities and disorders across the age span. As such, this merger would reflect the interdisciplinary model of service delivery seen in community mental health agencies, school settings, and other human service environments. Third, many of the faculty across the program areas hold similar credentials (e.g., Licensed Clinical Professional Counselor [LCPC], Board Certified Behavior Analyst [BCBA]). Finally, some faculty across program areas already hold joint appointments across the two academic units.

There are also several opportunities created by this merger. First, collaboration and support on external funding initiatives will enhance the visibility of the program areas, provide funding for TA/GA/RAs, and increase enrollment for doctoral students. Second, faculty can expand additional online, hybrid, and distance learning classes and innovative certificate programs. Third, the Autism Research and Treatment Center (ARTC) provides opportunities for disability-specific collaboration to encourage clinic-based to school-based interventions. Relatedly, such a merger facilitates collaboration among faculty to explore research and course offerings that attract students interested in school-to-

work transition for students with disabilities. It should also be noted that many existing courses are taken by students across program areas (e.g., SPED and CDS). Therefore, there may be benefits for graduate and undergraduate students in the six program areas to take courses across programs, and to participate in interdisciplinary research. No negative consequences on SIU's Carnegie Research status is anticipated. This merger expands opportunities for interdisciplinary research and increases capacity for external funding. Therefore, this merger will help sustain the current Carnegie Research status.

Table 1. Representative Sample of Universities with Similar Academic Units

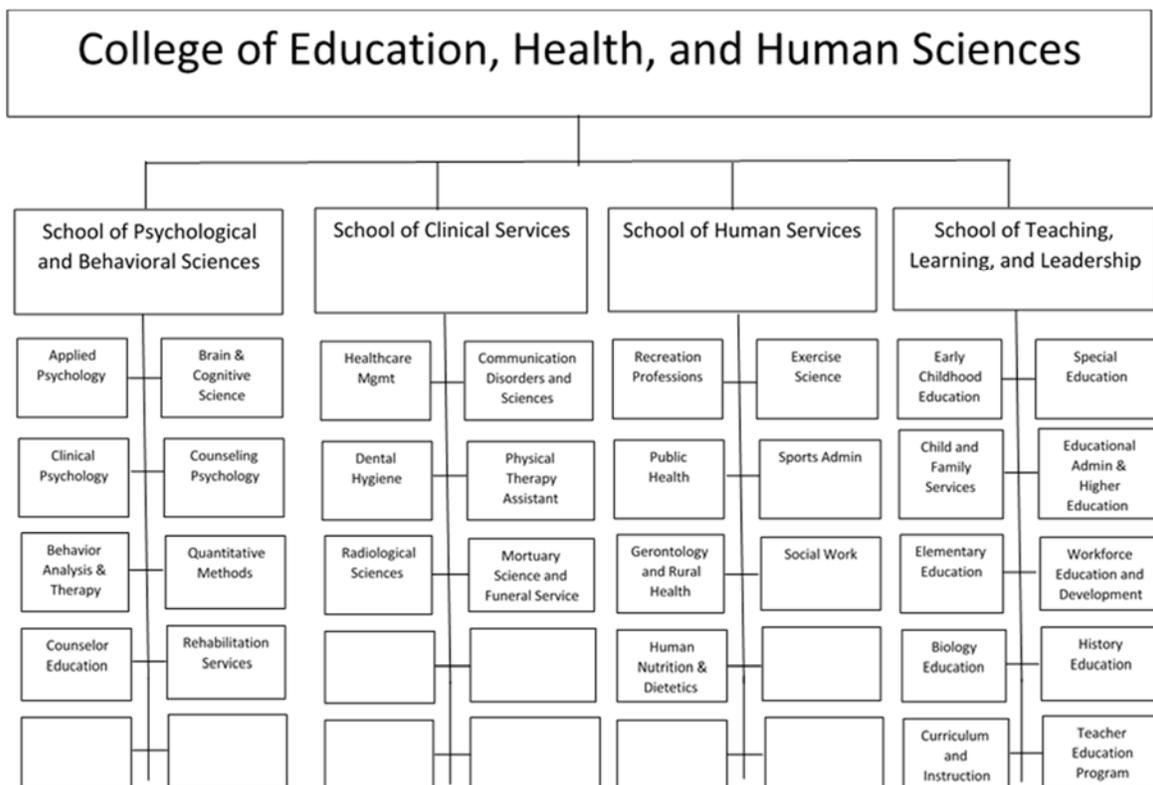
University	College	Unit Name	Major/Specialty	Degrees Offered
Georgia State University	College of Education and Human Development	Department of Educational Psychology, Special Education, and Communication Disorders	Communication Disorders	MS, PhD
			Applied Behavior Analysis	MS
			Special Education	MEd, MAT, PhD
Utah State University	College of Education and Human Services	Department of Special Education and Rehabilitation		BS, MS
			Special Education	BS, MEd, MS
			Disability Disciplines	PhD Concentrations: Special Education Behavior Analysis Rehabilitation Counseling, Disabilities Studies, Speech-Language Pathology Audiology
			Rehabilitation Counseling	MRC, CMHC
Auburn University	College of Education	Department of Special Education, Rehabilitation, and Counseling	Clinical Mental Health Counseling	MEd, MS
			Collaborative Teacher Special Education	BS, MEd, MS, EdS
			Counseling Psychology	PhD
			Counselor Education	PhD
			Early Childhood Special Ed	BS, MEd, MS
			Rehabilitation and Disability Studies	BS
			Rehabilitation Counseling	MEd, MS, Grad cert
			School Counseling	MEd
			Special Education	MEd, MS, EdS, PhD, Grad cert: Transition Specialist or Autism and Dev. Dis.
University of Kentucky	College of Education	Early Childhood, Special Education, and Rehabilitation Counseling	Early Childhood Education	BA, MEd, PhD
			Special Education	BS, MS (SPED), EdS, PhD

			Applied Behavior Analysis	MS
			Rehabilitation Counseling	MS, PhD, Grad Cert
University of Iowa	College of Education	Department of Rehabilitation and Counselor Education	Rehabilitation and Mental Health Counseling	MS
			School Counseling	MS
			Marriage and Family Therapy	PhD
			Counseling Education and Supervision	PhD
			Rehabilitation Counselor Education	Phd
University of Washington	College of Education	Department of Special Education	Special Education	BS, MS, PhD
			Early Childhood Special Education	MEd/cert
			Applied Behavior Analysis	MEd
Old Dominion University	College of Education	Department of Communication Disorders and Special Education	Speech Language Pathology & Audiology	BS, MEd
			Special Education	BS, MS, PhD
		Department of Counseling and Human Services	Human Services	BS
			Mental Health Counseling	MEd
			School Counseling	MEd
			Counselor Education	PhD
University of Georgia	College of Education	Department of Communication Sciences and Special Education	Communication Sciences and Disorders	BS, MEd, MA, EdS, PhD
			Special Education	BS, MEd, MAT, MA, EdS, PhD

After reviewing the Chancellor's proposal, we see some additional opportunities that compliment his vision. The reasons for this are many, but two important factors can emphasize some of the challenges splitting up the natural synergies may present. First, our Counselor Education program degrees are in Education, and we concur the program belongs in a College or School of Education. However, the Chancellor's proposal places the Rehabilitation programs in a College of Health and Human Services. In order to maintain CACREP accreditation, the two programs must be in the same unit or the University must support two separate accreditations from the same accreditation body. It is not known how degrees in Education can be aligned with a program that is in a College of Health and Human Services. Second, we have several SIU Foundation accounts tied to our current department of Counseling, Quantitative Methods, and Special Education. If faculty hired in to this Department are split across campus, it is unknown how those SIU Foundation accounts can be managed equitably across units. Third, Psychology recently submitted a proposal to form a School of Psychology and Behavioral

Sciences, which allows faculty to be affiliated with whichever program best matches their interests and expertise and continued collaboration and interaction. The Department of Psychology at present has many cross-listed faculty. They proposed combining faculty from Behavior Analysis and Therapy (BAT), Rehabilitation Services, Quantitative Methods (from our department), and some affiliated faculty in Political Science, Special Education (similar credentials as faculty in BAT), and Exercise Science (all of whom are trained as psychologists/neuroscientists). This increases the potential for interdisciplinary collaboration leading to external grant proposals and funding. They suggested inclusion as the third School within the College of Health and Human Services. We agree there are additional synergies and opportunities with the inclusion of Psychology. There are faculty in the Department of Curriculum and Instruction (i.e., Child and Family studies), Kinesiology (i.e., Exercise Science- movement psychology), and our department (i.e., Quantitative Methods) who are cross-appointed with psychology now. Indeed, Quantitative Methods has several cross-listed courses with Applied Psychology they teach, including mentoring students at the graduate level.

In the spirit of collaboration and helping the Chancellor achieve his vision for this campus, the following four schools are proposed within one college:



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This proposal leaves intact much of the Chancellor's original proposal, but adds Psychology and Education into the school. They will remain independent schools, but allow for work across the schools within the College. We believe this will also free up additional revenue for support and access to education for students, we can apply for University Center of Excellence in Developmental Disabilities with the four schools--- makes it interdisciplinary (grants and cross-teaching). We can create a new interdisciplinary degree (Disability Studies) across four schools. The Rehabilitation Institute can span across schools (grants and cross-teaching), and create an Institute for Quantitative and Qualitative Research Methodologies (this will also help as support for a UCEDD and interdisciplinary grants, plus cut course redundancies (e.g., research methods are the same regardless of which discipline one is in). The theme would be a lifespan focus (e.g., early childhood through gerontology), across settings.