

School of Social Work Director's Letter Regarding Proposed School of Human Sciences Plan

April 13<sup>th</sup>, 2018

I respect the decision of Social Work faculty to support this program change proposal. Our faculty have been eager to see change that will move the university away from our current trajectory of declining enrollment. However, I would point out there has been much confusion regarding the process by which the change should be brought about. I believe that this is evidenced by the incongruence between the faculty's strong concerns about the autonomy of Social Work and their vote (4 to 1) that is strongly in favor of this plan despite it containing no specified guarantees of autonomy. Please review the attached Minutes of Social Work's April 5<sup>th</sup>, 2018 meeting. I would like to summarize here several concerns with the current program change plan that Social Work faculty expressed to me as a group and independently as well as to contribute some of my own:

- A. **This vote was conducted while the School of Social Work was short by 4 of our full complement of Social Work T/TT faculty.** Three T/TT faculty lines have been vacant since Spring 2017 and another faculty member has been on a two-year leave of absence.
- B. **The proposed plan is atypical for Social Work education delivery at institutions with programs of our size and that have both BSW and MSW programs as we do at SIUC.** Of the 14 IBHE peer universities that the administration provided as examples (between their proposals and the program change plan) with Schools similar to the proposed School of Human Sciences, none have been similar to the proposed School of Human Sciences with respect to their Social Work offerings. That is to say, none demonstrates similar accredited BSW and MSW Social Work programs that are housed in interdisciplinary units:
  - a. Two (2) have no Social Work Programs (Oklahoma State University and Kent State University);
  - b. Eight (8) house their programs in independent, unidisciplinary Social Work department/school/college units as SIUC has in our current structure (University of North Dakota, West Virginia University, University of Texas San Antonio, University of North Carolina Greensboro, Indiana University Bloomington, Stephen F. Austin State University, Middle Tennessee State University, Ohio State University);
  - c. Four (4) have Social Work programs in interdisciplinary units but they differed substantially from SIUC's programs. Of the four in interdisciplinary units: two have both BSW and MSW programs however both MSW programs are currently unaccredited and have much smaller enrollments than SIUC's program (Texas Tech University and University of Tennessee Chattanooga); one has a BSW program only (Mississippi State University); and one offers a BSW but shares a small joint MSW program with another university (Miami University in Ohio).
- C. **Concerns regarding Reaccreditation** - Amongst the tenured appointees to the School of Social Work, I singularly, have participated in five previous Council on Social Work Education reaffirmation of accreditation endeavors for Social Work programs at various universities over the course of my career. Additionally, for my PhD in Social Work, my dissertation focused on evaluating the effectiveness of educational programs. I was hired at SIUC in 1996 as Graduate

Program Director in part due to my expertise in Social Work program evaluation and in order to develop appropriate MSW program assessments. The program assessments that I created corrected the SIUC MSW program's non-compliances with CSWE, were adopted by the BSW program due to their effectiveness, and remained in place and largely unchanged in both programs until I became the Acting Director of the School of Social Work in January 2015. There upon I led the School of Social Work in developing new measures for the MSW and BSW programs. In case you are unaware, SIUC's BSW and MSW programs are coming up for CSWE reaccreditation in October 2019. The following are several concerns that I have regarding the impact that the School of Human Sciences Program Change Plan will have on the reaccreditation prospects of SIUC's social work programs if passed:

- a. **The unenforceability of the current SSW Operating Paper in FY 2019-** Policies and procedures that are captured in our School of Social Operating Paper will be essential to our ability to demonstrate that our programs' functioning (past and present) meets CSWE standards. This program change plan invalidates that Operating Paper which severely hampers our ability to demonstrate that numerous policies and practices for our programs are necessarily the case. Furthermore, it will take time for the faculty in the proposed school to develop a new approved operating paper.
- b. **Entails changes to our Implicit Curriculum-** Despite the fact that the program change plan states that "Given no reduction in faculty as part of the reorganization plan, there are no implications for ability to maintaining the curricula," this is not actually the case for Social Work. In fact, in Social Work, our administrative structure is considered a part of the curriculum of our programs. Observe the following quote from our Education Policy and Accreditation Standards (EPAS), "The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources.. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program (2015 EPAS p. 14)."
- c. **Lack of Autonomy-** unlike most of the other units on this campus, our accreditation standards **require** us to be able to demonstrate our autonomy to our accreditors. This has been relatively simple in the past because our programs were housed in a Social Work academic unit. The divisions that are described in the program change plan for the School of Human Sciences do not *ensure* autonomy from other disciplines at all. This was already made evident in a minor way during the meeting involving the Chancellor and the affected faculty of the proposed School of Human Sciences. Faculty from Kinesiology (simply by virtue of their greater numbers) removed mention of "Services" from the name of the new school despite the fact that 'service' characterizes the profession of Social Work (furthermore Social Work would be contributing nearly half of the total undergraduate students and most of the total graduate students in the proposed school). This plan's elimination of Social Work autonomy during our evaluation period will decrease the likelihood of the successful reaccreditation of our programs. Again, we will have difficulty demonstrating this point

because the plan merely encourages the selective enforcement of parts of our Operating Paper.

- d. **Non-Interchangeable Faculty in Social Work-** Given CSWE's requirements for faculty-to-student ratios and given our current BSW and MSW enrollments, we will still be non-compliant and short by 3 T/TT faculty during FY 2019. As indicated by faculty in the April 5<sup>th</sup>, 2018 meeting's Minutes, most of the benefits outlined in the program change plan will not go to Social Work because we do not have overlapping courses with any of these units. The problem is deeper than that. In the academy, a common misconception among many university administrators who don't have substantial academic backgrounds in Social Work education is that faculty from related fields are easily interchangeable with Social Work faculty in Social Work programs. This simply is not the case. In Social Work, field education is the signature pedagogy (EPAS 2.2). Therefore, our faculty must have both MSWs and years of rigorous Social Work practice experience in Social Work specific settings after they have obtained their MSWs. Most of our T/TT faculty are assigned to the MSW program which depends upon instructors who have an MSW, a doctoral degree, and post-MSW experience as practicing social workers. This ensures that the faculty have sufficient mastery of the Social Work curriculum and pedagogy and are qualified to teach a range of courses according to program needs. Due to the shortage of qualified Social Work faculty, we are currently reduced to offering only our core courses during the regular semesters. Faculty from other disciplines (however seemingly related) lack these minimum qualifications and cannot teach in Social Work because they are not qualified to teach our core courses.
- e. **The imposition of a leadership structure-**It is also for these reasons (mastery of Social Work curriculum, pedagogy and social work practice experience) that the CSWE EPAS has historically recognized that the chief administrator of our programs have an MSW from a CSWE-accredited institution and that our administrative structure must be determined by Social Work faculty autonomously and not by faculty from other disciplines. According to EPAS 3.3 "Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options." Our current administrative structure as defined by the Social Work Operating paper captures this. This program change plan eliminates this.
- f. Most accreditation consultants would consider it **inadvisable to enact such massive transition and changes to our explicit curriculum during the semester that immediately precedes the submission of our self-study (deadline Dec. 1<sup>st</sup>, 2018) and our CSWE site visit (Spring 2019)**. This is because we are typically depending on data that is collected and the policies that are in place during this time (along with about 1-2 years before) to demonstrate that we have been performing in accordance with CSWE standards and that SIUC can support stable accredited Social Work programs. If this program change

plan is instituted, it will be detrimental to our ability to demonstrate this. Also, I have been informed by CSWE that no postponement will be possible beyond the timeframe that I have indicated above.

- g. **Disregards the faculty driven evolution of leadership roles in our professional school**  
-Similar to Medicine and Law, the SIUC School of Social Work has been a professional school that produces both generalist and advanced practitioners who have specializations. Our advanced practitioners specialize in either Health/Mental Health or Children, Youth and Families. One way that the Council on Social Work Education's standard protect the quality of the Social Work practitioners that we produce is to ensure that the Social Work faculty and administrators make the decisions that shape both the explicit and implicit Social Work curricula for our programs. CSWE's position has been that *Social Work* faculty are qualified to ensure the fulfillment of the goals for Social work programs. Over time, SIUC Social Work faculty designed and shaped our Social Work programs to operate with the Director position assuming the lion's share of responsibilities associated with implicit curriculum and while sharing and overseeing administrative responsibilities associated with explicit curriculum and assessments with our Program Directors. Our divisions of labor were also possible because both our Director and Program Director positions are filled by faculty who have full-time appointments and assignments to Social Work in accordance with this CSWE requirement of chief administrators for Social Work programs. Our design and division of labor were also developed as a result of the administrative needs of combined BSW and MSW programs of our size (avg. 220 BSW students and 75 MSW students when recent OP was developed in 2004-2005), our program options, our context, our rural setting and our mission. In 2004 we redesigned the division of responsibilities for the administration of both explicit and implicit curriculums for each program between the Director and Program Director positions. This resulted in more responsibilities being fulfilled by the Director than had been the case in the past. The sudden changes to the operational structure of our programs in the plan for the School of Human Sciences does not appear to consider the Director's responsibilities that are unique to Social Work. The blunt elimination of these Social Work specific Director responsibilities (I say elimination because the new School of Human Services Director will have less time and less Social Work experience) to devote to Social Work will likely pose challenges to the viability of our programs. Faculty need time to redesign the roles and associated responsibilities for Social Work program administration. The ideal time to do this is not while we are undergoing reaccreditation. The likely result of the implementation of this proposal will be the introduction of additional non-compliances to reaccreditation efforts, diminishment our U.S News rankings and long term damage to the enrollment and viability of our programs due to the reduced prominence of Social Work and our lack of the autonomy with regard to key decisions for our programs.

In closing, we recognize the need for changes across this campus. I, personally, support the creation of new Colleges and the realignment of disciplines so that related fields are not as disparate. This alone will yield dividends in efficiency. However, the SIUC School of Social Work's model for the delivery of Social Work education has been effective for decades. The School has housed programs that have generally had consistently high, recession-proof enrollment and have been able to successfully fund a full complement of Social Work faculty and staff while yielding a net fiscal gain

to the University. Only in the context of recent deprivations of adequate faculty, advising, and recruitment staff has the School's enrollment finally begun to falter. This plan to increase enrollment by housing Social Work programs like ours with these other programs is untested and for the reasons stated above gives me pause. Affected faculty for the School of Human Sciences have voted 11-14 against the proposed plan for a School of Human Sciences. Of the four units of affected faculty, two have voted for the proposal and two have voted against it. Based on the Minutes of the April 5th, 2018 Social Work faculty meeting and discussions with faculty, my guess would be that given enough time to understand the way that the program change process works, and if we had not been splitting our attention between reorganization and reaccreditation concerns, Social Work faculty would have submitted formal revisions and counterproposals to this plan that could capture our nearly unanimous concerns about autonomy. Ironically, the faculty from the unit that determined the name of the proposed School of Human Sciences unanimously voted against this program change plan. I am deeply concerned that plans to centralize the administration of our Social Work programs will ultimately diminish the prominence of SIUC's Social Work programs and will prove detrimental to their quality and to the success of our programs. The likely effect of that state of affairs would be that our programs would hemorrhage students. For these reasons as well as the EPAS standards that I have quoted above, **my recommendation is that the university preserve the School of Social Work under the planned reorganization for the sake of the integrity of the Social Work programs.** My hope is that you consider our program needs and our history of productivity and strong enrollment as you deliberate resource allocations and the future of the School. Attached please find an excerpt of a previous reorganization attempt in the College of Education and Human Services that was done in 2004. In light of the demands in the discipline of Social Work, the final draft of the reorganization was changed to leave the School of Social Work intact in order to observe CSWE standards. My opinion, is that this would be a useful position for SIUC to take for at least one academic year so that Social Work can complete our current reaccreditation cycle.

Sincerely,

Saliwe Kawewe, B.S.W., M.S.W., Ph.D. in Social Work,

Director & Professor

School of Social Work,

Southern Illinois University Carbondale

School of Social Work

Southern Illinois University Carbondale

April 5, 2018

Minutes

Present: Drs. Reichert and Buila, Drs. Jurkowski and Saleeby participated via speaker phone.

1. Dr. Buila called meeting to order
2. Dr. Saleeby motioned to approve agenda, Dr. Reichert seconded. Motion approved
3. Dr. Reichert motioned to invite the School Director. Dr. Saleeby Seconded. 3 voted yes, 1 abstained. Motion was approved. Dr. Kawewe was invited and joined the meeting.
4. Dr. Saleeby motioned to record minutes for this meeting. Dr. Jurkowski seconded. Motion was approved.
5. Program Change Plan for the School of Human Sciences review and discussion ensued. Faculty agreed that the School of Social Work must be supported in maintaining accreditation through the Council on Social Work Education. The school requires autonomy in order to do this. Further noted is that the School of Social Work is currently writing the self-study document and any new administrative structure must keep this in mind in assessing the "complexity" of our program and keeping administrative staff in place.

Concern was raised that the School of Social Work would be marginalized if placed in the Proposed School. Case in point was the meeting when the proposed School's name was changed, eliminating the word "Services."

Much of the benefits outlined in the plan would not be applicable to the School of Social Work. Specifically, a review of the course offerings in other units yielded no overlapping courses.

6. Vote regarding which documents to send to Associate Provost was tabled. The School Director has already provided documents regarding Accreditation. Dr. Buila agreed to type minutes and forward to Dr. Kawewe to include with report.
7. Meeting Adjourned.

# REQUEST FOR NEW ADMINISTRATIVE, RESEARCH OR PUBLIC SERVICE UNIT

## BACKGROUND

1. Name of Institution: Southern Illinois University Carbondale
2. Title of Proposed Unit: College of Education and Human Services
3. CIP Code (6-digits): \_\_\_\_\_
4. Proposed Date for Initiation of Unit: Fall, 2005
5. Contact Person: Keith Hillkirk, Dean

Telephone 618-453-2415  
Email [hillkirk@siu.edu](mailto:hillkirk@siu.edu)  
FAX 618-453-1646

## PURPOSE: OBJECTIVES, MISSION AND PRIORITIES

### Introduction

This proposal to restructure the College of Education and Human Services was developed in response to Chancellor Wendler's charge to all SIUC units to create a long-range budget reduction plan. The proposal would strengthen the University's Carnegie Research extensive status by aligning programs to enhance research and external funding and to increase support for faculty and students. The proposal will not reduce faculty lines.

In Fall 2002, the COEHS Executive Council proposed an administrative reorganization of the College that would reduce full-time administrators by eliminating one Associate Dean position and creating four Schools in the College. However, due to Council on Social Work Education accreditation standards, this proposal was modified to recommend a five-school structure for the College that would reduce the number of administrators in the College from 12 to 8, a 33% reduction.

As explained below, this proposal would create five schools in the College of Education and Human Services as follows

School of Educational Psychology, Special Education, and the Rehabilitation Institute

School of Teaching, Learning, and Educational Leadership

School of Health, Physical Education, and Recreation



School of Social Work

School of Workforce Education and Development

Reducing the number of administrators in the College from 12 to 8 reduces administrative costs by approximately \$200,000 dollars annually. These dollars would then be reallocated to support academic programs. Reallocation of \$200,000 dollars to academic programs is accomplished by the reduction from three to two associate deans, elimination of one support staff position in the Dean's office, and reduction from eight to five directors. No faculty or additional staff positions will be eliminated.

## **6. Unit Objectives and Contributions**

**6.1. What are the goals and objectives of the new unit?** The proposed change in the College focuses on administrative reductions. No academic programs will be eliminated.

College goals and objectives will remain centered on the three-fold mission of the research university: teaching, research, and service. As a student-centered, research intensive college that promotes the well being of individuals, families, and communities, the COEHS

**Goal 1.** Prepares teachers, social workers, rehabilitation administrators, athletic trainers and other human service specialists who are grounded in the knowledge, skills, and values essential for professional employment in a democratic society.

**Goal 2.** Provides advanced study and professional development for graduate students in such fields as school administration and leadership, counseling, sports management, workforce training, health promotion, and instructional design.

**Goal 3.** Supports faculty and student engagement in basic and applied research to increase knowledge, evaluate and disseminate models of best practice in teaching and learning, and promote the well-being of society.

**Goal 4.** Provides direct outreach and service annually to 300,000 Illinois citizens through field-based internships, seminars, workshops, and other venues.

**6.2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and, if so, to what extent?** The College's mission and priorities are aligned to the University's mission of teaching, research, and service, with Southern at 150 and The Illinois Commitment. The College is proud of its rich history in meeting the needs of Illinois and the nation for talented, well-prepared teachers and human service professionals. Our programs are accredited by 12 national accrediting bodies which are listed on pages 11 – 12.

College undergraduate programs enroll approximately 2,000 on-campus and 1,000 off-campus students each semester. In addition, approximately 1,000 graduate students pursue Master's and doctoral degrees each semester.

### **Southern at 150**

#### **Lead in Research, Scholarly, and Creative Activity**

1. The alignment of Curriculum and Instruction (C&I) and Educational Administration and Higher Education (EAHE/HED) into a new School will respond to state and national focus on P-20, pre-school through graduate study issues of academic achievement, literacy, and articulation.
2. The CI/EAHE/HED alignment will support capacity to respond to RFP's for school improvement, school leadership, and collaborations with schools and community colleges.
3. The alignment of Rehabilitation, Special Education, and Educational Psychology would bring faculty expertise in teaching and researching disabilities to the Center for Autism Spectrum Disorders, a growing research center in the College.
4. The alignment of Health, Physical Education, and Recreation will increase capacity to respond to federal funding opportunities on obesity, fitness, and public health priorities.
5. This proposal would assure greater access and opportunity for all faculty to research overhead support for grant proposal development.

#### **Offer Progressive Graduate Education**

1. Growth in external funding for each School will be used to increase graduate assistant support from the current 98 graduate assistants who are supported by grants and contracts.
2. Growth in research overhead and external funding will support new technologies and smart classrooms across the College.

#### **Serve Others**

1. The alignment of Curriculum and Instruction and Educational Administration and Higher Education would strengthen efforts to collaborate with schools, community colleges, and regional offices of education on school improvement and academic achievement.
2. The Center for Rural Schools and Communities will support faculty and student leadership in addressing school and community problems in academic achievement, public health, and access to human service agencies.

**6.3. What specific needs and measurable contributions will the unit make to statewide priorities and needs?**

**The Illinois Commitment**

**Goal 1: Economic Growth. Higher education will help Illinois business and industry sustain strong economic growth.**

Through the School of Workforce Education and Development and the Center for Workforce Development, the College will continue to educate and support workforce trainers for Illinois businesses and companies.

WED will expand off-campus opportunities to offer the undergraduate and graduate degrees to Illinois citizens.

**Goal 2: Teaching and Learning. Higher education will join elementary and secondary education to improve teaching and learning at all levels.**

Through the proposed Center for Rural Schools and Communities, the College will increase externally funded research, training, and service projects aimed at improving the quality of teaching and learning.

The College will expand school partnership efforts to support undergraduate and graduate internships.

**Goal 4: Access and Diversity. Illinois will increase the number and diversity of citizens completing training and education programs.**

The College will continue to encourage recruitment of faculty of color to match proportionately faculty diversity to student body diversity.

**6.4. What is the demand for the unit's services? What clients or population will the unit serve? As indicated above, the College serves 3,000 undergraduate and graduate students each semester. The intent of this proposal is to strengthen the College through strategic research and outreach initiatives that would bring new external resources to support faculty and students.**

As the Social Sciences External Review states, "the College has a very strong regional service orientation," a strength that is reflected by the 300,000 Illinois citizens who are served annually by the College. However, the Review also stresses the need to "build research on service without abandoning service. As part of the strategic planning process, we recommend . . . finding ways to use service as a basis for the development of research efforts."

The alignment of Curriculum and Instruction with Educational Administration and Higher Education will enable the new School and College to respond more effectively to state and national focus on P-20 issues and challenges. Federal and state dollars increasingly are directed to issues of academic achievement, school leadership and improvement, and teacher quality.

The alignment of Rehabilitation, Special Education and Educational Psychology will enable the new School and College to bring together faculty expertise in conducting research and preparing teachers, counselors, and professionals who are expert in disabilities and psychological health.

The alignment of Health Education, Physical Education, and Recreation will strengthen our capacity to address issues of obesity, fitness, and other public health priorities. New, tenure-track faculty will have increased opportunity to collaborate and engage in research and proposal development.

Workforce Education and Development's mission to prepare workforce trainers, educators, and leaders will continue and will expand as the program begins to offer Master's programming at distant, off-campus sites.

Due to Council on Social Work Education accreditation standards, the School of Social Work will not be aligned with another, academic program. The School's historic mission of preparing social workers to support children and families will continue. The School's \$3 million dollar partnership with the Department of Children and Family Services will be used to strengthen and expand its research mission.

## **7. Organization**

**7.1 Describe the proposed unit's organizational structure.** The proposal to restructure the College will create five Schools within the College. One of the first priorities for each school will be the development of new operating papers. Each school will be led by a Director who will serve as the administrative head of the School and will have administrative responsibilities and authority over such areas as

- Recruiting, hiring and orientation of new faculty.
- Evaluating faculty performance and making recommendations related to retention, promotion, tenure and salary adjustments.
- Directing administrative and professional staff and civil service.
- Managing the budget of the school and serving as fiscal officer.
- Fundraising and alumni relations.
- Overseeing the awards process for school specific awards (i.e., Teacher of the Year, certain scholarships).
- Coordinating the accreditation activities of the various programs within the School
- Handling student grievances.
- Preparing the many university and college requested reports.