



April 4, 2019

MEMORANDUM

TO: J. Kevin Dorsey
Interim President

THROUGH: John M. Dunn 
Interim Chancellor

FROM: Meera Komarraju 
Interim Provost and Vice Chancellor for Academic Affairs

SUBJECT: RME: School of Education

I am writing to seek your approval for the School of Education. The RME and associated documents are attached.

Thank you.

Attachments

/rh

c: Brad Colwell, Vice President for Student and Academic Affairs
Lizette Chevalier, Associate Provost for Academic Programs
David DiLalla, Associate Provost for Academic Administration

Rec'd 4.4.19

Approval Form for RME/NUI



Proposed Change: Merger of Depts in COEHS (see listing in RME) to form School of Education

1. Unit originating the request APAP 08 May 2018
Date
 Digitally signed by Lizette R Chevalier
 Date: 2019.04.03 18:01:52 -0500
 Signature _____

2. Department/School Vote Form

Outcome of Faculty Vote Yes No Abstain Yes No
Approval

3. College Curriculum Committee or other college-wide committee (where required)

Outcome of Committee Vote Yes No Abstain Yes No
Approval

4. Dean of College of

Yes No
Approval

Signature _____

The following signatures will be solicited through the approval process coordinated by the Associate Provost for Academic Programs

5. Associate Provost for Academic Programs

08 May 2018 Yes No
Date Approval

Chevalier _____
 Associate Provost (Print)
 Signature

Digitally signed by Lizette R Chevalier
 Date: 2019.05.14 14:51:53 -0500

6. Faculty Senate (Undergraduate Programs)

9/14/2018 Yes No
Date Approval

Jonathan J Bean _____
 Faculty Senate (Print)
 Signature

Digitally signed by Jonathan J Bean
 Date: 2019.09.14 14:51:53 -0500

7. Graduate Council (Graduate Programs)

28 Nov 2018 Yes No
Date Approval

Wesley Calvert _____
 Graduate Council (Print)
 Signature

Digitally signed by Wesley C Calvert
 Date: 2019.11.28 09:46:35 -0600

8. Provost and Vice Chancellor

4 April 2019 Yes No
Date Approval

M. Komarraju _____
 Provost and VC (Print)
 Signature

Digitally signed by M. Komarraju
 Date: 2019.04.04 14:51:53 -0500

9. Chancellor

4/9/2019 Yes No
Date Approval

J.M. Dunn _____
 Chancellor (Print)
 Signature

Digitally signed by J.M. Dunn
 Date: 2019.04.09 14:51:53 -0500

10. President

Yes No
Date Approval

J. Kevin Dorsey _____
 President (Print)
 Signature

Digitally signed by J. Kevin Dorsey
 Date: 2019.04.09 14:51:53 -0500

11. Illinois Board of Higher Education (where required)

Yes No
Date Approval

IBHE Representative (Print)
 Signature

Digitally signed by IBHE Representative
 Date: 2019.04.09 14:51:53 -0500

12. Higher Learning Commission (where required)

Yes No
Date Approval

Higher Learning Comm Representative (Print)
 Signature

Digitally signed by Higher Learning Comm Representative
 Date: 2019.04.09 14:51:53 -0500

Reasonable and Moderate Extension (RME)

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

I. Program inventory

This RME is to create a School of Education by way of merger of Department of Counseling, Quantitative Methods, and Special Education, the Department of Curriculum and Instruction, the Department of Educational Administration and Higher Education, the Department of Workforce Education and Development and the Teacher Education Program. All units are currently in the College of Education and Human Services. 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
13.121	Early Childhood	BS	Curriculum and Instruction
13.1202	Elementary Education	BS	Curriculum and Instruction
13.1001	Special Education	BS	Counseling, Quantitative Methods, and Special Education
13.1320	Workforce Education & Development	BS	Workforce Education & Development
13.1206	Curriculum & Instruction Secondary Education	MAT	Curriculum and Instruction
13.1299	Mathematics & Science Education	MS	Curriculum and Instruction
13.1101	Counselor Education	MSED	Counseling, Quantitative Methods, and Special Education
13.0301	Curriculum and Instruction	MSED	Curriculum and Instruction
13.0401	Educational Administration	MSED	Educational Administration and Higher Education
13.0406	Higher Education	MSED	Educational Administration and Higher Education
13.1001	Special Education	MSED	Counseling, Quantitative Methods, and Special Education
13.1320	Workforce Education & Development	MSED	Workforce Education & Development
45.0102, 13.1001	Education	PHD	College of Education and Human Services
13.0301, 13.0401 13.1320, 13.1307			
13.0406	College Teaching	GR CERT	
13.0401	Educational Administration	GR CERT	
45.0102	Quantitative Methods	GR CERT	
	Child and Family Services	Minor	
	Workforce Education & Development	Minor	

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
13.121	Early Childhood	BS	Education
13.1202	Elementary Education	BS	Education
13.1001	Special Education	BS	Education
13.1320	Workforce Education & Development	BS	Education
13.1206	Curriculum & Instruction Secondary Education	MAT	Education
13.1299	Mathematics & Science Education	MS	Education
13.1101	Counselor Education	MSED	Education
13.0301	Curriculum and Instruction	MSED	Education
13.0401	Educational Administration	MSED	Education
13.0406	Higher Education	MSED	Education
13.1001	Special Education	MSED	Education
13.1320	Workforce Education & Development	MSED	Education
45.0102, 13.1001	Education	PHD	Education
13.0301, 13.0401 13.1320, 13.1307			
13.0406	College Teaching	GR CERT	
13.0401	Educational Administration	GR CERT	
45.0102	Quantitative Methods	GR CERT	
	Child and Family Services	Minor	
	Workforce Education & Development	Minor	

II. Reason for proposed action

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

III. Program delivery mode

Same as current delivery mode.

IV. Anticipated budgetary effects

Please refer to the accompanying Program Change Plan.

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

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

Faculty Senate Resolution:

SPECIAL COMMITTEE FOR REORGANIZATION PROPOSAL REVIEW

Resolution of Rejection of Education Program Change Plan and RME

WHEREAS the Faculty Senate Special Committee for Reorganization (FSSCR) reviewed the RME and Program Change Plan to create a School of Education, and a number of issues were identified with the Plan:

- The Counseling program has been identified, in other proposals, to be housed in the same school with Rehabilitation Counseling, as these two programs share the same accrediting body.
- Quantitative Methods faculty questioned the placement of the program in the newly designed School of Education, proposing instead to create a Center or Institute for Quantitative and Qualitative Research Methods that would serve the whole university.
- Special Education faculty raised concerns about the change from a college to a school and the “horizontal structure” inherent in a school.
- Workforce Education and Development faculty expressed concerns that their mission was not aligned with the SoE, as WED is not teacher education.
- Educational Administration and Higher Education voted against the Program Change Plan but provided no rationale for their vote or proposed alternatives.
- Curriculum and Instruction faculty voted in favor of the Program Change Plan and presented an expanded vision of the role and expressed a desire to extend the SoE to include the Center for Teaching Excellence, Disability Support Services, the Center for English as a Second Language, the STEM Education Research Center, Touch of Nature, and a proposed Research Institute; and

WHEREAS the FSSCR recommended revisions to the RME and Program Change Plan given the issues identified by some of the academic units covered by the RME; and

WHEREAS the response of the Associate Provost for Academic Programs to the previous recommendation indicated that the administration did not wish to submit a revised RME, noting that the mix of programs in the proposed School of Education already exists as a part of the College of Education and Human Services, but encouraged faculty proposals to develop program change plans in order to address the issues raised by the original RME; and

WHEREAS the FSSCR delivered 2 yes votes and 7 no votes to approve the RME as originally submitted;

THEREFORE, BE IT RESOLVED that the Faculty Senate rejects the RME for the School of School of Education in its current form.

Date of Resolution Approval: September 11, 2018

Semester:

Jonathan J Bean Digitally signed by Jonathan J Bean
Date: 2018.09.14 12:38:40 -05'00'

Date

President, Faculty Senate

Resolution to Recommend Rejection of the RME to create a School of Education

WHEREAS the new school will be formed through a merger of (i) the Department of Counseling, Quantitative Methods and Special Education, (ii) the Department of Curriculum and Instruction, (iii) the Department of Educational Administration and Higher Education, and (iv) the Department of Workforce Education and Development; and

WHEREAS the results of the voting in the impacted departments are as follows: Department of Counseling, Quantitative Methods and Special Education (1 yes, 9 no, 0 abstain); Department of Curriculum and Instruction (6 yes, 2 no, 2 abstain); Department of Educational Administration and Higher Education (0 yes, 2 no, 0 abstain); Department of Workforce Education and Development (0 yes, 3 no, 0 abstain); and

WHEREAS the Department of Counseling, Quantitative Methods and Special Education faculty raised concerns about the change from a college to a school and the horizontal structure inherent in a school; and

WHEREAS we regard the support of affected faculty as an important measurement of the ability of the new unit to successfully implement and create graduate curriculum, and

WHEREAS we regard orderly, fair, competent, and consistent review of tenure and promotion candidates by their professional peers to be an absolute prerequisite to university research and graduate education, and

WHEREAS a lack of such protection for smaller constituencies raises real concerns about the ability of the new school to maintain the curriculum offered by these smaller groups, and

Therefore, BE IT RESOLVED that the Graduate Council recommend rejection of the RME to create a School of Education through a merger of (i) the Department of Counseling, Quantitative Methods and Special Education, (ii) the Department of Curriculum and Instruction, (iii) the Department of Educational Administration and Higher Education, and (iv) the Department of Workforce Education and Development.

X Wesley C Calvert Digitally signed by Wesley C Calvert
Date: 2018.11.28 09:55:09 -06'00'

Chair, Graduate Council

Date

X Juliane P. Wallace Digitally signed by Juliane P. Wallace
Date: 2019.04.03 14:23:56 -05'00'

Associate Dean, Graduate School

WED

Approval Form for RME/NUI



Proposed Change: Merger of Depts in COEHS (see listing in RME) to form School of Education

Digitally signed by Lizette R. Chevalier
DN: cn=Lizette R. Chevalier, o=Southern Illinois University Carbondale, ou=Faculty
Date: 2018.05.08 10:02:18 -0500

Lizette R. Chevalier
Signature

APAP 08 May 2018
Date

2. Department/School Vote Form

Outcome of Faculty Vote Yes 0 No 3 Abstain 0 Yes No Approval

Barbara E Hagler
Signature

Digitally signed by Barbara E Hagler
Date: 2018.04.26 17:13:07 -0500

3. College Curriculum Committee or other college-wide committee (where required)

Outcome of Committee Vote Yes No Abstain Yes No Approval

Signature

Matthew W. Keefer
Signature

Digitally signed by Matthew W. Keefer
Date: 2018.05.08 10:02:18 -0500

4. Dean of College of Education and Human Services

5-8-18
Date

The following signatures will be solicited through the approval process coordinated by the Associate Provost for Academic Programs

5. Associate Provost for Academic Programs

Yes No Approval 08 May 2018
Date

Lizette R. Chevalier
Signature

Digitally signed by Lizette R. Chevalier
DN: cn=Lizette R. Chevalier, o=Southern Illinois University Carbondale, ou=Faculty
Date: 2018.05.08 10:02:18 -0500

6. Faculty Senate (Undergraduate Programs)

Yes No Approval
Date

Associate Provost (Print)
Signature

7. Graduate Council (Graduate Programs)

Yes No Approval
Date

Faculty Senate (Print)
Signature

8. Provost and Vice Chancellor

Yes No Approval
Date

Graduate Council (Print)
Signature

9. Chancellor

Yes No Approval
Date

Provost and VC (Print)
Signature

10. President

Yes No Approval
Date

Chancellor (Print)
Signature

11. Illinois Board of Higher Education (where required)

Yes No Approval
Date

President (Print)
Signature

12. Higher Learning Commission (where required)

Yes No Approval
Date

IBHE Representative (Print)
Signature

Higher Learning Comm Representative (Print)

Approval Form for RME/NUI

CCMSE



Proposed Change: Merger of Depts in COEHS (see listing in RME) to form School of Education

Digitally signed by Lizette R. Chevalier
Program: cn=university, o=southernillinois, ou=carbondale, email=lizette.chevalier@siu.edu, c=us
Date: 2018.05.08 13:37:45-0500

Lizette R. Chevalier
Signature

APAP 08 May 2018
Date

2. Department/School Vote Form

Outcome of Faculty Vote Yes No Abstain 0
Approval Yes No Approval

Michael E. May
Signature

Digitally signed by Michael E. May
Date: 2018.04.30 14:40:08 -05'00'

3. College Curriculum Committee or other college-wide committee (where required)

Outcome of Committee Vote Yes No Abstain
Approval Yes No Approval

Signature

Matthew W. Keefer
Signature

Digitally signed by Matthew W. Keefer
Date: 2018.05.08 09:59:17 -05'00'

4. Dean of College of Education and Human Services

Approval Yes No

The following signatures will be solicited through the approval process coordinated by the Associate Provost for Academic Programs

5. Associate Provost for Academic Programs

08 May 2018
Date

Lizette R. Chevalier
Signature

Digitally signed by Lizette R. Chevalier
Date: 2018.05.08 13:37:45-0500

6. Faculty Senate (Undergraduate Programs)

Date

Associate Provost (Print)
Signature

7. Graduate Council (Graduate Programs)

Date

Faculty Senate (Print)
Signature

8. Provost and Vice Chancellor

Date

Graduate Council (Print)
Signature

9. Chancellor

Date

Provost and VC (Print)
Signature

10. President

Date

Chancellor (Print)
Signature

11. Illinois Board of Higher Education (where required)

Date

President Print)
Signature

12. Higher Learning Commission (where required)

Date

IBHE Representative (Print)
Signature

Higher Learning Comm Representative (Print)

CI

Approval Form for RME/NUI



Proposed Change: Merger of Depts in COEHS (see listing in RME) to form School of Education

1. Unit originating the request APAP

08 May 2018
Date

Lizette R. Chevalier
Signature

Digitally signed by Lizette R. Chevalier
Program: X509v3 Certificate Issued For Academic
Date: 2018.05.08 15:42:00

2. Department/School Vote Form

Outcome of Faculty Vote Yes 6 No 2 Abstain 2

02 May 2018
Date

Yes No
Approval

Christina McIntyre
Signature

Digitally signed by Christina McIntyre
Date: 2018.05.08 14:44:09 -05'00'

3. College Curriculum Committee or other college-wide committee (where required)

Outcome of Committee Vote Yes No Abstain

Date

Yes No
Approval

Signature

Matthew W. Keefer
Signature

Digitally signed by Matthew W. Keefer
Date: 2018.05.08 14:50:36 -05'00'

4. Dean of College of Education and Human Services

5-8-18
Date

Yes No
Approval

Signature

The following signatures will be solicited through the approval process coordinated by the Associate Provost for Academic Programs

5. Associate Provost for Academic Programs

08 May 2018
Date

Yes No
Approval

Chevalier
Associate Provost (Print)

Lizette R. Chevalier
Signature

Digitally signed by Lizette R. Chevalier
Program: X509v3 Certificate Issued For Academic
Date: 2018.05.08 15:42:00

6. Faculty Senate (Undergraduate Programs)

Date

Yes No
Approval

Signature

7. Graduate Council (Graduate Programs)

Date

Yes No
Approval

Signature

8. Provost and Vice Chancellor

Date

Yes No
Approval

Signature

9. Chancellor

Date

Yes No
Approval

Signature

10. President

Date

Yes No
Approval

Signature

11. Illinois Board of Higher Education (where required)

Date

Yes No
Approval

Signature

12. Higher Learning Commission (where required)

Date

Yes No
Approval

Signature

Higher Learning Comm Representative (Print)

EAHE

Approval Form for RME/NUJ



Proposed Change: Merger of Depts in COEHS (see listing in RME) to form School of Education NOTE: This form from EAHE

- 1. Unit originating the request APAP Note: This form from EAHE _____ Date _____
 Signature _____
- 2. Department/School Vote Form
 Outcome of Faculty Vote Yes 0 No 2 Abstain 0 Date 25 Apr 2018
 Yes No Approval
 Yes No Approval
- 3. College Curriculum Committee or other college-wide committee (where required)
 Outcome of Committee Vote Yes ___ No ___ Abstain ___ Date _____
 Yes No Approval
 Yes No Approval
- 4. Dean of College of Education and Human Services _____ Date 5-7-18
 Signature _____

The following signatures will be solicited through the approval process coordinated by the Associate Provost for Academic Programs

- 5. Associate Provost for Academic Programs _____ Date _____
 Signature _____
- 6. Faculty Senate (Undergraduate Programs) _____ Date _____
 Signature _____
- 7. Graduate Council (Graduate Programs) _____ Date _____
 Signature _____
- 8. Provost and Vice Chancellor _____ Date _____
 Signature _____
- 9. Chancellor _____ Date _____
 Signature _____
- 10. President _____ Date _____
 Signature _____
- 11. Illinois Board of Higher Education (where required) _____ Date _____
 Signature _____
- 12. Higher Learning Commission (where required) _____ Date _____
 Signature _____

Program Change Plan School of Education¹

Provided to Faculty in the following affected units:

- Department of Counseling, Quantitative Methods and Special Education
- Department of Curriculum and Instruction
- Department of Educational Administration and Higher Education
- Department of Workforce Education and Development

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 Education* (headed by a Dean) by merging: the **Department of Counseling, Quantitative Methods and Special Education**, the **Department of Curriculum and Instruction**, the **Department of Educational Administration and Higher Education**, and the **Department of Workforce Education and Development**. Once established, the School of Education will report to the **Provost and Vice Chancellor for Academic Affairs**.

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 school will be guided by applicable provisions of the former department/school operating paper and former college operating paper².

For the proposed degree inventory for the School of Education, please refer to the accompanying RME. The names and academic requirements of the degree programs will not change under the program change plan / RME.

Organizational Structure of School of Education:

The School will be led by a Dean who will serve at the pleasure of the Provost. With respect to staffing/hiring decisions in the new School, the Dean will work proactively with faculty and with the Provost to ensure that staffing needs (e.g., teaching of courses, civil service staffing needs) are addressed effectively and fairly. The administration recommends

¹ A separate and independent program change proposal will be forthcoming that pertains to the degree program in Physical Education Teacher Education. The Department of Kinesiology is not an affected unit for purpose of this program change plan.

² This approach is provisional, recognizing that interim operating procedures could be subject to impact bargaining.

establishment of operating paper procedures that foster strong, equitable partnerships across the school.

Each of the (former) academic units that comprise the School of Education 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 A/P Director Position in the Teacher Education Program will be assigned to the School of Education. The duties of the Division Coordinators 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. Depending on the nature and intensity of the service assignment, and on the complexity of the division, coordinators may be assigned a "release" from one-to-two 3-credit hour courses per year (i.e., a 12.5% or 25% FTE service assignment). The service assignment will be determined by the Dean, in consultation with the Division Coordinator, 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 Dean and/or support staff regarding course staffing needs; providing input to the Dean to inform the Dean's assignment of workload to faculty; assisting with student concerns; coordinating accreditation-related activities if appropriate; assisting the Dean with program assessment.

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 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 proposed School of Education integrates the academic programs that constitute the University's core educational disciplines. In doing so, we reduce barriers to innovative programming, curricula and research, and create a flexible, responsive administrative structure to support these critical programs. We elevate the status of the school that serves our historic core mission of training educators by heading the school with a Dean. The School's integrated academic environment will provide SIU students with a creative, responsive learning and training environment.

B. 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”. Given the structure of the School, workload assignments will be made by the Dean, with consultation and input from Division Coordinators. 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 unit and degree program 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 faculty members will have additional opportunities to engage in research, mentoring, and teaching activities.

General Promotion and Tenure Considerations for Tenured and Tenure Track Faculty.

When creating the Operating Paper for the School of Education, attention will be need to be given to the tenure and promotion processes associated with a School that is headed by a Dean. SIU Carbondale’s Library Affairs unit and the School of Law may provide models to advance such discussion.

Affected Faculty members who hold tenure in the **Department of Counseling, Quantitative Methods and Special Education**, the **Department of Curriculum and Instruction**, the **Department of Educational Administration and Higher Education**, or the **Department of Workforce Education and Development** shall have their tenure transferred to the School of Education. The plan will not result in any loss of tenure for any Faculty member in the four departments that comprise the School.

Affected Faculty members who hold tenure track appointments in the **Department of Counseling, Quantitative Methods and Special Education**, the **Department of Curriculum and Instruction**, the **Department of Educational Administration and Higher Education**, or the **Department of Workforce Education and Development** shall have their continuing, tenure-track appointments transferred to the School of Education, 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 establishment of the School of Education. Note, however, that the tenured faculty member may elect to apply the promotion guidelines and procedures of the operating paper of the new School of Education 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 Education³. Note, however, that a tenure-track faculty member may elect to apply the tenure/promotion standards of the operating papers of the new School of Education 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 Procedures⁴ for **Current** Tenured and Tenure track Faculty.

SCHOOL-LEVEL REVIEW

It is proposed, based on current practice for academic units headed by a Dean (e.g., Library Affairs) that an A/P administrator (e.g., Director or Associate Dean) shall coordinate the first-level promotion / tenure review process and shall write the first-level recommendation letter.

1. For candidates formerly appointed in the **Department of Counseling, Quantitative Methods and Special Education**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Counseling, Quantitative Methods and Special Education shall govern the process and shall define the standards and criteria for promotion and/or tenure.

³ Clarification: If promotion and /or tenure occurs after the ratification of the new school operating paper, such operating paper will govern future promotion applications

⁴ 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.

- a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Counseling, Quantitative Methods and Special Education Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Counseling, Quantitative Methods and Special Education Operating Paper) faculty members who had held appointments in the former Department of Counseling, Quantitative Methods and Special Education, augmenting if needed per CBA requirements.
2. For candidates formerly appointed in the **Department of Curriculum and Instruction**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Curriculum and Instruction shall govern the process and shall define the standards and criteria for promotion and/or tenure.
- c. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Curriculum and Instruction Operating Paper shall apply.
 - d. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Curriculum and Instruction Operating Paper) faculty members who had held appointments in the former Department of Curriculum and Instruction, augmenting if needed per CBA requirements.
3. For candidates formerly appointed in the **Department of Educational Administration and Higher Education**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Educational Administration and Higher Education shall govern the process and shall define the standards and criteria for promotion and/or tenure.
- e. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Educational Administration and Higher Education Operating Paper shall apply.
 - f. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Educational Administration and Higher Education Operating Paper) faculty members who had held appointments in the former Department of Educational Administration and Higher Education, augmenting if needed per CBA requirements.

4. For candidates formerly appointed in the **Department of Workforce Education and Development**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Workforce Education and Development 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 Department of Workforce Education and Development Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Workforce Education and Development Operating Paper) faculty members who had held appointments in the former Department of Workforce Education and Development , augmenting if needed per CBA requirements.

COLLEGE LEVEL REVIEW

As noted previously, upon formation of the School of Education, it will be headed by a dean who reports to the Provost and Vice Chancellor of Academic Affairs area. The following College-level procedures will apply:

1. Unless the candidate elects to apply the to-be-developed operating paper procedures and criteria for the School of Education, the “prior” College of Education and Human Services (COEHS) Operating Paper shall govern with respect to college-level procedures, standards and criteria.
2. In such case, the College-level committee shall be comprised of appropriate (as defined by the COEHS Operating Paper) faculty members who previously had held appointments in the applicable College.
3. The College-level committee vote / recommendation shall go to the Dean of the School of Education. 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.

C. 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 curricula⁵. Again, the degree programs currently housed by the component academic units will be housed in the broader administrative structure of the School.

D. 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. Across campus, 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 saved on a permanent/projected basis. Such savings will be balanced

⁵ With exception of any proposal to eliminate a degree program. Any such proposals will be separate and apart from this program change proposal.

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 Education cost savings will accrue principally via the net reduction of 4 Department Chair positions.

An analysis of support staff needs will be undertaken for the proposed school. 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.

E. 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 Art and Design, the School of Music, the School of Architecture and the School of Information Systems and Applied Technology. 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.

Schools of Education headed by a Dean exist routinely at research-oriented universities. Some such Schools include discrete academic departments whereas others include a program-oriented structure similar to that proposed here.

F. 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]
