Reasonable and Moderate Extension (RME)

This proposal is for the merger of all three units within the current College of Mass Communication and Media Arts (MCMA) with five specific units from the current College of Liberal Arts (CoLA) to create a new College of Communication, Design, and the Arts (CCDA).

I. Program inventory

Current listing of approved programs (CIP codes remain unchanged).

- BA Art
- BFA Art
- MFA Art
- Art History Certificate
- BS Architectural Studies
- BS Interior Design
- BS Fashion Design and Merchandising
- MArch Master of Architecture
- BS in Communication Studies
- MA in Communication Studies
- Ph.D Communication Studies
- BS Journalism
- BA Cinema and Photography
- BA Radio/TV/Digital Media
- MA Media Theory and Research
- MS Professional Media and Media Management
- MFA Interdisciplinary Media Arts
- MS/MBA (With College of Business)
- Ph.D Mass Communications and Media Arts
- BA Music (Liberal Arts)
- BA Music Business
- BM Music
- MM Music
- BA Theater
- BFA Musical Theater
- MFA in Theater
- Ph.D Theater History and Playwriting (in Communication Studies)

All of the programs associated with each of the existing departments, including undergraduate and graduate degree programs, concentrations and specializations associated with the degree programs, minor programs, and certificate programs will be transferred to the new college. The names and academic requirements of the degree programs will not change, unless otherwise determined by the associated faculty within these collective units and according to university policies and guiding accreditation standards.

II. Reason for proposed action
We propose a newly integrated College that will merge the School of Art and Design, School of Architecture, the School of Music, the Department of Cinema and Photography, the Department of Communication Studies, the School of Journalism, the Department of Theater, and the Department of Radio Television and Digital Media. Our innovative plan places creative and communicative fields of study in the same college to form an integrated unit that builds on the celebrated histories of our programs, directing us to a new level of achievement and national and international recognition for students, faculty, and SIU. The proposed structure will align with industry and tracks for employment as many of these disciplines work side-by-side or in similar project related sequences. This pioneering model will set a precedent, presenting a new paradigm for interdisciplinary education in the state and the region as a whole (currently there are no other such academic configurations that combine such a diverse, and yet related, range of degree offerings and courses). New opportunities will situate SIU as the model for state-of-the-art programing and cross-disciplinary teaching, advancing recruitment and growing our research potential within the college and the university as a whole.

While the direct connection between the Schools of Architecture and Art and Design is common to universities around the world, what makes this proposal unique is its strong disciplinary coupling with the media arts, journalism, communication studies and the performing arts. Typically, these programs are split across multiple colleges.

We conceived of this model in parallel with colleagues in CoLA who have developed their own new configuration for a separate College. Meeting the challenge to consolidate and streamline the new integrated arts college will merge and/or combine departments and current schools without damaging the strengths and reputation of each program. Rather than eliminating departments, this model will bring departments together in ways that are pedagogically sound, and while helping grow our academic programs will also contribute to the economic redevelopment of the region.

Department operating papers will be retained with minor changes. Representatives from all effected units will meet to draft a new college operating paper.

We are working to create a practical organizational and collaborative structure that:

1) Creates pioneering programs that will further invigorate existing (and renowned) programs with the greatest potential for growth.

2) Improves retention and enrollment through innovative programming that will enhance students’ preparation to be the leaders of the future and a model for schools and colleges in this new millennium.

3) Promotes faculty and student collaboration through the creation of a new college that cultivates interdisciplinary creativity, innovation, and leading-edge pedagogical and research synergies.

4) May permit financial gain initiatives and cost-sharing measures by fostering closer affiliation with our multiple accreditation bodies.

5) Works to streamline existing course offerings and enhance the education of students in all the areas represented by the College by considering the addition of an interdisciplinary major.
6) Encourages collaborative hiring and teaching efforts where appropriate to build leading-edge pedagogical and research synergies, at the same time, recognizing that disciplines require distant professional expertise

7) Saves money through a strategically focused college that will be effectively operated by a Dean with qualified experience and knowledge across the related fields who can examine potential reductions to the number of Chairs/Directors in the future.

Current faculty in the proposed College of Communication, Design, and the Arts are renowned in their fields and have received national and international awards and recognition. Additionally, our programs are some of the most visible on the campus and in our community, and we feel that this combination of renowned faculty, innovative programming, and highly visible artistic endeavors will be a major draw for future students. In sum, the proposed college (CCDA) offers unique opportunities to revitalize programs, better allocate resources, and more effectively recruit students from Illinois and the region.

The proposed college structure would retain the following centers, organizations, and programs:

1) Faner Galleries
2) School of Art and Design Galleries: Design Gallery, Surplus Gallery, Vergette Gallery
3) Quigley Hall Gallery 119
4) McLeod and Moe Theatres
5) Shryock Auditorium and Altgeld Facilities
6) WSIU and Communication and Broadcasting Facilities
7) MCMA Soundstages and accompanying sound studios and labs.
8) Existing and Proposed SAMLAB/FABLAB/Construction/Maker Spaces/Shops
9) The Communications/Design-Across the-Curriculum Program
10) Design Research Studio
11) Kleinau Theatre
12) Pyramid PR Firm
13) Saluki Debate
14) Society for Civil Discourse (Student Speaker’s Forum)
15) McLeod Summer Playhouse

The proposed College would build upon these resources and promote new opportunities for collaboration. Ideas for proposed centers and initiatives include:

1) The creation of forums on campus (from existing spaces) for students and faculty to gather together for discussions, to hear invited speakers, and/or to work on cross-disciplinary creative projects.
2) Review curriculum in such ways to develop progressive realignments with current professional practice standards and to contextualize subjects in relation to dynamic needs and new ways of speculative/improvisational practice.
3) Building on the legacy of Buckminster Fuller to create a Buckminster Fuller Center for Creative and Innovation Strategies/Cultural Leadership

III. Organizational Structure
The College will be led by one Dean to be appointed following a search conducted in accordance with University Hiring Policy and Procedures. An Interim Dean for the College will be appointed by a committee comprised of peer faculty from the College.

The University Policy on the Department Chair’s responsibilities will remain intact: the Department Chair or School Director will be the chief academic, administrative, and fiscal officer for the academic unit. The Chair or Director will be responsible for overall management and leadership of the unit and be expected to contribute to the mission of the University.

Over the Academic Year 2018-2019, faculty in all units of the proposed College will meet to discuss combinations and/or mergers to define which might best enhance the College’s profile. As envisioned, goals would be pedagogical (a more diverse and enriched curriculum); focus on efficient use of faculty time (fewer committees, flexibility in teaching to allow faculty to better align research and teaching by streamlining courses within each unit, and sharing teaching), and emphasize the development of curricula that will enhance recruitment and retention.

Our goal is to enhance breadth at the foundational level; depth in specialization at the intermediate and advanced levels; and possibilities for interdisciplinary advanced work.

**Description of the Graduate Programs**

Bringing these Departments & Schools within the same College will enhance current graduate programs. Graduate Programs—MA, MS, MFA, M Arch and Ph.D—would be administered at the School/Department level. However, being in the same College would make for coherence and coordination, encouraging true interdisciplinarity.

**Academic Advisers:** will be placed in the College and will coordinate advising. As we continue to move forward to adapt curricula the advisers will play a vital role for the success of the new college. Also, by consolidating administrative personnel we are saving money that may be used for additional faculty lines.

**Visionary and cost-saving proposals:** secure vacant spaces on campus to be converted to working studios. Initiate short and long-term research projects with noted alumni. Encourage internships and facilitate opportunities for international study and exchange.

**Impact on Faculty Lines and Faculty Workload**

Change that is driven by curricula will propel greater flexibility and unanticipated creative possibilities in teaching and learning. These changes promise to free up time for research and foster increased synergies and collaborative research capacities.

**Impact on Faculty Lines and Faculty Workload**

This proposal would strategically align faculty lines in order to create more effective curricular structures, thus more effective workloads. This proposed College would foster increased synergy and enhance collaborative possibilities and capacities for research, to propel SIU to become *The* model for the 2025 R-1 university, one which effectively combines technological, scientific, and humanist study, all of which will be crucial to success in this millennium.

**Impact on Students and Ability to Maintain Curricula:**
There will be no negative impact on students. Instead the College would provide positive incentives for students to double major, work within multiple units, and engage in collaborative research and creation with other students and faculty.

**Estimated Financial Costs or Savings, Including Source(s):**
The College of Communication, Design and the Arts could substantially reduce costs and responsibly allocate resources in the best interest of the College and University by eliminating redundancies in curriculum, and reducing equipment (by sharing) and software expenditures (through purchase of “bundles”). We plan to pair such investments with grants and industry sponsored initiatives.

**Possible Consequences of the Proposed Change on the University’s Carnegie Status:**
The proposed change will not negatively impact the University’s Carnegie Status. Indeed, this plan will invigorate, enhance, and expand faculty research and creative activity by increasing synergy and collaboration. This plan will assist in raising SIU’s ranking from an R-2 to an R-1 university.

(Re: See Addendum -- for Comparison with Peer Institutions)

**Accreditation and licensure requirements:**

- Council of Arts Accrediting Associations CAA
- National Office for Arts Accreditation NOAA
- National Association of Schools of Art and Design NASAD
- National Association of Schools of Music NASM
- National Association of Schools of Theatre NAST
- National Association of Schools of Dance NASD (future?)
- National Architectural Accrediting Boards NAAB
- Council for Interior Design Accreditation CIDA
- Accrediting Council on Education and Journalism in Mass Communication ACEJMC

Since all Departments and Programs in this College will remain intact there will be no effect on accreditation and licensure requirements.

**Enrollment changes:** We estimate that over five years enrollment will have increased by 10%

**Educational benefits:** The combination of these units in the new College of Communication, Design, and the Arts will lead to better educated students with enhanced employment possibilities. Students who are more broadly exposed to interdisciplinary processes, creative activities, and entrepreneurship (of the kind proposed in this RME) will find enhanced employment possibilities compared to those educated by a more traditional and less interdisciplinary program.

**Employment demand:** Students of Communication, Design, Media, and the Arts are able to identify and solve problems. Their abilities to think creatively with well-developed critical and practical skills make them employable in a wide range of professions including:

- Architect, Interior Designer, Fashion Designer, Marketer of Fashion, Industrial Design, Graphic Design, Communication Design, Journalist, Photojournalist, Foreign Correspondent, Television and Media Director, Videographer, Filmmaker, Film and Television editor, Animator, Interactive Designer, Actor, Playwright, Theatre Director, Stage Manager, Production Manager, Lighting Designer, Scenic Designer,
Costume Designer, Public Relations Coordinator, Event Planner, Sales Representative, Corporate Management, Human Resources Personnel, Organizational Consultant, Diversity and Inclusion Trainer, Communication Consultant, Performance Artist, Intercultural and Educational Trainer, Motivational/Professional Speaker, Corporate Trainer, Printmakers, Painters, Ceramicists, Metalsmiths, Sculptors, Blacksmiths, Art Historians, Curators for Art Museums, History Museums, Archivist, Art Installers, Exhibition Designers, Arts Educators, Artists/Performers, Arts Managers, and Non-Profit Administrators, scholars, critics, and editors in a variety of communication, media, and the arts.

According to the U.S. Bureau of Labor Statistics Employment Projections program, employment projections data for the following areas are expected to increase by the listed percentages between 2014-2024: multimedia artists and animators, by 9%; art directors, by 2%; advertising, promotions, and marketing managers, between 5-9%, media and communication occupations by 6%; public relations specialists by 9%; post-secondary communication teachers by 10%; and other arts, design, entertainment, and media employment by 6.1%.

Howard Gardner’s 2007 prediction (Five Minds for the Future) that “disciplined”, “synthesizing”, “respectful”, “creating”, and “ethical” minds would be valuable assets on the job market has been substantiated by numerous recent studies, among them: the Association of American Colleges and Universities’ “Liberal Arts Graduates and Employment: Setting the Record Straight” (2014), publications by the National Association of Colleges and Employers, and numerous newspaper and magazine articles (e.g., Daily News, Forbes, New York Times. Most reference critical thinking, problem-solving, and collaboration— all skills modeled and practiced in Communication, Design, and the Arts—as essential to all fields of employment in the 21st Century.

We estimate that 100% of our students will go on to further study, find employment in their fields, or in related fields, as well as in other areas where communication and creative skills are needed.

III. Program delivery mode:

This change will have no effect on program delivery mode.

IV. Anticipated budgetary effects:

No additional staffing required. Proposed centers would be run by faculty from existing units who may be compensated with a course release when needed and feasible. Savings would be gained by reducing the number of deans from 3 to 1. The possibility exists for decreasing the number of Directors/Chairs over time. There may be some minimal costs in creating letterhead and setting up spaces for the proposed centers. By joining this proposal, the units are committed to economical allocation of resources and elimination of fiscal redundancies. Our goal is to make substantial decreases in costs.

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

No arrangements required at this point. Programs and equipment will remain as they are (until determined otherwise through faculty within effective units at a later date).

VI. Will other educational units, curricula, or degrees be affected by this action?
Yes. Some are working in conjunction with other Schools and Colleges. However, these relations remain as proposed in the 2017-2018 University-wide restructuring under the current Article IX.

VII. Assessment of Student Learning Outcomes:

There is no college level assessment plan, as this is established per Disciplinary area in alignment with governing accreditation standards.

VIII. Catalog copy to be deleted or added:

N/A

IX. The requested effective date of implementation

Addendum---: Comparison with Peer Institutions
The following institutions are commonly listed as peer and aspiration institutions of SIUC. All have departments, colleges, and centers:

<table>
<thead>
<tr>
<th>University</th>
<th>College</th>
<th>Departments/Schools</th>
<th>Art</th>
<th>Arch</th>
<th>Cinema</th>
<th>Comm.</th>
<th>Design</th>
<th>Digital Media</th>
<th>Fusion Design</th>
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<td>BA/BFA BA/MA</td>
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<td>BA (Film) BA</td>
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## PEER Institutions with College of Communications and Fine, or Applied Arts

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