Recommendations for a New Academic Unit

Final Report

UNCG Restructuring Committee
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Committee Members</td>
<td>3</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Methods and Process</td>
<td>8</td>
</tr>
<tr>
<td>Key Elements</td>
<td>11</td>
</tr>
<tr>
<td>Structure One</td>
<td>19</td>
</tr>
<tr>
<td>Structure Two</td>
<td>23</td>
</tr>
<tr>
<td>Administrative and Support Services</td>
<td>26</td>
</tr>
<tr>
<td>Potential Names</td>
<td>29</td>
</tr>
<tr>
<td>Commonalities, Additional Observations &amp; Future Directions</td>
<td>35</td>
</tr>
<tr>
<td>Attachments</td>
<td>39</td>
</tr>
<tr>
<td>Appendices</td>
<td>49</td>
</tr>
</tbody>
</table>
Recommendations for a New Academic Unit
UNCG Restructuring Committee

Committee Members

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Jacquelyn White, College of Arts and Sciences
Laurie Gold, Kinesiology, HHP
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Scott Young, Counseling and Educational Development, SOE

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Gwen O’Neal, Consumer Apparel and Retail Studies, HES
Dan Bibeau, Public Health Education, HHP

Consultant
David Altman, Ph.D., Center for Creative Leadership
Executive Summary

In August, 2010, Chancellor Brady and Provost Perrin announced that our university would engage in academic restructuring to build on its historic strengths in health and human development. In presentations to faculty and staff, Provost Perrin stated that the purpose of restructuring was to 1) position UNCG to respond to emerging disciplines/fields and the changing needs of the state and nation, 2) to create an academic unit that builds on existing strengths in health and human development in HHP, HES and possibly other academic units, departments and/or programs, 3) to strengthen the connection between graduate education and UNCG’s research mission, and 4) to enhance administrative efficiencies in preparation for significant budget reductions.

In the fall term of 2010, Provost Perrin appointed the UNCG Restructuring Committee (RC), composed of faculty, staff and student representatives, and charged the committee to recommend multiple options for a single academic unit that is likely to enhance collaboration through interdisciplinary approaches to curricula, community engagement, and research. The stated goal of the RC was to create a single academic unit that is likely to enhance collaboration through interdisciplinary approaches to curricula, community engagement, and research. The RC was co-chaired by Dr. Dan Bibeau (Department of Public Health Education) and Dr. Gwendolyn O’Neal (Department of Consumer, Apparel, and Retail Studies). Committee members included faculty representatives from each department in HES and HHP and staff and student members from each of those Units. There were also representatives from the College of Arts and Sciences, two interdisciplinary programs housed in the Graduate School, the School of Education, the School of Nursing, and the faculty and staff senates. Dr. David Altman from the Center for Creative Leadership volunteered his time as a coach for the co-chairs of the RC.

The RC was asked to be creative in developing proposals for the new unit. To this end, the committee early on drafted over 40 potential structures for discussion. Many of these potential structures were based on current national models and some of these included departments and programs outside of HES and HHP which are health or human development related. As the process continued, the RC identified issues and questions about its work that needed guidance from the University’s administration. As administrators answered the questions, their thinking about the new unit evolved. For example, the Provost informed the RC that this new unit was to be a professional school and no programs or departments in the College of Arts and Sciences should be included. This information resulted in a new set of parameters which restricted potential structural options. In addition, the RC developed several structures with middle levels of administration which could not be supported by administration because they might potentially increase rather than reduce administrative costs. The administration believed such structures would not be feasible in the current state budget climate and therefore not approved by the Board of Governors.

The Restructuring Committee met six times during the fall semester: September 29, October 18 & 27, November 10, December 1, and December 13. A second meeting was scheduled in December which was cancelled by the RC at the December 13 meeting.
because some members were unable to attend the second meeting due to prior commitments and they were unable to alter those prior commitments due to the short notice of these two meetings.

Spring term meetings were held on January 20 and February 22. To facilitate their work, the RC created a Blackboard site for use by only committee members. Between meetings the RC co-chairs met with the Provost and feedback from the Provost was reported back to the RC.

This final report addresses the work of the UNCG Restructuring Committee and the processes used. Recommendations for two structures are presented along with accompanying rationales, key elements of the structures including the administrative and support services/structures with underlying philosophies, a list of potential names for each proposed new Unit, and the unifying themes for each Unit. Lastly, the report identifies additional challenges for the new Unit as well as potential future directions.

The RC is recommending two options for structuring the new Unit at UNCG. These options reflect the charge and drivers used by the committee which are detailed in the full report, as well as the constraints placed on the committee by university administration during the committee’s deliberations. One option includes all HHP and all HES departments except Interior Architecture, as well as the programs in Gerontology and Genetic Counseling under a single dean and administrative staff. The other option is identical to the first but adds the School of Nursing under the same Dean’s administration. These models are consistent with the charge and goal of the restructuring committee to recommend a single academic unit that enhances collaboration through interdisciplinary approaches to curricula, community engagement and research.

The RC has not named the proposed structures, but rather has developed a list of potential names along with perceived advantages and disadvantages of each. These names include (in alpha order by structure option):

**Structure One**: School of Health, Human Development and Wellness; School of Health and Human Professions; School of Health and Human Environmental Sciences; School of Health and Human Sciences; and School of Health and Sustainable Living

**Structure Two**: College of Health and Human Professions; College of Health, Nursing and Human Environmental Sciences; College of Health, Nursing, and Sustainable Living; College of Health Professions; College of Nursing and Family Health Sciences; College of Nursing, Health and Human Sciences; and College of Public Health and Human Professions

These potential names are discussed in the full report. Areas for future growth and unifying themes for the new unit are also identified at the end of the report.

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1 http://provost.uncg.edu/restructuring/docs/Academic_Restructuring.pdf
2 The Department of Interior Architecture has chosen to join the College of Arts and Sciences effective July 1, 2011.
Introduction

In August, 2010, Chancellor Brady and Provost Perrin announced that our university would engage in academic restructuring to build on its historic strengths in health and human development. In presentations to faculty and staff, Provost Perrin stated that the purpose of restructuring was to 1) position UNCG to respond to emerging disciplines/fields and the changing needs of the state and nation, 2) to create an academic unit that builds on existing strengths in health and human development in HHP, HES and possibly other academic units, departments and/or programs, 3) to strengthen the connection between graduate education and UNCG’s research mission, and 4) to enhance administrative efficiencies in preparation for significant budget reductions.

The following report recounts the work of two UNCG committees and recommends two possible structures for aligning departments and programs with a health and human development (defined broadly) focus into a single academic unit. The first committee that examined the potential for the realignment was a subcommittee of the Dean’s Council. Subsequently, Provost Perrin appointed the UNCG Restructuring Committee (hereafter RC) composed of faculty, staff, and student members. The committee was asked to be creative in its creation of the new unit. Early in the process, the RC drafted over 40 potential structures for discussion, many of which represented highly creative solutions to the realignment of health and human development programs on campus. Many of these potential structures were based on current national models and some of these included health-related departments and programs outside of HES and HHP. As the process continued, the RC identified several issues and questions about its work that required guidance from the University’s administration. As the administration answered questions and addressed issues, it became clear that an evolution in thinking about the new Unit had occurred at the administrative level of the University. For example, the RC was told by the Provost that the new Unit should be a professional school and no programs or departments in the College of Arts and Sciences should be included. These new thoughts resulted in additional parameters under which the RC had to operate which were more restrictive in terms of potential options that could be created. For example, the RC developed several structures with middle levels of administration (see Appendix 1 for examples). The administration thought such structures would not be feasible in the current state budget climate and therefore would not be approved by the Board of Governors. Consequently, these models were removed and not given any further consideration regardless of the underlying philosophy on which they were based.

This report addresses primarily the work of the RC and the processes it used. While the committee operated mainly by consensus, it must be noted that all members of the RC do not agree with all aspects of the report. Recommendations from the RC for two structures are presented along with accompanying rationales, key elements of the structures including administrative and support services, underlying philosophies, a list of potential names for the new Unit, and commonalities among programs within the Unit. Lastly, the report also identifies additional observations about the new Unit as well as potential future directions.
During the summer of 2010, Provost Perrin appointed the first committee, a subcommittee of the Dean’s Council, to gather information regarding three proposed actions to be taken at UNCG. Jim Weeks, Dean of the School of Business and Economics, chaired the subcommittee. The subcommittee members were given the assignment to gather information and report on their findings. Terri Shelton, Vice Chancellor for Research and Economic Development, and Jim Petersen, Dean of the Graduate School, were assigned to look at the feasibility of moving the Graduate School under the administration of the Vice Chancellor for Research. Deans Laura Sims and Celia Hooper were assigned to gather information about academic units that focused on health and human development, defined broadly, which would include most or all departments and programs currently housed in the Schools of HES and HHP. Dean Pearcey was charged with gathering information about academic structures that housed Schools of Nursing. Dean Weeks was to gather information about the academic structures of the HES and HHP departments at UNCG peer institutions.

The Dean’s Council Subcommittee submitted its report during August 2010. The subcommittee made nominations to Provost Perrin of faculty members to serve on the RC. The Provost appointed faculty and staff members to the RC and gave the RC the following initial charge to:

- Recommend a structure that would create a single academic unit (school or college) building on our strengths around health and human development
- Recommend a name or alternative names for the single academic unit
- Recommend a structure that would be consistent with our strategic plan and vision for UNCG
- Ensure that any programs, departments, or units considered as part of the restructuring have representation on the RC
- Recommend an academic home for all existing departments either within the restructured unit or other existing academic units
- Reduce not add administrative overhead (i.e., one less academic unit) with the recommended restructuring
- Create a strategy for communication to include a webpage to keep faculty, staff, students, alumni and friends informed of the committee’s work

After the first meeting of the RC, the co-chairs were asked by the committee to get clarification about several issues surrounding the charge. The Provost further clarified the charge and set a goal for the committee as follows:

Committee Charge: To recommend multiple options for a single academic unit that is likely to enhance collaboration through interdisciplinary approaches to curricula, community engagement, and research.

Goal: To create a single academic unit that is likely to enhance collaboration through interdisciplinary approaches to curricula, community engagement, and research.
Methods and Process

The RC met six times during the fall semester of 2010: September 29, October 18 and 27, November 10, December 1, and December 13. Summaries of these meetings are provided below. Spring term meetings were held on January 20 and February 22, 2011. In addition, subcommittees/subgroups met several times to complete tasks. To facilitate their work, the RC created a Blackboard site for use by committee members only and included the reports from the Dean’s Subcommittee for the RC’s use. A description of the focus of each meeting follows. It should be noted that in between meetings, the co-chairs of the committee met with the Provost and provided feedback from those meetings to the RC. This feedback reflected the ongoing evolution of the Administrator’s conception of the desired outcome of the restructuring process, and would, in turn, specify new parameters for the committee’s deliberation. There were also numerous conversations and small group meetings among RC members that occurred between full Committee meetings. As the work of the committee progressed, the RC relied largely on developing consensus around the elements of this report.

September 29 – During this meeting the charge for the RC was reviewed and questions fielded by the committee co-chairs. There was a general discussion about any challenges the members saw in carrying out the charge. The members engaged in a visualization exercise that involved each committee member describing a wildly successful future they could imagine from the creation of a new academic unit. The committee members then engaged in a creative exercise in which they put forth ideas for possible structures (approximately 40 structures were developed). There was a time-limited discussion of a small number of drafts, and members learned more about the programs and departments involved as a result of the brief discussion. Additionally, the RC engaged in a discussion concerning whether the charge included all health related programs at UNCG or only those in HES and HHP.

October 18 - The RC discussed again the committee’s charge and any concerns about carrying it out. It was decided that the co-chairs would seek clarifying information about the charge from Provost Perrin prior to the next meeting. The majority of the meeting focused on learning more about the commonalities and differences among the departments and programs represented on the RC. Members developed descriptions of their departments/programs and shared them in small groups. Within the groups, members identified commonalities and differences among the departments/programs represented and reported those back to the whole committee. These were recorded and later posted to the RC’s Backboard site. Through this exercise, it was found that there were many more commonalities than differences among the departments and programs. There was also some discussion of which departments or schools were to be included in the new Unit other than those in HHP and HES.

October 27 - The co-chairs reported on their meeting with Provost Perrin to further clarify the committee’s charge and to seek responses to other questions raised by the RC. The RC discussed the Provost’s responses and there was a decision to invite the Provost to the November 10 meeting to further clarify the RC’s charge. The RC then spent the
remainder of the meeting developing and coming to consensus on a set of key assumptions and drivers that would guide the development of possible structures.

November 10 – There was a review of, and new consensus for, the key assumptions and drivers created at the previous meeting. These were edited based on comments posted in a Blackboard discussion following the October 27 meeting. The Provost and Chancellor joined the November meeting for approximately 45 minutes and responded to questions that had been posted on Blackboard, as well as questions raised during the meeting. In responding, the Provost stated that biology and psychology and other programs on campus should not be considered for inclusion in this new Unit since the new Unit would be a professional Unit. Afterward, the RC was divided into three work groups. Each group collaborated on developing potential structures of a new academic unit. Each group continued developing structures after the meeting to bring back to the December 1 meeting for discussion. All department and program representatives on the RC were asked to post a description of their department or program on Blackboard to assist the groups in completing their task.

December 1 – At this meeting, additional information about each program or department was provided after which each group presented its draft structures (a total of 8). Discussion and clarification of facts around each proposed structure followed. The groups were asked to refine their draft structures based on feedback and had the option of creating new draft structures to present at the next meeting. It was decided to post all revised and new draft structures on Blackboard for comment by the RC.

December 13 – The RC had a half-day meeting at the Center for Creative Leadership. During this meeting, the co-chairs presented a revised list of assumptions and drivers which was accepted by the RC. Groups then finalized and reported on structural proposals for a new academic unit. Five structures were produced as a result of this meeting. Two structures consisted of 3 reporting levels (e.g. Dean, Division Heads, Department Heads) and 2 structures had 2 reporting levels (Dean and Department Heads). In addition, the members identified the strengths and weaknesses of the 3- and 2-level models. It was decided that RC members would seek feedback on the structures from members of their respective departments or programs. Additionally, the co-chairs were to seek feedback on the draft structures from the Provost before scheduling a meeting in January, 2011.

December 17 – The Co-chairs met with the Provost to provide an update of the committee’s work. The Provost noted the likelihood of the three-level models adding administrative cost; thus, they did not meet a key element of the charge – reducing administrative overhead. This decision constrained the ability of the RC to produce creative structures with divisions. Provost Perrin also informed the co-chairs that the Department of Interior Architecture (IAR) had reached an agreement with the Dean of the College and the Provost to move to the College, thus the RC no longer needed to include IAR in its deliberations.
January 20 - Assignments to four new work groups within the RC were made in advance of the meeting. Each group was asked to complete its work prior to the meeting. Each group was to either develop rationales for the draft structures, or to develop new draft structures. During the committee meeting, each group presented its work to the RC and received feedback from the members. There were also discussions about (1) themes that could be attached to structures, (2) the need to include a separate section in the narrative discussing possible names with the pros and cons of each, and (3) where departments wanted to be placed structurally regarding the new Unit. Questions had surfaced both internally and externally, concerning the place of CARS in the new Unit. The RC accepted CARS rationale for inclusion in the new Unit (see Attachment 1 for discussion of this issue). In addition, the consideration of recommending that Counseling and Educational Development be in the new Unit was dropped based on CED’s wishes to remain in the School of Education. Groups were asked to edit their reports and send them to the co-chairs for inclusion in a draft of the final report. The co-chairs volunteered to pull together the initial draft of the final report for the committee to review.

February 22 – The RC was divided into new work groups and each group was assigned a portion of the draft report to edit. In addition, there was discussion about potential names for the new Unit as well as the organization and final content of the report. Each group edited their portion of the document and submitted the changes electronically to the RC co-chairs. The co-chairs were responsible for producing a complete product for a final review by the committee before submitting the report to the Provost.

Following the February 22 meeting, numerous iterations of the report passed back and forth electronically between the Committee members for editing and resolution of issues related to content.

Assumptions and Drivers

To guide and focus its work, the RC developed a set of assumptions and drivers regarding the creation of a new academic unit. These assumptions and drivers were as follows:

1. Restructuring is happening – we [the RC] must take control.

2. The RC role is to develop several possible innovative structures for a new unit based on 21st century thinking, not 20th century models, which create a niche/benefit (rather than just lowering cost). The new unit must be one that can attract top students, donors, and faculty.

3. The unit must promote health, wellness, and quality of life (healthy living) across the lifespan.

4. The unit must promote multi/interdisciplinary innovative research (basic/applied/translational)
5. The unit must have an invitational quality that is appealing to existing units across campus.

6. Departments have primary knowledge of how they meet the University teaching, research and service missions now and in the future.

7. At the appropriate time, prior to submitting any structures to the Provost, all affected departments/programs will have an opportunity to view and make comments on any proposed structures.

The following three drivers were added at the December meeting as the result of the November 10 meeting with the Provost and Chancellor and a meeting between the co-chairs and the Provost. These drivers lessened the potential for other creative structures that may have included programs and departments from other Units at UNCG.

8. The School of Nursing must remain a School for accreditation purposes.

9. The new unit should be a professional unit.

10. If the School of Nursing is included in a structure, the Unit needs to be called a college. The case to the Board of Trustees and General Administration/Board of Governors on creating a "college" if nursing is NOT included will be a challenge.

Key Elements of the Structures

Overview

As a result of the charge from the provost and the Drivers under which the RC operated, the RC is recommending two options for structuring the new Unit at UNCG. The first option brings together all HHP and HES departments except Interior Architecture, as well as the programs in Gerontology and Genetic Counseling into a School under a single dean and administrative staff. The second option is a College that is identical to the School, but adds the School of Nursing under the same Dean’s administration. These models are consistent with the charge and goal of the RC to recommend a single academic unit that enhances collaboration through interdisciplinary approaches to curricula, community engagement and research. Since these two structures are significantly similar, the key elements and underlying philosophies of the structures will be described only once. Next, Structure One will be presented with a discussion of its rationale, strengths, and challenges, followed by a presentation and discussion of Structure Two focusing on differences from Structure One that are pertinent to the inclusion of the School of Nursing. The presentation of the structures will be followed by a list of potential names including perceived advantages and disadvantages of each name. Administrative and support services will be discussed separately. Finally, additional challenges and issues to consider along with future steps will be addressed.
School of Nursing, Departments and Programs

Communication Sciences and Disorders. The Department of Communication Sciences and Disorders offers undergraduate and graduate degrees. The undergraduate major in CSD provides a pre-professional program for those preparing for graduate study in speech-language pathology or audiology (hearing). The major is designed to satisfy some requirements for the NC license in speech-language pathology or audiology, although no license is awarded until completion of the master's degree in speech-language pathology and the Au.D. or Ph.D. in audiology. The MA in Speech-Language Pathology is accredited by the Council of Academic Accreditation of the American Speech-Language Hearing Association (ASHA) and provides academic and clinical instruction sufficient for the Certificate of Clinical Competence (CCC) in speech-language pathology awarded by ASHA and licensure in the state of North Carolina. This is a two year full time program. The PhD in Communication Sciences and Disorders is a post Masters doctoral degree designed for advanced study in communication sciences and disorders, intersecting disciplines, and development of research and teaching strategies. Part and full time study is available and can take from four to seven years to complete. The CSD department also houses the UNCG Speech and Hearing Center which provides a comprehensive service program for diagnosis and therapy in language, speech and hearing for adults, adolescents and young children. In addition, the CSD faculty is engaged in cutting edge research, including research done through its many research laboratories that focus on applied communicative sciences, child and infant speech and language, language literacy, voice, adult language, foreign accent modification, augmentative communication, pragmatics, traumatic brain injury, fluency, cognitive linguistics, central auditory processing disorders, psychoacoustics and speech perception, tinnitus and hyperacusis, genetics of noise induced hearing loss and aural rehabilitation for adults with cochlear implants.

Consumer, Apparel and Retail Studies. The Consumer, Apparel and Retail Studies undergraduate program offers three concentrations for majors and minors: Apparel Product Design, Retailing and Consumer Studies, and Global Apparel and Related Industry Studies. The Department offers graduate programs leading to the Master of Science and Doctor of Philosophy degrees. Course work and research focus on primary concepts in the study of consumer, apparel, and retailing, integrating perspectives from the social sciences, business, economics, and humanities. Graduate courses focus on consumer, apparel, and retail issues with emphasis on consumer behavior, marketing, and product development. While the name of the Department indicates a business orientation, the CARS department focuses primarily on the wellbeing of individuals and families. This is indicated in the use of the word “consumer” which is primary in the name. The consumer focus is not limited to the development of apparel products for human consumption, but the use and satisfaction of such products in the historical, social and cultural contexts, as well as the impact of use on interactions, interpersonal relationships, body image, self-esteem, body satisfaction, appearance perceptions, nonverbal communication, etc. In addition, this area also includes the role of dress and appearance in health and safety issues, such as obesity, date rape, and bullying. The use of the term apparel in the Department’s name is related to the product focus which is at
the core of the curriculum. Well-being of individuals and families require not only proper clothing to meet a basic human need, but satisfaction with clothing purchases and their relationship to dress. A focus is placed on problem solving and developing solutions to practical needs – from special needs dress for individuals with various disabilities to problems of fit and sizing for mass customization and manufacturing, as well as safety needs of the elderly. While the retail studies concentration is indeed business oriented, unlike programs in the BSBE, retailing in CARS is product and consumer focused rather than profit driven. The fact that consumer satisfaction generally results in high profits is acknowledged, but is not the focus in CARS.

**Gerontology.** The Gerontology Program, a nationally and internationally respected program, delivers leaders in the profession with the highest quality transdisciplinary education in gerontology and performs basic and applied research, preparing students for academic and professional careers serving age-related markets nationwide. The Master of Science in Gerontology (MS) degree is the cornerstone offering of the UNCG Gerontology Program. Students may pursue the basic MS degree, a dual MS/MBA degree or an MS with either a concentration in Nonprofit Management or Aging and Business. Additionally, the Gerontology Program offers a Post Baccalaureate Certificate in Gerontology which students may pursue as a stand-alone certificate or concurrently with other graduate study at UNCG. The Gerontology Program focuses on educating leaders for services and research in the field of aging.

Graduates of the program are prepared to meet the growing demand for trained professionals in public service at local, state and federal agencies; private, nonprofit agencies, or voluntary organizations or to be business professionals educated on aging issues and ready to face the markets and demands of society’s changing demographics in areas such as marketing, residential options, home care markets, human resources or long term care options. Program graduates are highly desired by employers and a large number have demonstrated success through their career advancements.

**Genetic Counseling.** The MS Genetic Counseling program is accredited by the American Board of Genetic Counseling (ABGC) and is designed to prepare students with the knowledge and proficiencies necessary to practice as genetic counselors in a variety of clinical settings including prenatal, pediatric, adult, and cancer genetics. This is the only program of its kind in North Carolina and one of 33 accredited programs in the US and Canada. Genetic counseling is a relatively young profession; the first graduate program in genetic counseling was started at Sarah Lawrence College in 1971. Genetic counseling as a discipline was developed from a combination of models and methods drawn from medicine, education and mental health. The curriculum for the program reflects the ABGC Accreditation requirements, Practice- Based Competencies and Practice Analysis as well as the National Society of Genetic Counselors Code of Ethics and Scope of Practice.

A total of 55 semester hours are required for the degree, including required and elective course work, laboratory observations and supervised clinical internships. Students are required to complete a Capstone Project as the culminating experience for the degree.
This is an interdisciplinary program. In addition to core GEN courses, students are required to take courses in other departments including Biology, Psychology, Philosophy, and Counseling. Faculty members from these departments also contribute to the program by serving as members of the Admissions Committee, Internal Advisory Committee, and Accreditation Self-Study committees. Additionally, faculty members from several departments have served as members of student Capstone Project committees. Students take core courses taught by the program faculty. The program has strong affiliations with the Clinical Genetics programs at Duke University, UNC Chapel Hill and Wake Forest University and faculty from each of these programs contribute significantly to the core courses, especially Medical Genetics. Clinical training agreements have been established with multiple clinics at Duke University, UNC Chapel Hill, Wake Forest University, Moses Cone Health System, Fullerton Genetics Clinic and Carolinas Medical Center. Each student completes a total of 5 (7-week) clinical rotations at these and ad hoc ABGC approved clinical training sites. Research interests of the faculty include the educational and counseling needs of individuals undergoing genetic screening, ethical issues in genetic testing and counseling, and developing core competencies for clinical supervision in genetic counseling. Core program faculty members are actively involved in regional and national genetic counseling professional organizations. Program faculty members served in numerous leadership roles in professional organizations.

**Human Development and Family Studies.** The Department of Human Development and Family Studies (HDFS) focuses on early care and education, child and adolescent development, and family studies. The biological, psychological, social and cultural foundations of development and their implications for families are examined, using a definition of “culture” that includes not only society, but within-society cultural groups, such as racial/ethnic and social class groups.

The department offers bachelor, masters, and doctoral level HDFS degrees plus a joint masters program, and the B-K:ISED (birth to kindergarten education) degree with UNCG’s Department of Specialized Educational Services. The undergraduate major has four different concentrations: Early Care and Education, Birth through Kindergarten Teacher Licensure, Child and Adolescent Development in the Family, and Family Studies. There is an online, Two Plus version of the Early Care and BK concentrations for students with an Associate’s Degree from North Carolina community colleges. The Department offers courses for individuals who wish to do the coursework necessary for a license to be a birth through kindergarten educator but who do not want to get a degree. Finally, the Department offers a post-baccalaureate certificate in early care and education leadership. In terms of scholarly activities, the department has several well-funded research programs including the Star, Right Track, Triad Child, and North Carolina Rated License Assessment projects plus the Family Research Center. The Rated License project evaluates the quality of child care facilities throughout the state. The editorial office of family studies leading journal, the *Journal of Marriage and the Family*, is affiliated with the department.

**Kinesiology.** The mission of the Department of Kinesiology is to integrate the multi-disciplinary study and application of life-long physical activity to enhance health and
well-being of people in diverse contexts by excellence in the scholarship of teaching, discovery, service, and community engagement. The department offers four concentrations; physical education and health teacher education (teacher licensure), sports medicine (pre-professional), fitness leadership and community youth sport development. In accordance with NC DPI regulations, teacher education was re-visioned last year to match 21st century teaching standards and the new program provides licensure in both physical education and health education. In addition to the regular masters degree, an entry level athletic training masters degree program is offered and it is one of only 14 programs in the country (this program has accreditation). The Department also offers both a Ph.D. and an Ed. D. option for doctoral training. In the 2010 national ranking of doctoral programs in kinesiology, UNCG was ranked 15th out of 54 programs. Faculty research agendas are varied and include both basic and applied research in physical activity topics. Specialty programs include; Helping Other People Exercise (HOPE), Programs for the Advancement of Girls and Women in Sports and Physical Activity (joint program with the Center for Women’s Health & Wellness) and a bariatric exercise program.

**Nutrition.** The Department of Nutrition offers the bachelor, masters, and doctoral degrees. Undergraduate students choose from three areas of study: Human Nutrition and Dietetics, Nutrition and Wellness, and Nutrition Science. Human Nutrition and Dietetics focuses on the application of the principles of nutrition, biochemistry, physiology, management, behavioral and social sciences to the promotion of optimal health in individuals. Nutrition and Wellness focuses on instruction and experience in the basic nutritional sciences, community nutrition, public health education, and exercise and sport science. Nutrition Science focuses on the scientific basis for the metabolism of nutrients and the role of nutrients in health and disease.

The department offers graduate studies leading to the Master’s and Doctoral degrees, and a post-baccalaureate, accredited Dietetic Internship. Faculty research includes both basic research and applied/translational nutrition foci.

The UNCG center for Research Excellence in Bioactive Food Components is a satellite to the Department and is located at the North Carolina Research Campus in Kannapolis, NC, (70 miles southwest of Greensboro and 30 miles northeast of center city Charlotte).

**School of Nursing.** The UNCG School of Nursing is a learner centered community preparing generalists, specialists and researchers. The school is committed to excellence through educational programs, collaborative research, scholarly activities, and professional and public service. The SON has 3 Departments (Adult Health Nursing, Community Practice Nursing, and Maternal Child Nursing) and 60 full time faculty members who hold multiple levels of professional licensure, certification, and professional qualifications. Faculty members teach across departments and degree programs. Baccalaureate, masters, and doctoral programs are offered, with the SON having the largest graduate enrollments in NC. The MSN prepares educators, administrators, nurse anesthetists, and nurse practitioners; a MSN/MBA is offered with the School of Business. Online MSN programs are offered, and Northwest AHEC
partners for RN-BSN and MSN degrees in Hickory. The PhD Program began in 2005, has 33 current students (9 are minority), and fourteen graduates. The PhD focus is on health disparities and health promotion research of vulnerable populations. Graduates of the PhD program hold academic and industry positions in NC.

Faculty research targets at-risk groups and primarily focuses on national Healthy People 2010/2020 and North Carolina 2010 Health Goals, using multiple methods. Current studies include teen pregnancy, HIV risk, Diabetes prevention, cardiovascular disease, relocation to long term care, and health literacy. Additional studies evaluate geriatric training and competency based simulations. Collaborations and partnerships include but are not limited to campus units, NCCU, WFU, Duke, Wellspring Retirement Community, Greensboro Housing Authority, College Bound Sisters, UNC, AHECs and long term care facilities, the Center for the Health of Vulnerable Populations, and the NIH Center of Excellence in Health Disparities Research. Funding has increased more than 500% over the past 7 years, with the SON ranked #1 for NIH funding among the 14 Peer Institutions with nursing programs, and #3 in NIH funding behind UNC Chapel Hill and Duke University in NC. Diversity in population, established intervention programs and access, and faculty expertise, provide resources for students at all levels to conduct unique intervention and population based research and experiential learning. SON students have experiences in practice, education, administration, and research in over 500 clinical agencies and 80 counties throughout the state of North Carolina.

The UNCG SON is designated a National League for Nursing (NLN) Center of Excellence in Nursing Education, and is fully accredited or approved by the NC State Board of Nursing, the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), and the Council on Accreditation of Nurse Anesthesia Educational Programs. Graduates are eligible to take examinations administered by multiple national boards, certifying and accrediting bodies and state licensing boards in the respective specialties. The passing rate for licensure and certification averages over 90%. The School of Nursing has graduation rates for undergraduates admitted to the nursing program of 89%; the 6-year graduation rate for graduate students is 89%. Employment is 90% or greater for graduates across programs.

**Public Health Education.** Public health education is a sub-discipline within public health. Four degrees are offered, including two undergraduate degrees and two graduate degrees. At the undergraduate level degrees are offered in health studies (general public health), and community health education (entry level professional degree). The Master of Public Health (MPH) in community health education and the Doctor or Public Health (DrPH) in community health education degrees are offered. With the exception of the health studies degree, these are all professional degrees. The DrPH, nevertheless, has a strong research focus, with an emphasis on translational research and community-based applied research. The MPH degree is accredited by the Council on Education for Public Health. As an accredited program, coursework in the five core disciplines of public health (epidemiology, biostatistics, environmental health, health policy and
administration, and social and behavioral sciences) are required. The strength of the program is in the social and behavioral sciences.

**Recreation, Tourism, and Hospitality Management.** The Department of Recreation, Tourism, and Hospitality Management (RTH) offers both Bachelor’s and Master’s degrees. The Department has undergraduate majors in Recreation and Parks Management (RPM) and Hospitality and Tourism Management (HTM) programs. In the RPM program, concentrations include: Therapeutic Recreation (TR) prepares entry-level practitioners for treatment of various conditions including physical and developmental disabilities and dementia; Leisure Services Management (LSM) prepares students for programming and managerial positions in the public and non-profit sectors of the recreation/leisure service delivery system, including municipal and county departments, state and national agencies, voluntary youth serving agencies, religious-affiliated social agencies, and employee and corporate recreation service delivery programs; and Commercial Recreation/Event Management (CREM) prepares students for programming and managerial positions in the private and for-profit sectors of the recreation/leisure service delivery system such as athletic and fitness enterprises, entrepreneurial recreation businesses, golf clubs, country clubs, and special event planning and management. In the HTM program, there are two concentrations: Hotel and Restaurant Management (HRM) prepares students to handle multiple facets of hotel and food operations, including human resources, accounting, planning and marketing functions, as well as catered meetings and events; and Travel and Tourism Management (TTM) prepares students for a multitude of supervisory and managerial positions in the travel and tourism industry ranging from travel agencies, attractions, and convention and visitors’ bureaus.

Funded research: TR faculty have funded grants from the Alzheimer’s Association (for utilizing non-pharmacological interventions with older adults with dementia) and from the Department of Education (for work with children and young adults with developmental disabilities and their inclusion in public recreation settings) and are currently seeking federal funding for new projects. RTH faculty members also conduct research and publish on diverse topics including travel practices of caregivers, work-life balance of accommodation sector employees, cultural competency in recreational therapy settings, multiculturalism in tourism and hospitality, role of stakeholders in sustainable tourism development, health risks and benefits of leisure travel, and links between travel, health, and destination sustainability.

**Social Work.** The Department of Social Work focuses on improving quality of life for individuals, families, groups, communities, and organizations. With combined enrollment at the undergraduate and graduate levels, the Department is among the largest social work education programs in North Carolina. The Social Work Department offers nationally accredited BSW and MSW programs. The MSW program is a joint program with NCA&TSU and was the first accredited program of its type in the U.S. This has brought national prominence and recognition to the Department. An NCATE/DPI accredited school social work licensure program is also offered. Most recently, the Department of Social Work was granted permission to plan for a joint Ph.D. degree in social work with NCA&TSU. Principle areas of practice include health, mental health,
child welfare, school social work, community organization, poverty and public social services, and aging. The UNCG social work program has been nationally accredited since 1973, the first year national accreditation was possible. Primary faculty research foci are on children and families, diversity, health and mental health, and aging. External funding supports research in each of these areas.

**Underlying Philosophy of the Structures**

The proposed Structures reflect selected national models of academic reorganization while also supporting UNCG’s strategic plan and building on strengths in nursing, health, and human development-related disciplines. The proposed new units have the potential to increase the opportunities for interdisciplinary teaching, research, and funding, while also developing educational programs to provide students with 21st century skills. Our rationale for these proposed structures is presented below.

**Selected Models**

Since 2000, several universities have reorganized to produce “health and human science” units, including Arizona State, Purdue, Oregon State, and Georgia State Universities. For example, at Oregon State, the fourth largest college was created in 2002 with the merger of the College of Health and Human Performance and the College of Home Economics into the College of Health and Human Sciences. At Purdue University, the new College of Health and Human Sciences was launched in 2010. The new college brings together nine existing academic areas of study (such as nursing, apparel design, athletic training, family science, nutrition and dietetics, early childhood education, family and consumer sciences, public health, recreation, movement and sports sciences, and speech, language and hearing sciences) in an effort to enhance student opportunities and promote faculty collaborations in order to improve health and quality of life. Contemporary academic reorganizations support our proposed structures.

With regard to the above noted restructuring, not all are comparable with regard to schools of nursing. For example, Oregon State University does not have a nursing program. Purdue University’s nursing program includes only a practice doctorate and is not research focused. Georgia State University’s nursing division is not research focused and has less than half the students of the UNCG SON. The nursing program at UNC Charlotte does not have a terminal degree, external funding, or national prominence, and ECU’s nursing program has minimal external funding.

The UNC System has seen similar restructuring on different campuses as well. East Carolina University has a Division of Health Sciences within its Medical School. UNC Charlotte has a College of Health and Human Services. However, UNC Charlotte offers a limited number of terminal degree programs, and does not have the research funding or national prominence of programs and schools at UNCG. Appalachian State University has created a College of Health Sciences that includes Departments of Nursing, Social Work, Communication Sciences and Disorders, Nutrition and Health Care Management, and Health, Leisure, and Exercise Science. These programs do not have the research missions or productivity of the matching programs at UNCG, nor do they engage in
doctoral education. All of those campuses include only a portion of the departments and programs being considered for restructuring at UNCG.

**Consistency with the UNCG Strategic Plan**

All of the departments and programs in the two proposed structures have professional programs and most have national professional accreditations. Several degree programs lead to professional state licensure, certification, or registration. Consistent with the UNCG strategic plan, all are concerned with promoting, restoring, and/or maintaining “health, wellness, and quality of life.” This common bond—professional programs that are concerned with health, wellness, and quality of life for children, adults, families, and communities—is a strength of both structures.

**Structure One**

This option houses departments and programs related to health and human development (defined broadly as the descriptor) into one unit that includes almost every department from the original schools of Health and Human Performance (HHP) and Human Environmental Sciences (HES). With the exception of Interior Architecture\(^1\), all HHP and HES departments would be included in the new unit with the addition of the Gerontology and Genetic Counseling Programs from the Graduate School. It also contains a potential joining of the Gerontology Program and the Recreation, Tourism, and Hospitality Management (RTH) department. This Structure proposes that the Tourism and Hospitality Management concentrations from RTH be relocated into the Bryan School of Business and Economics. The movement of Hospitality and Tourism Management (HTM) to the Bryan School of Business would reflect a trend among top HTM programs across the US, a fact which defines the playing field of the competitive market for recruitment of both students and faculty, as well as for graduate job placement. Please refer to the detailed rationale for this move provided in Attachment 2. The Gerontology Program would merge with the remaining faculty members from RTH (e.g., Therapeutic Recreation, Recreation Management, Leisure Services Management, and Commercial Recreation and Event Management) and be located in the new School. The following centers would still be maintained through their given departments or in the Dean’s Office: the Family Research Center (HDFS); the Center for Research Excellence in Bioactive Food Components (NTR); the Center for New North Carolinians (HES); the Center for Speech & Hearing (CSD); the Program for Speech and Hearing (CSD); and the Center for Women’s Health & Wellness (HHP). This could facilitate the cultivation of interdisciplinary work among departments.

**Strengths**

Structure 1 builds on the commonalities across departments in several key ways. First, because it is a single layer, all programs may be viewed as connected together under the heading of the school name (whatever that ends up being). This could encourage

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\(^{1}\) The Department of Interior Architecture requested to be moved to the College of Arts and Sciences. The request was granted by the Provost.
programs to focus on what they share, while maintaining their unique identities and historic strengths. Second, programs coming out of HES and HHP are already accustomed to the kind of structure depicted in the model, with departments having a head/chair who reports directly to a Dean. Third, based on the program descriptions posted by members of the RC, the following are key connections (though likely not exhaustive) that help to articulate how these individual programs might be aligned:

- **Human centered:** Though each program defines how it aligns with health and wellness differently, clearly each of the nine programs can make unique contributions to this kind of school and ultimately to human health, development, and well-being.

- **Research emphasis and evidence-based practice:** Research is a key activity that could very well be the primary strength of this proposed school/unit. All nine of the programs are actively engaged in research. All appear to be engaged in seeking funding support for scholarship. The Centers that are included in the structure would also bring a strong research emphasis to the table, coupled with a focus on community engagement, similar to that of the nine programs. Research in each program focuses on very different facets of human health and wellness, thereby suggesting that the nine programs together can make a profound difference with regard to improving the human condition.

- **Professional orientation:** All of the programs are geared toward training students to enter the workforce and make important contributions with respect to the area each serves. This is a very strong commonality that cuts across all nine programs, though each program is unique in the particular area it serves (e.g., Genetic Counseling vs. Public Health Education vs. Human Development and Family Studies vs. Consumer, Apparel, and Retail Studies). The programs are, in many cases, accredited, and are designed to meet the needs of several constituents, including industry, government, the community, as well as undergraduate and graduate students who come to UNCG specifically to acquire degrees within these program areas. Last, all nine of the programs offer students the opportunity to complete a service learning based component, whether in the form of an internship, practicum, or clinical experience.

- **Interdisciplinary foundations:** Each program reflects a tradition of building on interdisciplinary ideas. Each program draws from either the social or natural sciences, and in many cases, a combination of both, in order to address a diversity of human issues, problems, and needs.

**Challenges/Issues to Consider**

The disadvantages of two-level reporting structure, such as that represented in Structure One identified by the RC include the potential for infrastructure difficulties. This includes: 1) a power imbalance between large and small departments; and 2) difficulties in Promotion and Tenure evaluation with greater numbers and different disciplines. Another challenge to consider is that strong historical identities could be obscured. This could lead to a decrease in alumni support and contributions.
Although there are many commonalities between departments and programs in the proposed unit, some of the alignments in the new unit are not immediately obvious to the public. They may be perceived as arbitrary and confusing. This includes prospective students and faculty.

Due to the elimination of the term: “Human Environmental Sciences,” The School of Human Environmental Sciences could potentially lose its affiliation with the National Association of Public and Land Grant Universities Board of Human Sciences (BOHS), which could lead to a decrease in funding opportunities for faculty.
Structure Two

Structure 2 proposes a college that unites all of the elements from Structure One with the School of Nursing (SON). The SON would need to remain a School for accreditation purposes. Having a School within a College would mean giving special consideration to an administrative structure that is currently not prevalent at UNCG. As with Structure One, there are suggestions regarding the realignment and location of RTH and Gerontology programs (see Attachment 2).

Strengths

There are strengths associated with Structure 2 in addition to those previously stated for Structure One based on the inclusion of the SON. First, the model houses additional health related programs at UNCG within a single unit, increasing the exposure of all the programs to potential students and other stakeholders. This may work to increase the number of students choosing UNCG as their first choice of schools, increase the number of applicants, and may improve retention and graduation rates, all of which are student related metrics set by the Provost as a goal for the restructuring process. Second, with all these programs being in one unit, there is the potential for the Unit’s administration and Centers to facilitate consistent interaction among faculty members with shared research interests which may increase the number of interdisciplinary collaborative research teams. Third, the potential exists to improve efficiencies related to academic programs where similar courses might be combined to satisfy requirements for students in more than one program of study. Lastly, the size of this unit permits the development of an administrative structure capitalizing on strengths of support personnel from the merged units in a manner that allows for more specialized functions that could lead to more efficiencies, such as centralizing support services related to accreditation, licensures, internship placements and supervision which could reduce faculty workloads allowing for greater scholarship productivity.

Challenges

Several major challenges are associated with Structure Two. Although the diversity of this unit could be advantageous, the unit’s size combined with its diversity presents considerable challenges with relation to Promotion and Tenure, resource allocations, space utilization, workload assignments, research incentives and leadership capacity. Second, there may be major long-term negative ramifications relative to support services with this model, since it essentially combines three units currently on campus into a single academic unit. Careful consideration must be given to support service retention in this model since over-reduction of administrative overhead could actually reduce faculty productivity and adversely alter education of students, a serious negative outcome of restructuring. An example may help here: the three units have a history of significant externally funded research, and it would be a challenge to support this research from one central office as exists in each School now. If Structure Two were to be enacted, the RC would recommend keeping the support structures from the SON completely intact to support that School, and having separate centralized support structures in the Dean’s
Office to support the remainder of the Unit. Third, workload assignments, expectations related to production of scholarship, policies related to promotion and tenure, and teaching expectations and requirements are some of the areas likely to present challenges in a unit with diverse professional and research programs.

In addition, the need to maintain the SON as a separate unit for accreditation purposes presents challenges for resource allocation, student and faculty recruitment and retention, as well as research. Including the SON requires careful consideration of evaluation and reporting strategies. It is important to note that across the nation, major nursing schools with large graduate programs, research doctoral education and external funding are free standing, autonomous schools with deans who have budgetary, personnel and curricular authority and responsibility; thus, a challenge is to insure that the combining of the SON in a large college, as proposed in this option, does not compromise the status of the School’s accreditation or its state, regional and national standing (see Attachment 3 for more details).
Administrative and Support Services

It is the strong opinion of the RC that the administrative and support services described below offer the best opportunity for the expected synergies to be realized across teaching, research, community engagement, and service. Here we offer a more detailed look at the Dean’s Office direct reports and the types of structures needed to support the new Unit. The RC believes that the support needs of the new Unit will far exceed the current support found in any of the current Units if the synergies in teaching, research, and community engagement are to be realized. Since the new Unit will be larger than any of the current Units, adequate administrative and support functions are critical for success. It is expected that faculty, staff, and students will be given the opportunity to provide input into decisions related to all leadership positions (recruitment, interview, selection, etc.). Below is a listing of some functional positions that would be needed to achieve the hoped for outcomes of restructuring. Each support segment will be listed with a short description of the functions of that segment immediately following.

Dean’s Office

- Executive Assistant
- Receptionist
- Assistant Dean – Budget and Operations
  - Buildings, Events, and Communications
  - Accounting Technician
- Director - Personnel Services
  - Personnel Specialist
- Administrative and clerical support for Assistant Deans and General Office
- Development Officer
  - Assistant to Development Officer

As with any Unit, the Dean needs an administrative staff to support his or her daily activities and those of the Unit. The Dean will need an administrative assistant. The functions of (1) budget and operations management and (2) personnel would expand greatly and seem to require an Assistant Dean to oversee and manage each function for the Unit. The Assistant Deans would have responsibilities and oversee others with functions such as clerical support, budget planning and exercises, facilities, personnel, graduate assistantships, searches (policies and procedures), promotion and tenure, travel policies and procedures, mobile communication device and telephone services, alumni relations including social network media, university reports, auditing, space allocation, renovation and repairs, and general support of all departments and programs. The Development Office will be responsible for maintaining current relationships and developing new relationships with donors and alumni from the departments and programs that will make up the new Unit.

There are also administrative and support service functions that report directly to the Dean, but serve the entire Unit. Specifically, the functions currently in existence in HES and/or HHP include: (1) an Associate Dean for Academic Affairs and functions such as student support services and instructional technology, (2) an Associate Dean for Research
and functions such as pre- and post-award support for funded research, (3) a Director of Academic Outreach which provides distance education services to the Unit and others, and (4) a variety of centers and programs. Recommendations for staffing these core functions of the unit are made below.

**Associate Dean for Academic Affairs**
- Assistant to Associate Dean for AA
- Student Services Coordinators (2 positions)
- Instructional Technology Consultants (2 positions)
- Instructional Technology Consultant and Web Master (1 position)
- Client Services Technician (2 positions)
- Lab Equipment Maintenance Technician (1 position)

The Associate Dean for Academic Administration will support department curricula and academic programs, accreditation and licensure processes, negotiating internship placements and contracts, allocation of resources for graduate student stipends and waivers, planning and implementation of student scholarship programs, supervision of unit-wide student success programs, supervision of instructional technology, and academic planning and assessment. The Student Success Coordinators would be responsible for the following:
- Academic advising services
- Internship placement and contract negotiation
- Student retention and academic support
- Life planning (e.g. Personality and strengths assessments)
- Supporting first-year experiences (for credit courses, orientation, workshops, collaborative projects, creation of a learning community)
- Working with students in crisis
- Liaison with International Programs, Lloyd International Honors College, Career Services, Multicultural Affairs, and Student Success Center
- Faculty development in the areas of instruction related to student development

The Instructional Technology Consultants and Webmaster would be responsible for the following:
- Instructional technology services for faculty, adjuncts and TAs
- Instructional support services for students
- Web design, creation, maintenance, and training
- Faculty development in teaching and learning (course design, learning activities, research on effective pedagogical practice, cognition, and brain function)
- Support IT-based research efforts of faculty and students
- Assist with implementation of university-wide software deployment and use (e.g. Qualtrics, Starfish, Wordpress, iTunes, Google Groups)
- Technology systems support (hardware/software/webpages/maintenance)
- Teaching evaluation and improvement assistance
The Client Services and Lab Equipment Technicians would be responsible for technology systems hardware, software, and maintenance support as well as maintenance of laboratory and scientific equipment. The laboratory Equipment Technician could have a biomedical engineering background related to repairing or building equipment for the laboratories in the new Unit.

**Associate Dean(s) for Research**
- Assistant to the AD for Research
- Pre-award specialist
- Post-award specialist
- Editor
- Leader of Methodology Center
  - Statistical analyst
  - Qualitative analyst
  - Grant writer for methodology section
- Operations manager

If Structure Two is the model used for the new Unit, the RC recommends that there be two Offices of Research, each with an Associate Dean, one for the School of Nursing and one for the rest of the Unit. Since an individual with intimate knowledge of the extramural funding sources available to nursing must be retained, a single individual could not adequately meet the needs of the remaining departments and programs in the new Unit. If Structure One is the chosen model, then one Associate Dean would be adequate given the support staff listed. The new Unit will have a history of high research activity. The level of research activity is likely to grow through more collaborations among faculty members. The expected synergies in research in the new Unit would need more support than is currently found in any of the Units, primarily because the combined research context will likely be more complex than any of the Units currently experiences. The positions and functions listed above are needed for the faculty to be competitive for federal and large foundation funding. In particular, NIH and other federal agencies look for teams of experts that support each other in the research enterprise when reviewing proposals as well as the capacity of the institution to manage the grants. Thus, the team of specialists, consultants, liaisons and managers in the list above would facilitate faculty work in meeting the technical requirements of federal granting agencies in both scientific merit and project management, freeing up time for investigators to spend on the conduct of the research and the preparation and dissemination of scholarly products. It will be most helpful to have staff that can be dedicated to specialist roles in federal, foundation and local and state government funding.

**Director of Office of Academic Outreach**
- Assistant to Director and Budget Officer
- Associate Director of Operations (EPA position currently)
- Online Program Coordinator (EPA position currently)
- Associate Director for IT and Webmaster (EPA position currently)
The Office of Academic Outreach will support the distance education function of the new unit. The Associate Director of Operations works with faculty members to develop online courses, provides technical support and course editing services, coordinates marketing, oversees course development, manages the CMS, schedules courses, and supervises other personnel. The Online Program Coordinator advises students, assists with pre-transfer transcript evaluation, and provides technical assistance to faculty members in course development. The Associate Director for IT and Webmaster is the liaison with information Technology Services on campus, creates and manages web pages for the office, troubleshoots technical problems with the CMS software, and assists faulty members with the technical aspects of course development.

Centers/Programs

Centers will provide a structure for interdisciplinary research among the faculty, staff, and students in the new Unit as well as those from across UNCG and other institutions. The directors function as both investigators and facilitators for research.

Potential Names and Unifying Themes

Potential Names with Rationales for the New Units Proposed

The RC was asked to provide a list of names that might inform the naming of the new Unit. The list below includes possible names as well as the advantages and disadvantages of each proposed name. The list is not in any particular hierarchy, so no meaning should be attached to the order of names. While no name identified thus far is perfect or has the RC’s consensus, it is hoped that the list below will aid in choosing a name that captures the breadth of programs in the new unit. In addition, the RC believes the name should help future students and faculty members find the departments and programs housed in the Unit so that we can attract strong candidates in each case.

Structure One

School of Health and Human Sciences

Advantages

- A review of universities that have recently reorganized found a large number created new “health and human science” units. These included highly-ranked universities such as Purdue, Oregon State, and Georgia State, which created new units since the year 2000. For example, Oregon State created its fourth largest college in 2002 with the merger of the College of Health and Human Performance and the College of Home Economics into the College of Health and Human Sciences. Total annual external funding for the College now stands at $15 million. At Purdue University, the new College of Health and Human Sciences was launched in 2010.
The new college brings together nine existing academic units (such as nursing, apparel design, athletic training, family science, nutrition and dietetics, early childhood education, family and consumer sciences, public health, recreation and tourism, gerontology, movement and sports sciences, and speech, language and hearing sciences) enhancing student opportunities and promoting faculty collaborations aimed at improving health and quality of life.

- The term Human Sciences, used by many universities in their recent reorganizations, reflects the professional affiliation of disciplines such as human development, family studies, gerontology, consumer and apparel studies, nutrition, housing, and social work with the national Association of Public and Land Grant Universities Board of Human Sciences (BOHS). Over 200 universities nationally are constituent members including NC State and NCA&TSU in our state. HES has been a constituent member of this national organization for many years and maintains professional affiliations which benefit departments financially and professionally. For example, affiliation may aid the continuation of ARS funding (over $700,000 annually) for faculty research. Faculty and programs in CARS, HDF and NTR currently receive research funding from ARS which funds summer research programs, technicians, and graduate students.

**Disadvantages**

- None that were identified

**School of Health and Human Environmental Sciences**

**Advantages**

- Includes names of present schools to be merged
- Broad reflecting the strengths and scope of all departments
- Includes the term “Human Environmental Sciences”, which has strong support from alumni who are members of a large foundation ($7.5 million) which has contributed considerable funding to the students ($200,000 annually) and to the HES throughout the years.

- The name “Human Environmental Sciences” has the same advantages as does “Human Sciences”. (See rational above)

**Disadvantages**

- The name Human Environmental Sciences is outdated
School of Health, Human Development and Wellness

Advantages

- Identifies human development separately from health. This is a more correct reflection of the School.
- Wellness is a “current” name which may attract more students than the term health.
- Wellness allows for programs that are neither health nor human development
- This name is consistent with our committee charge. It is also consistent with national models such as Penn State.
- The name is consistent with the language regarding Health and Wellness in the UNCG Strategic Plan.
- This name is inclusive and sensible. It might flow better to say School of Health, Wellness, and Human Development.

Disadvantages

- Health and Wellness in the same title seems redundant
- The term Health and Human Development is outdated having been implemented at Penn State in the mid-1960s.
- The name is not inclusive but excludes many social and economic aspects of the life course and aging as well as some departments which are not principally health or human development-related.
- This is the case for CARS.

School of Health and Human Professions

Advantages

- Serves as a useful professional school identity for all of the departments included in the new unit.
- When the provost met with the RC, he indicated that the new unit was to be a professional school. This title is consistent with his directive.

Disadvantages

- A number of the departments have research as a major focus of their discipline. This title neglects the research and science bases of the majority included in this unit.
- A number of departments are not "human professions."
- At least one committee member indicated a preference for a title of School of Health and Human Service Professions as opposed to Human Professions
- Human Development and Family Studies may not identify with a School of "service professions".
• School of Health Professions compared to School of Health and Human Professions is a stronger name but is not inclusive of all departments.

**School of Health and Sustainable Living**

_Avantages_

• Consistent with the UNCG strategic plan. Additionally, the UNCG Strategic Plan has incorporated the need for/value of sustainability for inclusion in curricula and other aspects of the university.

• The word "sustainability" in the title is particularly attractive for RTH, as that department develops a program/degree in Sustainable Development in Tourism and Hospitality. In the event this name is selected, the HTM program may not need to be relocated to Business.

• A clear reflection on the efforts of significant segments of society’s focus on sustainability and is anticipated to continue society’s support for a significant period to follow, and is not something that will be need to be changed in a few years.

_Disavantages_

• ‘Sustainable living' sounds a lot like 'Martha Stewart Living' and not an academic unit

• ‘Sustainable living' sounds trendy and individuals outside the institution may find it hard to identify what academic departments would be housed in this unit

• Sustainability is a university value and extends into every corner of the university, whether we are in operations or academics. Ascribing the label in one place may signal that sustainability doesn't occur in other places or that others in other units will not need to address sustainability because it's limited to the new School.

• HDFS does not consider itself a health science and would have difficulty identifying with the “sustainability” as well.

**Structure Two**

_College of Health, Nursing and Human Environmental Sciences_

_Avantages_

• Adds the School of Nursing to the two schools being merged

• Includes names of present schools being merged

• Broad and reflects the scope of all departments included in the discussion

• Identifies nursing, separate from health, which should assist with accreditation and identification
Includes the term “Human Environmental Sciences”, which has a strong support from alumni who are members of a large foundation ($7.5 million) which has contributed considerable funding to the students ($200,000 annually) and the school throughout the years.

The name “Human Environmental Sciences” has the same advantages as does “Human Sciences”. See advantages and disadvantages from the previous section.

Disadvantages
- The term Human and Environmental Sciences is dated
- The length of the name

College of Nursing, Health and Human Sciences

Advantages
- Adds the School of Nursing to the two schools which are being merged
- Broad and reflects the scope of all departments
- Identifies nursing, separate from health, which should assist with accreditation and identification
- See advantages and disadvantages for the School of Health and Human Sciences above

College of Nursing and Family Health Sciences

Advantages
- The theme/concept of FAMILY may open new avenues for future growth
- Family health is broad including many of the linked departments.

Disadvantages
- Limits the participation of a number of departments that may not identify with Family Health Sciences

College of Health, Nursing, and Sustainable Living

Advantages
- Consistent with the UNCG strategic plan. Additionally, the UNCG Strategic Plan has incorporated the need for/value of sustainability for inclusion in curricula and other aspects of the university.
- The word "sustainability" in the title is particularly attractive for RTH, as that department develops a program/degree in Sustainable Development in Tourism and Hospitality.
- A clear reflection on the efforts of significant segments of society’s focus on sustainability and is anticipated to continue society’s
support for a significant period to follow. and is not something that may be need to be changed in a few years.

- Demonstrates the inclusion of nursing
- Supports Governor Perdue’s mission to build a livable and friendly North Carolina for all ages including older adults, and the timely issues of health, globalization, and sustainability found in the UNCG Plan.

Disadvantages

- Many faculty members have explicitly indicated that they do not support the use of a ‘trendy’ term such as ”sustainability” in the new unit’s name. Some faculty members feel the name may become dated quickly. While they support the concept of sustainability, a number expressed that the majority do not conduct research that would be considered under the sustainability umbrella, therefore this name would not accurately reflect our strengths.
- Specific to nursing, this would not be an agreeable title.
- ‘Sustainable living’ sounds a lot like ’Martha Stewart Living’ and not an academic unit
- Sustainability is a university value and extends into every corner of the university, whether we are in operations or academics. Ascribing the label in one place may signal that sustainability doesn’t occur in other places or that others in other units may not need to address sustainability because it's limited to the new School.
- HDFS does not consider itself a health science and would have difficulty identifying with the “sustainability” as well.
- CARS is not about health or nursing, nor is it focused solely on sustainability. Thus this name is not inclusive of all of the programs and departments in the unit.

College of Health and Human Professions

Advantages

- See School of Health and Human Professions’ list of advantages
- When the provost met with the RC, he indicated that the new unit was to be a professional school. This title is consistent with his directive.

Disadvantages

- Some faculty prefer use of the term sciences rather than professions
- Does not include nursing in the title and this exclusion may have bearing on the School of Nursing’s accreditation
College of Public Health and Human Professions

Advantages

- None that we were able to identify given the departments involved in this new unit.

Disadvantages

- Some faculty felt this name was too focused on the term "public health" and prefer "health and human professions" in this model.
- Would need the inclusion of other departments (such as Epidemiology, Biostatistics, Global/International Health, etc.) to be able to call the unit the College of Public Health. We have UNCCH's School of Public Health down the road, and wouldn't be able to justify using this name without such departments.
- Using name "college of public health" without departments listed above would not be able to be accredited as a School of Public Health. Needs programs in the five core areas of public health.
- This name appears limiting and may not accurately reflect the national impression of a full PUBLIC HEALTH school/college.

College of Health Professions

Advantages

- Health is viewed in its broadest sense.
- When the provost met with the RC, he indicated that the new unit was to be a professional school. This title is consistent with his directive.

Disadvantages

- Some faculty prefer use of the term sciences rather than professions.
- HDFS does not consider itself a health science and would have difficulty identifying with this name.
- For social work, this name would be difficult to support because social work is not considered a health profession. Although students are trained to be medical social workers and also mental health social workers, many others are trained in child welfare, school social work, corrections, aging, etc. The name of "health and human sciences" would be preferable. Gerontology concurs with the above statement for those trained in gerontology.
- Loses the identity and character of the merged schools and may not reflect beyond training (e.g. research and graduate programs).
- CARS is not a health profession. Thus this name is not inclusive of all of the programs and departments in the unit.
- Name that is normally found on medical center campuses.
Commonalities, Additional Observations, and Future Directions

The RC believes that the departments in HES and HHP and the Gerontology and Genetic Counseling Programs in each Structure share several commonalities. These could serve to increase interdisciplinary communication and create identities that, when contrasted to competitive institutions, would be unique. They may also serve as points about which departments, programs, and faculty members focus efforts in funded research or collaborative teaching. Additionally, such commonalities may serve to unite departments and programs into future Divisions or to create new Schools, if warranted. When considering actions based on commonalities, the administration may want to focus on concerns introduced by departments/programs, Governor Perdue’s mission to build a livable and friendly North Carolina for all ages including older adults, and the timely issues of health, globalization, and sustainability found in the UNCG Plan. These commonalities are as follows:

Generate and disseminate new knowledge and train professionals to:

• Promote and Enhance Health, Development, Wellness and Quality of Life
• Prevent Disease, Illness, Disability, Injury and Diminished Functioning
• Restore Health, Functioning and Capacity

Targets of Change of the new unit:

• Human Health and Development
• Human Behavior
• Family Functioning
• Community Development
• Physical Environments
• Social Environments
• Public Policy

Units of Practice of the new unit:

• Individuals
• Families, Groups, Social Networks
• Schools
• Worksites and Organizations
• Communities
• Local, Regional, State and Federal Governments

Tools of Practice of the new unit:

• Theory, Program Planning and Creative Design
• Program Implementation and Management
• Applied/Basic Research Design
• Surveillance/Assessment
• Intervention Research
• Community Engaged Research
• Evaluation Research
• Bench Science
• Qualitative, Quantitative and Mixed Methods
Academic Offerings:
- Degree programs
- Certificate programs
- General support courses
- Post-doctoral fellowships

Additional Observations to Consider

There are a set of challenges and issues that the UNCG administration and the Board of Trustees may want to consider when making decisions about restructuring. These are outlined in the bulleted list below. Additionally, the RC has thought about UNCG’s future after a restructuring decision is made. The future includes the need for a transition committee to help create the structure and operations of the new Unit. Also, the RC has created some ideas for future growth of the new Unit for consideration when economic times are better or when change is needed to better serve the State. The challenges and issues include the following:

- There is anticipation of a benefit of immediate cost savings due to the reduction of at least one Unit’s administrative structure. However, the RC cautions that the short term savings should be weighed against the longer term synergies expressed as desired outcomes by the UNCG administration. The RC agrees that there is potential for significant interactions in teaching, research, community engagement, and service in the new Unit, but such potential will need to be nurtured and supported. In fact, the UNCG administration may want to consider making a capital investment in the new Unit to facilitate action around the potential synergies.
- Moving the School of Nursing under a College may mean a loss of professional autonomy, reputation, and visibility. In addition, it may reduce the SON’s effectiveness to recruit/retain faculty and students, maintain quality, secure external funding, and expand its donor base.
- Consideration will need to be given to the gain/loss of school specific support services and the impact on student recruitment/retention/graduation, faculty retention/recruitment/pre-tenure support, research, development, and visibility/reputation.
- The merging of cultures that may differ in workload for teaching, research, service, promotion and tenure policies/procedures/evaluation criteria, and use/application of salary release funds and indirect cost funds and incentives between/among schools will need to be addressed.
- Diverse and large School/College with multiple accreditation, certification, professional, and disciplinary perspectives will require diverse professional and disciplinary perspectives among leadership positions for maximum synergies to occur.
- Development funds, especially undesignated funds, should remain allocated to the specific departments and programs as they are currently proportioned (student scholarships, faculty and Service learning/Community engagement support, fee based program support, excellence and distinguished professorships, fellowships, and awards).
There is no current space available to house the new Unit, and any rush to move everyone together would be a challenge and possibly disruptive to productivity. The administration may wish to consider creating a space/building to house the new Unit in the future which may help to facilitate synergies hoped for through restructuring.

**Future Steps**

Even with the challenges and issues outlined above, the RC wants to be forward thinking, and so we want to suggest a number of innovative areas of future growth for the new Unit. Several health-related colleges and schools from across the country were reviewed to help identify and put together a list of potential cutting edge areas for future growth. This list of human and health related future growth areas have great potential for interdisciplinary teaching, research, and community outreach services at UNCG.

The review of some major US educational institutions revealed a number of potential interdisciplinary programs that could grow out of the UNCG restructuring process. For example, Ohio State, Columbia, and UCLA have focus in Child and Family Welfare. The Harvard School of Public Health has programs in Biostatistics, Environmental Health, Epidemiology, Global Health, and Interdisciplinary degree programs that included Maternal Child Health, Obesity, and the Epidemiology of Infectious Disease. The concept of International and Global health is appealing in terms of community outreach and research. Johns Hopkins School of Public Health has a department in International Health with research projects extending across the US and in 90 countries. Epidemiology was a department listed at a number of US institutions. In this discipline, research is conducted in the area of infectious diseases, genetics, cancer, occupational disease, and health disparities.

A bulleted list of future growth areas, primarily in health, is found in Appendix 2 at the end of this report.
The Department of Consumer, Apparel, and Retail Studies (CARS) in the New Unit

At the time in which the RC was appointed, clarification was sought concerning a definition of health and human development in order to determine CARS place in restructuring. The RC co-chairs were told to think of health and human development in terms of Goal 2 (Health and Wellness across the Life Cycle) of the 2009-2014 Strategic Plan. This point was again reiterated when the Chancellor and Provost visited the RC on November 10, 2010. Additionally, the RC identified and agreed upon a series of themes that cut across departments and programs in the three Units, and with which CARS clearly aligns. As the RC members shared information in order to learn about the various departments and programs affected by the restructuring, the rationale for the fit of CARS in the restructured unit was presented and accepted by the RC. Since that time questions have arisen, external to the RC, as to the fit of CARS in “a unit focusing on health and human development;” and why the Bryan School of Business and Economics (BSBE) is not considered as a better fit. Comments on this issue are below.

The RC is aware that the final decision concerning the composition of the new unit rests with the Chancellor and BOT. It is, however, important to note that a decision to place CARS in a unit such as BSBE must include the structural and financial support necessary to assure its continued strength and high level of productivity. At a minimum:

- CARS must remain an autonomous department.
- The graduate program must be funded at or above the current level. CARS enrollment increased from 5 to 18 doctoral students since fall 2007, with 100% placement of its graduates. This priority corresponds with the University’s strategic goal 1.8 – UNCG will increase graduate enrollment.
- OTP & E&T funds must follow the department as well as appropriate funds from the HES Foundation.
- Special attention must be given to the issue of proximity of CARS to its new placement since studios and lab facilities are required to support the product focus.

CARS offers an applied human science program with a product and people focus that draws from a social science foundation. The historical context for the study of clothing, textile, dress and adornment has always been related to the well-being of individuals and families in meeting a basic need – clothing; therefore, such programs originated in traditional “home economics” units, and continues to focus on the well-being of individuals and families. As time progressed, the need arose for research, product development, production, distribution, and retailing of clothing and textile products to meet consumer needs. These programs are included among those supported by the U.S. Department of Agriculture. CARS faculty members have received more than $3 million in USDA and Agriculture Research Service funding in the last ten years. Currently, approximately $1 million in grant funding requests are under review or in preparation for submission in the next three months.
While the name of the Department suggests a business orientation, the consumer focus extends beyond the development of apparel products, to use and satisfaction derived from such products. Viewing apparel consumption from the historical, social and cultural contexts, as well as the impact of use on interactions, interpersonal relationships, body image, self-esteem, body satisfaction, appearance perceptions, and nonverbal communication, are all key issues in the field. In addition, this area also includes the role of dress and appearance in health and safety issues, such as obesity, date rape, and bullying.

The use of the term apparel in the Department’s name is related to the product focus which is at the core of the curriculum. While fashion is addressed, clothing that meets special health, physical, social, psychological and safety needs are of paramount importance in the curriculum. Developing solutions to practical problems is the focus. The making of apparel products goes beyond the micro-level of individuals to include macro-level issues that directly impact the community, including employment dynamics and workforce needs relative to regional, national, and global economic development.

The retail studies concentration has the highest enrollment, is a major component of the curriculum, and is indeed business oriented. Unlike programs in the BSBE, retailing in CARS is product and consumer focused rather than profit driven. We do acknowledge the fact that consumer satisfaction generally results in high profits. The retail studies component also includes an entrepreneurial component, which deals with family small businesses related to dress and apparel. A strong emphasis is on family economic wellbeing. Schools of business are proficient in areas of distribution and retailing of consumer goods in general, but the cyclical nature of apparel products, as well as the wide range of factors contributing to satisfaction, vary from other consumer goods such that the need for specialized programs have garnered industry support. CARS has many industry partners including three of the top five textile and apparel employers in North Carolina, among them, VF Corporation, the world’s largest manufacturer of apparel. In addition, CARS is being awarded a Siemens PLM software gift valued at $8 million.

The CARS curriculum is holistic and interdisciplinary, engaging the intellect in content, concepts, principles and processes from the conception of an idea for an apparel/softgood item to the consumption and disposal of that item. In addition, the social, psychological, cultural, economic and political aspects of apparel product production and consumption are studied in the context of a global society. While the Global Apparel and Related Industries Studies Concentration speak to the importance of globalization in the curriculum, concepts of globalization and sustainability are infused throughout the curriculum. For example, in the past four years, CARS faculty have received over $800,000 in extramural funding to develop innovative ways to enhance students’ global competency and to globalize the curriculum in CARS and similar programs throughout the country. This focus is aligned with Goal 5 of the UNCG strategic plan.
Rationale for Moving the Hospitality/Tourism Management Program to the School of Business

**CAVEAT:** HTM faculty have unanimously and repeatedly expressed strong desire to explore the possibility of joining the School of Business and learning what type of conditions would be in place to assure its future success and growth. This would require a meeting with the Deans of HHP and Business, RTH Department Head, HTM Program Director, and any other individual(s) relevant to the discussion in order to talk about faculty lines, organizational structure/placement (e.g., free standing department or program, combined with another department), resources, support for growth, and a multitude of other important matters. HTM faculty would only consider moving forward under favorable conditions (structural and financial support necessary to assure its success) at the School of Business. If they are deemed unfavorable to the health and future growth of HTM, there would be no reason for such realignment. HTM faculty feel strongly about doing what is right for the future of the program, its students, and faculty members.

While the RTH Department Head has already discussed the matter with Dean Weeks and Dean Hooper, it is understood that this discussion cannot move forward and possibilities cannot be fully explored until the new Dean of Business is in place.

**UNCG MANDATE:** recent clarifications from Chancellor Brady and Provost Perrin have indicated that the process of realignment at UNCG is to (a) consider input from affected faculty in the Schools of HES and HHP and (b) consider opportunities for programs to enter the new “Health” unit or to move to a school or college where a better strategic fit might be found, and given that the HTM faculty does not internally plan to alter its curricular focus or research initiatives to become a core or applied health profession, the following perspectives on goodness of fit with the Bryan School of Business and Economics are offered.

**HTM's Fit within a School of Business (rationale):**
1. Students, parents, alumni, and industry partners freely acknowledge the logic of hospitality and tourism management being in a business school and have provided positive feedback on the requirement of a business minor in the current program design.
   - A large number of the top HTM programs across the US are in AACSB-accredited business schools or stand-alone colleges or schools, a fact which defines the playing field of the competitive market for recruitment of both students and faculty, as well as for graduate job placement. Examples: Virginia Tech, George Washington U, Temple, Georgia State, University of NH, Washington State, UMass-Amherst, Michigan State, Florida State, San Francisco State, etc.
One of the premier HTM programs in the US (Virginia Tech) is housed in the Pamplin College of Business. The department (ranked 6th overall and 3rd in research productivity) offers a BS, MS, and Ph.D. in Hospitality & Tourism Management. Currently it has 600+ undergraduates, 15 Masters and 20 Ph.D. students.

Pamplin’s undergraduate program is ranked in the nation’s 50 best business schools by US News & Report, Pamplin ranks 42nd overall (and in top 10% of approximately 458 US undergraduate programs accredited by the AASCB).

- Travel and tourism maintains a prominent position as a key economic driver within the State of North Carolina and generates $22.2 billion a year in total economic demand in North Carolina. In fact, North Carolina is 6th in the nation with respect to domestic tourism activity.

2. HTM’s advancement strategies are well-aligned with those of Bryan in terms of targeting donors in the hospitality and tourism fields who are motivated to contribute to the education of future graduates who will enter into HTM business careers.

3. There already exists a demonstrated number of UNCG/HTM undergraduates pursuing MBAs in the Bryan School, at Elon, and elsewhere in North Carolina.

4. HTM is revising its curriculum to launch the first Sustainable Development in Tourism and Hospitality degree in the U.S. Work with curriculum consultants are underway to create 21st century, relevant, and cutting-edge curricula for both undergraduate and graduate education with a strong business focus.

**Mutual Goal Achievement:**

5. HTM’s strategic focus on sustainability in hospitality and tourism supports Bryan’s curricular goals in topics relevant to the interplay of business and society.

6. Global focus of HTM program, particularly in the tourism arena, coincides nicely with global strengths of the Bryan School, including language requirements planned for HTM. The HTM faculty has already established linkages with language faculty in Spanish and Chinese and serves on the Asian Studies committee at UNCG.

7. HTM has a strong commitment to study abroad through its expanding faculty-led programs and the number of students opting to travel abroad. HTM continues to pursue partnerships to make study abroad a focal point of the HTM program in cooperation with UNCG’s IPO and the Lloyd Honors College.

8. As HTM graduates have demonstrated good post-graduation employment track records in corporate and small business environments, alumni will be able to contribute to business school goals for visibility and advancement.

**Benefits to the Bryan School from HTM human capital:**

9. HTM faculty members are committed to high-quality research and scholarship and to maintaining a vibrant publication record.

10. HTM faculty members are interested and able to support the excellent relationship the Bryan School had once established with Disney, have previously offered courses for credit to UNCG Bryan students at Disney through distance learning, are
interested in revisiting the Disney program to explore current and future opportunities for UNCG, Bryan, and HTM.

11. HTM faculty members are skilled in student assessment systems and career and internship preparation counseling.

12. HTM faculty have already offered courses to general business studies students and international Bryan MBA students, as well as served as potential contacts for internships and jobs in service fields. Several Bryan graduates who have taken HTM courses are currently managers within the HTM industry, and one Masters of Information Systems and Operations Management (ISOM) is a general manager of a hotel.

13. HTM faculty members are able to offer service operations and niche industry expertise to the School for MBA courses, executive education programs, distance learning and certificate programs, and business case development.

14. Small and medium-sized businesses in the HTM sector could be tapped to enhance Bryan’s ventures into entrepreneurship studies and research.

15. HTM faculty members provide additional diversity to the Bryan School organization through its faculty and its student organization, the National Society for Minorities in Hospitality (NSMH), a thriving nationally recognized chapter of this organization which was started at Cornell University.

16. HTM faculty, students, and NSMH members regularly interact with businesses and public agencies in the Piedmont-Triad and North Carolina which supports UNCG’s goals of maintaining viable connections to industry and professional associations.

17. HTM Program currently has two scholarships: J. Willard & Alice S. Marriott ($50,000) and John Rothkopf Scholarship in Hospitality Management ($25,000).

**Planned programs and opportunities:**

- BS and MA, Sustainable Tourism and Hospitality Management (1st) [links: MGT589 Experimental Course: Business Strategies for Building a Healthy Environment: Competitive Advantage, Sustainability, and Beyond]
- RTH graduate students already enrolled in MBA 710: Ethical Leadership and Sustainability or Human Resource Management, w/ Kevin Lowe
- Research collaborations with Center for Business and Economic Research with a focus on tourism development in NC
- Sustainable entrepreneurship (tourism/hospitality/recreation/event planning) [links: ENT354 Entrepreneurship in Hospitality/Tourism; ENT540 Social Entrepreneurship: Justice and a Green Environment]
- Study abroad and student/faculty exchange programs for tourism and hospitality in one or more locations in Europe, the Mediterranean, the Far East, and the Middle East
- Online certificates/degrees:
  - RTH currently working to develop courses for an online certificate for sustainable tourism/hospitality management
  - medical tourism, traveler health, sustainable hospitality, green hotel management,
- social equity in human resources, managing multicultural hospitality sector human resources
- sustainable tourism planning/development, sustainable/green event planning, food and beverage safety
- developing/promoting NC vineyards/microbreweries as tourist attractions/destinations (Yadkin Valley wine tours, Duplin County has a mother vine from France→ potential for Napa Valley type of wine tourism) [link: Drs. Bhadury’s and Williamson’s interest in economic impacts of NC wine industry and potential for wine tourism growth]
Attachment 3

The School of Nursing Position Statement

In response to recent reorganization discussions, it is important to share a new Institute of Medicine report and to document the UNCG School of Nursing’s value in building capacity, expanding visibility, and enhancing competitiveness of the university in academic programs, research and scholarly activities, and service to the local, regional and national community.

On October 2, 2010 the National Academies of Sciences Institute of Medicine released a report on *The Future of Nursing: Leading Change, Advancing Health* that contains 4 major recommendations:

1) Nurses should practice to the full extent of their education and training.
2) Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
3) Nurses should be full partners, with physicians and other health professionals, in redesigning health care in the United States.
4) Effective workforce planning and policy making require better data collection and an improved information infrastructure.

At the recent American Academy of Nursing meeting November 11-14 in Washington DC, the national leaders (Donna Shalala, Edward Rendell, Linda Burns Bolton) of this new report shared research and details of how nurse practitioners are cost and quality effective in providing health care, nurses provide care to the most vulnerable and disadvantaged in society, and research is supporting strategies for improving access and quality health care.

In addition to actualizing the national recommendations, the UNCG School of Nursing meets the university mission and strategic directions for diversity, community engagement, high quality academic programs, a national presence, recruitment and retention of highly qualified faculty and students, interdisciplinary research funding, and training an employable workforce.

It is through strong leadership, committed faculty, highly qualified students and supportive alumni that the UNCG SON has been able over the past 8 years to:

a) Increase student enrollment by 40%

b) Increase research funding by 800%

c) Obtain 14 years of federal funding for the Nurse Practitioner program and 6 years for a PhD program

d) Expand the use of technology for classroom, clinical and distance courses

e) Initiate the most consistently enrolled and most diverse student body of the UNC system PhD programs in nursing

f) Obtain graduate and undergraduate Hartford foundation funding for gerontology infusion, one of only two schools in the nation to achieve this distinction
g) Obtain $500,000 for student fellowships from the Hearst Foundation, one of the largest in history
h) Increase donor contributions for professorships and student scholarships, meeting 120% of goals
i) Maintain highly competitive student application pools
j) Achieve an 85-90% employment rate of all bachelors’ prepared nursing graduates compared to a 65% national nursing school graduate employment rate in 2010 (AACN, November 10, 2010),
k) Achieve greater than 90% employment of graduates from all nursing programs at UNCG,
l) Achieve an NIH Center of Excellence in Health Disparities Research with HHP, SOE, HES, CAS
m) Achieve coverage in 85 of the 100 NC counties for academic, research and service activities
n) Achieve enrollment of minorities across programs double the national average of non-HBCU schools
o) Provide international experiences for students and faculty in Russia, China, and Caribbean nations

UNCG SON is visible, competitive and collaborative in research. The NIH Center of Excellence in Health Disparities Research is one of only three nurse led centers in the nation, providing visibility to the university diversity mission and research foci. The UNCG SON has engaged in significant interdisciplinary research and funding, providing substantial salary support for persons in all but one academic unit at UNCG (not MTD) and for our sister HBCU North Carolina Central University. This funding has been federal and foundation in nature, expanding the research enterprise at UNCG. In addition, graduate students from all campus academic units have received training and employment as research assistants over the past 8 years. Two faculty members served on the National Nursing Research Roundtable as advisor to the Director of the National Institute of Nursing Research at NIH. Nursing faculty members chair and serve as grant reviewers for the US Department of Veterans Affairs, the National Institute for Minority Health and Health Disparities, the National Institute of Nursing Research, the American Nurses’ Foundation, and the Sigma Theta Tau International Honor Society of Nursing.

In 2009, UNCG SON ranked #1 for NIH funding among the 14 of the 17 Peer Institutions with schools of nursing, and #3 in NIH funding behind UNC Chapel Hill and Duke University among NC schools. Nationally the UNCG School of Nursing NIH funding level for 2009 was higher than Schools/Colleges of Nursing at the Medical University of South Carolina, Michigan State University, University of Alabama-Birmingham, University of Arkansas Medical Sciences, University of Connecticut, University of Kansas Medical Center, University of Kentucky, University of Oklahoma Health Sciences Center University of South Carolina, University of Texas San Antonio Health Science Center, University of Wisconsin-Madison, ALL of which have medical schools. Also, NIH funding was higher than the University of Tennessee, University of Texas Arlington, Auburn University, and University of Missouri at St Louis schools without
medical schools. These comparisons are selected ones from the NIH listings. NIH does not provide rankings.

In terms of competitiveness, visibility and credibility in academic programs, UNCG SON has a fully enrolled undergraduate program (admission has been at a GPA of 3.4 or higher the past five years), a large RN-BSN program option with outreach sites, is #1 or #2 with the largest graduate nursing program enrollment in the state, the most diverse and consistently enrolled PhD program in Nursing, and robust enrollment in the Adult/Gerontological Nurse Practitioner program and Nurse Anesthesia programs with high national certification rates. For the past 14 years, UNCG had the only Gerontological Nurse Practitioner program in the state. The MSN programs in Nursing education and Nursing Administration are online. The School of Nursing has graduation rates for undergraduates admitted to the nursing program of 89%; the 6-year graduation rate for graduate students is 89%. Employment is 90% or greater for graduates across programs. These markers are higher than the UNCG and UNC system rates.

Active partnerships have been established to financially support distance and outreach academic programs with Northwest Area Health Education Center, Moses Cone Health System, Wake Forest University Baptist Medical Center and WakeMed in Raleigh. In addition the SON has more than 500 clinical agency contracts across the state, maintained annually for student learning. Hospital, academic, accreditation, licensure, and professional standards are adhered to with these learning environments.

UNCG is visible nationally through School of Nursing faculty member leadership activities. Two of the five most recent presidents of the Southern Nursing Research Society (14 states plus territories, and the largest of the four regional research organizations) were elected from the UNCG SON faculty. The dean was elected president of the Southern Council on Collegiate Education in Nursing of the Southern Regional Education Board and a faculty member served on the board of the International Federation of Schools of Nurse Anesthesia. SON faculty members serve on Advisory Boards, Board of Directors, committees and editorial boards for the American Public Health Association, American Heart Association, American Red Cross, American Academy of Health Behavior, National Organization of Nurse Practitioners, the Southern Nursing Research Society, the American Holistic Nurses Association, American Association of Nurse Anesthetists, National League for Nursing, and American Nurses’ Association, to name a few. Faculty members have been inducted as Fellows in the American Academy of Nursing, the American Academy of Nurse Practitioners, and the Association for Gerontology in Higher Education, the most highly esteemed honors. In addition, faculty members serve as accreditation evaluators for the National League for Nursing and the Commission on Collegiate Nursing Education (US Department of Education approved entities), and the Southern Association of Colleges and Universities.

Two Schools of Nursing in the UNC system have been faced with similar considerations of reorganization and restructuring in the past:
East Carolina University was placed the SON under the Division of Health Sciences in 1987. The dean position was retained with budget, personnel and curriculum decision making responsibility and authority. Recently, the SON was changed to a College of Nursing due to success in growing and expanding academic programs, faculty qualifications and expertise, professional service, and community outreach and engagement. Faculty members have received NIH and HRSA funding, initiated a PhD program, developed a midwifery advanced practice masters program in collaboration with the School of Medicine, expanded enrollment, and attracted and retained highly qualified faculty members.

UNC Charlotte faced this type of deliberation during the past decade. The UNCC SON was placed within the new College of Health and Human Services with no dean specific for nursing with financial, personnel or curricular responsibility and authority. At Charlotte, funding (NIH and foundation) has decreased dramatically, academic programs and enrollment have not markedly changed in type, site or enrollment, and UNCC nursing faculty members rarely are appointed to or elected to national and multistate boards and leadership positions. Few faculty members are identified as research faculty in the College. The UNCC nursing division has been denied starting a doctoral program. In essence, the nursing program has become a teaching program only. The outcome of the UNC Charlotte merge has left the SON less visible and less competitive outside of their local community.

The evidence clearly indicates that the UNCG School of Nursing is a highly valuable, marketable and outcomes based academic unit. Especially in difficult economic times, the School of Nursing is an excellent example of high quality education, interdisciplinary research, community engagement, and workforce development for the new service sector economy. As noted in the dean’s council reports and our peer comparisons, the top Schools of Nursing with graduate programs and external funding are standalone. Given the demonstrated visibility, outcomes, collaborations and partnerships, the national information and the newest IOM report noting numerous responsibilities for nursing, there should be serious consideration for maintaining the UNCG School of Nursing as a standalone academic unit on campus so that contributions to the university, community, state and nation can be sustained, enhanced and expanded.
APPENDICES

Appendix 1 – Three-Level Structures Developed by the RC
Appendix 2

Future Growth Areas:

A. **List of potential future growth areas from both health (HHP) and human (HES) perspectives.** This list is not exhaustive.

- Aging
- Biostatistics
- Bioinformatics
- Child Care Education
- Child and Family Welfare
- Chronic Diseases
- Clinical Doctorates
- Community Health
- Community Economic Development
- Consumer Education and Advocacy
- Environmental Health
- Epidemiology
- Entrepreneurship as a Global Phenomenon
- Gerontology Doctorate
- Health Administration
- Health Behavior and Health Promotion
- Health Law, Bioethics, and Human Rights
- Health Policy and Management
- International/Global Health
- Infectious Disease—prevention and management
- Mental Health
- Mind-Body Medicine
- Occupational Health
- Occupational Therapy
- Population and Family Health
- Physical Therapy
- Recreational Therapy
- Regional Employment and Market Sustainability
- Rehabilitation Studies
- Socio-medical Sciences
- Substance Abuse
- Telepractice/Telemedicine/Rehabilitation
- Violence and Sexuality