



Office of the Vice Chancellor for Health Sciences

East Carolina University

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MEMORANDUM

TO: Dr. Steve Ballard
Chancellor

FROM: Dr. Phyllis Horns
Interim Vice Chancellor for Health Sciences
& Interim Dean, Brody School of Medicine

SUBJ: Schools to Colleges Designations

DATE: August 3, 2007

Phyllis N. Horns

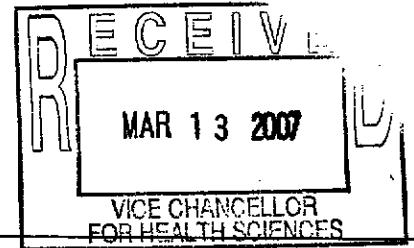
After several months of discussion and deliberation, the School of Nursing and the School of Allied Health Sciences have submitted proposals to change their designations from Schools to Colleges. The faculty in the School of Nursing and the School of Allied Health Sciences are in support of this change. Moving these two schools to College designations would be more consistent with the current units on campus who have moved to college designations in the Division of Academic Affairs. Based on my assessment of these proposals, I am in full support to move forward with both of these requests.

Please let me know if you have any questions or concerns.

Cc: Dr. Sylvia Brown
Dr. Stephen Thomas



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MEMORANDUM

To: Interim Vice Chancellor Phyllis Horns

From: Stephen W. Thomas, Dean 
 School of Allied Health Sciences

Date: March 12, 2007

Re: School-to-College Request

The attached proposal "Request to Change the School of Allied Health Sciences to the College of Allied Health Sciences (March 7, 2007)" was initially developed in cooperation with the Deans Office, the Administrative Council, and the Faculty Council in the School of Allied Health Sciences (SAHS) to officially recognize our significant growth. To seek recognition as a college, the process that was previously used to move schools in the Division of Academic Affairs to college status was followed.

In accordance with the *ECU Faculty Manual*, Appendix L, Section D., the proposal was circulated to all faculty in the School for review and comment. On March 7, 2007, at the request of the SAHS Faculty Council, a special call meeting of the faculty was held to review, discuss, and vote on the above document. A secret ballot vote with all eligible SAHS faculty including the tenured faculty was held during the called meeting.

Of the 67 faculty eligible to vote, 60 voted and all were in favor of moving to college status, indicating an affirmation of the total faculty voting. Of the 33 tenured faculty in SAHS, 30 voted and all were in favor of the status change to college. The SAHS Unit Code of Operations requires a 2/3's affirmative vote of the tenured faculty on such matters and a 91% affirmative vote was obtained, resulting in approval of the status change to "college."

By way of this Memorandum, I would like to respectfully request that the *School of Allied Health Sciences* be changed to the *College of Allied Health Sciences*. Thank you for your thoughtful consideration of this request. Please let me know if you need additional information.

Attachment

REQUEST TO CHANGE THE SCHOOL OF ALLIED HEALTH SCIENCES TO THE COLLEGE OF ALLIED HEALTH SCIENCES

March 7, 2007

The dean and faculty of the East Carolina University School of Allied Health Sciences (SAHS) formally request conversion of its designation as "School" to that of "College," officially changing its name to the College of Allied Health Sciences. This document will provide thorough justification for this transition by underscoring the School's size and productivity, complexity, and comparison to other colleges of allied health nationally.

Size and Productivity

Since its formation in 1967 as the first School of Allied Health Sciences in North Carolina, it has become the largest provider of allied health professionals to the State with an enrollment of 661 degree seeking students, of which 61% are at the Master's and Doctoral levels. We projected a 10% enrollment increase for 2006-07 but achieved a 17% increase in the School. Next year, enrollment is expected to increase another 10% to 727 students. Enrollment at the second largest allied health program in the state, The University of North Carolina at Chapel Hill, is 369 students.

Student credit hour (SCH) production for 2005-2006 totaled 22,019 including summer sessions. All faculty in SAHS have 12-month appointments and our students attend classes year-round; hence, SCH production for the entire year accurately reflects the School's faculty contracts and method of curriculum delivery. SCH generation for the 2006 fall semester was 10,264, an 8.7% increase over fall 2005 (SCH 9,442). If this percent increase is applied to the total annual 2005-06 SCH production (22,019), then SAHS could produce roughly 23,935 SCH's in 2006-07.

Complexity

The School's nine departments offer a combined total of 15 degrees at the Bachelor's, Master's, and Doctoral levels. Approximately 20% of our students take distance education courses offered through 7 departments, including one Master's degree (Speech Pathology), two Bachelor's degrees (Health Information Management, Health Services Management), and three graduate certificate programs (assistive technology, substance abuse counseling, health care management). We were the second school on the ECU campus to offer a Ph.D. Currently, SAHS offers five doctoral degrees: a Ph.D. in communication sciences and disorders, a Ph.D. in clinical audiology, a Ph.D. in rehabilitation counseling and administration, a Doctor of Physical Therapy (DPT), and a recently approved Doctor of Audiology (Aud.D.). Five additional on-campus face-to-face graduate certificates are offered by the Department of Rehabilitation Studies and the Department of Community Health. In order to offer its 15 different degrees, SAHS and its departments are required to maintain accreditation with seven national accreditation commissions. This requires extensive involvement of the dean and respective department chairs and faculty in preparing for and participating in re-accreditation site visits every five-to-ten years. Future plans are for Allied Health Sciences to develop a dental hygiene

department that would work collaboratively with the School of Dentistry, resulting in another program that would require national accreditation.

SAHS maintains active technology transfer and research programs. It currently has four patents which have led to the SpeechEasy device and web-based audiological screening. Two NIH funded projects in vestibular research through the Department of Communication Sciences and Disorders (the most recent awarded for \$1.4 million) have been supplemented by externally funded research within the Department of Physical Therapy that focuses on falls in the elderly. The Research in Older Adult Driver Initiative (ROADI) in the Department of Occupational Therapy is an ECU Federal Priority. There are numerous other interdisciplinary research projects including health informatics, learning disabilities, health disparities, and gait and balance.

Two departments engage in clinical practice. The Department of Communication Sciences and Disorders operates a Speech, Language, and Hearing Clinic that sees roughly 3,500 clients a year and the Department of Physical Therapy houses a physical therapist in an ECU Physicians Clinic, including an additional arrangement with PCMH to provide patient services in their departmental teaching and research labs.

As a result of this complex array of teaching, research and clinical services the School of Allied Health Sciences has nearly reached capacity in its new 127,000 sq. ft. facility. Growth in all three areas will continue into the foreseeable future, with a new department of dental hygiene projected for development in the next three years (the 10th department in the School).

National Comparison

As a school, SAHS is similar in enrollment to a number of nationally recognized allied health programs that are classified as colleges. A review of a sample of 41 member institutions in the Association of Schools of Allied Health Professions revealed that 22 were named colleges (54%), 17 classified as schools (41%), and 2 were departments (5%). Highly respected allied health programs classified as colleges include:

- University of Tennessee Health Sciences Center, College of Allied Health Sciences (617 students);
- University of Oklahoma Health Sciences Center, College of Allied Health (621 students);
- University of Kentucky, College of Health Sciences (608 students);
- University of Arkansas for Medical Sciences, College of Health Related Professions (600 students);
- SUNY Upstate Medical University, College of Health Professions (440 students);
- Medical University of South Carolina, College of Health Professions (735 students);
- University of Missouri-Columbia, College of Health Sciences (760 students).

Many colleges and schools dedicated to the preparation of allied health professionals will often use other titles reflected above (e.g., Health Professions, Health Related Professions, Health Sciences)

Distinction as a College

There is no clear definition in academic literature regarding what distinguishes a school from a college and any criteria would be arbitrary. Within North Carolina, the distinction varies by campus. UNC-Chapel Hill, UNC-Greensboro, UNC-Wilmington, and NCA&T have only one college (Arts and Sciences) and the rest are schools. On the other hand, NC State, UNC-Charlotte, and Western Carolina have all colleges. It appears that distinctions fall within the relative domain of each university within the UNC System.

The current ECU guidelines were put in place by Chancellor Muse who used the criteria from Auburn University for creating colleges. When compared to these, SAHS is competitive. It is important to remember that they are arbitrary guidelines that were not created for ECU but for a university that does not have a Division of Health Sciences.

<u>Auburn/ECU Guidelines</u>	<u>SAHS Profile</u>
8 academic programs	9 departments offering 15 degree programs
700 declared majors	661 degree students 727 (projected '06-07)
40 FTE faculty	72.55 FTE faculty
25,000 SCH's	22,019 SCH's ('05-06) 23,935 SCH's (projected '06-07)

Although SCH generation is below the 25,000 SCH guideline, it does not include the extensive contact hours required of faculty in our professional school to develop clinical competence in students through in-house practice and field experience. The remaining three areas are currently met or will be met by the end of the 2006-07 academic year. Where the line is drawn on interpretation of the required numbers is relative on the ECU campus. For example, some colleges have fewer than 8 departments (academic programs) or were approved for college status without the required annual 25,000 SCH generation. This means that they did not meet all of the criteria when they were elevated to college status.

Given the competitive size and productivity, complexity, and national comparison of the ECU School of Allied Health Sciences, SAHS respectfully requests that its name be changed to the ECU College of Allied Health Sciences.

Stephen W. Thomas, Ed.D.
Dean and Professor
ECU School of Allied Health Sciences



School of Nursing

East Carolina University

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Office of the Dean
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MEMORANDUM

TO: Dr. Phyllis Horns, Interim Vice Chancellor for Health Sciences
Division

FROM: Dr. Sylvia Brown, Acting Dean of School of Nursing *SJB*

DATE: March 8, 2007

RE: Request to Change the Designation of the ECU School of
Nursing to the ECU College of Nursing

The ECU School of Nursing would like to request to change the designation of the ECU School of Nursing to the ECU College of Nursing. Attached you will find a proposal providing rationale for this request, as well as a memo indicating the faculty support for this change. We appreciate your consideration of this request.

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School of Nursing

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MEMORANDUM

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TO: Dr. Sylvia Brown, Interim Dean
FROM: Dr. Garris Conner, Chair SON Faculty
DATE: March 7, 2007
RE: Faculty Action on the Request to Change the Designation of the ECU School of Nursing to the ECU College of Nursing

A vote on the request to change the designation of the ECU School of Nursing to the ECU College of Nursing was completed on March 7, 2007. The voting faculty consisted of all tenured members and those full time faculty not holding tenure. The results are 23 out of 25 eligible tenured faculty voted; of these, all approved the designation change. Among the full time faculty not holding tenure 32 out of 53 voted, of these all approved the designation change. Based on these results majority of tenured faculty and full time faculty not holding tenure approve the change in designation from the ECU School of Nursing to the ECU College of Nursing.

REQUEST TO CHANGE THE DESIGNATION OF THE ECU SCHOOL OF
NURSING TO THE ECU COLLEGE OF NURSING UNIT

The dean and faculty of East Carolina University School of Nursing request that our unit be retitled as the East Carolina University College of Nursing. This request is based on an internal assessment based on current guidelines for designation and an external assessment with other UNC Schools, our benchmark schools, and existing literature on the subject.

Internal Assessment of Complexity and Consistency with Guidelines

The ECU School of Nursing was established in 1959; the first school in what would become the Health Sciences Division. From a small baccalaureate program, the school has grown to a complex organization with over 100 faculty and 1000 students. Much of this growth has occurred in the last 5 years as the unit has responded to the serious nursing shortage in the state. Student credit hour production has steadily increased with 17,703 SCH during the 2003-04 academic year to 21,193 SCH during the 2005-06 academic year. During fall 2006 we produced 10,035 SCH compared to 9,215 during fall 2005. Table 1 illustrates this recent growth.

Table 1

Year	BSN	MSN	PhD	Faculty FTEs	Credit Hour Production
2002	382	73	2	67	
2003	483	123	10	67	17,703
2004	497	211	15	69	20,756
2005	500	290	19	75	21,193
2006	528	402	24	92	10,035-Fall 06 only

It should be noted that nursing is considered an upper division major and the 528 baccalaureate students represented in the table are all juniors and seniors. Typically, there are approximately 1,000 freshman and sophomore students who express a preference for nursing as a major. These students receive academic advisement from the SON advising center but are not considered nursing majors.

When Chancellor Muse initiated the reorganization of colleges and schools at ECU in 2002, he suggested several criteria based on his experience at Auburn University. These included: at least eight academic programs within the unit in question, 700 declared majors, 40 FTE faculty and 25,000 student credit hours per academic year.

The ECU School of Nursing exceeds all of these criteria except for the number of academic programs. Technically we offer one bachelor's degree, one master's degree and one doctoral degree. However, this does not give a clear representation of the scope and breadth of faculty required to provide these degrees. At the undergraduate level

students must learn about nursing care for all types of patients of all ages. They also take courses in leadership and research and spend numerous hours at clinical sites. Because of licensing and accreditation requirements there is no baccalaureate program in the United States that can offer a degree in a specialty such as pediatric nursing. Rather, the undergraduate degree in nursing is considered a generalist degree and students must take courses to enable them to safely care to people of all ages and in a variety of settings. The nursing curriculum includes health promotion, prevention, and care of the acutely and chronically ill patient. At the baccalaureate level there are two types of program offerings; one program is for pre-licensure students and the second is for Registered Nurses who have earned an Associate Degree or Diploma and return to school to earn the baccalaureate degree.

At the master's level, while there is one degree, we offer concentrations in family nurse practitioner, adult nurse practitioner, neonatal nurse practitioner, nurse anesthesia, nursing education, clinical nurse specialist, midwifery, and nursing leadership. We also offer post-master's certification in these specialties. In addition, we offer an alternate entry MSN program which is an accelerated program of study leading to the MSN degree for individuals who have earned a baccalaureate degree in another field. This program consists of two phases designed to satisfy RN licensure requirements and to educate students in advanced practice and selected clinical concentration nursing roles. All of these options require unique faculty who have received specialty preparation in the specific field. Many of them require that faculty maintain an active practice role in order to keep their certification.

At the doctoral level, we prepare nurse scientists who can perform independent research and who will assume faculty positions or leadership positions in health care organizations. Doctorally prepared faculty, several who have received external funding including NIH funding, mentor these students while maintaining an active research program.

External Assessment of the UNC System and other Schools of Nursing

Within the UNC System, there are no set guidelines for designating an academic unit as a college or school. Indeed, the Universities within the UNC System have very different configurations. For example, UNC-Chapel Hill has all schools except Arts and Sciences as do UNC Greensboro, UNC Wilmington, and NC A&T. However, Western Carolina, North Carolina State and UNC-Charlotte all have colleges. It seems clear that the General Administration has not taken a stance on naming academic units as schools or colleges.

In a recent literature search and discussion with senior academic officials at several institutions, we found that there is no solid traditional protocol for organizing and designating academic units. References that do exist as to the difference between schools and colleges are inconsistent. There is, however, a general consensus among experienced administrators that the variables of enrollment, level and number of degrees offered, proportion of doctorally prepared faculty, common terminology within the discipline, and an organizational structure composed of departments are criteria to consider for unit designation in universities.

In our discipline, nursing units associated with academic medical centers are more frequently structured as colleges. In fact of the five nursing units in other universities

which we have chosen to use for benchmarking data, four are named colleges (University of South Florida, East Tennessee University, University of South Carolina, Virginia Commonwealth University and the University of Tennessee) while one remains a school (Virginia Commonwealth University School of Nursing).

Conclusion

Based on our assessment, the faculty and dean of the School of Nursing feel that our complexity and scope of academic programs warrant designation as a College rather than a School. We believe that this would be more consistent with the current units on campus as well as nursing units in academic medical centers. As we strive to enhance and grow our programs even further, we believe that this designation will have a positive impact and we respectfully request this change be made.

1/2/07