



TOPIC: Salisbury University: Creation of a College of Health and Human Services (CHHS)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 17, 2017

SUMMARY: Salisbury University proposes to create a College of Health and Human Services through a strategic reorganization of some of the existing programs and majors that are currently in the Seidel School of Education & Professional Studies and the Henson School of Science & Technology. The proposed College will be comprised of four Schools: Health Sciences, Kinesiology, Nursing, and Social Work.

“Given the societal importance of and workforce demands for healthcare and human services-related graduates, establishing a College of Health and Human Services would coalesce academic programs, research, services, and facilities into a single academic unit. The CHHS would elevate the visibility of these programs and, through the appointment of a Dean of the College, establish clear responsibility and strong leadership for health and human services on our campus. Ultimately, SU views the establishment of a CHHS as a critical step in meeting student demand and interest in health and human services.”

If approved, the funding for the new college would initially come from an internal reallocation of existing general funds and tuition dollars. It is anticipated that the establishment of this new college will result in increased enrollment, tuition revenue, and advancement opportunities.

ALTERNATIVE(S): The Regents may not approve the creation of the College or may request further information.

FISCAL IMPACT: Initial funding will be from an internal reallocation.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to create a College of Health and Human Services.

COMMITTEE RECOMMENDATION: Approval

DATE: January 17, 2017

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

jboughman@usmd.edu

A Proposal to Create a College of Health & Human Services at Salisbury University

*Respectfully submitted to the
University System of Maryland Board of Regents*

December 19, 2016

Introduction

Salisbury University is a regional comprehensive with an Honors College and four schools: the Fulton School of Liberal Arts, the Perdue School of Business, the Henson School of Science & Technology, and the Seidel School of Education & Professional Studies. Salisbury University (SU) proposes the creation of a second college: the College of Health & Human Services (CHHS). The new college would require no new academic programs, but rather would be a strategic reorganization of existing programs and majors currently residing in the Seidel School of Education & Professional Studies and the Henson School of Science & Technology, hereafter referred to as the “Donor Schools.” The bylaws of the Board of Regents for the University System of MD (Section III - 7.05 - POLICY ON THE CREATION/DEVELOPMENT BY UNIVERSITY SYSTEM OF MARYLAND INSTITUTIONS OF SCHOOLS OR COLLEGES) require the proposing institution submit a narrative addressing the following areas for Creation of the New College:

1. Decision-making Process Involved
2. Mission Statement for Proposed College
3. Proposed Administrative Structure
4. Faculty Resources Now in Place

In addition, we include a Rationale and a Financial Impact Analysis.

Rationale for Creation of the New College

When considering the establishment of the CHHS, Salisbury University had several key questions to consider. Will the CHHS better enable SU to prepare students for the thriving and vibrant health and human services sector? Will the CHHS offer greater operating efficiencies as well as new and exciting opportunities for SU? Will the changes enable SU to maintain, and indeed, improve the academic offerings in the Donor Schools? Most importantly, will the CHHS benefit all SU students? After extensive deliberation, campus-wide engagement and considerable research, we are confident that the answer to all of these key questions is an emphatic yes.

Healthcare and social assistance are the largest employers in Maryland and a majority of other states in the United States.¹ Continuous medical advances combined with an aging population have created

¹ US Bureau of Labor Standards, Major industries with highest employment, by state 2013
http://www.bls.gov/opub/ted/2014/ted_20140728.htm

an ever-increasing demand for healthcare, health science, and community health professionals.² Indeed, 10,000 people in the US turn 65 every day and this trend will continue until 2035.³

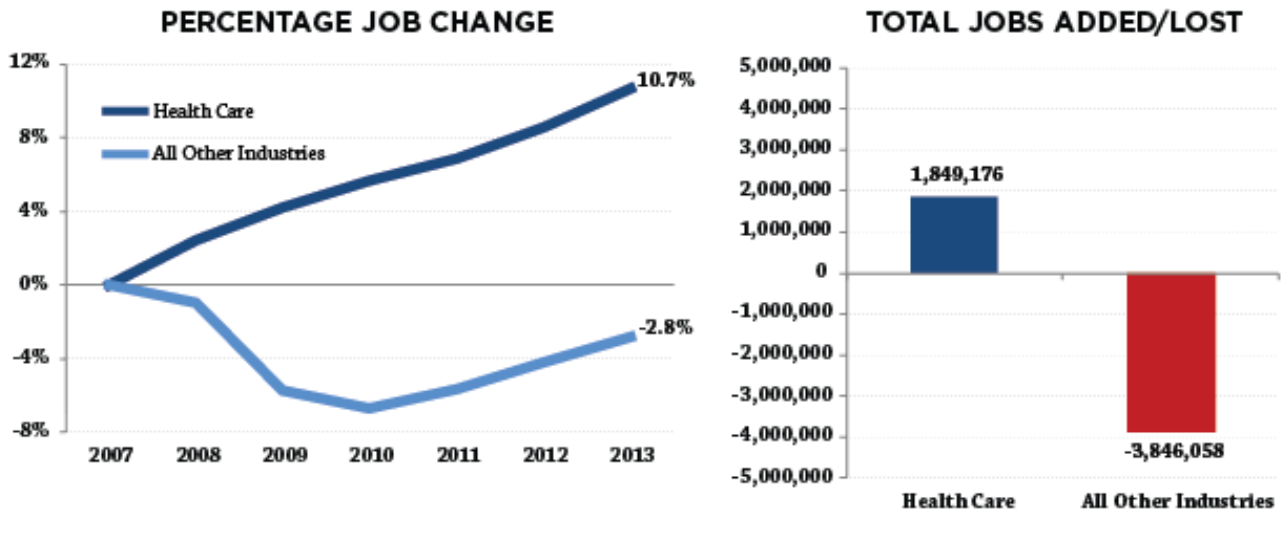
In Maryland, as in the rest of the country, the demand for college-educated employees in the healthcare and human services sectors is strong and anticipated to grow significantly in the next several years (Table 1; Figure 1).

Table 1: Change in availability for various Health jobs

| Occupational Title | Employment | | | Openings | |
|---|------------|--------|--------|-------------|--------|
| | 2012 | 2022 | Change | Replacement | Total |
| Marriage and Family Therapists | 1,441 | 1,531 | 90 | 306 | 396 |
| Mental Health Counselors | 2,212 | 2,457 | 245 | 470 | 715 |
| Rehabilitation Counselors | 2,356 | 2,523 | 167 | 501 | 668 |
| Counselors, All Other | 610 | 668 | 58 | 130 | 188 |
| Child, Family, and School Social Workers | 5,064 | 5,405 | 341 | 1,073 | 1,414 |
| Healthcare Social Workers | 3,615 | 4,078 | 463 | 766 | 1,229 |
| Mental Health and Substance Abuse Social Workers | 2,560 | 2,716 | 156 | 542 | 698 |
| Social Workers, All Other | 837 | 875 | 38 | 177 | 215 |
| Health Educators | 1,969 | 2,043 | 74 | 515 | 589 |
| Community and Social Service Specialists, All Other | 1,816 | 1,985 | 169 | 475 | 644 |
| Nursing Instructors and Teachers, Postsecondary | 800 | 1,080 | 280 | 120 | 400 |
| Social Work Teachers, Postsecondary | 371 | 419 | 48 | 56 | 104 |
| Respiratory Therapists | 1,996 | 2,303 | 307 | 290 | 597 |
| Exercise Physiologists | 119 | 121 | 2 | 14 | 16 |
| Registered Nurses | 48,337 | 54,567 | 6,230 | 9,372 | 15,602 |
| Nurse Practitioners | 1,944 | 2,229 | 285 | 377 | 662 |
| Medical and Clinical Laboratory Technologists | 3,548 | 3,715 | 167 | 930 | 1,097 |
| Athletic Trainers | 440 | 500 | 60 | 120 | 180 |

² Health Care's Unrivaled Job Gains And Where It Matters Most <http://www.forbes.com/sites/emsi/2013/10/07/health-cares-unrivaled-job-gains-and-where-it-matters-most/#107382914a7b>

³ Baby boomers retire. <http://www.pewresearch.org/daily-number/baby-boomers-retire/>.



SOURCE: QCEW Employees, Non-QCEW Employees & Self-Employed - EMSI 2013.3 Class of Worker

Figure 1: National trends in health care employment

Despite the importance of health care and social service programs to the economy and well-being of our region and nation, Salisbury University does not have a strategic organizational structure related to healthcare and human services academic programs that allows external and internal audiences to easily navigate our rich offerings and many activities in these areas. Social Work, Athletic Training, Exercise Science, and Community Health are housed within the Seidel School of Education & Professional Studies while the Henson School of Science & Technology houses Nursing, Medical Laboratory Sciences, Respiratory Therapy and Applied Health Physiology (a program shared with the Seidel School).⁴ Given the societal importance of and workforce demands for healthcare and human services-related graduates, establishing a CHHS would coalesce academic programs, research, services and facilities into a single academic unit. The CHHS would elevate the visibility of these programs and, through the appointment of a Dean of the College, establish clear responsibility and strong leadership for health and human services on our campus. Ultimately, SU views the establishment of a CHHS as a critical step in meeting student demand and interest in health and human services.

There are several additional reasons to consider establishing a CHHS at Salisbury University, key among them is the enhanced efficiencies gained by the CHHS and the Donor Schools. Many of the programs to be housed in a CHHS share similar pedagogical approaches, pre-requisite courses and facilities needs as well as accreditation, student credentialing and other administrative responsibilities (e.g., affiliation agreements, background checks and specific expectations for personal conduct). Reorganizing programs that share approaches and needs into a single College will facilitate enhanced operational

⁴ In 1993, the School of Nursing and Health Sciences was disbanded as a cost-cutting measure and these programs joined Henson School.

efficiency, which is an ongoing University System of Maryland goal. Just as this increased operational efficiency would be true for the CHHS, it would also apply to the Donor Schools, where there are also similar pedagogical approaches, pre-requisite courses and facilities needs. Additionally, the Seidel School would be able to apply greater faculty and administrative attention to the significant demands of national certification of teacher preparation programs (CAEP), as the school would be solely devoted to educational programs. A Seidel School more specifically devoted to teacher education would position SU to better support the critical demand for more high quality teachers in the state of Maryland. A CHHS would facilitate interdisciplinary and cross-disciplinary training of students and could provide opportunities for collaborative masters level programming. Given increased faculty collaboration and the industry-wide focus on inter-professional education and training, a CHHS would facilitate increased grant activity. Importantly, a new college provides naming opportunities for programs and spaces.

Decision-making Process Involved

The process leading to the proposal for a CHHS has been open and deliberative. The idea originated with the faculty, was developed by faculty and administrative stakeholders across the campus, and was presented at town hall meetings, Faculty Senate and to the executive staff. Below we present the sequence of the development of this proposal, a process embracing shared governance and campus-wide inclusion. We have highlighted events that brought together faculty, staff, and administration across the university. However, it is important to note that both the Deans in Seidel and Henson have had multiple discussions with their faculty at school and departmental meetings in addition to those listed below.

Idea initiation – Fall 2015 Semester

The original idea for establishing a new College of Health and Human Services came from faculty in the Henson School of Science & Technology and the faculty in the Seidel School of Education & Professional Studies, where they had been discussing a new college for several years prior to this proposal. The two schools had already begun to collaborate on shared interests in the health and human service area and their shared graduate program in applied health physiology. The two schools worked together to draft disposition policies and now share a common affiliation agreement. At one point, Athletic Training faculty met with the Dean of the Henson School to discuss the possibility of moving that program to Henson unless a new school was formed. Indeed, aligning with schools of Science or Health Sciences is a recommendation of the accreditation agency for athletic training (Commission on Accreditation of Athletic Training Education), and is even included in the next draft standards as a requirement. SU's Department of Nursing and Department of Health Sciences were once in a School of Nursing and Health Sciences, but were moved to the Henson School in 1993 due to a budget crisis at that time. Since then, re-establishing a School of Nursing has been a common

discussion among the faculty. When the idea for the CHHS had gained sufficient community interest, the Deans shared the idea with the Provost at Dean's Council, who in turn established a Task Force.

Task Force – 11-16-2015

The membership of the Task Force included stakeholders from the affected Schools, as well as administrative leadership from the Office of Academic Affairs. The Task Force met 6 times from November, 2015 to February, 2016. The Task Force completed a report on March 4, 2016. The report spelled out the rationale, structure, implications and general cost of establishing the new college. The Task Force shared its report in a meeting with the Provost and President on April 13, 2016.

Town-Hall Meeting 1 – May 11, 2016

The Task Force hosted a town-hall meeting in which the SU community discussed concerns and posed questions. It was attended by faculty and staff from across the university, who raised a number of issues and concerns. Importantly, the Provost pledged that any proposal would be presented to the Faculty Senate.

Faculty Senate – September 6, 2016

The Provost presented the idea of a College of Health and Human Services and the Task Force Report, as well as a more detailed estimated budget to the Faculty Senate. Subsequent to receiving the report, and given the possible realignment of existing departments, the Senate acknowledged at its next meeting the need to revisit the current representation structure for the Faculty Senate should the college be approved and implemented.

Town-Hall Meeting 2 – September 15, 2016

The Provost hosted a second town-hall meeting, attended by more than 50 members of the University Community, including faculty and staff from all academic areas in the institution. A wide range of issues and concerns was raised by the community. One of the issues of greatest concern was the impact of the new College on the Seidel School of Education and Professional Studies, which would lose two of its largest departments, Social Work and Health and Sport Science. As a consequence, Provost Allen agreed to meet with the Seidel School faculty and staff for a special town-hall meeting.

Town-Hall Meeting for Seidel School Education Faculty – September 23, 2016

The Provost hosted this meeting specifically for the Seidel School Education faculty and staff. Given the wide-ranging effects that the new College would have on the future operations and structure, the many attendees expressed a number of concerns. However, there was also great optimism and desire by the education faculty to embrace the opportunity of growing the Seidel School of Education and focusing their mission singularly on education.

Town-Hall Meeting for Social Work Faculty – October 14, 2016

In this meeting, the faculty were supportive of the new college as long as it allowed for the establishment of a School of Social Work, which is a common organizational unit for this discipline. Their focus during the meeting was on the transition from our current status to the new college. They expressed the opinion that the new structure would give the social work program more visibility for

students and assist with the recruiting of new faculty. The Social Work faculty also indicated that the designation as a school would increase the likelihood of securing a school administrator after several failed attempts.

Task Force Review of USM Proposal – November 3, 2016

The Task Force suggested changes in the proposal to allow for more discretion of Founding Dean to shape the structure and operations of the new college, and the proposal was modified to reflect this directive.

Proposal to Executive Staff – November 9, 2016

The Executive Staff reviewed the proposal and approved the advancement of the proposal to the Faculty Senate.

Faculty Senate – Formal Proposal – December 6, 2019

The Faculty Senate discussed the proposal which had been distributed prior to the meeting. After discussion the Faculty Senate endorsed the submission of the proposal to USM. The official Faculty Senate Resolution was submitted by a Faculty Senator: “I move that the Faculty Senate endorse the proposal to move forward investigating a College of Health and Humans Services.” It passed without dissent.

Submission to BOR – Anticipated December 2016

Mission Statement for Proposed College

****NOTE: What follows is a working draft. The official College Mission Statement will be crafted with the leadership of the Founding Dean and the faculty of the new college.****

Mission Statement of the College of Health and Human Services

The College provides high quality programs that prepare students for productive careers as professionals in the areas of health and human services. With undergraduate degrees in community health, social work, nursing, exercise science, respiratory therapy, and medical laboratory science; master’s programs in athletic training, applied health physiology, nursing and social work; and a doctoral program in nursing practice, the College provides a wide array of programs that all meet national standards for excellence. Accomplished faculty in all programs are committed to student-centered learning, professional engagement and the promotion of ethical professional conduct and evidence-based practice in attending to the health and human services of a diverse and interdependent society. The College is committed to community involvement, professional collaboration, regional partnerships and international outreach. The College of Health & Human

Services seeks talented and diverse faculty who can best prepare students to serve the local Eastern Shore community, Maryland, the United States and all people across the world.

The College of Health & Human Services aims to pursue national eminence and secure the resources necessary to achieve its mission.

Fit with the Approved Mission Statement of the University

Salisbury University's Mission Statement declares that "Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world." The mission of the College of Health & Human Services strongly supports this University mission by preparing professionals that care for the health and human services needs of all members of our society.

SU's Mission Statement also says that "Our learning community is student-centered, where students are taught by professional educators in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well-being." The mission of the proposed College of Health & Human Service aligns with the University Mission through commitment to student-centered learning, professional engagement and a dedication to ethical professional conduct.

Finally, SU's Mission Statement states that "The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation." Caring for the local community and all individuals that may need health and human services is an essential part of the mission of the proposed College of Health & Human Services, as will be recruiting talented and diverse faculty and staff in the pursuit of that mission.

Proposed Administrative Structure

Strategic Reorganization of Existing Departments and Programs

The College of Health & Human Services will be comprised of four new Schools: Health Sciences, Kinesiology, Nursing and Social Work. These schools will be comprised of departments that currently exist in the Henson School of Science & Technology (Nursing) and the Seidel School of Education & Professional Studies (Social Work) as well as two Schools (Kinesiology and Health Sciences) that would be created by combining departments currently housed separately in Henson and Seidel Schools (Fig. 2).

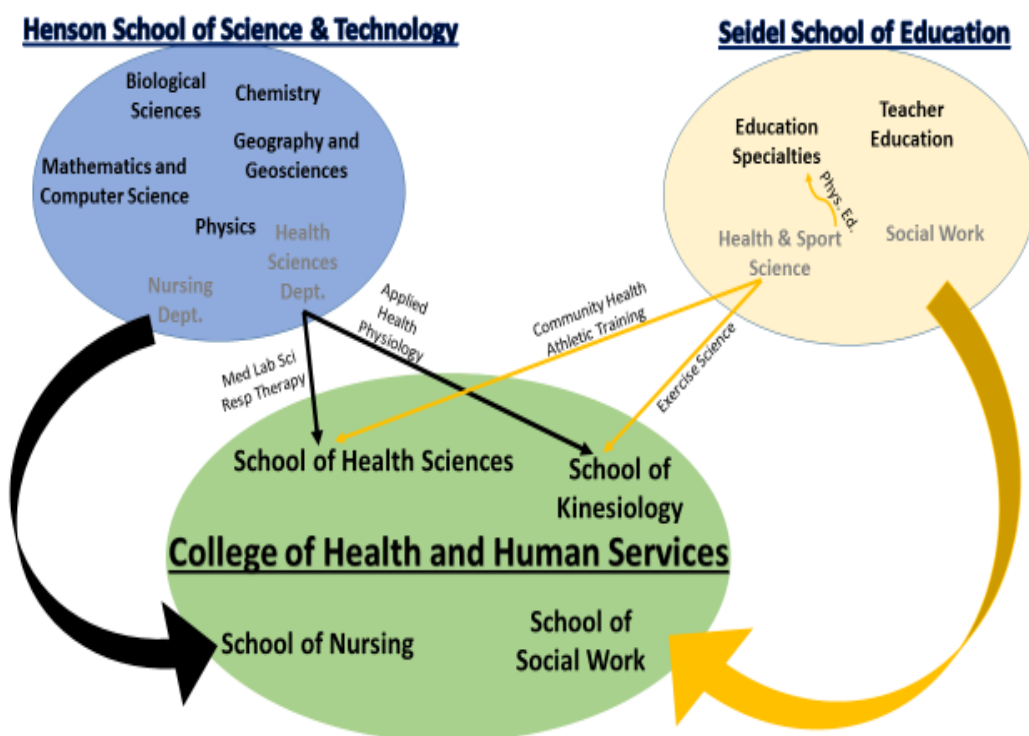


Figure 2: Makeup of the CHHS and Impact on Donor Schools

The School of Health Sciences will have four departments: Athletic Training (graduate only), Medical Laboratory Science, Respiratory Therapy and Health; the other Schools in the College have not planned to establish specific departments within the schools at this time.

An important impact of this realignment is not only the beneficial aspects of creating the new College, but also on the operations of the two schools from which the college draws (the donor schools). For the Henson School of Science & Technology, the presence of professional, credentialing programs such as nursing and the programs in the Department of Health Sciences, mixed in with more liberal arts and science disciplines such as Physics and Chemistry, places a heavy administrative burden on the Dean and the staff. With the removal of the distinctive demands presented by the professional programs, the Dean and the School will be able to dedicate greater focus and attention to building on the strengths of the core STEM disciplines that would remain in the school. The positive impact of establishment of a CHHS is expected because it would: 1) Raise the profile of SU’s healthcare and human services program which would attract students to CHHS programs as well as basic science programs for students planning to pursue professional degrees (e.g., Chemistry majors who then go on to medical school); 2) allow a focusing of the Henson School’s resources and energies which now span STEM and healthcare, which are both high-demand and highly technical fields.

The bulk of Henson School students are not in programs targeted to move to the CHHS and the Henson School would continue to provide significant education to CHHS majors (e.g., through program pre-

requisites like Anatomy & Physiology, Microbiology, General Chemistry, Mathematics, and through general education courses). Thus, any impact on student credit hour production within remaining departments should be minimal.

Similarly, the Seidel School of Education and its Dean could concentrate their energy on fostering increased enrollment and building a national reputation. The impact on the student enrollment in Henson and Seidel would be significant, although the impact would be mitigated by the high demand on CHHS majors to take pre-requisite courses from the basic science and math departments (Table 2). Moreover, there will be many students who, when not gaining admission to one of the gated programs in the CHHS (e.g. Nursing and Respiratory Science), will turn to the other schools to complete their majors.

Table 2: Number of students in Schools before and after creation of College of Health and Human Services based on Fall 2016 enrollment. *Note: the numbers do not reflect undecided undergraduates or graduates who are not in a degree program. The Fulton School of Liberal Arts and the Perdue School of Business would be unaffected by the creation of the CHHS. The enrollment in Seidel does not reflect the many students that are training for Secondary Education; those students have a minor in Secondary Education, but have a major in either the Henson School or Fulton School. Nonetheless, Seidel School provides instruction for many students reflected in Fulton’s and Henson’s enrollment figures.*

| School | Before | After | Reduction |
|--------|--------|-------|-----------|
| Fulton | 2132 | 2132 | n/a |
| Perdue | 1720 | 1720 | n/a |
| Henson | 2050 | 1284 | 37% |
| Seidel | 2246 | 900 | 60% |
| CHHS | n/a | 2112 | n/a |

To reiterate, the benefits gained by strategically co-locating professional programs together in the College of Health & Human Services, would be amplified and complemented by the greater efficiency realized by the donor schools. The donor schools would be positioned to take full advantage of a more focused leadership as well as shared pedagogies and goals. SU is the only regional comprehensive university in the country in which all Schools are endowed. After the CHHS is created, the naming endowments currently available to the Donor Schools will be left fully intact. As the donor schools would realize a markedly reduced number of students and faculty, it would represent a concentration of available funds to the Deans for innovation and excellence. As a side-note, SU has no plans at this time of changing our existing Schools to Colleges, thus establishing a mixed School/College structure, which is found at other peer institutions such as Rowan University and University of North Carolina, Wilmington.

Founding Dean

Critical to the development and operations of the new College of Health & Humans Services will be the founding Dean who will be supported by an Associate Dean as in the other school-level units at Salisbury University (Fig. 3). One of the first tasks of the Founding Dean will be to establish the reporting structure of the schools in the CHHS, including the titles and job expectations of the faculty leaders in each school. Advising support is centralized at SU in an Advising Center, where an Advising Services Coordinator and Director of the Health Professions Advising Program (currently the same person) reports directly to the Office of Academic Affairs. Nonetheless, these roles will be critical for the CHHS, and thus will be in close communication with the Dean of the CHHS.

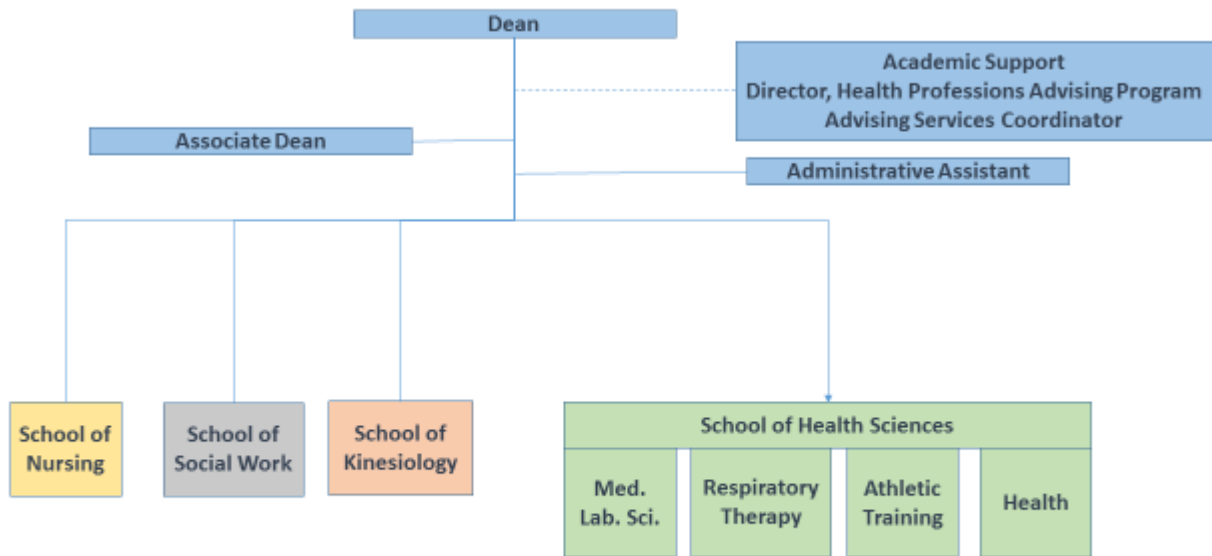


Figure 3: Organizational Chart

Faculty Resources Now in Place

As this proposal does not create any new existing academic programs, all faculty resources are in place to meet expected student demand. As the College develops and demand grows, faculty needs will be addressed accordingly.

Financial Implications

The funding for this new college would initially come from an internal reallocation of existing general funds and tuition dollars. SU believes that the creation of this college will bring long-term prestige, increased enrollment, increased tuition revenue and advancement opportunities (e.g., naming) that will produce positive cash flow and net revenue.

Infrastructure and Physical Presence

The Startup costs to establish the CHHS would be minimal. All programs that we propose to form the CHHS currently have space, albeit the programs are not in a centralized location on campus. Nonetheless, that does not prevent the structural reorganization of the component parts drawn from the Donor Schools into a unified, functional operating unit. It is true that SU will need to prepare a Dean’s suite; however, the opening of the Academic Commons has opened up a great deal of unused space. Space Consultants have been informed of the proposed CHHS and are identifying existing space to locate the Founding Dean’s Suite.

Operational Costs

The annual costs would be largely devoted to the salaries of the Founding Dean and all support staff for the operation of that office; SU also anticipates that some funds will be available for conferences and travel for the Founding Dean as well as some money for membership in key health and human service associations (Table 4).

Table 4: Annual Operating Costs for the College of Health and Human Services. *Note A: the structure of the faculty leadership of the CHHS will be developed by the Founding Dean; until the Founding Dean is hired, we are unable to precisely account for that expense; nonetheless, there will be operational monies needed to cover these faculty leadership positions.*

| Personnel | Salary | Benefits | Other | Total | Notes |
|-------------------------------|---------------|--------------|-------|---------------|-----------------------------------|
| Dean | \$ 200,000.00 | \$ 50,000.00 | | \$ 250,000.00 | New Cost |
| Associate Dean | \$ 25,000.00 | \$ 5,000.00 | | \$ 30,000.00 | New Cost related to annualization |
| Executive Admin | \$ 40,000.00 | \$ 16,000.00 | | \$ 56,000.00 | New Cost |
| Health Professions Advisor | \$ 45,000.00 | \$ 15,750.00 | | \$ 60,750.00 | New Cost |
| Advising Services Coordinator | \$ 55,000.00 | \$ 19,250.00 | | \$ 74,250.00 | New Cost |
| Additional Admin Stipends | Note A | | | TBD | New Cost |
| Course Download/Adjuncts | Note A | | | TBD | New Cost |

| Operating Costs | | | | | |
|--------------------|--|--|--------------|--------------|----------|
| Conferences/Travel | | | \$ 10,000.00 | \$ 10,000.00 | New Cost |
| Association Dues | | | \$ 5,000.00 | \$ 5,000.00 | New Cost |

\$ 365,000.00 \$ 106,000.00 \$ 15,000.00 \$ 486,000.00

New Costs \$ 486,000.00