

Recommendations on the Reorganization of the Divisions of Student Affairs and Undergraduate Academic Programs

Submitted to: Warwick Arden, Provost and Executive Vice Chancellor

by:

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Section 1. Overview of the Division of Undergraduate Student Programs (DUSP)

Initiatives that have a significant impact on the student experience are often multi-faceted and integrate both academic and non-academic components. As noted by the Undergraduate Student Success Task Force, "... studies over the last several decades consistently support the importance of student involvement (see Astin 1999, for example), academic engagement (see Tinto 1975, for example) and social and academic integration (see Bean 2005, for example) in the retention of students." Indeed, of the five "game changers" proposed by the task force, four (advising, living and learning villages, high impact educational practices and Summer START) are initiatives where academic/non-academic integration plays a central role. It should be noted that the task force did not initially seek to identify initiatives that combined co-curricular and curricular components. Rather, national and local data naturally led the committee to explore the effectiveness of such initiatives in improving the academic performance of our students and the quality of academic and non-academic experiences.

The divisions of Undergraduate Academic Programs and Student Affairs have long delivered high quality academic and non-academic programs that have greatly enhanced the success of our undergraduate and graduate students as well as our faculty and staff. The two divisions have collaborated on many important initiatives, including New Student Orientation and Parents Orientation, the University Honors Village and the First Year College Village, a village that has been recognized by the Inter-Residence Council as the Village of the Year for three out of the last four years.

The merger of the two units into one, the Division of Undergraduate Student Programs (DUSP), brings together faculty, staff and administrators with distinct training and expertise. As a result of this consolidation, we would expect to see new initiatives developed as we break down traditional boundaries, improve communication among units, and ease student access to programs. This consolidation will produce numerous benefits including gains in efficiency and effectiveness, natural synergy in the branding and marketing of all programs and new opportunities for the development of partnerships and collaborations that will, in fact, help to offset the effects of the budget cuts.

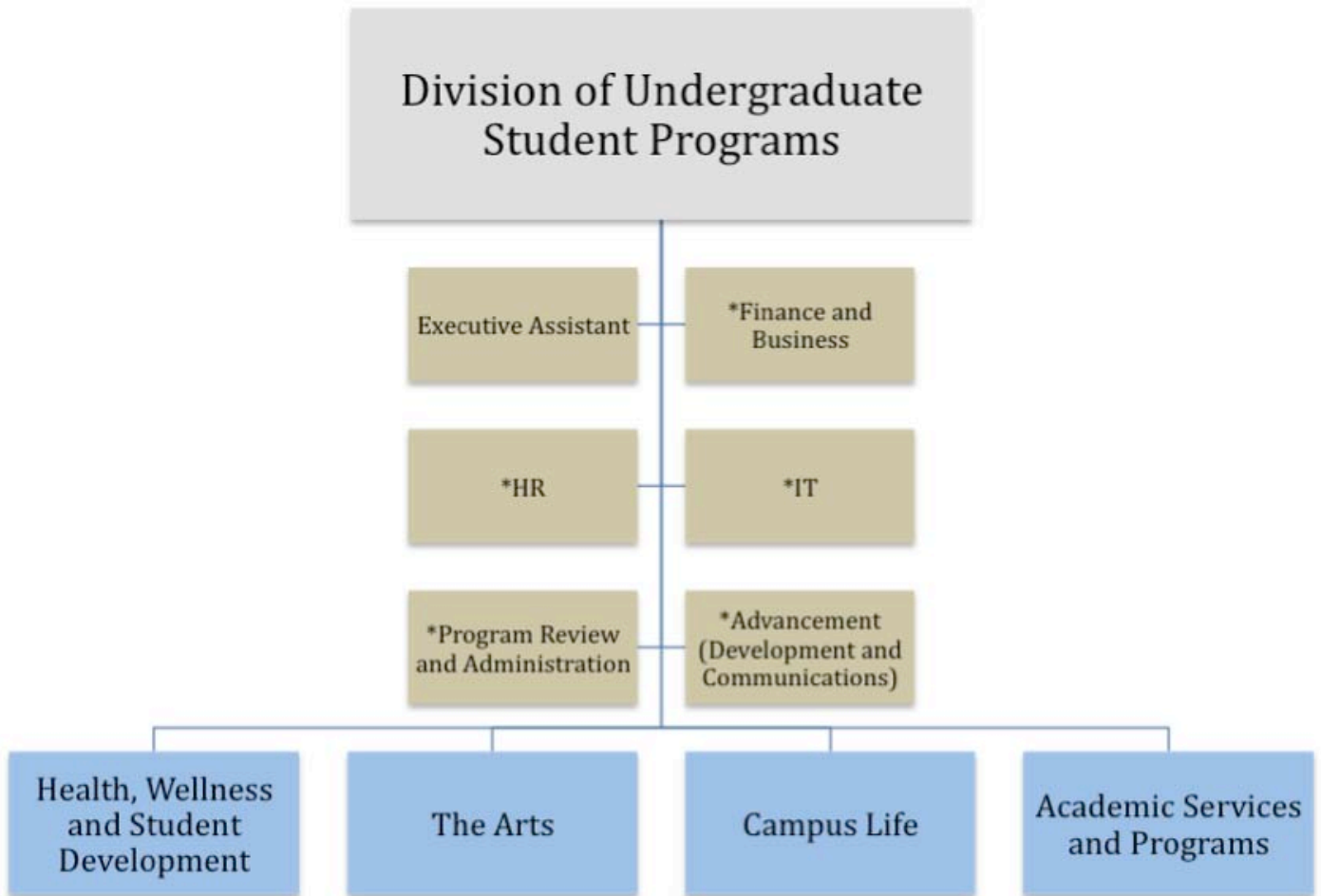
Our cross college degree granting programs (such as the Environmental Sciences undergraduate degree program) have natural affiliations with some of our colleges and we would anticipate that any new cross college undergraduate program would establish the program-specific administrative structure approved by the Deans Council last spring. We have departments on campus (PE, Music, Theater and ROTC, for example) that offer credit-bearing courses but do not have natural affiliations within our existing college structure. Currently, for lack of a better process, PE, Music and Theater course actions are processed through CHASS, and ROTC course actions are processed through Engineering. The Division of Undergraduate Student Programs would now serve as the home “college” for PE, Music, Theater and ROTC. We envision defining the necessary structures to support these programs, including department-specific curriculum committees consisting of relevant faculty within the new division and a “college” curriculum committee consisting of faculty whose programs reside in the new unit and other faculty as appropriate (for example, faculty in the Department of Parks, Recreation and Tourism Management).

As an institution, we have long struggled with “housing” cross college initiatives such as the Environmental Sciences undergraduate degree program and the Entrepreneurship Initiative. The Division of Undergraduate Student Programs would provide these programs and others such as the Wake NC State University STEM Early College High School with a logical home.

Section 2. New Organizational Plans

Below are snapshots of the new division. In Section 3 we describe in more detail some of the major components of the proposed reorganization.

(i) Main Organizational Chart



* denotes combined units

(ii) Major Programs within the Four Main Subdivisions

Health, Wellness and Student Development	The Arts	Campus Life	Academic Services and Programs
Student Health Services	Center Stage	Residential Life (i.e., University Housing) Living and Learning Villages	Student Advising and Support Programs: Summer START Transition Program Student Support Services (part of TRIO) Academic Support Program for Student Athletes Tutorial Services
Disability Services Office	Crafts Center	Greek Life	First Year College
Career Guidance Programs: *University Career Center/NC State Co-op Office (including STEP Program)	Dance Program	Leadership Programs: CSLEPS Shelton Leadership Program	First Year Inquiry Program (with little “r”) Undergraduate Research
Counseling Center	Gregg Museum	Campus Activities: Student Government Student Organization Resource Center Union Activities Board	*University Honors/Scholars Program (either umbrella program or coordinated under one administrative home)
Student Conduct	Music Department	Student Media	New and Future Cross-College Interdisciplinary/Multidisciplinary Programs: Environmental Sciences Entrepreneurship Initiative Others?
Campus Recreation	Ticket Central	Chaplains’ Cooperative Ministry	Pre-college programs: Wake NC State University STEM Early College High School Upward Bound and Talent Search (part of TRIO) Common Reading Program
PE	University Theater	Parents and Families Services	
ROTC			

* denotes combined programs/units or administrative structures

Section 3. Elaboration on the New Organizational Structure: Major Moves and Consolidations of Units

We have reorganized and created four main subdivisions within the new organizational structure to capitalize on the natural synergies and functionalities of the units and programs housed within the Division of Student Affairs, the Division of Undergraduate Academic Programs and elsewhere on campus. We have centralized some functions and by doing so, we expect to not only see gains in efficiencies, but also improved services across the new division. Below we describe in more detail our centralization of services, our four new subdivisions, some of our main consolidations within the subdivisions as well as programs we seek to “import” and those we think would be better housed outside of the new division.

Centralization of Services

1. In our plan we have centralized IT, HR and Finance/Business functions. As noted above, this centralization should result in gains in efficiency and better service across the new division.
2. We have created a new central unit (Program Review and Administration) consisting of the Director of Assessment and the Academic Standards Coordinator in the Division of Undergraduate Academic Programs and the Director of Planning, Assessment, Research and Retention in the Division of Student Affairs. We would expect this new unit to serve as a resource for faculty and staff who are refining their programmatic assessment activities, who are preparing course and curricular actions for consideration by the Council on Undergraduate Education and the University Courses and Curricula Committee and who are developing outcomes-based curricular and co-curricular initiatives. The new unit would take the lead in developing an assessment plan for NC State’s general education outcomes and competencies of our graduating seniors, would be charged with assessing the effectiveness of new student success initiatives (such as those proposed by the Undergraduate Student Success Task Force) that are university-wide in scope and would assist undergraduate programs with SACS accreditation compliance requirements.
3. We have centralized development and communications. The centralization of communications should result in enhanced branding and marketing of all programs within the division. The centralization of development will enable the new Advancement unit to continue to focus on the arts while allowing for strategic expansion as needed in order to meet the Chancellor’s goal of significantly increasing our endowment.

“Imported” Programs and “Exported” Programs

1. We have “imported” the Disability Services Office. This move changes the role of the office from a more static regulatory compliance role to a more dynamic focus on student success. We have placed the Disability Services Office in the same subdivision as Student Health Services, the Counseling Center and the

- Career Guidance programs. All four departments are designed to help students identify and take advantage of services that will enhance their wellbeing and academic and professional success. Note: we have considered the question as to whether the name of the Disability Services Office should be changed and our recommendation is to keep the name as is for the time being. The current name is consistent with nomenclature used nationally.
2. We have “imported” the Shelton Leadership program and the Caldwell Fellows program and placed them in the same subdivision (Campus Life) as the Center for Student Leadership, Ethics and Public Service. These three premier leadership programs should flourish under this new arrangement.
 3. We have “imported” the Entrepreneurship Initiative, a cross college initiative whose main focus is on student programs, into the Academic Services and Programs subdivision of the Division of Undergraduate Student Programs.
 4. We have “imported” the Wake NC State University STEM Early College High School (into the Academic Services and Programs subdivision). This new early college high school is a collaborative effort between the Wake County Public School System and NC State University and targets students interested in STEM disciplines. We note that starting July 1, 2011, NC State will have a liaison who will work with the STEM early college high school and will be housed in the Division of Undergraduate Academic Programs.
 5. In this model we have “imported” Summer START which builds on the 2010 pilot experience whose success incorporated both curricular and co-curricular elements that included: study skills development, study monitoring, tutorial support, core and supplemental advising, and residential and social support activities.
 6. New Student Orientation and Parents Orientation (“exported” to the Office of Enrollment Management and Services): We recommend that New Student Orientation and Parents Orientation be combined to achieve greater alignment of communication and efficiency of programming for both constituent groups. This arrangement is more consistent with national models for orientation programs, provides more consistent programming for students and parents, may reduce the need for separate student staffs and streamlines the planning process. Parents and Families Services would continue as a related but independent effort of continuing communication with students’ families following orientation, potentially up to time of graduation. We recommend having this unified orientation program, focusing on student transition to the University, moved to the Office of Enrollment Management and Services. Such a move would provide closer proximity to admissions, registration and financial aid functions and may also increase the capacity of the Office of Admissions for reviewing folders during critical admissions periods.
 7. Finally, we have “exported” the Office of Multicultural Student Affairs, the GLBT Center and the Women’s Center. All three are strong programs that have been housed within the Division of Student Affairs since their inception. By exporting the programs to a division focused on diversity and equity at the university-level, we raise the visibility and importance of these (and other)

diversity programs, programs that are fundamental to the success of our students, faculty, staff and our institution.

Health, Wellness and Student Development

The Health, Wellness and Student Development subdivision promotes the physical, psychological, academic and professional development of our students through a continuum of integrated services and programs.

1. The University Career Center and the NC State Cooperative Education Office: In the new organizational structure, we have combined the University Career Center and the NC State Cooperative Education (Co-op) Office, including the Short-Term Experiential Partnership (STEP) program, into one unit. These offices are natural partners and the consolidation provides students with a single site for access to career exploration and training (training, for example, in the development of interview skills and job seeking strategies). The creation of this new unit would consolidate programming (such as the Professional Women in the Workplace Symposium) focused on underserved populations and would enhance career programming assistance provided to the colleges. We would envision that the staff would be cross-trained to improve the breadth and depth of assistance for our students.
2. The University Career Center and the University Counseling Center: The University Career Center and the University Counseling Center are currently housed together administratively. Both departments provide career counseling. Indeed, one component of the mission of the Counseling Center is “to make available to students vocational/academic assessment and counseling to facilitate their choice of an academic major.” Moreover, students seeking help from one of the two centers are sometimes better served by the services offered by the other unit. Cross-training of the staff in these two departments would help each to provide services when appropriate while recognizing the need for referrals in other instances.
3. The Office of Student Conduct and the University Counseling Center: Psychological problems manifest themselves both academically and non-academically. The Director of the Office of Student Conduct works with the University Counseling Center on cases where psychological assessments or counseling is warranted. Housing these two departments together administratively will formalize the relationship that currently exists, thus further enhancing efficiencies and providing even better support for our students who need it the most.
4. The Department of Physical Education, Campus Recreation and ROTC: All three departments focus on student development, work extensively on physical fitness, and share indoor and outdoor facilities.

The Arts

The mission of the Arts subdivision is to enhance the learning environment for our students, faculty and staff through exposure to rich and diverse arts events, installations and opportunities, and to make the arts a significant part of every student's educational experience. We have not recommended a major restructuring of the existing division.

Campus Life

The programs within the Campus Life subdivision enhance student success by creating communities (for example, living and learning communities, fraternities and sororities, student organizations, etc.) and by promoting student involvement and engagement in on-campus and off-campus activities. By having the units within the Campus Life subdivision work together, we hope to see an increase in the participation of our residential students in campus life activities and events, including an increase in their participation in leadership programs.

Academic Services and Programs

The Academic Services and Programs subdivision contains many of the original units within the Division of Undergraduate Academic Programs, along with several programs that we recommend be "imported" from other units within the University.

1. University Honors Program and University Scholars Program: We recommend that the University Honors and University Scholars programs be combined under one umbrella program or be housed under one administrative home. We recognize that there will be implementation issues with creating any new umbrella program and would want to make sure that we preserve the best parts of both programs in this reorganization before proceeding further.
2. Consolidation of Student Advising and Support Programs: The resulting critical mass of professional advisors provides a larger pool of advising services for students seeking intra-campus transfer and for students participating in the Summer START program, and provides an opportunity to improve advising practices, practices that can then be exported to enhance advising quality campus-wide. The Student Support Services program (part of TRIO) shares population characteristics with those already being served by the Undergraduate Tutorial Center and Pack Promise support initiatives and so the need for replication of services could be reduced or possibly eliminated.

Section 4. Preliminary Agreements and Recommendations

Our initial conversations have been quite fruitful and the two divisions, along with the Office of Enrollment Management and Services, have developed some important agreements. We note that each of the actions below should help ease the eventual transition to the Division of Undergraduate Student Programs. More importantly, these changes would enhance the services provided to our students under the current structure

or the proposed structure. Consequently, we recommend that the University take the following steps by July 1, 2011.

1. The University Career Center and the NC State Co-op Office should be combined into one unit and housed in the Division of Undergraduate Academic Programs. (In order to help facilitate the eventual move to the Health, Wellness and Student Development subdivision of DUSP, the Director of the new unit should begin attending staff meetings in the Division of Student Affairs starting July 1, 2011.)
2. The TRIO Programs should move from the Division of Student Affairs to the Division of Undergraduate Academic Programs.
3. New Student Orientation and Parents Orientation should move to the Office of Enrollment Management and Services. In this arrangement, the Associate Director of Campus Activities for Parents & Families Services would have a dotted line reporting relationship to the Vice Provost for Enrollment Management and Services.
4. During Summer 2011, Summer START should function as a joint program with the Division of Undergraduate Academic Programs and the Office of Enrollment Management and Services. We recommend that the program then move to the Division of Undergraduate Academic Programs upon completion of the 2011 second summer session.
5. The Dean of Undergraduate Academic Programs should work with the faculty in the Division of Student Affairs and with the appropriate colleges to change the routing procedures for PE, Music, Theater and ROTC course actions.
6. The divisions of Student Affairs and Undergraduate Academic Programs should work together to set up a task force that would be charged with making recommendations concerning the possible consolidation or coordination of the University Honors and Scholars programs.

In addition, we recommend that the University implement three further changes effective July 1, 2011.

7. Appoint the Dean of the Division of Undergraduate Academic Programs as the lead administrator from NC State to work with the Wake NC State STEM Early College High School. (As noted in Section 3 above, starting July 1, 2011, NC State will have a liaison working with the STEM early college high school who will be housed in the Division of Undergraduate Academic Programs.)
8. Move the Disability Services Office (DSO) to the Division of Student Affairs. (As in Section 3 we note that such a move would place DSO in an integrated unit focused on student success.)
9. Change the reporting line of the Director of the Caldwell Fellows program to the Division of Student Affairs with a dotted line reporting relationship to the Executive Director of the Alumni Association.

Again, each recommended change would help ease the eventual transition to the Division of Undergraduate Student Programs. Even in the absence of the establishment of a new

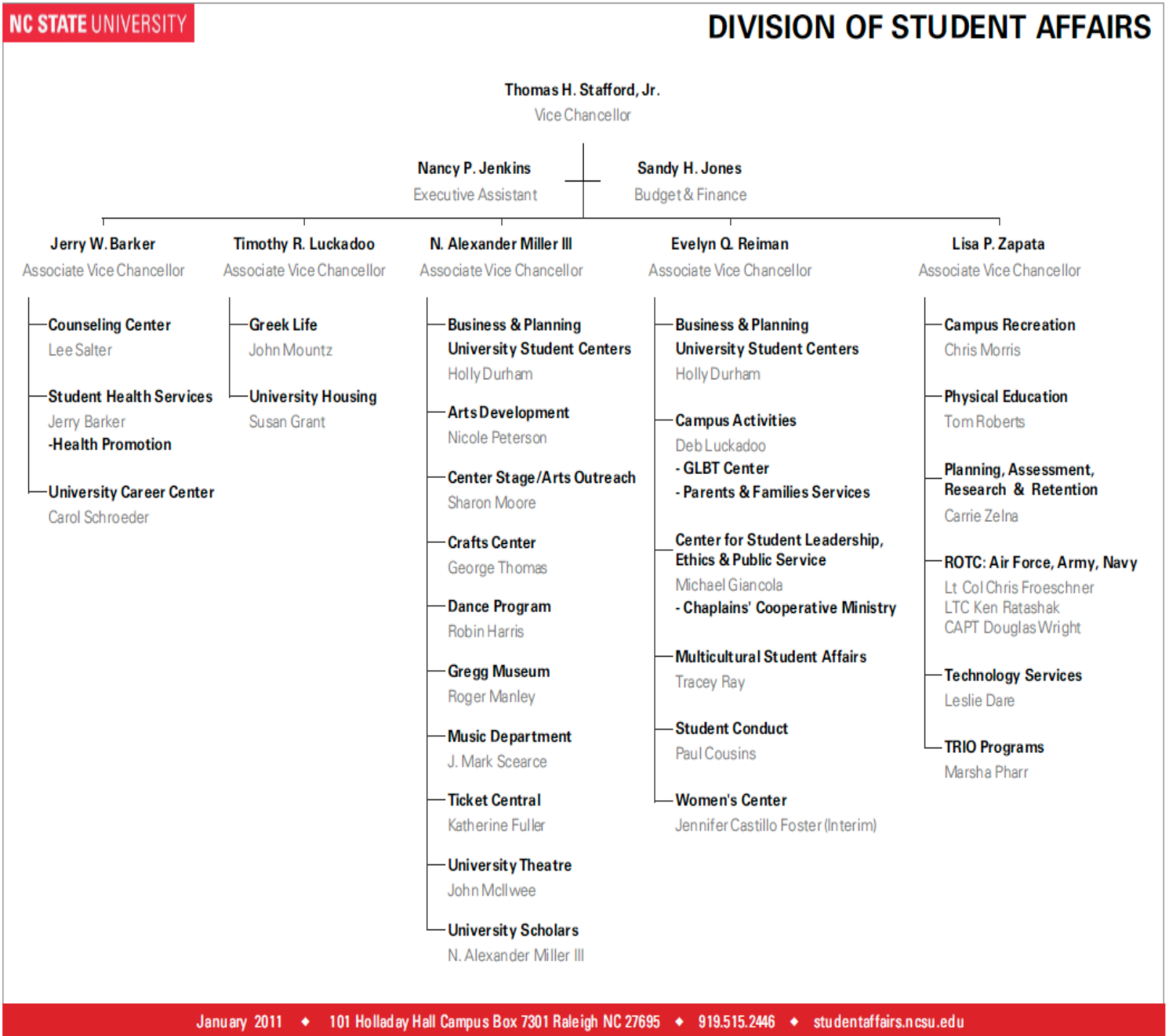
division, we see sufficient benefits to request that the University act on Recommendations 7-9 above.

Section 5. Further Considerations and Conclusion

To enhance long-term collaborations within the subdivisions, we will need to address physical space requirements (including co-location opportunities). We also recognize that the implementation of our recommendations will result in the elimination of some positions and would urge the University to consider reassignment of personnel to support strategic initiatives whenever possible.

Section 4 provides evidence of the synergies that have resulted from our initial conversations. We fully anticipate that subsequent conversations will lead to important partnerships and innovations, and are convinced that the proposed reorganization will truly have a significant impact on the way we support the success of our students in the future.

Appendix A. Organizational Chart for the Division of Student Affairs



Appendix B. Organizational Chart for the Division of Undergraduate Academic Programs

Division of Undergraduate Academic Programs

