

Criterion 1

The School of Public Health

1.4 Organization and Administration

CEPH Criterion

The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the school's constituents.

CEPH Required Documentation

- a. One or more organizational charts showing the administrative organization of the school, indicating relationships among its component offices, departments, divisions, or other administrative units.
- b. Description of the roles and responsibilities of major units in the organizational chart.
- c. Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.
- d. Identification of written policies that are illustrative of the school's commitment to fair and ethical dealings.
- e. Description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.
- f. Assessment of the extent to which this criterion is met.

1.4.a. Organizational Relationships

Required Documentation: One or more organizational charts showing the administrative organization of the school, indicating relationships among its component offices, departments, divisions, or other administrative units.

The school has two complementary domains—academics and administration. The academic portion of the school’s organization chart (table 1.4.a.) includes seven department chairs and one program director, as well as the associate deans for academic affairs, global health, and research. The work of these associate deans, as well as that of the senior associate dean for coordination, planning and administration, the associate dean for external affairs, and the special assistant for diversity, all falls under the administrative leadership of the dean; (see description of these positions in 1.4.b.).

Six school leaders (administrative portion of chart) report directly to the senior associate dean: the assistant dean for student affairs (who directs the Office of Student Affairs); the director of the North Carolina Institute for Public Health (NCIPH); the assistant dean for information technology; the associate dean for business and finance; the director of communications; and the director of special projects.

Finally, three external advisory bodies advise the dean and the school: the Public Health Foundation, the Advisory Council, and the External Advisory Committee. The dean also confers directly with two schoolwide student organizations (Student Government and Minority Student Caucus). Criterion 1.2, Evaluation and Planning, provides detailed descriptions of the roles of these committees and the other committees through which faculty, staff, and students make decisions and provide advice about issues that are important to the school.

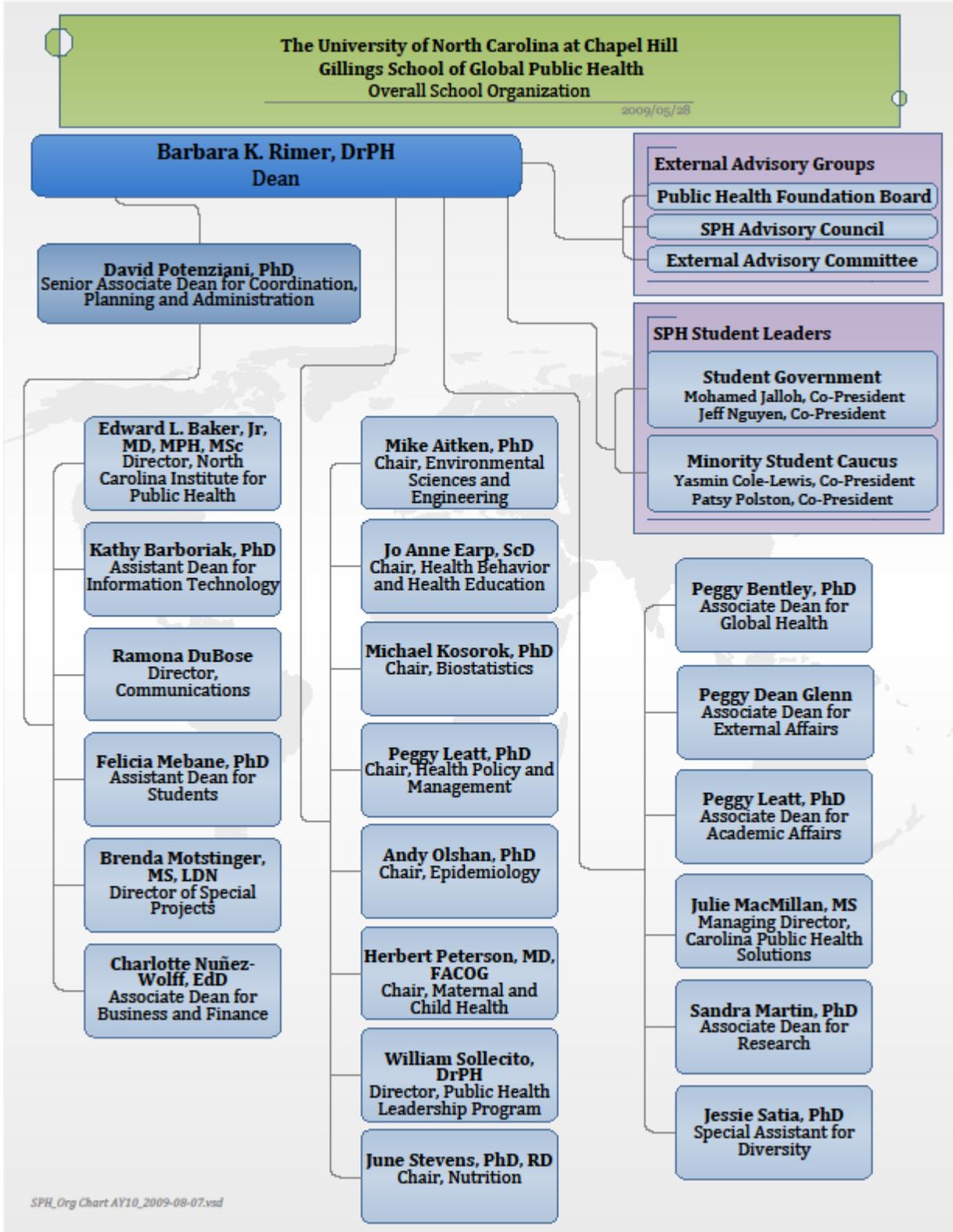
1.4.b. Roles and Responsibilities

Required Documentation: Description of the roles and responsibilities of major units in the organizational chart.

Senior Leadership

The dean, with support of senior leaders and dedicated staff, leads and guides school operations and activities, including academic programs, research, service, and outreach. The dean and her leadership team also manage the school’s institutional relations with the university, with other health affairs schools, centers, and institutes on campus and beyond, and with other universities nationwide and around the world. (The dean’s senior leadership team, including department chairs and program director, comprise the Dean’s Council, to be detailed in Criterion 1.5.a.)

Table 1.4.a. Organization Chart: Gillings School of Global Public Health



Academic Units

The school has seven departments and one program that offer different combinations of baccalaureate, master's, and/or doctoral degrees:

- Biostatistics
- Environmental Sciences and Engineering
- Epidemiology
- Health Behavior and Health Education
- Health Policy and Management
- Maternal and Child Health
- Nutrition
- Public Health Leadership Program

The heads of these units manage and provide oversight for day-to-day operations, and report directly to the dean, and meet regularly as the Chairs' Committee (see Criterion 1.5.a. for a description of their role in school governance). Some departments also have associate chairs; all have student services staff, a business manager, and degree program directors. (Organizational charts and program descriptions for each of the departments/program are in the Resource File.)

Associate Deans/Academic**Academic Affairs**

The *associate dean for academic affairs* is accountable for the quality of the school's academic programs. Her responsibilities include serving in an oversight capacity on two key committees: the Appointments, Promotion, and Tenure Committee and the Academic Programs Committee. She also represents the school on university-wide committees, as well as committees at professional associations (e.g., the Association of Schools of Public Health, the Council on Education for Public Health). (See <http://tinyurl.com/sphoaa>.)

Global Health

The school's model for global health is integrative, rather than to create a separate department. The *associate dean for global health* and her staff actively support the school's faculty, staff, and students in their efforts to improve public health worldwide. The office organizes the school's global health activities and helps integrate them into each department, facilitating more effective and interdisciplinary global health research, teaching, and practice; (see <http://www.sph.unc.edu/globalhealth/>).

Research

The responsibility of the *associate dean for research* is to strengthen the research enterprise at the school through active support of faculty, staff, and students. She facilitates responses to large grant announcements, works with people across the university to create new tools for faculty members who conduct research, and prepares an annual research report. She

also leads the school's Research Council. (See Criterion 3.1.a. and <http://tinyurl.com/sphresearch> for more information.)

Other Direct Reports to the Dean

External Affairs

The *associate dean for external affairs* directs a staff that strengthens relationships between the school and its alumni, donors, and friends. The associate dean's responsibilities include development, alumni affairs, and other aspects of the school's relationships with external constituencies. She is responsible for supporting the school's Advisory Council and Public Health Foundation Board, and all fundraising is conducted under her leadership.

Carolina Public Health Solutions

The \$50 million gift to the school from Dennis and Joan Gillings in spring 2008 provided critical resources to accelerate delivery of real-world solutions for some of humankind's most challenging public health problems. To provide guidance in managing this gift, the dean established Carolina Public Health Solutions (CPHS) (<http://tinyurl.com/sphcphs>). The managing director of CPHS and the dean also formed the Acceleration Advisory Committee (AAC), which brings a robust set of skills and expertise, as well as an alternative, unbiased perspective, to critically evaluate and provide advice on the portfolio of CPHS program awards and investment opportunities. The AAC has no fiduciary responsibilities; those belong to the Public Health Foundation and to the school's leadership.

Special Assistant for Diversity

In January 2006, Jessie Satia, PhD, associate professor (EPID and NUTR) was appointed the first special assistant to the dean for diversity. One of her first responsibilities was to draft a strategic plan to identify specific goals, strategies, and measurable criteria for creating a more diverse environment at the school. She has developed annual objectives and processes to assist in the recruiting of a more diverse student, faculty, and staff, and has worked with school leaders and faculty to craft a strategic initiative for addressing health disparities. The special assistant's other ongoing activities include meeting with department chairs to discuss minority faculty and student recruitment and retention, and working with new minority faculty to make their transition to the university as seamless as possible.

Senior Associate Dean and Administrative and Support Units

Senior Associate Dean for Coordination, Planning and Administration

The *senior associate dean* plays a key role in several areas, including developing and maintaining partnerships, and leading strategic planning, quality assessment, and evaluation. As the school's "chief of staff," the senior associate dean oversees the school's administrative functions, and has direct oversight of five units (described below). He also represents the dean on various internal and external committees, leads special school

initiatives, and assists with planning for critical external functions. External roles include sitting on the campuswide Data Governance Committee for enterprise resource planning and serving as the school representative to the ASPH Distance Learning Council.

Student Affairs

The *assistant dean for student affairs* is responsible for schoolwide services and programs, including student recruitment, BSPH admissions processing, academic and personal counseling, career development, and support of student organizations and student-centered events. She also plays a liaison role between the school's leadership and the student body, particularly student organizations. The assistant dean represents the school on a number of university-wide committees and also is responsible for leading selection of recipients of schoolwide scholarships and student awards. (For more information, see Criteria 4.4, 4.5, and 4.6, and <http://tinyurl.com/sphosa>.)

North Carolina Institute for Public Health

The North Carolina Institute for Public Health, established in 1999, is the school's primary service and outreach arm. The institute (described further in Criterion 3.2.b.), under the leadership of its director, optimizes a staff of 86 to extend the school's service capabilities, promoting the school's commitment to community service as a public responsibility (see <http://www.sph.unc.edu/nciph/>). The institute engages "state of practice" committees to identify the training needs of public health practitioners (see Criterion 3.3), a collaboration that provides direction in developing and delivering training to more than 10,000 public health practitioners in North Carolina in areas of environmental health, public health nursing, community preparedness, etc., and provides consultative services for local health departments across North Carolina. The institute houses the academic-credit certificate programs in Core Public Health Concepts and Field Epidemiology, as well as a number of externally-funded efforts for preparedness research, urban development and healthy lifestyles, and leadership training.

Instructional and Information Systems

The *assistant dean for information technology* oversees the central computing systems that support the school's administrative, instructional, and research activities. The group is recognized across the campus and beyond as innovators in the realm of distance education technology and has developed systems for public health workforce skills assessment to guide training efforts. The assistant dean serves on the campuswide Information Technology Executive Council that provides feedback and guidance about school-level IT issues to the campus vice chancellor for information technology. The assistant dean and the IT staff also manage the provision of desktop computing services in any department that requests such services, and coordinate data management and information technology needs and services between the school and the wider campus; (see <http://www.sph.unc.edu/iis/>).

Business and Finance

The *associate dean for business and finance* is the school's chief financial officer, running the administrative unit that conducts institutional research, manages data, performs business and systems analysis, and carries out metric reporting on the school's operations and finances. In addition to business analysis, the associate dean oversees the school's human resources, facilities, and budget, including serving as treasurer for the Public Health Foundation. The associate dean and her staff provide significant services to the foundation for compliance, auditing, and reporting. She works with all department and other unit business managers to interpret and implement campus and school business procedures and policies, and to ensure consistency in data and reporting throughout the school; see <http://tinyurl.com/sphsupp>.

Communications

The *director of communications* oversees a number of important communications tools and processes, provides message coordination, and assists in responding to queries from the school, community, and public at large. These include media relations, school publications, event publicity, speech writing, slide presentation preparation, and photography. The communications team uses a variety of media available, including the school's website and videos, to provide information and shape awareness of the school. The group trains and manages the 60+ web content managers throughout the school and works to achieve accuracy, consistency, and clarity in the school's messages.

Special Projects

The *director of special projects* is a "utility player" who serves a vital role across a number of areas, as assigned. She helped lead the Ad Hoc Implementation Group, tasked with developing steps for the school to implement the findings of the Engaged Institution report and the assessment of the NCIPH; (see Criterion 3.2). She serves as an observer to several state and local public health organizations to bring back perspectives from the field, and has also worked with the global health staff and the NC Secretary of State's Office to travel to Moldova and report on needs there for public health training and education.

Advisory Groups

External Groups

The *Public Health Foundation*, the *Advisory Council*, and the *External Advisory Committee* are described in Criterion 1.5.a., under "External Advisory Groups."

Student Groups

Two key schoolwide student groups are the School of Public Health *Student Government (SPH-SG)* and the *Minority Student Caucus*; see Criterion 1.5.e.

1.4.c. Interdisciplinary Relationships

Required Documentation: Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.

The school has a decentralized structure with strong, independent departments. This is a major strength, promoting an entrepreneurial spirit and enhancing the school's growth and international reputation. Departments and faculty are able to develop their academic programs and pursue intellectual interests with minimal constraints from central administration.

At the same time that departments enjoy a high degree of autonomy, the school is firmly committed to interdisciplinary coordination, cooperation, and collaboration. This is evident in the day-to-day activities of the school's departments and programs. For example, the school has developed an innovative interdisciplinary Certificate in Health Disparities that trains health professionals to address and eliminate disparities by drawing on multiple disciplines such as public health, economics, and sociology (see <http://tinyurl.com/certhd>). And the Health Care and Prevention MPH concentration in PHL brings together medical students, residents, and fellows from the UNC and Duke Schools of Medicine.

The school encourages faculty research collaborations across departments and with entities outside of public health. The definition of research in the school's *Appointments, Promotion, and Tenure Manual* (<http://tinyurl.com/sphaptmanual>, p. 16; copy also in the Resource File) includes "studies which are conducted in collaboration with public or private organizations and/or communities." The manual also places importance on researchers' "ability to incorporate new developments in the discipline, and transfer knowledge and techniques to current problems influencing the health of the public" [p. 17].) An example of this type of research is the three-year grant received by Dr. Lewis Margolis (MCH) from the Health Resources and Services Administration (USDHHS) to study the effects of interdisciplinary training on maternal and child health professionals, organizations, and systems. The training focus of the study encompasses maternal and child health, nutrition, social work, pediatric dentistry, and development and learning. The NC Occupational Safety and Health Education and Research Center is a multiyear NIOSH-funded (re-funded for five years in 2006), PHL (OHN)-administered program involving collaboration with SPH departments, Duke's Department of Occupational Medicine, and NCSU's Department of Industrial and Systems Engineering (<http://osherc.sph.unc.edu/>).

The school's linkages with external institutes, centers, schools, and departments provide further evidence of its strong support for interdisciplinary activities. For example, the school's working relationship with the prestigious Cecil G. Sheps Center for Health Services Research brings public health researchers together with researchers from universities throughout North Carolina, the United States, and the world, representing fields as diverse as medicine, sociology, demography, and political science (see <http://www.shepscenter.unc.edu/>). The school also is a major participant in the North

Carolina Translational and Clinical Sciences Institute (TraCS), funded through the NIH Clinical and Translational Science Awards; (see Criterion 3.1). The school provides a portion of the funding for large pilot initiatives to match funds TraCS awards to SPH faculty, as well as leadership and services in the Biostatistics core. The school, with funding from the TraCS Institute, has created a new master's in clinical research to serve the need for trained professionals from all fields to develop clinical research skills (MSCR/EPID).

1.4.d. Ethics Policies

Required Documentation: *Identification of written policies that are illustrative of the school's commitment to fair and ethical dealings.*

Ethics is an integral part of the university's value system. The school adheres to the university's ethics-related policies and procedures, including those pertaining to non-discrimination, conflict of interest, and harassment. (A full listing of the university's ethics policies and procedures can be found at <http://www.unc.edu/campus/policies.html>). School of Public Health faculty, staff, and students also commit to the university's *Code of Student Conduct* (see <http://tinyurl.com/unccodes>), which makes explicit the expectations of each of them.

The School of Nursing and the School of Public Health have, for efficiency, joined their Institutional Review Boards (IRBs). The joint IRB oversees research ethics and offers training to faculty, staff, and student groups several times during the academic year. A *Guide to the IRB Process* describes basic policies and procedures for IRB review and approval (see http://ohre.unc.edu/guide_to_irb.php).

Beyond policies, the school offers a graduate-level certificate program in Public Health Ethics that provides students with the basic skills needed to think and act ethically in public health. The program provides a Foundations in Public Health Ethics course as well as curricular flexibility to support student interests across the spectrum of public health disciplines (see <http://tinyurl.com/sphethics>).

1.4.e. Student Grievances and Complaints

Required Documentation: *Description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.*

See Criterion 4.6.

1.4.f. Assessment of Organization and Administration

Required Documentation: *Assessment of the extent to which this criterion is met.*

Strengths

- A variety of organizational entities (e.g., the Dean's Council, Chairs' Committee, and others) that fosters communication and collaboration across the school
- An organizational setting that fosters interdisciplinary communication, coordination, cooperation, and collaboration among school faculty, staff, and students, as well as with external constituencies
- Concerted efforts to promote engagement of a diverse faculty, staff, and student body in interdisciplinary teaching, learning, research, and service
- An environment that encourages people to speak up about issues that concern them

Challenges

- Balancing the school's decentralized structure and strong departments with the need for collaboration among departments is an ongoing tension. A model based on strong, autonomous departments has contributed to the strength of the school, but increasingly, there are issues that require us to make decisions for the good of the school
- Within UNC, there are increasing concerns about the number of autonomous units providing services such as IT and HR. Over the next few years, we will be engaged in UNC-wide planning processes that may challenge our school's organizational methods and processes

Future Directions

- Use a variety of formal and informal venues for school members to bring issues to the fore, as well as to provide information and guidance from leaders
- Assure that we communicate in a variety of ways, using a range of channels, to reach all critical audiences
- Assess the methods used to enhance the school's effectiveness and increase the range of reliable and valid indicators

This Criterion is met.
