



UNC  
SCHOOL OF EDUCATION

THE UNIVERSITY  
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at CHAPEL HILL

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To: Nick Siedentop, Curriculum Director for Undergraduate Curricula

Re: Response to suggestions for revisions to the Human and Organizational Leadership and Development Letter of Intent

Date: February 8, 2019

Dear Nick,

Our thanks to you and the Program Sub-committee of the College of Arts and Sciences' Administrative Boards for the helpful feedback on our Letter of Intent (LOI) to establish a new major in Human and Organizational Leadership and Development (HOLD). We have carefully reviewed your feedback and made revisions accordingly. Below, we include the bulleted list of recommendations you provided, along with a short description of our efforts to respond to each aspect of the feedback. We look forward to the Boards' review of our Letter of Intent (separate attachment). If you have any questions, please do not hesitate to contact me.

Best,

Jeffrey A. Greene, Ph.D.  
Professor, Learning Sciences and Psychological Studies Program  
Associate Dean of Academic Affairs and Director of Graduate Studies

- The **Program Summary** may need some reworking. Committee members felt the description was too general in nature (and not clear to someone not directly related this field). For example, in the opening paragraph it states "HOLD's aim is to prepare graduates to develop the human potential necessary for solving programs and enacting change in organizations and communities around the world." A case could be made that this is true for all degree programs at the University, including the learning outcomes of the General Education curriculum. They would like to see more information about the specific and unique skills that will be provided by this program and how the School of Education is in the best position to provide this curriculum. In addition, how do these skills relate to other degree programs offered by the University?

We have rewritten this summary to focus on the unique contribution of this proposed major to the suite of undergraduate experiences here at UNC (i.e., "prepare graduates to understand, lead, and work effectively in organizations that are focused on learning and human development"). In

addition, we have identified the specific and unique skills (e.g., learning science, organizational and leadership theory, quantitative and qualitative social science research methods, data-driven decision making, and culturally responsive communication) that this major would impart to students. These are a unique set of skills not found in other majors at UNC.

- The opening paragraph of the **Program Summary** includes a list of potential employment positions. You might want to move this information to the **Societal Demand** section.

We have moved this information.

- The UNC System Office wants to see evidence that the new degree program *complements* other programs offered at UNC-CH (i.e., it doesn't *compete* with other programs). This usually comes in the form of letters of support from chairs/deans that offer complementary programs (with some overlapping content as the HOLD curriculum), in addition to providing a summary in the proposal itself. It's not clear from the proposal whether you've had meetings/conversations with complementary programs. If you haven't already, I recommend contacting the following people to begin those discussions and securing their support via a memo from the chair/dean.
  - Management and Society – Howard Aldrich
  - Business Administration – Anna Millar
  - Public Policy – Anna Krome-Lukens

We have had extensive conversations with each unit and person identified above. Our colleagues at the Business School and Sociology expressed no concerns with the HOLD major. We have discussed the proposal on several occasions with Daniel Gitterman and Anna Krome-Lukens in the Department of Public Policy and have revised the proposal substantially based on with Dr. Gitterman's suggestions. We have also engaged in extensive conversations with Richard Harrill at the Campus Y and Shauna Harris at the Carolina Union about student leadership on campus and available curricular offerings in leadership for undergraduates. Both are very enthusiastic about the proposed major.

- **Student Demand.** The proposal states that “we are confident that the demand for the HOLD program will be comparable” to the HDFS program (currently at 134 majors). Providing more evidence would be helpful, but the committee recognizes that this can be challenging when you don't have an existing minor in the same field. (For example, neuroscience started with a minor, which was very successful, before submitting a proposal for a degree program). We recommend including a table in the proposal that shows some or all of the following data:
  - # of students who graduated with a HDFS major (include year of implementation)
  - # of students who graduated with an EDUC minor (include year of implementation)
  - # of current students in EDUC minor
  - # of current students in HDFS major
  - Enrollment totals (over a 5-year period) in the most relevant courses to the HOLD curriculum, such as EDUC 505 and 506. Any others?

Thank you for this suggestion. Please see Appendix 3 for this information.

- It might also be helpful to conduct a survey of all current EDUC minors and HDFS majors to determine their interest in the HOLD program, and their future goals in terms of graduate programs and employment. The Office of Institutional Research and Assessment also has access to student exit survey data which may provide some helpful information.

We hired Hanover Research to conduct this research and report the encouraging results in the “Student Demand” section of the LOI.

- On page 6 it references the Business Administration B.S.B.A program as the second largest on the UNC campus. In terms of degrees awarded, this is not correct. See chart below.

Thank you, we have corrected this information in the LOI.

- **Societal Demand.** The Projections Central predictions are compelling! This is very helpful.

We agree, thank you for this positive feedback.

- Several members believed that the content and market-driven analysis lends itself more to an M.A. program. What are the advantages of offering this as a bachelor’s degree and not a master’s degree?

A Master’s degree in HOLD would certainly be compelling, but we feel our market research clearly points to the viability and promise of an undergraduate degree. The demand for a similar program at Vanderbilt University (see section on “Student Demand”) is but one of many data points supporting our pursuit of an undergraduate major. Also, we have had discussions with Shauna Harris and Richard Harrill, both of whom work extensively with undergraduate students interested in leadership, and both have communicated to us that our proposed major will serve these students in ways that other programs on campus do not.

- **Program of Study-Curriculum.** Page. 3 references an Appendix 1, but I don’t have any record of receiving Appendix 1. Please include the Appendix in the final proposal.

Our apologies, this has been corrected.

- You may want to avoid creating formalized concentrations at first. This can come later after implementation. The School of Education may want to have some flexibility in the first few years in terms of course offerings and scheduling.

This was helpful advice, thank you. We have removed the concentrations, increased the number of credits in the core, and listed a number of electives from which students can choose. This provides greater coherence to the core, flexibility for course offerings, and options for students.

- The section describing the 12 credit-hour internship experience is a bit confusing. We had trouble adding up the credit hours for the various components (e.g., professional development course during both the fall and spring semesters, independent study course). Adding a table would help.

We hope that Appendices 1 and 2 better explain the role of the internships, and credit hours, in the major.

## **Program Summary (briefly describe proposed program and rationale) (1000 words)**

The School of Education at the University of North Carolina at Chapel Hill proposes the creation of a new Bachelor's of Arts program in Human and Organizational Leadership and Development (HOLD). The HOLD major's aim is to prepare graduates to understand, lead, and work effectively in organizations that are focused on learning and human development.

Schools are prototypical learning-oriented organizations and the School of Education has particular expertise in the study of schools as organizations. Additionally, the HOLD major's curriculum is designed to provide insight into the operation of a broader range of organizations, including businesses focused on innovation and knowledge production as well as non-profits and government agencies that are committed to cultivating clients' and workers' capacities. In contrast to the top-down command structure that typifies many traditional businesses, learning-oriented organizations often have a relatively non-hierarchical and loosely-coupled organizational structure. In order to thrive in learning-oriented organizations, students must be skilled collaborators and communicators, keen observers of social structure and dynamics, as well as careful data consumers and analysts. As such, the HOLD curriculum will provide students a grounding in the science of learning and adult learning, organizational and leadership theory, quantitative and qualitative social science research methods, data-driving decision making, and communicating and thriving in a diverse and multi-cultural society. In doing so, HOLD will advance Carolina's mission to prepare the "next generation of leaders" for North Carolina and beyond and thus serve the UNC System's mission to contribute "to the solution of societal problems" and enrich "the quality of life in the State."

**Program of Study.** The HOLD curriculum will foster a collaborative, experiential, and results-driven learning environment to build students' 21<sup>st</sup> century skills. With opportunities that are intentionally designed to develop communication, critical thinking, creativity, and teamwork, the program prepares students to meet the demands of a rapidly changing workplace. The HOLD curriculum is interdisciplinary, drawing particular insights from education, sociology, and political and behavioral science. Students in HOLD will learn how to identify organizational and social needs, communicate and collaborate effectively with diverse stakeholders, and develop and implement strategies to affect organizational and social change. The program's curriculum will emphasize the use of data in organizational decision-making, the potential for technology in organizational contexts, and the social contexts in which schools and other organizations operate. In doing so, the program will cultivate the leadership and collaboration skills that students need to help organizations engage in ongoing, systematic improvement processes.

Students will take 22 credit hours of a core curriculum, 12 credit hours of electives, and 12 hours of an internship or practicum. Approximately half of the program's required courses are currently offered as part of UNC's Minor in Education or Master's in Educational Innovation, Technology and Entrepreneurship. The School of Education is currently working with colleagues in the School of Business and the College of Arts and Sciences to identify additional opportunities for double-listing courses in order to avoid redundancies across the university and facilitate double-majoring for HOLD majors. Program faculty will work together to develop the remaining courses. Appendix 1 provides a detailed summary of the proposed course sequence, and Appendix 2 provides a typical junior and senior year course schedule for a hypothetical student who enrolls in the major as a junior with no major coursework completed.

The proposed program of study will culminate in a 12 credit-hour internship experience. This internship experience in HOLD begins with a class in the spring of the junior year in which faculty help each individual student find an appropriate placement and develop an internship plan. Students will then spend several hours per week in the internship position during the fall and spring of the senior year. To structure this experience, students will enroll in a 3 credit professional development course during both the fall and spring semesters of the internship period. This course will meet in person at least twice per semester and students will correspond weekly with their supervising faculty member. Finally, student internship experiences will culminate with three credit independent study course in which students produce a written project such as an evaluation of services, a case study, or a client or market research project that meets their internship agency's needs. We anticipate offering multiple sections of each of the HOLD internships courses, with enrollments capped at 20 students.

**Relation to other UNC degrees.** The proposed HOLD major is an applied social science degree focused on training leaders who will work in an organizational context to cultivate human flourishing, and we believe that it best matches with CIPS code 52.0213. With its focus on organizational and systems change, HOLD will complement the School of Education's HDFS program (CIPS 13.1210), which addresses the development of individual human capacities from a psychological perspective. The average HOLD student may take a handful of courses with peers in the HDFS program. However, the HOLD program's disciplinary foundation in sociology, political science, and organizational studies is distinct from HDFS's more psychological foundation and the two programs will prepare students for different academic and career trajectories.

HOLD provides educational opportunities that are currently unavailable in the UNC system. Indeed, in an independent market analysis, Hanover Research concludes: "There is no evidence of other North Carolina bachelor's degree programs offering HOLD's unique mix of education, social science, policy, analytics, and leadership education." It would be the only undergraduate program in the UNC system associated with CIPS code 52.0213.

The proposed program shares some content with the Management and Society major offered by the UNC Chapel Hill Department of Sociology (CIPS 52.1001), the Public Policy major offered by the UNC Chapel Hill Department of Public Policy (CIPS 44.0501), and NC State's online Leadership in the Public Sector major (CIPS 24.0199). Further parallels exist with Bachelor's of Science degrees in business and administration offered at UNC Chapel Hill and other UNC campuses (CIPS 52.0201). Unlike these programs, however, HOLD approaches leadership and organizational change primarily through a talent development lens and with a focus on learning-oriented organizations. We believe that all organizations – whether they are schools, governments, non-profits, or businesses – thrive when people learn and grow within a system by working together. As such, our curriculum emphasizes the organizational skills and personal traits that facilitate collaborative learning and human development. As befits a School of Education, our curriculum is particularly focused on the needs of learning-oriented organizations, for which learning is both a means and an end – including schools, community development organizations, and companies and non-profits dedicated to pursuing and scaling educational innovations. We know of no undergraduate degree program across the UNC system that provides similar opportunities to students with these interests.

**Student Demand:** *(Provide evidence of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

HOLD will provide students with knowledge implementation and improvement sciences, design thinking and social entrepreneurship, data-driven decision analysis, group dynamics and interpersonal communication, and organizational and talent management. As such, the proposed program will leverage the School of Education's strengths in leadership, entrepreneurship, implementation sciences and educational policy to provide opportunities to students that are unavailable elsewhere in the UNC system. HOLD is designed to respond to the large and growing unmet student demand for interdisciplinary training in organizational leadership and development. The SoE's HDFS program currently enrolls 134 majors; we expect that the demand for the HOLD program will be comparable. We do not expect HOLD to compete with HDFS but rather to generate new enrollment; the two programs have different content, and we suspect will draw from students with different sets of interests.

One piece of evidence for this demand is the popularity of EDUC 506, "Politics, Policymaking, and America's Schools," a course in the UNC-CH Education Minor that faculty associated with the proposed HOLD program have taught every year for the last four years. In that time, the course filled immediately, with enrollment in the most recent two years capped at 42 due to space. We had a similar experience with EDUC 505, "Leadership in Nonprofit/Educational Settings" in Spring 2018. In all three cases of these courses being taught since HDFS came on-line, just one-fourth of the students who enrolled in these courses were HDFS majors. Other enrollees came from across the university. Appendix 3 provides data on recent enrollments in the Education Minor, HDFS, and two currently-offered courses that inspired the HOLD major.

In the process of the planning the HOLD major, the School of Education commissioned Hanover Research to survey interest among UNC students who have not yet declared a major. Upon hearing a brief introduction to the major, 21% of the 693 surveyed students said they were "moderately interested" and 8% said they were "very interested." 17% of surveyed undeclared UNC students said they were moderately or very likely to enroll in the HOLD major.

Given HOLD is a highly interdisciplinary major, there are few direct comparators to the HOLD program that can provide insight into potential student interest at UNC. However, the Human and Organizational Development (HOD) program offered by Vanderbilt's Peabody School of Education currently enrolls more than 700 majors, "making it the most popular major at Vanderbilt, despite the rigorous curriculum and competition for acceptance." HOD, like HOLD, is a major based in a top-tier School of Education that provides students with an "applied liberal arts education," emphasizing communication, data analytics, collaboration, and leadership. Comparable programs at other institutions regularly enroll dozens, if not hundreds, of students and prepare them for a wide range of careers. The University of Minnesota's BS in Human Resource Development aims to train graduates who "offer workplace training and contribute to organizational development in a variety of public and private organizations." This program, administered by Minnesota's College of Education, graduates 60-90 students annually. A 2006 study of organizational leadership programs identified an additional 15 such programs nationwide hosted by arts and sciences, business, and education units at their respective institutions. The median program enrollment across these programs was 100 students, while the median total enrollment for these institutions was approximately 5,000. Given the demand for

similar program at smaller institutions, we are confident that HOLD can regularly enroll 100 or more students.

The proposed HOLD program is unique in the state of North Carolina, but cognate programs in Human Services have been growing rapidly at private institutions in the state over the last several years. In particular, we note successful BA programs in Human and Community Services at Lenoir-Rhyne University, the BA in Organizational Communication and Leadership at Methodist University, and the BA in Human Relations at High Point Universities as evidence of student demand for the education that HOLD will provide. Statewide, bachelor's degree completions in programs in Organizational Leadership, Human Services, and Organizational Behavior Studies are growing at more than five times the rate of Bachelor's completions overall. Furthermore, we expect that the demand for HOLD to transcend state lines. Throughout the Southeast region, Bachelor's completions in programs that are similar to HOLD have grown by more than 10 percent annually since 2012.

We anticipate that some portion of the student demand for the HOLD major will come from students who intended to enroll in the UNC-CH BS in Business Administration. Student demand for this major far outpaces the supply of available spots. In the fall of 2017, 1,101 UNC-CH undergraduates reported that they intended to enroll in Business Administration, but only 620 undergraduates were enrolled in the major. HOLD will provide training opportunities for many of these students.

**Societal Demand:** *(Provide evidence of societal demand and employability of graduates from each of the following source types. Maximum length 1,000 words)*

Strong student demand for the HOLD major reflects a strong job market for HOLD graduates. Human and organizational leadership and development is a field of applied science focused on understanding and managing change and improvement in people and organizations. The HOLD program will help students master skills that are essential to success in a wide range of occupational settings, including problem identification, communication in diverse settings, and the development and implementation of strategies for organizational and social change. Research indicates rising need for the skill sets cultivated by the HOLD curriculum. A 2017 Society for Human Resource Management (SHRM) study asked organizational leaders to identify their greatest human capital challenges. Nearly all of them have to do with the leadership, organizational development, and system capacity building emphasized by the HOLD curriculum.

Graduates from HOLD will be prepared take up leadership positions in a wide range of learning-oriented organizations, including schools, nonprofits, policy research organizations, governments, and businesses. We anticipate that many HOLD graduates will pursue careers in management analytics, human resources, training and development, social and community services management and training and development management. Projections Central predicts that openings in these fields will grow by 17.2% annually in North Carolina, 16.4% annually in the Southeast, and 11.7% annually across the U.S. over the next decade. In addition to being in high demand, these fields are highly remunerated, with annual salaries ranging from approximately \$65,000 (for Human Resources specialists and Social and Community Service Managers) to more than \$120,000 (for Human Resources Managers and Training and Development Managers.) Surveying these data, Hanover Research concluded that "employment growth in HOLD-related occupations is expected to be faster than average in North Carolina, the



Southeast, and nationwide through 2024, and student and employer demand for HOLD's analytics and organizational dynamics enable it to meet this demand.”

HOLD graduates will be prepared meet the “profound shift” that Deloitte’s *2018 Global Human Capital Trends* report predicts is coming to organizational missions around the world. Organizations, Deloitte notes, “are increasingly judged on the basis of their relationships with their workers, their customers, and their communities, as well as their impact on society at large – transforming them from *business* enterprises into *social* enterprises.” HOLD graduates will be poised to contribute to this transformation. With a strong grounding in analytics, organizational theory, implementation science, human development, and systems improvement, HOLD graduates will be prepared to help learning-oriented organizations use data and quality improvement tools in a way that builds trust and relationships in order to better manage employee trajectories and build stronger relationships with contractors, clients, and communities.

Hanover Research noted the congruency between the HOLD curriculum and these shifts in the labor market. In their independent report on the market for the HOLD program, Hanover recommended that UNC “market the [HOLD] program based on long-term trends such as the rising prominence of human resource professionals as organizational strategists, and a growing perception that organizations and companies must operate as entities with social missions.”

## Appendix 1: Proposed HOLD course sequence

### *Core Curriculum (22 credit hours)*

Students take four foundational courses in the School of Education:

- EDUC 2XX: Research Translation and Organizational Change (3 credit hours)
- EDUC 309 An Examination of Quality and the Pursuit of Betterness (3 credit hours)
- EDUC 317 Dynamics of Effective Leadership (1 credit hour)
- EDUC 3XX: Organizational and Community Development (3 credit hours)
- EDUC 4XX: Inquiry and Data Applications (3 credit hours)
- EDUC 5XX: System Improvement and Implementation at Scale (3 credit hours)
- EDUC 505: Leadership in Nonprofit/Educational Settings (3 credit hours)
- EDUC 508<sup>1</sup>: Equity, Leadership, and You (3 credit hours)

### *Elective Requirements (12 credit hours)*

Students in the HOLD program select electives from an approved list of courses offered by the School of Education or other UNC schools and departments. Potential electives include EDUC 532 “Introduction to Development and Learning,” EDUC 410 “Promotive Youth Services in Community and School Environments,” EDUC 504 “Learning in the Modern World,” EDUC 506 “Politics, Policymaking and America’s Schools,” EDUC 509 “Helping Youth Thrive in K-12 Schools,” EDUC 510 “Mexican American and Chicana/o Experience in Education,” EDUC 511 “Politics of Reading,” EDUC 521 “Schools, Cultures, and Communities,” EDUC 522 “Schools, Cultures, and Communities II,” EDUC 525 “Human Abilities and Online Learning,” EDUC 526 “Ethics and Education,” EDUC 529 “Education in American Society,” EDUC 533 “Social Justice in Society,” COMM 325 “Introduction to Organizational Communication,” MNGT/SOCI 131 “Social Relations in the Workplace,” PLCY 210 “Policy Innovation and Analysis,” PLCY 327 “Introduction to Entrepreneurship,” PLCY 340 “Justice in Public Policy,” BUSI 405 “Leading and Managing in Organizations,” BUSI 507H “Sustainable Business and Social Entrepreneurship.”

### *Internship or Practicum (12 credit hours)*

- Internship/Practicum Planning (class) = 3 hours (spring junior year)
- Internship/Practicum Experience = 3 hours (fall senior year)
- Internship/Practicum Experience = 3 hours (spring senior year)
- Internship/Practicum Project (class) = 3 hours (spring senior year)

Potential internship sites include SAS, the Hunt Institute, the Frank Porter Graham Child Development Institute, the North Carolina General Assembly, EdTrust, RTI International, MetaMetrics, ASCD, local NC school systems, North Carolina Department of Public Instruction, UNC SoE faculty research projects, and UNC campus organizations.

## Appendix 2: Course calendar for hypothetical HOLD student who enrolls in the major without having completed HOLD coursework

Fall, Junior Year	Spring, Junior Year	Fall, Senior Year	Spring, Senior Year
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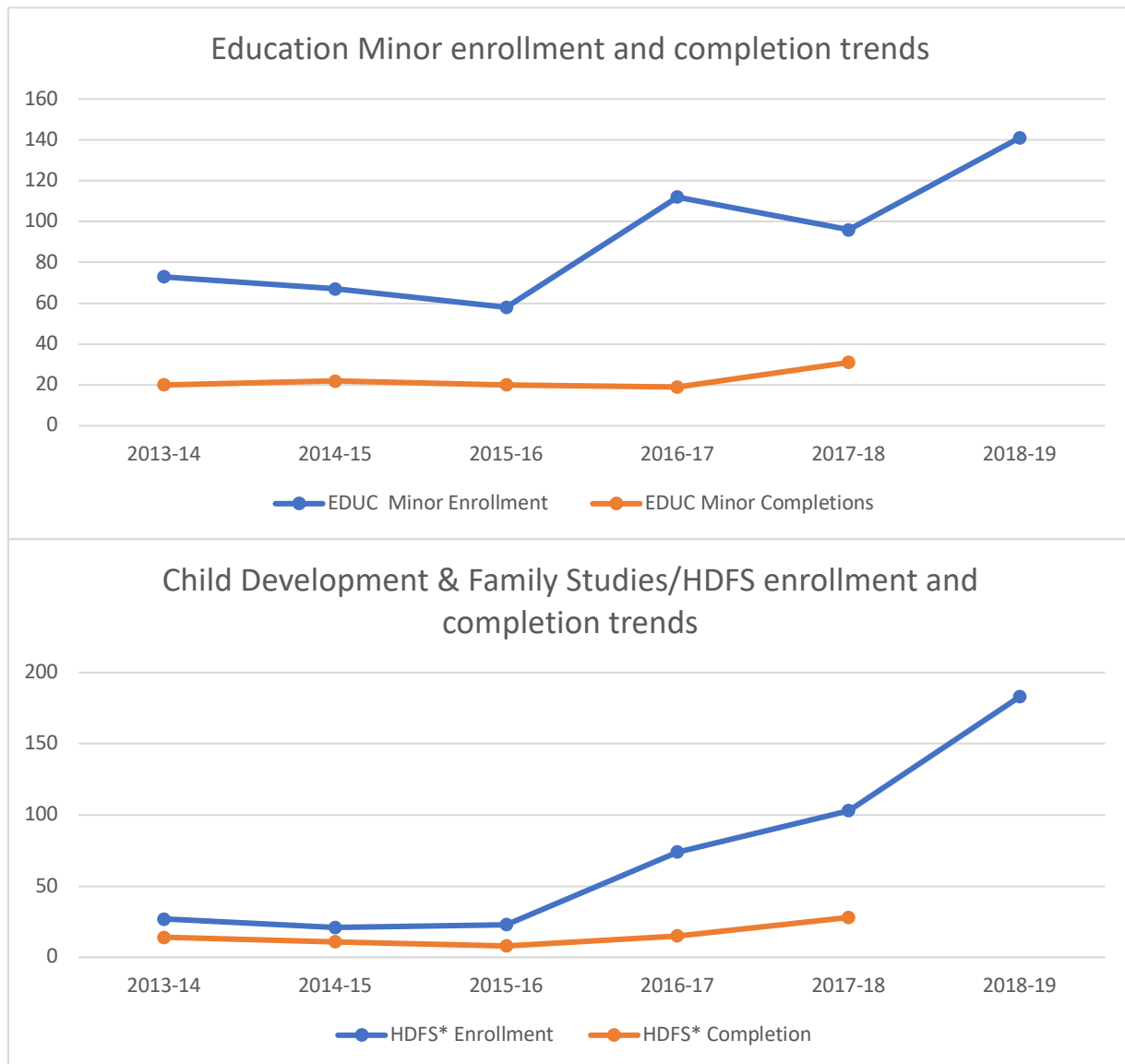
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<sup>1</sup> Discussions are currently underway to revise EDUC 508 into a 200-level course to facilitate 1<sup>st</sup> and 2<sup>nd</sup> year students’ entry into the HOLD major

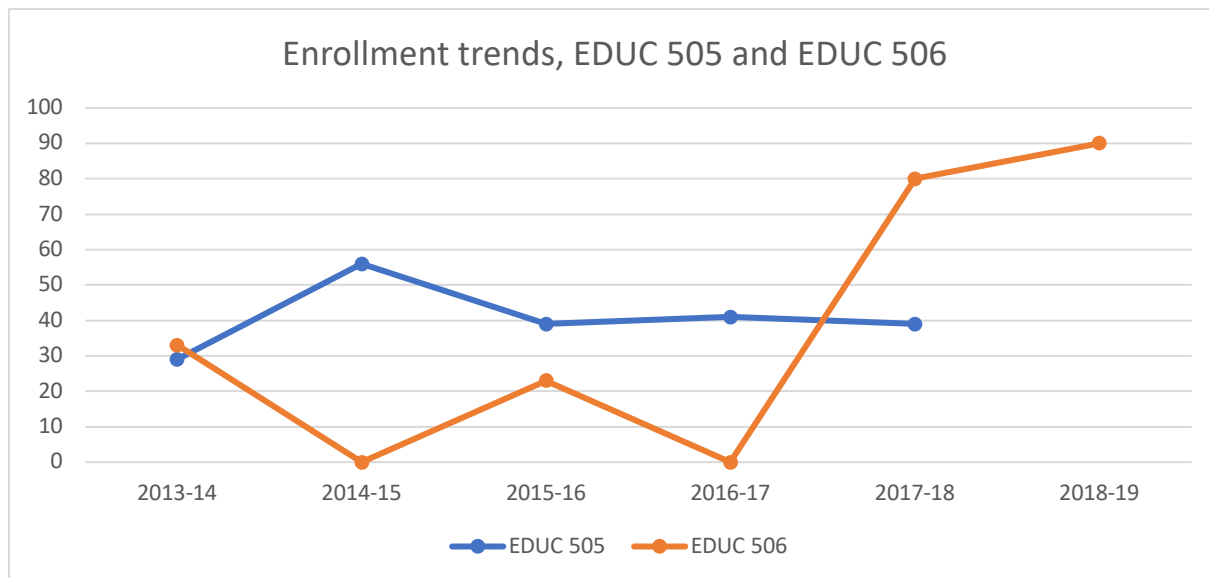
Core 1	Core 4	Core 6	Elective 3
Core 2	Core 5	Core 7	Internship Experience
Core 3	Elective 1	Elective 2	Internship project
EDUC 317	Internship planning	Internship Experience	

\*NOTE: Many majors will have completed one or more core or elective courses prior to Junior year.

### Appendix 3: 5-year enrollment trends in the Education Minor, HDFS, and HOLD-relevant courses



\*Note: HDFS launched in fall 2016. Data from prior to fall 2016 refer to Child Development & Family Studies majors.



\*Note: EDUC 506 was not offered in 2014-15 or 2016-17; EDUC 505 is not offered in 2018-19. 2018-19 enrollment for EDUC 506 is projected based on Fall 2018 enrollment.