

CDFR Response to the PPC White Paper

Menu B:2 – Redistribute College of Human Ecology Units

- **CDFR does not support this menu option.** Although there might be one or two units within CHE, that would agree to go elsewhere, CDFR supports the retention of CHE as a college and supports the move of other units within CHE. The following are reasons why CHE should take top priority for retention as a college:
 1. Shared History: CHE has a 100 year history based on human ecological theory. Human Ecology refers to the reciprocal interaction between people and their environment, providing the theoretical foundation that continues to be of critical relevance in addressing the needs of contemporary society. With this comes a very strong and broad alum base of almost 16,000 graduates that would be disrupted with the dismantling of CHE.
 2. Shared Vision: CHE went through an extensive branding process with Carol Mabe, current member of the ECU board of trustees. Through her leadership, CHE developed a strong mission, vision, and the motto of "Enriching Lives. Enhancing Communities." This important work should not be discarded and other departments on campus who have a similar mission, vision, and motto could benefit by joining CHE and our unified focus.
 3. Accreditations, Licensure, and Certifications: The professional organizations and institutions that accredit our programs have the same or similar missions as that of CHE. Program specific accreditation/licensing organizations have a core of knowledge which is tied to the CHE mission statement and ECU's mission statement, as well as ECU's Carnegie Service Learning Distinction. All departments in the college fit these statements. Keeping these accredited programs in CHE benefits the high level of rigor and national prominence of these programs not only for recruitment and retention reasons, but also for increased visibility of the university. Two CHE departments recently completed a self study and site revisit for accreditation from the same accrediting body. Five degree programs were reviewed and keeping the CDFR and IDMR together adds great creditability to these programs nationally as well as statewide. This department has excelled in its reputation of high quality programs and keeping them together will continue the excellence faculty and students have worked hard to achieve.
 4. Community Engagement: CDFR as well as all units in CHE exemplify CHE's mottos of "Enriching Lives. Enhancing Communities." Our efforts in service-learning, outreach, and community engaged scholarship contribute positively to the strategic directions of ECU and to the university's Carnegie designation as an engaged campus. Community linkages could be weakened by redistribution of the units. We have numerous service grants that support many assistantships that would potentially be threatened by the transfer of units to other colleges. We will look disorganized and unstable and this is not what faculty members want to project. It has taken a long time to rebuild the trust of the community as prior researchers from ECU and other universities have abused their privilege of securing grants, building services, and then withdrawing the support when the grants end. This is not part of CHE's philosophy or mission and it would undo years of relationship built under the brand of CHE.
 5. Community- Based Entities: CHE supports entities such as the Lucille Gorham Intergenerational Community Center, the Child Development Lab, the Marriage and Family Therapy clinic, the Medical Family Therapy Research Academy, and many others that have strong community ties and provide important learning opportunities for students. Redistributing units within CHE jeopardizes the sustainability of these outreach entities and creates distrust among community stakeholders. Unlike most centers that are costly and independent of departments...our labs, clinics, and academy are already offered in a cost savings way because they are under the umbrella of the College. Splitting would increase the likelihood that

these entities would need to be independent of a new College in order to retain the identity that has been established at the local, national, or international levels.

6. Excellence in Teaching & Research: CHE is a college in which faculty excel in both teaching and research. Despite heavy teaching loads and high levels of student/community involvement, faculty consistently achieve strong outcomes in research productivity as well as excellence in teaching. The work of CHE faculty contributes positively to the overall purpose/mission of the University.

Additionally:

- If there is no reason for a split within colleges/departments, then the cost factors may go up significantly with little to no gains. If the goal is to terminate programs, then they should be terminated in their current location. Many programs may not survive a move in this climate, so it makes more sense to end or bank programs than it does to move several viable ones around when a personal and financial cost is associated with such moves. There is the potential for continuous financial costs to moving programs, but only a one time cut in "losing a dean position." The PPC committee should share on-going cost savings in splitting Colleges before any further reports are shared with higher administration.
- Depending on the administrator, there may be no cost savings unless the administrator leaves the university. Many administrators are tenured within a department so if the administrative position were to be cut, that person would go back to their unit resulting in minimal savings. If an administrator has a contract, the university should honor the contract further limiting at least short-term savings.
- CHE has a strong infrastructure which could support the addition of additional units. The Office of Technology and Distance Education Services which accounts for 85-90% of all technology and DE support for CHE could absorb the additional load with limited expenses. An incorporation of existing SPA employees from added units could eliminate the need for temp workers.
- Years ago when CJ and SW were brought within CHE it was not done well. It took years, and a new dean, to help bring balance and healing to that situation. Hours and hours of productivity were lost in those departments as they felt the gravity of their loss. Faculty left their positions. Rather than think about the money saved among the few who would lose their jobs in the reorganization, we need to think about the unintended consequences (loss of revenue and quality) with a major change. Has anyone studied the health impact of a change like this and the cost on mental and physical health? The loss of faculty and staff and/or challenges to recruitment?

Menu B:1 – Merge the College of Human Ecology and Health and Human Performance.

- **CDFR does not support a merger of the two; however, we do welcome programs from HHP or other relevant units into CHE.**
 - Recreational and Leisure Studies and Health Education and Program would both fit well with CHE's vision, mission, and motto of "Enriching Lives. Enhancing Communities." There is great overlap between RCLS, HEP, and CDFR leading to potential collaboration including a possible interdisciplinary youth development concentration, increased research and collaboration in the CDL (e.g., recreation therapy), etc.
 - CDFR faculty already collaborate with Recreational and Leisure Studies faculty in research and RCLS graduate students take some graduate courses with CDFR and CDFR graduate students have taken RCLS courses. We have also had RCLS faculty on CDFR graduate student committees and vice versa.

- CDFR has been working on a double major between Child Life and Recreational Therapy for a few years. Having Recreational Therapy within CHE can streamline and undergraduate double major and create additional opportunities for growth in graduate program.
- Biostats might be another good fit as CHE faculty have been working collaboratively with the Biostats department on projects.
- Communications might be a good fit within CHE.
- Military Science and Aerospace Studies could be a good fit in CHE; there is particular synergy with Criminal Justice and with the Essential Lifeskills for Military Families program with CDFR and other current and pending military projects.

Menu C:10 – Move CDFR to Harriet College of Arts & Sciences

- **CDFR does not support this menu option.**
 - The vision/mission of Arts and Sciences doesn't align with that of CHE or of CDFR.
 - CDFR would ultimately get lost in the Harriet College of Arts and Sciences and a move there would be a step toward losing our core identity that is part of CHE including our shared ecological view. This loss of identity would be detrimental to communities involved such as community partners, agencies and alumni.

Menu C:13 – Move B-K Ed to College of Education

- **CDFR does not support this menu option.** Although there are some potential benefits the negatives outweigh the positives.
 - Potential Benefits:
 - Might benefit from the greater resources that COE enjoys and might be better recognized as a teacher education program and enjoy greater visibility.
 - There could possibly be more funding and more collaborative opportunities, particularly for fixed term faculty.
 - Negatives:
 - The philosophy of CHE/CDFR department is wider than just education of children. We view education as an important factor for successful child development but not the only factor. The BK program more closely aligns to child development as a social science rather than an educational philosophy. COE does not work from a child within the family approach and that is crucial to working with young children. The emphasis would be upon academic skills and not helping children develop and learn holistically in all domains, including academic skills.
 - Our courses and philosophy could potentially be subsumed and changed to more of a special ed or testing focus.
 - The CDL supports the BK program as well as other CDFR majors. COE does not have the same interest in commitment to the CDL. The loss of the hands on application that students receive in the CDL would be a severe detriment to not only our BK program but other CDFR majors as well. The BK faculty support the CDL and assist in teacher evaluations. If the BK major is housed outside of CDFR-then we would lose that collaboration.
 - Other majors within CDFR require many of the courses required for B-K. If B-K were in education, students would either still need to come to CDFR for much of their coursework or there would be duplication of classes (e.g., child development) on campus which would increase costs rather than decrease.
 - Why were some teacher education programs across campus proposed to move to COE but not others?

Menu A –Divisional Level Changes

- Honors College and Graduate School should be dissolved and absorbed by the Colleges.

- It will be important to determine what programs/depts/colleges get a designated amount of money for graduate education in a fair way. Many universities do not have a graduate school. They have a fully electronic submission process and one whereby funds come to the College level for funding distribution. It will come on the backs of the current grad program directors/coordinators to do a share of the work currently done in the grad school.
- It is important to figure out cumulative cost savings rather than one time cost reductions.
- Create a Department of International Studies to include African and African American Studies, Asian Studies, Ethnic Studies, International Studies, Russian Studies
- Fold the Center for Sustainable Tourism into Hospitality Management
 - Change it from a Center into a MS in Sustainable Tourism
 - Eliminate Director position, Savings = \$178,569
 - Incorporate North Carolina Studies