

**Combined Addendum of Collective Feedback in Response to  
Two Preliminary Reports of the  
Faculty Senate Educational Policies and Planning Committee:**

**April 8, 2011 EPPC Preliminary Report Requested by the Chancellor  
on Prioritization Criteria for Programs, Departments, Units, Schools, and Colleges  
*and***

**April 15, 2011 EPPC Preliminary Report Requested by the Chancellor  
on Potential Consolidation Options for East Carolina University**

**Submitted by the Faculty Senate Educational Policies and Planning Committee  
East Carolina University  
May 31, 2011**

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## **Section 1: Feedback/Correspondence via Email as of Date of this Addendum**

**NOTE:** *Sections of emails of a personal nature or not related to the EPPC preliminary reports have been removed in some cases. All input relevant to the EPPC preliminary reports, both positive and negative, is included in this addendum.*

**From:** Mathews, Holly

**Sent:** Tuesday, April 19, 2011 6:27 PM

**To:** Dumpor, Sandy (*[sic]* EPPC NOTE: *This email was intended for Dr. Scott Gordon, but was sent to the wrong email address. Dr. Gordon received it as a copied member of the EPPC.*)

**Cc:** Lewis, Janice S; Kenney, John; Gordon, Scott E; Holloway, James; Stellwag, Edmund J; Williams, Blaise; Bashinski, Susan; Griffin, Linner Ward; Kasperek, George; Glascoff, Mary A; Walker, Marianna

**Subject:** Srong *[sic]* Objection to Preliminary Report

Dear Professor Gordon:

My faculty senate representative shared your report with me on preliminary ideas for consolidation. I am writing to voice my extreme concern that the only suggestion for departmental consolidation was sociology and anthropology. As you may know, it took many years for anthropology to separate from sociology. We were uneasy bedfellows at the best of times and out and out enemies at the worst. We have more laboratory scientists in anthropology (biological anthropologists and archaeologists) than we do cultural analysts. Sociology has no laboratory science component. Therefore, we experienced constant conflicts over funding for scientific pursuits. Recombining two units that have been more successful separately than together makes no sense at all. Because neither unit has much of a budget, the savings would be insignificant, and the fact that we are separated by a long distance would make logistics untenable.

There are many other more logical combinations within the College that could have been suggested. Indeed, I am puzzled why they were not except that there does not appear to be a very diverse representation of committee members from the college who might know this. For example, geography and geology are often combined in other institutions because geography has a natural science component as it does here at ECU and geology department traditionally have low numbers of majors. Criminal Justice came out of sociology to start with so it is puzzling why your committee would suggest they move into a college with these departments but remain separate when the two probably make the most logical of all the hypothetical combinations. In the distant past, economics left the College of Arts and Sciences and moved to the School of Business and became applied decision science, then we started a second department of economics in the college. Why not recombine them again and eliminate redundant positions?

While not traditional, another logical option might be to combine physics and chemistry as these are both lab sciences with relatively few majors, are housed close to one another, and have a very similar worldviews about resources needed for lab research.

In summary, I can only include the committee did not do a thorough job of considering options. I am also extremely concerned that this very complicated proposed schema of reorganization would cost more money than it would save. In addition, it would severely damage

the mission of the liberal arts. I would respectfully state that these recommendations seem to have a hidden agenda which is to break apart the College of Arts and Sciences. I would never be able to support such a mission, not only because I am a member of the College but also because as the third largest institution in the state, our academic integrity depends on having a strong core in the liberal arts.

I plan to attend the open forum and voice these opinions but I wanted to get them out to your committee as quickly as possible in case there was some sense that there would be no objection from the faculty to recombining sociology and anthropology.

Sincerely,

Holly F. Mathews, Ph.D.  
Professor of Anthropology

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From: McMillen, Brian  
Sent: Wednesday, April 20, 2011 10:54 AM  
To: Gordon, Scott E  
Subject: Note on metrics

Appendix C for faculty evaluation lists FOUR areas: teaching, research/creative activity, patient care, and service. In addition to the obvious at BSOM, faculty in several other departments, incl. Rehab Studies, Family Relations, Psychology, Nursing and so on provide patient care. The metrics in your report only lists three areas not all four.

We tried to develop a micro-economic model at BSOM under the rubric of "mission-based management" with metrics similar to what you propose and found that faculty and departments gamed the numbers immediately. The whole project was dumped along with \$2.3 million in consulting fees to develop the metrics.

Good luck with this. The old curse is "may you live in interesting times."  
and we are.

BAM

Brian A. McMillen, Ph.D.  
Professor of Pharmacology & Toxicology  
Brody School of Medicine

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**From:** Novick, Lloyd  
**Sent:** Wednesday, April 20, 2011 11:43 AM  
**To:** Gordon, Scott E  
**Cc:** Cunningham, Paul R G; Horns, Phyllis; Previll, Kathleen; Benson, Nicholas H  
**Subject:** EPPC Consolidation Proposal

**Department of  
Public Health**

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April 20, 2011

Scott E. Gordon, Ph.D.  
Chair, EPPC  
Associate Professor  
Department of Exercise and Sport Science  
Department of Physiology, Brody School of Medicine  
Human Performance Laboratory  
363 Ward Sports Medicine Building  
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Dear Professor Gordon:

This letter will address the change in the location of the Department of Public Health from the Brody School of Medicine to the College of Allied Health Sciences, as proposed yesterday in the EPPC Report Potential Consolidation Options for East Carolina University. In our discussion yesterday, at the University Senate, you further suggested the possibility of merging the Department of Public Health with the Department of Health Education and Promotion. It has been reported to me that the synergy between these two departments was a consideration in your consolidation recommendation.

I am bringing to the attention of the EPPC that the Department of Public Health, as an integral part of the Brody School of Medicine, has a vital and necessary function in educating medical students. This function is in addition to our role in graduate public health education. Our faculty is responsible for the education of medical students in epidemiology, biostatistics, prevention and population health. We teach a major portion of the M1 Doctoring Course, teach M2 students in Microbiology, and M3 students in Pediatrics.

Medical Schools are accredited by the Liaison Committee of Medical Education (LCME). In fact the Brody School of Medicine is currently undergoing accreditation. There are specific and general standards of the LCME that pertain to requirements for medical students to be educated in the subjects where we are providing instruction.

Some, but not all, of the specific standards include:

ED-13. The curriculum of a medical education program must cover all organ systems, and include the important aspects of preventive, acute, chronic, continuing, rehabilitative, and end-of- life care (*underlining added*).

ED-15. The curriculum of a medical education program must prepare students to enter any field of graduate medical education and include content and clinical experiences related to each phase of the human life cycle that will prepare students to recognize wellness, determinants of health, and opportunities for health promotion; recognize and interpret symptoms and signs of disease; develop differential diagnoses and treatment plans; and assist patients in addressing health related issues involving all organ systems. It is expected that the curriculum will be guided by the contemporary content from and the clinical experiences associated with, among others, the disciplines and related subspecialties that have traditionally been titled family medicine, internal medicine, obstetrics and gynecology, pediatrics, preventive medicine, psychiatry, and surgery (*underlining added*).

ED-20. The curriculum of a medical education program must prepare medical students for their role in addressing the medical consequences of common societal problems (e.g., provide instruction in the diagnosis, prevention, appropriate reporting, and treatment of violence and abuse (*underlining added*).

In addition, the LCME requires that schools adopt the recommendations of the Association of American Medical School Objectives Project. The educational objectives are quite detailed for prevention, population health and public health.

Educational Objectives include:

Prior to graduation, a medical student should have demonstrated to the satisfaction of his/her faculty the following:

- The ability to define and describe a population, its demography, cultural and socioeconomic constitution, circumstances of living, and health status; and to understand how to gather health information about this population. Defining the population includes the use of rates, incidence, prevalence, and demographic descriptors to characterize its health, disease (with awareness of the community from which the patient comes), and social and behavioral risk factors.
- The ability to read critically clinical studies and apply findings to health care decisions involving real patients and panels of patients.
- An understanding of the implications of local systems of health care (organization, financing, and management) on delivering patient care to specific patients. The student will use this understanding as s/he develops general clinical skills.
- The ability to incorporate principles of disease prevention and behavior change appropriate for specific populations of patients within a community.

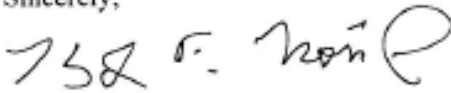
The EPPC may consider that these functions, required for medical school education and accreditation and East Carolina University can be “outsourced” or provided by a Department of Public Health which has been relocated to the College of Allied Health Sciences. Outsourcing these functions to another College will not result in a suitable education program at the Brody School of Medicine or meet the accreditation requirements. Every medical school in the nation provides this curricular content by using its own faculty, organized into different types of departments (eg. public health, preventive medicine, community medicine, family medicine). At Brody, our Department of Public Health plays a major role in curriculum planning and renewal.

In addition, Brody School of Medicine is an acknowledged national leader in the provision and integration of public health instruction in the medical curriculum. For the last 4 years, we have been one of 11 schools nationally, designated and funded by the Association of American Medical Colleges and the Centers for Disease Control and Prevention as a Regional Public Health Medical School Education Center (RMPHEC). This designation and funding is only made to Schools of Medicine. It will not continue if the Department of Public Health is transferred to the College of Allied Health Sciences.

It also should be noted that the United States Medical Licensing Exam (USMLE) is placing increasing emphasis on epidemiology and prevention. Last week, Dr. Steven Haist visited Brody and indicated that the content of the exam will be doubled in these areas.

I am requesting that the EPPC, and subsequent committees considering plans for consolidation, take into account the importance of the Department of Public Health as an integral and necessary component of the Brody School of Medicine.

Sincerely,



Lloyd F. Novick, MD, MPH  
Chair and Professor  
Department of Public Health  
Brody School of Medicine  
East Carolina University

Cc: Dr. Paul R.G. Cunningham, Dean, BSOM  
Dr. Kathleen V. Previll, Senior Associate Dean for Academic Affairs, BSOM  
Dr. Nicholas Benson, Vice Dean, BSOM  
Dr. Phyllis Horns, Vice Chancellor for Health Sciences, ECU

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From: Cunningham, Paul R G  
Sent: Wednesday, April 20, 2011 12:01 PM  
To: Novick, Lloyd; Gordon, Scott E  
Cc: Horns, Phyllis; Previll, Kathleen; Benson, Nicholas H  
Subject: RE: EPPC Consolidation Proposal

Thank you Dr. Novick.

These comments are well articulated. I would like add one additional point as it is important to know what is in our future, in balance with the traditions of the past.

In the transformative new era of health care reform, the close and collaborative leadership work of "Public Health" inter-dependent with the Patient Care and Educational components of the Medical School, will be more important than it have ever been. One burgeoning entity is called

an Accountable Care Organization (ACO). Our School mission demands that we must actively consider this service structure for the benefit of the citizens within our region. I'll share a "must do" component as abstracted from the recently published rules for creating an ACO:

Evaluation of Population Health Needs and Consideration of Diversity— In its application, the ACO must describe its process for evaluating the health needs of its Medicare population, and how it would consider diversity in its patient population, and how the ACO plans to address the needs of its populations.

Systems need to be in place to identify high-risk individuals and processes to develop individualized care plans for targeted patient populations, including integration of community resources to address individual needs.

The plan must be tailored to: (1) the beneficiary's health and psychosocial needs; (2) account for beneficiary preferences and values; and (3) identify community and other resources (e.g., employers, commercial health plans, local businesses, State/local government agencies, local quality improvement organizations or collaborative such as Health Information Exchanges) to support the beneficiary in following the plan.

As you may surmise, this speaks to a closely related and functional public health program. It certainly offers expanded educational opportunities as well.

Paul R. G. Cunningham, MD, FACS,  
Dean and Senior Associate Vice Chancellor for Medical Affairs

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**Sent:** Wednesday, April 20, 2011 1:15 PM  
**To:** Educational Policies and Planning Committee  
**Subject:** question about splitting HCAS

Dear Educational Policies and Planning Committee:

I have reservations about splitting the HCAS into two parts; I think there is a unity to the diverse units in HCAS and that it should be split only if necessary.

That said, I'm open to the idea if it saves a lot of money. I couldn't find an explanation of how splitting HCAS in two would save money though. Can you direct me to an explanation of how that would work? Will this be discussed at the public meeting next Tuesday? Thanks for your time and your work on the committee.

Best,  
John

John M. Collins  
Associate Professor  
Department of Philosophy

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**From:** Howard, John W  
**Sent:** Wednesday, April 20, 2011 2:57 PM  
**To:** Gordon, Scott E  
**Subject:** Thoughts on the preliminary report.  
**Importance:** High

I sent my faculty a message about the preliminary nature of the document so I trust the School of Communication faculty should only be coming with helpful messages and relevant questions.

I did have a couple of thoughts about the criteria after I mulled them over last night. Incidentally, I really liked the choices the EPPC made in developing the four of them – they struck me as sound and your document articulates how they will be measured quite well.

First, my suggestion about the UNC funding model came up as a matter of playing the budgetary game with units. My reasoning was that although we can be compared to other programs on other peer (or aspirant) institutions, they may be funded at a different rate in their universities. In turn, I did think that comparing across funding levels (each Level 1 unit compared to others) may show who is best using the available funds in terms of the measures you identified. Granted, that doesn't hit all of the issues that were raised about one time funds, endowments, grants etc. during the meeting.

The second thought I had was about the duplication criterion. I've already received questions about if it is duplication on campus or duplication across campuses and what defines duplication. If you've got some basic things I can pass along I'll share it with my constituents.

John W. Howard, III, Ph.D.  
Associate Professor  
School of Communication

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**From:** Charles Ewen  
**Date:** Thu, 21 Apr 2011 09:31:07  
**To:** Gordon, Scott E  
**Cc:** White, Alan; Sheerer, Marilyn; Mageean, Deirdre; Horns, Phyllis; Wolfe, Linda  
**Subject:** proposed merger of anthropology & sociology

Scott,

I am sure you have been inundated with responses to the proposed university reorganization. I would like to comment on a small part of it; the suggestion to merge Sociology & Anthropology. I believe this was proposed under a misconception of what actually constitutes Anthropology. Many people don't realize that anthropology is more than just the study of cultures around the world. It also includes archaeology, and biological anthropology (which studies human physical

variation, evolution and non-human primates). I will restrict my comments to archaeology since I direct the archaeology lab here on campus.

The department currently has 5 fulltime archaeologists and one fixed term archaeologist on the faculty. The lab curates thousands of artifacts and dozens of human remains in a specially designed (under federal mandate) curation room. We have specialized equipment for running projects in the field (e.g. Ground-penetrating radar, specialized surveying instruments, 3 vehicles, etc.) and analysis labs that were specially designed for our use prior to the renovation of Flanagan Building. We do high profile projects that benefit our students as well as the general public (i.e. our recent assistance to the Washington County sheriff's department at a crime scene in Plymouth).

The point I am making is that archaeology is of little interest to Sociology in terms of their subject matter. In fact, when the departments had been previously merged, the archaeology lab was removed from the department and given it's *[sic]* own budget to protect it from the previous chair, who was a sociologist. That was when there was only a single archaeologist on campus. Now we have a half dozen and the stakes are much higher. The university has invested a lot in the archaeology program at ECU and has received a substantial return in terms of students graduated and high visibility in the state. To merge us with Sociology would save neither money or *[sic]* administrative effort.

I would be happy to answer any questions you have about the discipline or the lab

Charlie

*Charles R. Ewen, PhD*  
*Professor, Department of Anthropology*

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**From:** Benfield, Rebecca  
**Sent:** Thursday, April 21, 2011 9:59 AM  
**To:** Gordon, Scott E  
**Cc:** Brown, Sylvia  
**Subject:** FW: Report on budget and academic program prioritization

Dear Scott: Thank you very much for your work chairing this committee. After our interaction several years ago at the undergraduate student research poster session, I feel very confident in the work that is transpiring under your leadership and that research will remain a major focus in this transition.

After looking at the attached form, I don't see **clinical practice** among the components.

As you might imagine this is a large part of my and many others work in the practice disciplines of nursing, medicine and allied health.

I am very appreciative if you will take this concern to the committee.

Thank you in advance.

Best regards,  
Rebecca

Rebecca D. Benfield C.N.M., Ph.D.  
Associate Professor Graduate Nursing Science &  
Clinical Assistant Professor Obstetrics and Gynecology  
School of Nursing

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**From:** Wolfe, Linda  
**Sent:** Thursday, April 21, 2011 1:10 PM  
**To:** Ewen, Charles; Gordon, Scott E; Educational Policies and Planning Committee  
**Cc:** White, Alan; Sheerer, Marilyn; Mageean, Deirdre; Horns, Phyllis; Wilson, Leon  
**Subject:** Re: proposed merger of anthropology & sociology

Scott,

I wanted to reinforce the email from Dr. Ewen. Since we were divided from Sociology in July 1993, the anthropology department has become a 3 field department as is typical of independent anthropology departments such as UNC-CH. We have the 6 archaeologists, 3 biological anthropologists (forensic anthropology, skeletal morphology, modern human biological variation, human evolution and primatology) and 4 full time and 2 half time cultural anthropologists. In fact, my introduction to biological anthropology course and the accompanying biological anthropology lab class receives natural science foundation general education credit and not social science credit. Moreover, the department of biology will allow their majors to take upper division biological anthropology courses for credit toward their biology BS degrees. Most of undergraduate and graduate students study archaeology and/or biological anthropology. As Dr. Ewen points out we curate over 1000 artifacts and human remains and have an archaeology lab, a bio-archaeology lab, a prep room and a teaching lab. While we respect the sociologists and the cultural anthropologists sometimes work with the sociologists, the anthropologists do not believe that it is appropriate given the 3 field anthropology program and the importance of archaeology and biological anthropology to be placed in a department of sociology and anthropology.

If you or any one on the EPPC committee would like to see our archeology labs, please visit us in Flanagan. Dr. Ewen and I worked with the architects who designed Flanagan to create facilities that were keyed to the needs of archaeology and biological anthropology. If you have any questions, please contact me or Dr. Ewen.

Linda Wolfe, chair, Department of Anthropology

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**From:** Griffith, David Craig

**Sent:** Sunday, April 24, 2011 2:54 PM

**To:** Sheerer, Marilyn

**Cc:** Mageean, Deirdre; Gordon, Scott; Wolfe, Linda; Avenarius, Christine; Mathews, Holly; Daniel, Randy; Ewen, Charles; Perry, Megan; Saidel, Benjamin; Bunker, Robert; Bort, John

**Subject:** Letter Against Recombining Anthropology and Sociology

David C. Griffith  
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and  
**Professor**  
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**To:** Dr. Scott Gordon, Dr. Marilyn Sheerer, and Dr. Deidre Mageean,  
**From:** David Griffith, Professor of Anthropology and Senior Scientist  
**Date:** April 25, 2011  
**RE:** Recombining Anthropology and Sociology

Dear Colleagues:

I am writing to add my objections to those of others against recombining the anthropology and sociology departments, which represents a step backward rather than progress in line with the university's current path of growth with an increasing emphasis on research as a foundation of teaching and service to the community. The idea of recombination strikes me as an unfortunately desperate response to a temporary problem that will have long term deleterious structural consequences, undermining faculty morale and jeopardizing the graduate programs of both departments. It is troubling that such a move was even considered without input from members of either department.

You have already heard the objections of the archaeologists and biological anthropologists to being housed within sociology. Here I point out that cultural anthropologists and sociologists have distinct methodological and philosophical differences that recommend against recombination. Historically, tension between the two disciplines has been based on alternative approaches to social and cultural phenomena and alternative theoretical traditions.

Generally, sociologists rely on survey methodologies, secondary data sets, and quantitative analysis to examine populations and their subsets as defined by standard classifications such as socioeconomic status, education, and race. By contrast, cultural anthropologists tend to rely on ethnographic interviewing, developing their own data sets, and a combination of qualitative, quantitative, and historical analysis to understand the interconnections within communities and between communities and wider social systems. Ultimately, these differences derive from a fundamental philosophical split between the two based on the conceptualization of the individual. Most sociologists need to consider individuals autonomous because of the demands of certain statistical procedures that assume individual data points are discrete and do not contaminate one another. Cultural anthropologists view individuals as embedded in social and cultural systems,

interconnected with others around them in space and time.

These distinctions do not prevent sociologists and anthropologists from collaborating with one another and being cordial to one another, and I personally work well with sociologists here at ECU and around the world. However, I have witnessed tensions develop between sociologists and anthropologists working on the same research team based on these fundamental differences. A recombined department would not be able to escape them completely and they could only lead to either sociology or anthropology assuming a hegemonic position vis-à-vis the other in terms of graduate student admissions, hiring decisions, department leadership, budget considerations, and other important operational matters. Such a department would likely deteriorate into the bickering and in-fighting that was common years ago, when we were a combined department. It would definitely influence our ability to attract high quality graduate students and faculty in the future, who prefer either sociology or anthropology departments to departments that are combined.

Thank you for your attention to this important matter.

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**From:** McGhee, Susan  
**Sent:** Monday, April 25, 2011 10:29 AM  
**To:** Gordon, Scott E  
**Subject:** UNC-GA program productivity measures

Scott,

Per our brief conversation in the hall Friday afternoon, I have attached General Administration's document on program productivity. You will find the standards use program enrollment and degrees awarded in the past two years as measures rather than focusing on student credit hour (SCH) production. Other elements (workplace demand, costs, university duty to society) are also brought into consideration.



Academic\_Degree\_Program\_Productivity\_2

The report was pulled from [http://www.northcarolina.edu/aa\\_planning/reports.htm](http://www.northcarolina.edu/aa_planning/reports.htm)

This should be helpful to the EPPC sub-committee considering prioritization criteria. While focusing only on SCH production is advantageous for departments providing a wide array of Foundations Curriculum courses that fill each semester, it does not adequately reflect the efforts of degree programs with declared majors. No doubt, members of the EPPC can provide sound reasons that some 1000 or 2000 level introductory or survey courses can be expected to be very effective with 50 -100 students but a 3000 or 4000 level professional discipline course could not be effective with more than 20-25 students. Although SCH is important in FTE justification, meeting the needs of declared majors is not always adequately measured by SCH production. I hope that EPPC will weigh this as they continue to consider the complicated issue of prioritization criteria.

Susan

Susan A. McGhee, PhD, LRT/CTRS  
Associate Professor and Associate Dean  
College of Health and Human Performance

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**From:** White, Alan  
**Sent:** Tuesday, April 26, 2011 6:59 PM  
**To:** Gordon, Scott E  
**Cc:** Educational Policies and Planning Committee; Sheerer, Marilyn  
**Subject:** Arts and Sciences Administrative Structures

Scott,

After today's forum I would like to get the following information on the record regarding typical sizes and structures of colleges of arts and sciences. The main contention that I want to address is that the college as proposed after merger would be too large to manage and thus must be split back in two again. First, taking 2 colleges, merging them and then splitting them back into 2 colleges again does save anything. Merging two colleges and keeping them as one might result in some budget savings, but I suspect it would be minimal. More importantly, IF Fine Arts and Communication (4 department-like units) were merged into Arts and Sciences (15 departments), it would result in a college with approximately 20 departments. That is NOT too large to manage and in fact that size would still be smaller than the average of all our peer institutions and all doctoral institutions in the UNC System. I would state that there is no such thing as an organization too large to manage, if it is managed properly. Is the Division of Academic Affairs too large to manage? Is the whole university too large to manage? Of course not. So why would a college of arts and sciences with 20 departments, a little smaller than average by all comparisons, be declared to be too large to manage? There is nothing to support that contention. The Committee must explain its rationale.

Below are some data to support the fact that a merged single college of arts and sciences would not be unusual in size in any way, and would be quite manageable.

### **Colleges of Arts and Sciences Number of Departments**

#### **Summary**

1. ECU has the smallest college of arts and sciences:
  - a. Of the UNC system doctoral universities
  - b. Of our national peer institutions
  - c. Of other Southern universities
2. Average number of departments:
  - a. Of the other UNC system doctoral institutions: 25

- b. Of our national peer institutions: 20
- c. Of other Southern universities: 26

**UNC Doctoral Institutions**

UNC-CH	NC	37	29,390
NCSU	NC	NA	34,000
UNCC	NC	18	25,000
UNCG	NC	21	18,500
ECU	NC	15	28,000

**Peer Institutions**

Florida International	FL	17	44,000
Northern Illinois	IL	19	24,000
Ohio University	OH	19	32,000
Old Dominion	VA	NA	25,000
Texas Tech	TX	16	30,000
University of Missouri KC	MO	18	13,000
University of Wisconsin (Mil)	WI	22	30,500
Western Michigan University	MI	24	25,000
Wright State University	OH	NA	20,000
University of Nevada – Reno	NV	NA	16,000
University of North Dakota	ND	18	14,000
Virginia Commonwealth	VA	18*	32,000
SUNY at Buffalo	NY	25	29,000
University of Louisville	KY	22	22,000
University of South Carolina	SC	19	27,000

\*includes 3 schools

<b>Other Southern Universities</b>	<b>State</b>	<b>#Depts</b>	<b>#Univ Students</b>
Duke	NC	37	13,000
University of Alabama	AL	22	30,000
University of Georgia	GA	30	26,000
University of Tennessee	TN	21**	27,000
William and Mary	VA	22	8,000

\*\*includes 2 schools

Of our 15 peer institutions (12 peer, 3 aspirational peers\*) and the 15 other universities in the UNC System:

1. All but six used a single College of Arts & Sciences. (Of the remainder, five had a College of Science & Mathematics and a College of Liberal Arts (humanities and social sciences), and one (NC Central) put social sciences in their own college. The scheme proposed by EPPC was not used at any of them.)
2. Economics was housed either in Arts and Sciences, or Business, or with the humanities, and the fine arts were either independent or with the humanities, but there was no clear winner in either case.

3. **NONE of the colleges placed Mathematics anywhere but with the sciences.**

4. We did not make any effort to look for programs in Interior Design or Criminal Justice (the other two moving parts in the EPPC proposal).

5. The typical Arts and Sciences college had around 20+ departments, plus or minus 5. (Smaller UNC schools had considerably fewer.)

NOTES:

0. According to IPAR, the aspirational peers are: Buffalo, Louisville, and South Carolina (sc.edu). The peers are: VCU, ODU, Ohio, Wright State (wright.edu), W.Mich., NIU, UWM, UND, UMKC, UNR, Texas Tech (ttu.edu) and FIU. The UNC system schools are listed at northcarolina.edu.

1. The six schools are: ODU, UNR, Wright State; NCSU, NCCU, and ECSU.

In addition:

- Louisville's single college had three divisions, Humanities, Natural Science, and Social Science.

- FIU's single college had two divisions, Liberal Arts and Science (and an overlapping set of 'thematic schools').

- VCU's single college had twelve departments, plus a school of Government (economics, politics, sociology, Criminal Justice), a school of World Studies (culture, religion, languages), and a school of Mass Communication.

- UNCA has no colleges, just divisions with departments.

2. The following had independent fine arts schools: VCU, UWM, W.Mich., Wright State, Texas Tech, Ohio, NIU, FIU; also NCSU, UNCC, and App. State. In addition, SC, Louisville, UMKC, and UNCG had independent schools for music but not art.

4. There was only one Interior Design program, at TTU (in the College of Human Sciences, analogous to our College of Human Ecology.) There are several Criminal Justice programs, mostly with the social sciences.

We have many more specific comments about specific departments, but I know that faculty members from those departments are responding to your committee in those cases.

If you have any further questions, please let me know.

Alan White

**Alan R. White, Ph.D.**

Dean, Thomas Harriot College of Arts & Sciences

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**From:** Lust, Bob

**Sent:** Tuesday, April 26, 2011 10:39 PM

**To:** Gordon, Scott E

**Cc:** Mitchelson, Ron; Cunningham, Paul R G; Horns, Phyllis; Mageean, Deirdre

**Subject:** alignments etc

Dear Scott,

I had a chance to attend the forum today. I commend you for standing at the point of attack.

In the interest of disclosures, I'm including Ron Mitchelson on this, since it looks like he will "catch it" next, George Kasparek, since he represents us on EPPC, and Drs. Cunningham, Horns, and Mageean, as I report to each of them in one capacity or another. They should be able to "disavow" themselves of any personal opinions I might convey, and for which they might not agree.

Some observations/thoughts, if you'll allow me.

If the primary driver is financial pressure, than the primary basis for acting must derive from program consolidation, curtailment and/or elimination, otherwise, the pressure is not resolved.

And if finances are the primary driver, without a cost analysis, all suggestions are simply premature and idle speculations. Alignments/realignments should naturally follow those outcomes, and Dr. Knickerbocker was right to say that realignment decisions/suggestions were premature.

What's unfortunate is that, at this point, there is no way now that the alignment issue won't influence the data developed for productivity/quality, in that the data will be developed to best support a particular position on centrality/mission/alignment etc. The productivity document as presented is only an inventory of activities... and it provides data, but it doesn't provide any more clarity about relative weightings/worth that will be necessary to inform what ultimately must be a judgment call. Policy documents can be very helpful, but they don't substitute for analysis and judgment.

It is important to recognize that alignments that make the most sense from a financial basis, might not make the most sense from a teaching basis. And what makes sense from a financial or teaching basis, might not make the most alignment sense from a research facilitation perspective. Whatever alignment strategy is used, it will, to some extent, be at the expense of the other options. I understand the desire to minimize pain, but there is no avoiding that some will be hurt, and some will be hurt badly, and those that are will want to understand why it was they who were selected for pain, because it will be seen directly as a referendum on their worth to the university. Saying the faculty should be grateful for having a say is not far from saying I should be grateful I got to pick the paddle that was used to spank me. It might be true, but it doesn't help much.

Shared governance is noble, but none of this is actually up for a simple vote... Leadership still bears the weight of it all, and some might argue that this is the time when admin actually needs to be "the heavy", to take the lead... this kind of exercise has the profound opportunity to

promote institutional cannibalism, and tends to promote circumstances that benefit those without an institutional conscience at the (often great) expense of those who will acquiesce and act on behalf of the greater good. Financial issues for the School of Medicine have been ongoing for several years now, so I am relaying observations from a perspective steeped in firsthand experience.

It is also overly simplistic to suggest that alignments don't really matter as long as a student can still take the same courses... if alignments didn't matter, it wouldn't be the argument used most often in developing centers of excellence, or institutes, or formal honors colleges instead of honors programs, why a building has to be located here instead of there, etc.

Alignment also have [*sic*] simple infrastructure issues. For example, all those departments recommended for Allied Health Sciences can't physically live in that space. So if they are re-aligned administratively, but physically stay where they are, can the logistics of administration be managed any more efficiently? Most all faculty contracts in the CAHS are 12 month... Many of the units recommended for re-alignment there use 9 month faculty contracts. The simple logistics of it can lead to some serious questions of equity. Similarly, facilities usage that might otherwise have been reduced in summer periods, might not be possible, depending on how alignments are organized.

I would hope that EPPC, the PPC or whichever version of the next committee comes to life (like the Mitchelson commission), that there would be the good sense to bring forward two or three scenarios, with a thoughtful cost/benefit analysis of each one.

Perhaps, optimizing based on financials, based on instruction, or based on research could be used as frameworks... presumably, different things would have different weightings in each scenario (each with a cost/benefit analysis), but that might provide a more balanced set of ideas for a thoughtful analysis of the best way forward.

For example, purely on an educational basis, perhaps EXSS should live in CAHS as suggested, but on a research basis, Paul DaVita's and Tibor Hortobagyi's biomechanics program might be better combined with Blaise William's program in physical therapy, and the human performance faculty should perhaps be assigned to the Brody departments for which they already have adjunct appointments anyway, and where their lab activities already are based (especially since that cohort of EXSS faculty also already operates on a different teaching work load model anyway). I'm working from circumstances I know better, but I am sure there are many more such examples for how different priorities generate different outcomes in what a reorganization might look like.

As one of the faculty mentioned today (the grey haired spokesman for Arts and Sciences), the School of Medicine is still seen as an "outlier", and I can tell you that there are many times when that is a bad thing (and it was certainly disheartening to hear the laughter that accompanied the comments) but right now, if it weren't for the protection of the medical professional program, none of the graduate programs in biomedical sciences could survive in the current assessment model. Contrary to the statements in the forum today, this medical professional program does not "covet" other "high enrollment" programs, and in fact has provided quite a lot of support to enable other programs to increase their own enrollment profile. However, no program based

entirely in graduate education can survive a “centrality” discussion, and none will ever be large enough to meet productivity targets that are based primarily in credit hour generation or contact hours. In your own college, it is the undergrad program in EXSS that has served as the basis for expanding the grad programs in bioenergetics.

Why have we not developed strategies that promote retirement? Using Dr. Ballard’s analogy from the board of trustees looking at things like a business, any business also looks to “buy out” the high end to reduce its personnel overhead going forward. Why isn’t the university doing the same thing?

There are mixed messages out there that are difficult to sort out, and perception usually trumps reality. For the typical faculty member, a dollar is a dollar is a dollar, and they are interchangeable. The nuances of recurring, non-recurring, special allocations, 16065 vs. 16066, special funds, F&A, etc are not well understood, and as a result, the opportunity for great misunderstanding is high.

For example, I might know that the source of funds for building out the fourth floor of the heart center isn’t totally impacted by these discussions, but for everyone who doesn’t, it isn’t all that easy to understand why we have to be cutting programs while we are spending 8 million in the next two years to build new labs... especially when, numerous consultants have told us that university wide, our existing research space is underutilized, and everyone slated to go into those labs currently has ample space for their existing programs.

Similarly, all the building in athletics might also be from non-recurring state funds, but any student facing a tuition increase is going to want to know why they had to pay the athletic fee for those new things that they will never be allowed to use, and then have to pay for the tuition increase on top of it. The faculty will want to know how increasing the athletics program has led to increases in the general academic funds. Dr. Mageean asks us to demonstrate return on university investment for faculty start-up... it is not unrealistic to ask for the same things for other areas of university expenditure, including athletics. And we must factor in “opportunity cost”... , whatever else we lost when the resource wasn’t used for another purpose instead.

Dr. Ballard might have said repeatedly to anyone who would listen that 92% of all cuts up to now have come from admin. But, unless everyone knows what actually is counted as admin, it simply becomes a number no one believes (witness the comments today, and the applause that went with it). If admin is seen as deans, VCs etc, not many, if any, have been abolished (in fact we just added an honors college). But if admin includes anything not directly attached to faculty generating an instructional outcome, (facilities, maintenance, staff, etc), it generates a different understanding. Whatever we do going forward must include as much education as necessary, otherwise no amount of simple factual information will be enough.

All of us are in for some rough times, and no one wants to foment panic, but this reality is also true: if unemployment doesn’t rebound, the state revenue picture next year will not be any better, and if we compound it with layoffs from the public sector, it could actually be worse. Time consuming, speculative exercises, can be very tiring to faculty that already increasingly overloaded. Folks will take all these initiatives very seriously, because they can’t believe this would be done without the most serious of intents to follow through. Nothing I’ve seen come

out has been clearly labeled as a “contingency plan”, and what the contingency triggers will be, and yet Chancellor Ballard today basically indicated that such was the current state of things. Is this disaster planning, or is this basically a crisis opportunity no one wants to waste?

Figuring out how to support morale while all this is going on is the single biggest challenge we face, coupled with developing a resources reserve to position ourselves to what is becoming an increasingly fertile “buyer’s market” generally. Without it, we are simply marking time until we start hemorrhaging our most mobile, most productive faculty to whoever comes out of the economic pressures first/better, and has the resources to take advantage of that market.

Whatever choices we make, we cannot afford to drive faculty into that market unnecessarily.

I’ve watched for more than 25 years now while ECU has worked hard to change its reputation as a place to be from, to a place to be. That change has really begun to happen, and is starting to return big dividends. If we slip back into a “brain drain”, it could easily take much more than the 25 years we’ve invested so far to get back to where we are.

I wish you much luck, and great wisdom as you continue forward, as I’m sure EPCC will be charged with many more such issues to tackle. Thanks for “listening”.

Best regards,

Bob

Robert M. Lust, Ph.D.  
Professor and Chairman  
Department of Physiology  
Interim Associate Dean, Research and Graduate Studies  
Brody School of Medicine

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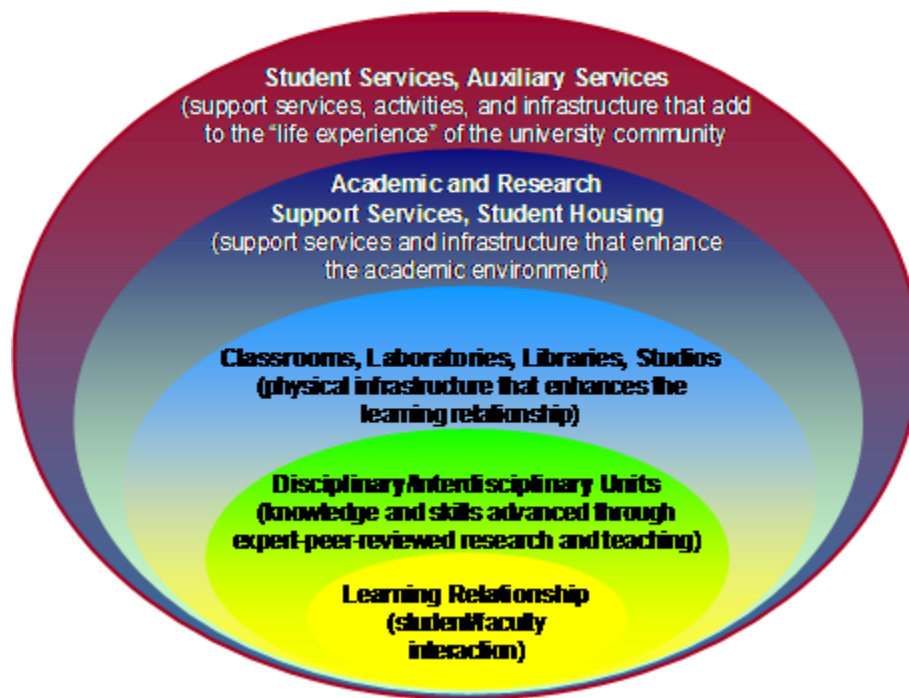
**From:** Rigsby, Catherine  
**Sent:** Wednesday, April 27, 2011 2:50 AM  
**To:** Walker, Marianna; Sprague, Mark; McKinnon, Hunt; Killingsworth, Brenda; Educational Policies and Planning Committee; University Budget Committee  
**Subject:** comments on EPPC and UBC "joint report"

Faculty Senate Officers, members of the EPPC, and members of the University Budget Committee,

Thank you for the opportunity to provide feedback on your recent report to the Faculty Senate. Tuesday’s open forum on the program prioritization and reorganization provided much-needed context for the reports issued last week, but also made clear the need for more detailed consideration of alternative budget-cutting strategies, for on-going discussion of our collective vision for the future of our university, and for a wider faculty representation in policy/budget discussions that have the potential to effect the entire university. Unfortunately, it was also clear that the main objectives of the committee’s exercise were left unmet: the presented

consolidation plan may not result in any long-term reduction of administrative cost (no budget analysis has been done) and the criteria for prioritization criteria are presented in budgetary isolation, without any concrete demonstration that cutting academic programs is the *only* way we can handle a budget cut. I think we can do much better. But, in order to do so, we must step back and view our mission from a more holistic lense.

I urge both the committees and the Faculty officers to consider the definition of the “academic core” (as endorsed by the UNC Faculty Assembly in April 2010 and illustrated in the diagram copied below) when discussing program prioritization and large-scale academic reorganization with the Chancellor’s new administrative committee (and with the faculty at large). This definition is useful on many levels. At the moment, it could serve as a philosophical/values basis for making difficult decisions.



Since this definition was endorsed, the phrase “academic core” has become a common part of our vocabulary. Unfortunately, the term is rarely used as intended by the Faculty Assembly. The heart of the Faculty Assembly’s concentrically layered model of the academic core is the student-faculty learning relationship. This learning relationship is supported by the disciplinary/interdisciplinary units that create and share new knowledge through their research and teaching endeavors. Although there are many institutional structures and functions that support this core relationship and help to make the learning environment excellent, those structures and functions are not core to the academic mission of the institution. Moving outward from the core learning relationship, each successively more distant layer is less critical than the one underlying it.

This model of the academic core can be used as a guide to careful and comprehensive budgetary and program realignment discussions. It can also guide our choice of prioritization metrics that

can be used to measure the health of the academic core at the school/college, campus, or system-wide level

While it is obviously important to critically evaluate all of our academic programs and to be willing to either improve or eliminate those that are not up to par, it seems inadvisable to eliminate academic programs for budgetary reasons alone – especially when it is not yet clear that there is no other way to cut the university budget without damaging the core learning relationship (the student faculty interaction that serves the creation and exchange of knowledge).

With the Faculty Assembly's definition in mind, I suggest that before we start cutting programs or undertaking extensive and potentially costly reorganizations we must examine the metrics by which we are evaluating our programs and we must mine the "outer shells" of our academic enterprise for functions and structures can be cut without damaging the academic core.

The prioritization metrics presented by EPPC are good starting point in that they acknowledge that the work of faculty is multifaceted, encompassing a variety of teaching, research, and service duties. However, the metrics also seem to confuse quantity with quality and are often unrelated to the academic core. Please consider the following suggestions for changes/additions/improvements:

- Whereas FTEs are budget-based units, they are not a reflection of either effort/productivity or teaching quality. Consider, instead, using student/faculty ratios, instructional contact hours (instead of SCHs), and/or number of sections taught (with respect to the number of faculty teaching those course, not the total number of faculty). Any of these would provide a more realistic picture of both faculty teaching load and the quality of the student/faculty learning relationship.
- Why are the interdisciplinary aspects of our programs so important in the "centrality" metrics? We are mandated to provide an undergraduate education to the citizens of our state at the lowest cost possible. It is unclear how any of the listed centrality metrics address this key mandate.
- In evaluating teaching quality, one might consider (again) contact hours, number of sections taught by full-time vs. part-time faculty, number of lower division courses taught by full-time faculty. All of these provide some measure of potential quality that can be compared to peers. And, they all address the academic core directly.
- The number of peer observations per faculty member is a meaningless measure for tenured faculty members – because post-tenure peer observations are not required in many units.
- Consider including job placement after graduate school (or acceptance into a PhD program) as one measure of student success/credentials.
- Percentage of applicants accepted into our graduate programs (and percentage of applicants who accept our offers) has more to do with the size of our assistantships than the credentials of the student applicants or the quality of our programs.
- When evaluating graduate teaching, the number of graduate students should be evaluated with respect to the number of graduate faculty, not total faculty. Also, because a large portion of graduate education occurs outside the classroom, consider comparing the number of graduate students with the number of faculty who chair graduate committees.

- When examining student/faculty ratios as a measure of academic quality, consider using actual headcounts for students (instead of SCHs). This will produce a ratio that can be more fairly used to compare units with vastly different educational practices (e.g., lectures vs. studios or labs)
- Use IPEDS data to track changes in the percentage of faculty vs. total employees of the institution. And, evaluate trends in the number of tenure, tenure-track and fixed-term faculty. Both of these will help evaluate the university's historical efforts to protect the academic core.
- Even though time to graduation is used by GA as a budgetary metric, it is not necessarily a measure of educational quality. Consider another metric, such as graduate rates of students who complete their sophomore year or a metric that compares time to graduation for students who work full- or part-time vs. those who do not work.
- Impact factor is not significant outside the sciences and, even within the sciences, it is a harsh and often biased view of research quality. It would be especially difficult to use it to compare ECU with any aspirational peers. It may also be difficult to determine which specific impact factor to use.
- Consider looking at the ratio of academic giving (merit- and need-based academic scholarships, gifts to academic units, etc.) to non-academic giving (donations athletic programs, for example) as a measure of external support for the academic core.

“Outer shell” functions and structures that are of variable importance for, but not critical to, the academic core must also be examined. Each such program merits evaluation for potential scaling back *before* academic programs are cut or academic units are reorganized include the following:

- Public relations/media functions (billboards in the RDU airport; glossy brochures; TV, radio, and internet ads; etc. do not contribute to the academic core)
- Student life programs (programs not fully funded by student fees; many of these are nice, but unnecessary, luxuries in times of budgetary difficulty)
- Faculty development programs (helpful, but not essential to our core mission)
- International affairs programs (worthy, but not essential to our core mission)
- Academic advising programs (general college advising could be brought back to the faculty; slightly increasing faculty workload, but bringing no damage to the academic core)
- School/college-level interdisciplinary certificate programs (the administrative cost of some such programs could be significantly reduced if they were run by faculty within the units, as a service to the academic mission of the university, instead of by full- or part-time administrators)
- Interdisciplinary graduate programs *are* part of the academic core, but do not necessarily require separate administrative structures. Consider the cost savings that might be gained if participating faculty managed these programs (as we currently manage our disciplinary degree programs) instead of department-scale administrative units.

Any or all of the above-listed “outer shell” cuts may result in significant savings. Hence, they should all be considered prior to either large scale reorganizational schemes or vertical cuts to academic programs.

A side-by-side comparison of the cost savings associated with each potential cost-saving measure (cuts to core programs, reorganization, and outer shell cuts) is required. Such a comparison would offer much-needed transparency; provide faculty, staff, students, administrators, and other interested parties the data necessary for open and informed discussion/debate; and would facilitate understanding of both the need for the cost-savings measures and the rationale behind the choice of measures taken. Without such open analysis of the budgetary consequences the various scenarios and a without open discussion of the alternative possibilities, all cuts will be viewed with suspicion – suspicion that can be avoid with adequate openness.

Finally, your committees are empowered to provide “advice” to the upper administration about budgetary decisions and academic programs. Please use your seat at the table to encourage the Chancellor and the Academic Council to seek more (and broader) faculty input, to insist on the complete transparency (budgetary data sharing) that is necessary to establish and maintain trust, and to make maintaining our strong academic core the primary concern in our budget-cutting exercises. This is a leadership opportunity that they (and you!) must grasp if we are to maintain the academic strengths of our university.

Sincerely,  
Catherine A. Rigsby  
Professor of Sedimentology  
Department of Geological Sciences

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**From:** Culver, Steve  
**Sent:** Wednesday, April 27, 2011 8:04 AM  
**To:** Gordon, Scott E; Mitchelson, Ron  
**Subject:** Prioritization criteria for programs, departments, units, schools, and colleges

Colleagues,

Please accept these constructive comments concerning the Productivity Criteria in the Preliminary report requested by the Chancellor.

- 1) I fully concur with Dr. Rigsby’s comments at the forum yesterday afternoon concerning teaching productivity, specifically what is termed “teaching load” in the report. The element must take into account the fact that many faculty members (not just in my department) teach courses that include required laboratory components. This often doubles the preparation time, the contact hours and the time taken to mark students’ work. Further, some of these courses also include a required field component. This can take the form of multiple half-day trips per semester or one or two weekend trips or 3 or 4 consecutive days in the field. The “contact hours” when the students are learning from the professor can be more than 12 hours per day.

- 2) I noticed “students advised” under the Service category. I assume this means advising students on the courses they should take and in which order, for example. But there is a much more time consuming kind of student advising that I believe should be included under the Teaching category – graduate student advising. This is the most intense kind of teaching, often one-on-one and can involve several hours per week per student. A faculty member with several graduate (MS and PhD) students can easily spend much more teaching time per week advising these students than teaching classes. And we all know the time involved in reviewing and editing their theses and dissertations. The Teaching criteria in the Prioritization document must reflect the fact that not all teaching involves standing in front of a class.

Thank you for your consideration of these comments.

Regards,

Steve Culver  
Chair, Geological Sciences

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**From:** West, Terry L  
**Sent:** Wednesday, April 27, 2011 9:29 AM  
**To:** Gordon, Scott E  
**Subject:** criteria for program quality

Hello Scott,

During yesterday's meeting a number of faculty expressed concerns about the criteria suggested to evaluate program quality. A starting point could be the criteria each graduate degree-granting unit has been asked to provide to the Graduate School in order to assign their faculty to one of the several categories of Graduate Faculty status. The evaluative criteria accumulated to date should encompass the diversity of departments / units characteristic of the University.

I think you and your committee are doing a fine job.

Cheers,

Terry L West  
Director, Interdisciplinary Doctoral Program in Biological Sciences  
<http://www.ecu.edu/idpbs/>  
Director of Graduate Studies, Department of Biology

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**From:** Gilbert, Glen  
**Sent:** Wednesday, April 27, 2011 9:44 AM

**To:** White, Alan

**Cc:** Gordon, Scott E; Boyer, Larry; Brown, Sylvia; Cunningham, Paul R G; White, David; Dorsey, Michael A; Eakin, Richard R; Eakins, Stan; Gemperline, Paul; Gilbert, Glen; Hupp, James; Patriarca, Linda Ann; Siguaw, Judy; Spencer, Dorothy; Thomas, Stephen

**Subject:** RP.MetricsDraft Report7.9707.Final

As requested. The related issues document is also interesting.



RP.MetricsMatrixFIN  
AL.07.xls



RP.MetricsDraftRelat  
edIssues.82207.doc



RP.MetricsDraft  
Report7.9707.Final.p

Glen

Glen G. Gilbert, Ph.D.  
Professor & Dean  
College of Health & Human Performance

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**From:** Culver, Steve

**Sent:** Wednesday, April 27, 2011 1:07 PM

**To:** Mitchelson, Ron; Gordon, Scott E

**Subject:** RE: Prioritization criteria for programs, departments, units, schools, and colleges

Ron and Scott,

I'm rushing around juggling several balls, as we all do this time of year, and so I apologize for responding in a seemingly piecemeal manner. I have an observation concerning item III – Quality. This section is particularly problematic to me. The issue with SOIS scores was alluded to by Scott at yesterday's forum and Dr. Rigsby has pointed out in an earlier email the problem with peer observation and impact factors. The problem then is that almost all of the rest of the criteria are based on awards. Awards probably do indicate that the people that receive them are good at either the teaching, the research or the service that is being recognized. But they do not indicate that those people are necessarily doing a higher quality job than the people who do not receive awards.

Some departments have a "culture" that involves putting good faculty forward for awards every year. I have no problem with that but the reason you're hearing from me on this issue is that some departments (including mine) do not. For example, some of my colleagues who clearly are excellent teachers have not wanted to be considered for teaching awards simply because, in their minds, their "reward" is doing the teaching.

We all know that quality is a very hard thing to measure. I have no great fix to suggest - Dr. Rigsby's memo suggested a few things. I just am not sure that counting awards does the trick and would, therefore, encourage further deliberation of the criteria.

Cheers,

Steve

Steve Culver  
Chair, Geological Sciences

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**From:** Siguaw, Judy  
**Sent:** Wednesday, April 27, 2011 5:07 PM  
**To:** Gordon, Scott E  
**Cc:** Walker, Marianna; Sheerer, Marilyn; SCB  
**Subject:** Information on the College of Human Ecology

Dear Scott,

Based on yesterday's conversation, it appears the EPPC lacks an understanding of the College of Human Ecology. Although the College of Human Ecology was formed at ECU in 2003, at its core are majors that have existed at ECU for 100 years. Hence, the College of Human Ecology has over 100 years of academic excellence and community outreach interwoven into its long history, creating an amalgamation of tradition and innovation. For example, CHE houses the first School of Social Work in the state, the first Medical Family Therapy program in the nation, the only forensic science program in the state, and the largest hospitality management and criminal justice programs in the state.

The theoretical framework of human ecology is based on the systems that define the relationship between people and the world around them. Within these systems, these relationships are viewed from a variety of perspectives, and then those in the related fields strive to shape that world for the better through academics, research, and outreach. The courses and research within human ecology explore how the individual develops, as well as how the individual perceives, interacts with, and is molded by his/her environment. The environment is viewed as a set of nested structures. The first or inner most structure being the immediate setting--the home, classroom, hospital, laboratory, etc. The second is the relationships between these immediate settings. The third is the influence of events that affect the individual's development, and the final structure is the difference between cultures and subcultures. Consequently, the work of those in human ecology focuses on families (Child Development, Family and Community Services, Family and Consumer Science, Social Work, Criminal Justice), mental and physical health and well-being (Hospitality Management, Nutrition Science, Child Life, Marriage and Family Therapy, Interior Design, Medical Family Therapy, and Social Work), social policy (Social Work, Criminal Justice, and Nutrition Science), consumer policy (Merchandising, Family and Community Services, and Social Work), and the environments in which people live, work,

socialize, and relax (Interior Design, Merchandising, Hospitality Management).

The College is also the home to the Child Development Lab, the Family Therapy Clinic, and the Lucille W. Gorham Intergenerational Community Center. Hence, the College's motto: "Enriching Lives. Enhancing Communities."

Clearly, human ecology is a very broad, complex, interlinked subject matter. As others have noted, "its conceptual foundation provides a much richer ground on which to stand than is possessed by many other colleges in the university." Furthermore, in other Colleges of Human Ecology (or Human Environmental Science), in addition to all the disciplines included at ECU, you will also find disciplines such as Nanotechnology, Health and Genomics (Cornell University), Public Health and Sports Management (Syracuse University), Athletic Training (University of Alabama), Architectural Studies, Exercise Physiology, and Personal Financial Planning (University of Missouri), and Food Science (Florida State University). My point is that many other units on campus could more readily fit within CHE than the reverse.

I should also note that it has taken some time for the college to gain momentum in productivity since its formation in 2003. In 2003-04, grant awards amounted to \$1.0M. Since that time, grants have steadily grown so that over the last 12 months the college reached \$13.7M in submissions and \$3.8M in awards. Furthermore, for every two graduate assistantships received from the Graduate School, the faculty have produced one more from grants. While the faculty are credited with these achievements, their capability to do so has been enhanced by the presence of a centralized associate dean of research and graduate studies, a grants administrator, a grants manager, technology support, and other staff support. In addition, concerning scholarly activity, in 2003 the faculty published 9 articles in Tier 1 journals, 2 in Tier 2, 5 in Tier 3, 2 in Tier 4, and 13 in other peer-reviewed publications for a total of 31 publications. In 2010-11, they published 20 articles in Tier 1 journals, 11 in Tier 2, 20 in Tier 3, 19 in Tier 4, and 38 in other peer-reviewed publications for a total of 108 journal publications. Lastly, many of our programs have received national, state, and regional awards and recognition, most notably Interior Design at the national level. Shifting the faculty to a variety of other colleges will inevitably result in lost productivity and recognition.

Just a few final points, the College of Human Ecology has the highest average derived FTE, at 1.8, of any college on campus. Despite this extremely heavy workload, the student-faculty research and publications have been strong, comprising a 16-page listing last year, and CHE students routinely win URCA grants (3 of the 14 awarded most recently went to CHE) and receive awards during the University Research Week.

I hope this information helps ECU in developing a more informed strategy as we prepare to meet the pending budget cut.

Best,

Judy

Judy A. Siguaw, DBA  
Dean, College of Human Ecology

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**From:** McCammon, Mike  
**Sent:** Thursday, April 28, 2011 12:10 PM  
**To:** Gordon, Scott E  
**Subject:** RE: Thank you

Scott,

I did have an idea and wanted to float it by you and if it has any wings, perhaps you can find the air.

To me the concern, as with everyone else, is the loss of positions. I worry about our young fixed term faculty. My idea is this, what if faculty in their various schools donated to foundation accounts, say 2.5% of their salary. These funds would be tax deductible and when you donate you can earmark your funds. We could then earmark these donated funds to pay for positions that will be eliminated if the budget cuts go deeper than anticipated.

Mike  
Michael R. McCammon  
Director, Exercise Physiology BS Degree  
Department of Exercise and Sport Science

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**From:** Skalko, Thomas  
**Sent:** Thursday, April 28, 2011 1:07 PM  
**To:** Gordon, Scott E  
**Subject:** Re: EPPC Prioritization/Consolidation Reports and CORRECT Internet Forum Address  
**Importance:** High

Scott:

1. Reorganization is not all bad and the committee's proposals have merit. There are numerous examples in which HHP and AHS mesh very well.
2. Because HHP and AHS mesh well does not mean that AHS leads. I would venture to say that HHP, as a unit, has better productivity measures. In turn, perhaps HHP should be the lead entity. At minimum, equal players.
3. Perhaps ECU Administration should think about 3 academic entities: BSOM, Health Sciences, and Academic Affairs. Mike's concerns are well founded. If BSOM is a black hole, how will the other health science related disciplines fair when there is deficit spending in BSOM? BTW, it may not matter if we have an ECU budget and it is allocated across the board. Not sure how Academic Affairs is impacted when BSOM runs in the red. I would imagine that the entire university is affected.

4. We do have colleagues and programs that may not fit well. PE, tourism, parks, sports mgmt, etc. My personal feeling is that they may fair better in units that have more compatible missions. I don't know but it may be more positive for those degree areas.

Finally, I think you all have been given a tough charge. We all should embrace all options and find the most productive outcomes for ECU. Individual kingdoms need to be put to the side and open, objective discussion should be the order of conduct.

Thom

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Thomas K. Skalko, Ph.D., LRT/CTRS  
Professor  
East Carolina University  
College of Health and Human Performance

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**From:** Littlewood, Kerry  
**Sent:** Thursday, April 28, 2011 11:51 PM  
**To:** Gordon, Scott E  
**Cc:** Siguaw, Judy; Bunch, Shelia G.; Walker, Marianna; SCB  
**Subject:** IGCC Response

Dear Dr. Gordon,

As a faculty member of the College of Human Ecology (CHE) and Executive Director of the Lucille W. Gorham Intergenerational Community Center (IGCC), I am writing to express my concerns about the Educational Policies and Planning Committee Report concerning potential consolidation options. I believe East Carolina University has a moral responsibility to the West Greenville Community to continue its important partnership with the College of Human Ecology.

I believe that CHE's positive relationship with the West Greenville Community is a major contributor to IGCC's continued successes. This relationship is built on groundbreaking community development work by the late Dr. Lessie Bass in the School of Social Work and has evolved over many years into a mutually successful partnership among the City of Greenville, the Community and East Carolina University.

Perhaps due to its social work roots, IGCC has an important relationship with the School of Social Work in CHE. IGCC is a field site for undergraduate and graduate social work students. Innovative community partnership opportunities occur every semester when social work students work side-by-side with community members to develop grant proposals to present in a Community Program Showcase. This event is just one example of this mutually beneficial model partnership.

CHE provides leadership, guidance and support to the community. Our Dean, Judy Siguaw, has been a community ambassador and an integral part of planning, fundraising, celebrations, and

community events. Her visibility, involvement and leadership have improved the way in which community members feel about the university as a whole. I'm afraid that the consolidation option of eliminating CHE will inevitably involve the elimination of this important leadership role in the community. While restructuring is something that normally occurs at the university level, the community will perceive this change as disruptive and even harmful. CHE's elimination will have a negative impact on the trusting relationship we have developed with the West Greenville Community.

IGCC depends on external funding to operate programs in the community. CHE administration and staff, including Associate Dean of Research Dr. Margie Gallagher and Grants Administrator Mary Lisa Pories, provide me with essential support I need to apply for grants. This office helped me submit nine grant applications; that is, since I arrived in August of last year, CHE helped me to submit one grant per month. Since I am a new faculty member at ECU, the CHE office took the time and had the patience to help me understand the requirements for submitting grants within the ECU system. Without the support and encouragement of CHE, I could not be as productive with grant submissions. I'm afraid that the elimination of CHE will reduce the high quality grant support I rely on to keep IGCC operating in the community.

On behalf of IGCC and the West Greenville Community, I encourage you to share my concerns with your committee and other stakeholders about potential consolidation plans. Please keep me updated on the developments of this plan, so I can share potential changes and disruptions to the community.

Respectfully,

Kerry Anne Littlewood, Ph.D., MSW  
Executive Director  
Lucille W. Gorham Intergenerational Community Center  
1100 Ward Street  
Greenville, NC 27834

Assistant Professor  
School of Social Work  
College of Human Ecology

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**From:** Felts, Mike  
**Sent:** Friday, April 29, 2011 12:32 PM  
**To:** Gordon, Scott E  
**Cc:** Gilbert, Glen; Sprague, Mark  
**Subject:** \$\$

Scott:

I know your committee didn't look @ \$\$ but do you realize that average salaries on west campus are at least 20-25% higher than those in our College? Of course this is for 12 months but, none-

the-less, mass migration of the college's faculty there would create huge budgetary issues.

Salaries for a significant number of our faculty would need to be adjusted. This would likely cost several hundred thousand dollars annually and probably wipe out any savings that might be gained via administrative consolidation.

Dr. Michael Felts, Professor  
Director, Undergraduate Health Education and Promotion  
East Carolina University

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**From:** Jordan, Debra  
**Sent:** Monday, May 02, 2011 12:13 PM  
**To:** Gordon, Scott E  
**Subject:** Criteria from EPPC

Scott-

Could we please add to the undergraduate student criteria % who gain professional credentials, pass national exams, etc?

Thanks,

Deb

Dr. Deb Jordan  
Professor and Department Chair  
Recreation and Leisure Studies

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**From:** Stevens, Cheryl  
**Sent:** Tuesday, May 03, 2011 11:28 AM  
**To:** Gordon, Scott E  
**Subject:** Feedback on Prioritization Criteria

Scott,

I do have some suggestions for the evaluation of productivity in the areas of teaching, research and service.

*EPPC NOTE: Dr. Stevens' comments were inserted into an electronic copy of the EPPC "Prioritization Criteria for Programs, Departments, Units, Schools, and Colleges" preliminary report. Thus, the below comments are copied or paraphrased by Scott E. Gordon:*

Under Teaching Productivity:

- Add a separate category for "Theses and dissertations chaired"

- Add a separate category for “Popular articles and talks/presentations (connected to teaching)”

Under Scholarship Productivity:

- Add a separate category for “Invited talks”, as these are often a sign of international recognition.
- Note # 5: Add “and peer reviewed proceedings” to “Articles published in peer-reviewed journals”, or create a separate category for peer reviewed proceedings.
- Note # 7: Add “Peer reviewed” to “Talks and posters”.

Under Service Productivity:

- Change “Popular articles (connected to profession)” to “Popular articles and talks/presentations (connected to profession)”
- Add a separate category for “Popular articles and talks/presentations (connected to community engagement)”
- Add a separate category for “Programs reviewed (for accreditation) and faculty reviewed (external for promotion)”

Dr. Cheryl A. Stevens, Associate Professor  
Recreation and Park Management (RPM)  
College of Health and Human Performance  
Department of Recreation and Leisure Studies

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**From:** (Anonymous, at Sender's Request)

**Sent:** Tuesday, May 03, 2011 11:47 AM

**To:** Gordon, Scott E

As was mentioned in the HHP meeting last week (by Mr. Williams, I think), people are wondering "What will happen to Physical Education?" in this reorganization. Going on the assumption that HHP will be "dissolved" and moved into Allied Health (or even if it stays as HHP), it is necessary to **allow Physical Education Teacher Education to move to the College of Education** - for several reasons:

- 1) the PETE students are licensed in NC by the College of Education, not the College of HHP - they merely walk down the aisle of graduation with HHP, but their ability to teach in NC is granted by the College of Education.
- 2) the PETE students need to interact more with other teacher education students - because those are the future teachers they will be teaching with on a daily basis; they are likely to never see their fellow EXSS students after graduation.
- 3) the tenure and promotion system in education is vastly different than the "hard sciences" of HHP and Allied Health; this move would give the PETE faculty an opportunity to do research with colleagues who are interested in doing research in the public schools on teaching - currently, there are no other faculty in HHP interested in doing research on teaching.
- 4) Collaboration on grants would [sic] be much easier - the highest grant opportunity in physical education is the Carol M. White PEP grant, and it is **administered by the US Dept. of Education, not the NIH!**

- 4) 2 of the 3 Masters degrees for PETE - the MAEd and the MAT - **are College of Education degrees**, and they are distributed/granted by the College of Education (in their graduation ceremony); these two degrees are the on-line degrees that are currently so popular in the PETE program. Not one student in the last 4-5 years has entered, or been accepted into, the MS-Physical Education concentration in the EXSS Masters MS degree.
  - 5) even though an outsider might think that facilities (gym space) would be a problem for PETE in the College of Education - it is already a problem in HHP - athletics has taken over Minges most of the day form our methods classes (we have to meet in the two racketball courts) - at least the administration of the College of Education would make sure we had adequate teaching space in a gymnasium (Christenbury), and make that space accessible for students with disabilities (it is currently not accessible).
  - 6) all other teacher education programs at ECU (whether in or out of the College of Ed) are administered by a Program Director that has a Ph.D./EdD. degree, who also assigns and coordinates the intern placements in the schools - and who understands the accreditation process and the need for consistency across programs and within programs; EXSS has a fixed term person who is the Program Director (appointed by the Chairperson, not voted on within the program, as is done in other teacher ed programs), and a retired person who is supervising the intern placements - not a good "fit" for out [sic] students who are currently having problems in their internships in the public schools.
  - 7) communication would be improved - about student portfolios through TaskStream (that are now required), professional development opportunities in teacher education would be available, etc.
  - 8) the teaching loads for PETE faculty would be higher in the College of Education, but the expectation for doing research would be less and the expectation for doing service in education would be higher - that is standard in the field of education.
  - 9) PETE is the third largest teacher education program at ECU - it could be its own program in the College of Education, instead of being subsumed by the Dept. Of Curriculum and Instruction - which is already extremely large.
  - 10) Most importantly, the opportunity to "grow the PETE program" would be much better in the College of Education - through recruiting undergraduate students from high schools and the "future teacher" programs the College of Education already has in place, and graduate students to the on-line program - there is currently NO EFFORT being placed on recruiting students into the PETE program - therefore, the faculty stays the same. There is a need to recruit faculty into the PETE program who have terminal degrees in that area (Physical Education Pedagogy) - there are currently only two, and only one of those has taught in the public schools.
  - 11) It was mentioned to the external review team that Physicla [sic] Education Teacher Education needs to be in the College of Education, and their report mentions the possiblity [sic] of moving PETE out of EXSS - the external reviewers also saw the need to do this.
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**From:** *(Anonymous, at Sender's Request)*  
**Sent:** Wednesday, May 04, 2011 6:58 AM  
**To:** Gordon, Scott E  
**Subject:** reorganization

Points to consider in the reorganization effort.

1. With one or two exceptions, the College of HHP has not made any major advances or created any major new initiatives in a long time. A major factor contributing to this must be considered in the reorganization effort. HHP has miserable space which completely abrogates any new initiatives that require space as all new initiatives do. The space we have is located in the athletic complex. This is galling to academicians and fortunately the Departments of Health Education and Promotion and Recreation and Leisure Studies have escaped those shackles while the best department (by any measure) in HHP, Exercise and Sport Science, remains located in the athletic complex. The science, educational objectives, philosophy and integration with the university are not compatible with being housed in an athletic complex. Several of the sub-disciplines in EXSS require bench type laboratory space. Those include biomechanics, exercise physiology, activity promotion, motor development, visual motor, cancer studies as well as several observational aspects of behavioral sciences. All those spaces are currently not only inadequate (most barely exist) but are dispersed in several buildings as far away as BSOM. Having parts of a department spread far and wide retards faculty interaction and worse interaction between faculty and their students. One unacceptable example of this is that currently all wet (bench type) laboratories for the Human Performance Laboratory are located at BSOM while faculty offices are located in Ward Sports Medicine Bldg on East Campus. We want our students in the lab and this greatly hinders frequent and necessary interactions between students and mentors. Despite this the HPL is remarkably productive being the highest nationally ranked doctoral program at ECU (5<sup>th</sup> in the Nation) as well as having the greatest amount of NIH funding of any unit at ECU. Imagine what they could do if they actually had their own space and there was not 4 miles between students and faculty mentors?

**If** a move to Allied Health Sciences can solve these space issues then I am all for it.

2. On the east campus (Division of Academic Affairs) we are locked into an inane metrics quagmire which says that you will be rewarded only if you produce a certain number of student credit hours. Quality is not considered no matter how much we hear from administration “Do more with less”.

If the reward system in the Division of Health Sciences can free us from this quality inhibiting mandate then I am all for it. Shouldn't we be judged by the quality of our product (graduating quality students)? Isn't this why Nursing is held in such high esteem?

3. The proposed merge of the Departments of Exercise and Sport Science and Nutrition Sciences is excellent. The following would be encouraged:
  - a. We would produce undergraduates who could actually do something, from a prevention viewpoint, about the epidemics of obesity and Type 2 Diabetes not to mention the number one killer, cardiovascular disease. Future leaders in this area need a sound foundation in understanding health benefits of physical activity AND proper nutrition. Right now the students are being prepared in one OR the other.
  - b. A merge would foster greater research collaboration between nutritionists and exercise physiologists, activity promotion specialists and others in EXSS. This

- already happens as evidenced by already funded million dollar NIH grants but we certainly could do more.
- c. Merging of the two departments in Allied Health Sciences would facilitate collaboration with clinicians at BSOM as they seek input on disease prevention rather than treating the disease once it is fully established (hopefully a universal goal for all of us).
  4. Several of the faculty members in Physical Therapy conduct research similar to those conducted in the Biomechanics Laboratory in EXSS. Closer proximity between those units would certainly be beneficial. Additionally the undergraduate degree program in Exercise Physiology, besides having the greatest number of undergraduate majors in any department in HHP, is the preferred undergraduate experience for the newly developed doctoral program in Physical Therapy. This year 12 of the 30 slots for admission were filled by students from Exercise Physiology. Being within the same college would strengthen this undergraduate/graduate transition.
  5. There are of course some potential negatives to HHP merging with Allied Health Sciences. Currently Physical Education (PETE) is housed in EXSS. The committee should consider that the College of Education already acts as the oversight unit for all degrees on campus that fall under the Department of Public Instruction mandates. There is no reason that Physical Education could not become productive in the College of Education. Staying in Minges would facilitate the Physical Education student experiences because they require the gym space in both Minges and Christenbury. Additionally, over the years the PETE curriculum has become less dependent on other courses in EXSS.
  6. I personally was not in favor of the Department of Military Science becoming a unit in HPP but the placement of that unit must be considered.

In summary, there are many advantages to selected parts of HHP being **merged** with the College of Allied Health Sciences. Good luck in your deliberations.

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**From:** Ericson, Richard E.

**Sent:** Friday, May 06, 2011 12:15 PM

**To:** Gordon, Scott E; Mitchelson, Ron

**Cc:** Educational Policies and Planning Committee; Sheerer, Marilyn; White, Alan

**Subject:** Economics in Administrative Reorganization

**Importance:** High

Dear Scott,

After lengthy discussions in the Economics Department, I am writing to express the unanimous opinion of the Department that the administrative structural change of combining Economics and Finance in the College of Business would be a serious mistake, as would bringing the Finance Department into Arts & Sciences. The academic missions of the Department of Economics and

the College of Business are sufficiently different that neither would benefit from the change, and indeed both missions would suffer.

The Department of Economics is a research-oriented academic unit having far more in common with the Department of Mathematics (and its statistics program) than with any unit in the College of Business. It is also heavily involved with coastal studies, actively interacting with the Sociology and Geography Departments; through coastal studies it even has more scholarly connection to Geological Sciences than to the work of the College of Business. Finally, Economics is a core behavioral and social science, teaching fundamental principles and analytic tools essential to humanistic studies that go far beyond business applications. It thus belongs in an academic home dedicated to the fundamental sciences (social, mathematical, and natural) and to the humanities and arts.

Sincerely,  
Rick

Richard E. Ericson  
Professor and Chair  
Department of Economics

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**From:** Forsythe, William  
**Sent:** Thursday, May 12, 2011 9:49 AM  
**To:** Gordon, Scott E  
**Subject:** Nutrition Science Position on Reorganization

Scott,

Our faculty met recently to discuss our position on reorganization. We are in favor of reorganization and would like to see Nutrition Science relocated to another college. Rather than just moving us to Allied Health, we would like to be able to consider other options as well. I have outlined some of our thoughts below.

The proposal was that Nutrition Science move to Allied Health. At this point, we are not sure where we should be relocated to. There are a number of possibilities and hope that these will be explored, rather than just assigning Nutrition Science to a college. We are not sure if we would be a great fit in Allied Health unless EXSS goes there also. We are different than the current units in Allied Health, and without EXSS would be just as isolated in that college as were are in CHE. Maybe Brody School of Medicine could be considered as we have strong relationships with many of the departments there. Thinking outside the box, maybe we could look at being located in the new College of Physical, Biology and Social Sciences.

We also believe it is possible that HHP will not be broken up. So, if EXSS remains in HHP then we would much prefer to go to HHP than Allied Health. Also, we would like to remain a standalone department. We have 14 faculty now and had 3 new positions given to us this fall. So we should be large enough and productive enough to remain as a standalone unit in whatever

college we relocate to. We have accredited programs, and our student credit hours production and external funding are both very significant. Another issue in combining with EXSS would be the size. Unless EXSS, itself was realigned, combining the two departments would create a department of close to 60 faculty. Being a unit head, I can tell you this would be an administrative nightmare to run.

Those are our thoughts about the reorganization. We hope that as the decisions are made, units will be allowed to have some input on their future.

With regards,  
Will

William A Forsythe, PhD  
Professor and Chair  
Department of Nutrition Science

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## **Section 2: Comments Posted on the ECU Faculty Senate “Faculty Matters” Electronic Forum as of Date of this Addendum**

*NOTE: The faculty electronic forum can be found at:  
<http://blogs.aos.ecu.edu/facultysenate>*

Phil Rothman  
April 27, 2011 at 6:39 pm

1. So why was the document in question initially referred to as a ‘joint’ report in both Lori Lee’s 4/19/11 e-mail and your 4/20/11 e-mail? Doesn’t ‘joint’ mean ‘joint’?
  2. Why does the EPPC report have no cost analysis of its proposed changes?
  3. Casual empiricism suggests that growth in the administrative side of ECU has not be in proportion to the growth of the student population; its growth rate has exceeded the student population growth rate. A simple benchmark would be to compute the ‘administrative excess’ as the difference between actual administrative growth and administrative growth proportional to student population growth; it should be a straightforward exercise to compute this. The budgetary target would be to eliminate the ‘administrative excess.’
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MGF Gilliland MD

April 28, 2011 at 5:22 pm

Working with no budget information in hopes that realignments which appeal to us will somehow provide significant cost savings for the University is an interesting academic exercise.

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Dr. Christine Gustafson  
April 29, 2011 at 11:08 am

I am extremely concerned about the EPPC plan the way it has been presented is very disturbing. No one in the School of Music was consulted about this proposed reorganization. Were any schools or departments consulted? This plan is not helpful or reasonable and is not at all in the best interests of our students or of the university. It will not save money and will lose students. I believe we can do much better if we actually work together and create a plan that quantifies and prioritizes our needs.

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### **Section 3: Summary of ECU Open Faculty Forum, April 26, 2011**

*NOTE: A video record of the open faculty forum can be found at:*

<http://gc.ecu.edu/mediasite/SilverlightPlayer/Default.aspx?peid=e9ef96963a07438da385400549337d241d>

Marianna Walker, Chair of the Faculty, opened the forum at 4:20 p.m. by welcoming attendees and reviewing the purpose of the forum, namely, to discuss possible budget cuts and provide an opportunity for input and suggestions. Chancellor Ballard then made remarks. He stated that the Educational Policies and Planning Committee's report could be seen as inning one of an extended ballgame, but that the university might have to respond according to a timetable set by the state legislature. He has formed the Program Prioritization Committee (PPC) to continue the work started by the EPPC. Professor Ron Mitchelson (Research & Graduate Studies) will chair the committee, with the first meeting scheduled for May 5. Chancellor Ballard indicated that ECU has in place plans and options to meet "the budget cut that we think is most likely," including a tuition increase that will offset one-fourth of the cut. If the House plan is adopted, however, no tuition increases will be allowed and the cut will be deeper than what we've currently planned for. Chancellor Ballard has had budget discussions with all the colleges except one, and will be meeting with that college on April 27. He anticipates legislative action on the budget earlier this year than was the case in 2010, when we did not know the budget until August 9-10. He encouraged faculty to give input in the way that was best for the individual, including through Academic Council, PPC, EPPC, University Budget Committee (UBC), and Faculty Senators. Professor Walker added the Faculty Senate Office to this list of options.

Professor Walker asked that faculty members who have written information that they wish to share to send it to the Faculty Senate office and to EPPC. She then introduced Professor Scott Gordon, Chair of the EPPC. Professor Gordon reviewed Chancellor Ballard's charge to the EPPC:

*In a 5-6 week timeline, prepare preliminary reports to:*

- 1. Define criteria for potential prioritization of programs, departments, units, schools, and colleges.*
- 2. Develop a list of potential consolidation options of colleges, schools, and/or departments (the objective being to reduce administrative costs with minimal or no loss of faculty and staff positions).*

Professor Gordon noted that the Chancellor stressed that it was important to start this process with faculty, that the underlying intent of the first part of the charge was to define potential tangible and quantifiable methods for prioritizing academic areas and identifying potential programs, units, etc. to curtail or eliminate, and that the second part of the charge was aimed at helping to avoid such program curtailment or elimination by identifying possible administrative cost savings that could be realized through consolidations. This was a well-intended option to save jobs while restructuring. Professor Gordon reiterated that Chancellor Ballard emphasized that his hope was to not have to implement either option. He noted that the EPPC's charge did not include identifying cost savings, nor did the timeline allow for the extensive process that will be needed to conduct cost savings analyses. Professor Gordon clarified that the EPPC's preliminary reports were not prepared jointly with the UBC. Rather, the EPPC's preliminary reports and the UBC report were in reality separate reports developed and presented to the Faculty Senate at the same point in the meeting agenda.

Professor Gordon stated that the EPPC preliminary reports represent very initial drafts of modifiable options. Faculty input was sought throughout the EPPC's five-to-six-week timeframe. At two Faculty Senate meetings, Professor Gordon encouraged Senators to send him input and attend the open EPPC meetings. No faculty members attended the EPPC meetings. Faculty Senate did provide input upon release of the reports at the April 19 meeting. All ECU faculty were encouraged to send feedback via email to Professor Gordon when the reports were sent out via the Official Faculty email list. The open Faculty Forum provided another alternative for providing feedback. An open Faculty Electronic Forum at <http://blogs.aos.ecu.edu/facultysenate> will provide an additional option for providing input. All faculty input provided through April 26 will be recorded, compiled, and included as an addendum to the EPPC's reports to the Chancellor. The EPPC's preliminary reports and all input it has received will be forwarded to the newly-formed Program Prioritization Committee. The PPC includes five members of the faculty. A member of the Staff Senate has been added to the PPC at Chancellor Ballard's request, bringing the total membership to thirteen. So far as we know, ECU is the only university in the UNC system where administration has involved faculty in this way.

Professor Gordon then reviewed the preliminary report on prioritization criteria. He noted that the matrices were based on examples available online from Washington State University, Central Michigan University, and Indiana State University, but were highly modified make them relevant to ECU. EPPC did not have access to the Deans' Metrics Report at the time it did its work, but

recognized that the PPC might decide to incorporate or merge its prioritization criteria with the metrics used in that report, as well as modifying or adding to the criteria based on faculty input. Additional points Professor Gordon stressed while reviewing the report included:

- Peer comparisons are intended to be done at the department/program/school level when applicable.
- Some people have recommended that we use aspirational peers for the comparisons.
- Several individuals have pointed out that the clinical component was omitted. This was a big omission on EPPC's part and it will be added.
- Centrality is based on both qualitative and quantitative measures. It is more difficult to document and is subjective. It is intended to provide the opportunity to show how the program/department/unit/school/college integrates with ECU's mission and other entities on campus.
- SOIS scores are included as a component of quality, although EPPC recognizes that they are controversial.
- EPPC recognizes that there is additional creative activity that needs to be captured.
- The element of external demand for a program is encompassed in the criterion: *percentage of graduates who obtain a job in their field or are accepted in a graduate program within a year of graduation.*

Professor Walker stated that the prioritization criteria are an opportunity to show excellence and centrality to the university. She then opened the floor for comments. The following comments were made in response to the preliminary report on prioritization criteria:

- Professor Preston (Education): Would like to know more about the criteria. How will productivity measures imposed by General Administration and mandates placed on programs by external groups be accounted for in the Centrality component? Professor Gordon responded that this was a good question and that input is needed for qualitative items, such as service to the Eastern North Carolina region.
- Professor Sprague (Physics): Would like to hear additional ideas on how to weight the measures and determine which are of greater importance.
- Professor Massey (Communication): Suggested that it would be a good idea to pilot the criteria in one department or college.
- Professor Boklage (Medicine): Who is the target audience after the data are gathered? Chancellor Ballard responded that the PPC is one target audience. The Board of Trustees is another. The Board has asked about our prioritization criteria for several years. It is important to show that we are making decisions based on community input, analysis, and data.
- Professor Taggart (Music): When Terry Sanford ran for office in 1960, he came to Greenville and said that the flagship school of music would be at ECU. That has become the reality, as the School of Music is the flagship school in the state. This is a source of pride for the Music faculty. Is ECU now signaling a retreat to its commitment to excellence in the arts?
- Professor Massey (Communication): He was selected to speak for the College of Fine Arts & Communication. The Provost charged a College task force to make recommendations on ways to reconfigure the College. The task force has two members from each of the four schools. The task force and EPPC were working at the same time

but were not aware of the other's work. The task force was ready to submit its recommendation a couple of weeks ago, but held off after the EPPC report was released. The task force wants the College to stay together, with some restructuring of administrative areas. The College wants to be sure that the recommendations will receive full and serious consideration by university administration.

- Professor Ballard (Child Development & Family Relations): The following items related to centrality should be considered: social value of programs, national reputation of programs, the existence of other similar programs in the state and region.
- Professor Zoller (School of Art & Design): We need to keep the quality of what we do, not just the quantity, as a measuring tool. Exhibitions, workshops and presentations were mentioned.
- Professor Walker commented that we need to work together to figure out how we showcase and measure quality.
- Professor Prokopowicz (History): ECU is the leadership university. The emphasis on quantity and counting is the antithesis of leadership. We can't be led by data; we have to lead the data. Leadership uses judgment and values quality when reviewing programs.
- Professor Knickerbocker (Foreign Languages & Literatures): He sees the committee's effort to take different measures into account and encourages faculty to suggest additional measures. His department just went through its seven year program review. From that experience, he thinks it will take faculty a year to pull together the information needed for the matrix. IPAR has good data but it is hard to repurpose it. What is the timeline for gathering data? It will take an extraordinary number of people hours. Chancellor Ballard responded that the qualitative data mentioned by Professor Prokopowicz will take a long time to compile. It is similar to doing a program review. He said that program elimination work will not be completed in time for this year's budget cut but will be helpful down the road.
- Professor Rigsby (Geology): Members of the PPC should read the white paper on the academic core published by the Faculty Assembly last year. Quality should not be judged by FTEs. She suggested using the number of sections taught per faculty member and the number of contact hours per faculty member. Service needs to be added to Centrality. We need to define "interdisciplinary research". She questioned the use of impact factors, particularly if a comparison is made with research universities. The focus on time to degree completion conflicts with ECU's mission and is particularly problematic when applied to students who are working fulltime while in school. We should include other productive activities that our students engage in after graduation, in addition to measuring the number who get jobs in their field or are accepted into graduate schools.
- Provost Sheerer: UNC-Greensboro did expedited program reviews to make its decisions concerning program eliminations. Over the past two years, we've conducted at least 12-15 program reviews. They contain a lot of the "quality" information mentioned earlier.
- Professor Walker: It is important to measure the value of programs in the College of Arts & Sciences. They are valuable to other programs on campus. This is just the beginning of the discussion. Be sure to send information to the Faculty Senate Office. Look at connectivities.
- Professor Martinez: It is not possible to create prioritizations without a cost analysis. We have isolated the criteria from the rest of the enterprise. This makes it look like the only

place we are looking to save money is the academic core. Have we examined the foundations side, student life, publicity, etc.? Chancellor Ballard responded that we have been addressing and making those types of cuts for four year. He stated that 92% of the cuts last year were administrative in nature and that we have largely exhausted those options. He said that if there are other administrative cuts that are possible, we need to hear about them. Under current scenarios, 50% of the cuts will come from the units. It is not true that we have isolated cuts to the academic side. Professor Martinez stated that a large percentage of faculty do not believe that all other cuts have been made.

Professor Gordon then reviewed the second EPPC preliminary report, noting that its purpose was to try to cut administrative costs and save faculty positions. He reiterated that there was not enough time to conduct a budgetary analysis of the options, and that the charge did not include a budgetary component. He emphasized that the report does not recommend that any departments be eliminated or that any jobs be cut. Feedback he has received so far has pointed out that some of the proposed mergers are unlikely to work. The committee looked for complementary disciplines, but admittedly did not have in-depth knowledge of the differences in some of the areas. Much of the feedback already received focused on the recommendation to divide the College of Arts & Sciences, questioning why it was being divided if the focus was on consolidation. Gordon explained that the committee thought that it was getting very large and that it seemed like an easy separation into a College of Arts & Humanities and a College of Physical, Biological, and Social Sciences. The concern has been raised that the separation will destroy the liberal arts foundation of the university, but it was not clear to Professor Gordon why separation into two Colleges in and of itself would be destructive. He then opened the floor for comments. The following comments were made in response to the preliminary report on potential consolidation options:

- Professor Green (School of Art & Design): He encouraged everyone to think holistically about the situation: can we think about the university in general, rather than about saving our individual departments? Is there anything on the advocacy side we can do collectively to try to change the decisions to be made in Raleigh over the next few months? Chancellor Ballard responded that who you vote for is critical.
- Professor Wilson (Sociology): Representing the College of Arts & Sciences, which met earlier in the day, he made six points:
  - State schools have a responsibility to educate citizens.
  - UNC Tomorrow shows that businesses want the critical and analytical skills that a College of Arts **and** Sciences provides.
  - The current organization of the College of Arts & Sciences is normal for other UNC schools and our peer schools.
  - These are the core disciplines.
  - This proposal misunderstands and limits the role of mathematics and other disciplines. Mathematics belongs with the natural sciences.
  - Interdisciplinarity is one of the key values of modern scholarship and ECU's goals.
- Professor Knickerbocker (Foreign Languages & Literatures): Splitting Arts & Sciences will change the curriculum and mission. They will become a service unit in the new location. As past chair of the University Curriculum Committee, he saw that professional schools "covet" the FTEs produced by foundation courses. The liberal arts need to stay together, separate from the professional schools. The procedure used

- was methodologically flawed. The criteria the EPPC developed should be used to identify consolidations, but the consolidation suggestions were made before the criteria were applied. Potential consolidations should not have been identified before looking at the data.
- Professor Spurr (Mathematics): The consensus of the faculty in the Mathematics Department is to say in a unified College of Arts & Sciences. Did the EPPC consider other possible consolidation options? Some people have suggested one large professional school and one large College of Arts & Sciences, for example. Professor Gordon responded that the committee discussed a lot of potential alternatives, but asked that people remember that the committee had a five week timeframe and did the best it could. Subcommittees met several times a week so the Chancellor could report to the Board of Trustees that we were making progress.
  - Professor Bailey (Philosophy): He encouraged everyone to imagine how hard it was for the committee to be saddled with this task and to know that it would get a tough reception. He reiterated that the plan is a last ditch alternative that only will be implemented in a worst case budget scenario to save jobs. We have to have a plan. We won't like the plan. We'll keep our fingers crossed that it won't have to be implemented. Professor Bailey expressed concern that the existing plan won't save enough money. It is important to view the report as the first stage. It had to be done quickly to show the Board of Trustees that we were planning. Now it is up for revision. It has to be analyzed based on cost. Some of the proposed changes won't save money and some, such as moving Mathematics to a professional school, don't make sense at ECU. Faculty need to continue giving input and need to follow the progress of the PPC over the summer. Don't despair: let's come up with the best back-up plan we can that will save money.
  - Professor Hattingh (Chair of Mathematics): He doesn't know of any universities where the Department of Mathematics is in a professional school. Even Georgia Tech has a pure Mathematics Department housed in Arts & Sciences.
  - Professor Woodard (College of Human Ecology): The College of Human Ecology would be eliminated under the proposal. It is hard not to feel emotionally attached to the College. How did the committee determine which colleges would be eliminated? How did the committee define "importance"? All colleges would say that the students they educate are important and contribute to Eastern North Carolina. She asked that the committees that deal with these issues be constituted in such a way that there is representation from every unit across the university that will be affected. Professor Gordon responded that the two committee reports were put together separately by two subcommittees and that the subcommittees did not use data from one report to make recommendations in the other report. He reiterated that the preliminary reports do not propose the elimination of any programs or departments. He agreed that it would have been useful to have representatives from all of the colleges on the EPPC. He stated that as the subcommittee looked at the departments within the College of Human Ecology from the outside, it appeared that they potentially could fit elsewhere.
  - Professor Walker noted that faculty members are elected to the EPPC by the Faculty Senate. The Senate asks for volunteers. Everyone needs to step up and volunteer, to make sure their unit is represented on committees. She noted that as budget cuts are

made, there will be faculty input, but administrative decision-making. We need input and suggestions for improvement.

- Professor Ramirez (College of Human Ecology): If the College of Human Ecology is broken up, where would fixed term faculty and administrative and support staff go? People are affected by these changes. Professor Walker responded that this concern is one reason a representative from the Staff Senate was added to the PPC.
- Professor Ballard (CDFR): There are historical and theoretical reasons for the structure of the College of Human Ecology. There is a strong alumni base that would be upset by the proposed changes. Similar changes have been happening at Colleges of Human Ecology around the country, but that doesn't mean it is a good thing. There are six coded units within the College. What are the implications? Would they keep their own Codes and tenure and promotion guidelines? A large number of faculty hours will have to be spent on these types of matters, detracting from their productivity. She noted that there are big differences in expectations regarding teaching loads and research between the College of Education and CDFR. There are also program accreditation and SACS implications. One positive outcome of this process is that it is getting a discussion going and people are talking about different configurations. What is the best channel for the dialog to continue?
- Professor Gallagher (College of Human Ecology): Her concern is with logistics. It is difficult to build support systems for faculty in these lean times. CHE has built a centralized support system. She fears that CHE would lose its great technology support system for teaching, particularly for DE classes, as well as its research support system. Staff members who are part of the centralized support system are worried about their jobs if "you do away with the college."
- Professor McKinnon (Interior Design & Merchandising) posed the following questions:
  - If the proposal is implemented, what happens to centralized CHE personnel, including budget, personnel and technology staff?
  - What are the budget implications?
  - What are the numbers and when will they be shared?
  - If Colleges are eliminated, how does this affect those who absorb them? This may cause a greater need for middle management in the larger Colleges, such as Allied Health, and cost more money.
  - Have the space limitations on West Campus been considered, particularly with lab space?

Professor McKinnon also noted that as a member of the Libraries Committee, he has recognized the cultural differences between the two libraries. He appealed for more representation on the PPC, saying that shared governance required that all units be represented on the PPC.

- Vice Chancellor Niswander responded that this is all part of the discussion. He asked whether departments currently have enough money and people to do what they need to be doing now, and hypothesized that probably no one would say they did. The likelihood of continuing downward pressure on the state budget for higher education is great. Program prioritization issues are very important as we approach who we are going to be as a university in five, ten or twenty years. Consolidation matters if we get another large budget cut. We need to be ready "way in the back pocket" if we

have to make another large cut. He thinks that we'll have a 10, 12 or 14% cut this year, and will probably see a 1-2% cut the following year. Program prioritization helps with addressing that type of "drip drip" cut. EPPC's work on the consolidation options is a place to start. More discussion is needed. Even if everyone agreed with the preliminary report, it would be a long process. The Faculty Manual dictates how it would happen. Program prioritization in the long run will make the most difference to this institution. The essence of strategy is deciding what not to do.

- Professor Rigsby (Geology): We should decide not to cut academic programs. None of the consolidations will happen quickly unless the administration throws out the Faculty Manual and she doesn't think that will happen. We could have a conversation about the perfect university structure but it is meaningless without cost information. We need to share information about how money is spent at the institution. For example, the Honors College was not included in the EPPC analysis. Student Affairs has developed new areas. We have a new way of advising students. We need to prioritize. We need to get rid of auxiliary spending such as Student Affairs and the Honors College. Professor Rigsby asked Vice Chancellor Niswander to present to the faculty in greater detail the same kind of analysis for auxiliary areas as is planned for Academics so that faculty could make comparisons.
- Vice Chancellor Niswander stated that "to suggest that we have not already addressed administrative savings on this campus is disingenuous." He cited some of the non-academic cuts that have been made, including a 20% cut in the budget for the Chancellor's Office. ECU has received \$50 million in new tuition dollars in recent years and the vast majority has gone to the academic units. ITCS, for example, has a smaller budget and fewer staff than it had five years ago, while its workload has increased exponentially. Information about the cuts is on the ECU website.
- Professor Martinez (Foreign Languages & Literatures): Program prioritization is essential for ECU. It is not possible to do everything that has to be done in five weeks or over the summer. Expecting a solution by the end of the summer may not be as urgent as we're making it seem. This is deciding on the university of the future. It is important and should not be rushed.
- Professor Rummel (Institute for Coastal Science & Policy): We need to be careful with what would be lost with the changes. There is a lack of appreciation for the culture of the units being discussed. The College of Fine Arts & Communication seems to be functional and it seems that we might be fixing something that might not be broken. Reorganizations and movements that do not have strong pedagogical and/or theoretical foundations need to be carefully considered.
- Professor MacGilvray (Medicine)(Chair of the University Budget Committee): We're here to teach students. The state won't let us charge what it costs to educate students and has been cutting back on its share. Seventy percent of our costs are people. A lot of other costs are fixed. As the state keeps cutting money, we will have to lose people. We can only cut administrative and support staff so far. What the university is, above all else, is the people who are here to educate students. Administrative support is needed to make that happen. Housekeeping, residence life – all these areas are needed. We're talking about people's jobs, regardless of whether it is faculty, administrators, support staff, etc. We need to save the academic core but we need the administrative support and we're talking about people's jobs somewhere.

Professor Gordon expressed his appreciation for the input and his regret that the EPPC did not have all the information about culture, etc. when it prepared the preliminary reports. When the EPPC got the charge and had to report back in five weeks, it could not just give the Chancellor back the current organizational structure. It had to recommend some potential consolidation options. It would have been nice to solicit faculty input earlier, but it was not possible, so this forum is the one of the early ways to get that input. The EPPC knew that the preliminary report would be critiqued and changed. It was just a starting point. In conclusion, Professor Gordon expressed his appreciation for the input and the education the faculty gave the committee today. All input will go into the addendum to the report and to the PPC. It was recorded on Mediasite and the link will be sent out by the Faculty Senate Office. Professor Walker thanked everyone for coming and stated that she will encourage the Chancellor to extend the process and the discussion into the next academic year.