

# **UW 2-13 Review Committee Report**

## ***Family & Consumer Sciences (FCS) Reduction Committee***

***Submitted to Provost Kevin Carmen on October 1, 2021***

### **Committee Members:**

Treva Sprout Ahrenholtz, Sr. Lecturer ETT, FCS (Faculty Senator)  
Alyssa McElwain, Assoc. Professor, FCS  
Erin Irick, Assoc. Professor, FCS  
Doug Russell, Professor & Head, Department of Visual & Literary Arts (VLA)  
Brent Pickett, Dean, UW Casper  
Paula Whaley, General Counsel representative (ex-officio)

### **Contributors:**

Barbara Rasco, Dean, College of Agriculture & Natural Resources – attended one committee meeting, reviewed report drafts.  
Chrissy Wade, Head, Department of Family & Consumer Sciences – attended all meetings in advisory capacity, provided requested information.  
Chris Maki, Staff Senate President – attended one committee meeting.  
ASUW – invited, did not attend.  
Stakeholders – various stakeholders provided written and verbal input.  
Grace Shearrer – attended last half of committee meetings as a link to the Kinesiology & Health and Nutrition committee and to represent FCS Human Nutrition & Food faculty.

### **Committee Chair:**

Warrie Means, Associate Dean, Academic & Student Programs, College of Agriculture & Natural Resources (CANR)

### **Restructuring UW for the Future Recommended Actions:**

The committee does not recommend the proposed option. *There are no identified budget efficiencies created by a FCS reorganization/reduction.*

The committee does recommend the following:

- FCS remain intact and remain in CANR/CLS.
- Further, to allow improved marketing and degree alignment, the committee recommends that the FCS degree be split out into the following specific degree programs:
  - Human Nutrition & Food (HNF)
  - Design, Merchandising & Textiles (DMT)
  - Human Development & Family Sciences (HDFS) – continue with Fall 2022 delivery of on-line option
    - Concentration - Professional Childhood Development (on-line program)
- Prioritize implementation of FCS Endorsement within the Career and Technical Education Teacher Education (CTETE)
- The committee recommends that FCS consider re-naming the department to better align with departmental disciplines. Department of Human Ecology is one option.
- The committee recommends the Early Childhood Education Center (ECEC) remain in CANR/CLS with increased involvement from the College of Education (CE). Discussion with CE

Business Manager revealed that CE would need to hire an additional accountant for ECEC management. This would impact CE ability to meet their budget cut.

- The committee recommends that possible synergies with Visual & Literary Arts and Kinesiology & Health be explored with a goal to better serve students.

### **Executive Summary:**

*The interplay between the Family and Consumer Sciences (FCS) disciplines (Human Nutrition & Food, HNF; Human Development & Family Studies, HDFS; Design, Merchandising & Textiles, DMT; Early Childhood Education, ECE) is essential to training competitive students. Synergies between the FCS disciplines provide unique external funding opportunities. These strengths would be degraded if specific disciplines were to move out of the department unit or college or if the department were reduced. The ECEC provides much needed teaching/learning and research opportunities for the FCS disciplines.*

The FCS department's **mission** is to enhance the physical, social, and economic well-being of individuals, families, and communities, emphasizing healthy and sustainable living across the lifespan. Their **vision** is to integrate the fundamental components of human life – food, shelter, clothing, human relationships, and family – with larger societal systems. Their **strength** lies in their ability to understand the interconnectedness of the human experience, to approach their work with individuals and families in a holistic way, and to educate students who are equipped to return to their communities and serve in critical human service roles.

The USDA supports the critical need for Family & Consumer Science professionals, stating that, “As the population continues to grow and diversify, our quality of life increasingly depends on community vitality and family well-being as shared priorities for all Americans... Family & Consumer Sciences strengthen families, farms, communities, and the economy by focusing on the human dimensions of food and agriculture.” Because of their interdisciplinary training, FCS students can provide a holistic and broader scope of services, and as such are a huge asset to rural communities. Further, the cross-training students receive has allowed them to be more nimble problem solvers and successful on the job market. Removing the Human Nutrition and Food component would jeopardize this holistic focus.

The interrelationships between Human Nutrition & Foods (HNF) and Human Development & Family Sciences (HDFS) are abundant. Faculty in Human Nutrition & Foods work closely with Human Development and Family Sciences faculty to reduce the prevalence and burden of childhood obesity throughout the state; to develop healthy and meaningful elder care; to examine school lunch offerings and choices; to better understand adolescent decision-making regarding food choices and obesity. Synergies between the two curricula include: Geriatric Nutrition; Maternal, Infant and Adolescent Nutrition; and the nutrition components of Child Development, Adolescent Development, and Adult Development and Aging.

Pre-med and nursing HNF students stand out professionally because of their understanding of human development and their improved ability to work effectively with families. They are recognized by federal and state agencies and in the health care sector for this knowledge and additional skillset that are not commonly found in students graduating from a program offered outside of an FCS program.

The ECEC embodies best practices in the field (as defined by its accrediting body, the National Association for the Education of Young Children; NAEYC) by having a director, Mark Bittner, who is faculty in FCS and a curriculum instructor, Charli Dzick, who is faculty in the Early Childhood and Education department, College of Education. As a model facility of best practices for the state, it is critical to demonstrate the importance of this collaboration and the interdisciplinary nature of early

childhood education. Keeping the ECEC within the FCS department allows for direct connection to both HNF and HDFS curriculum and meaningful research.

Finally, either moving the ECEC or HNF out of the FCS department also negatively impacts the Design, Merchandising, and Textiles (DMT) component. DMT is a multi-dimensional program with three unique tracks; Interior Design, Apparel Design and Product Development, and Merchandising. The interdisciplinary content and approach of the current FCS department is important for all three tracks. Interior design students solve design problems related to food service and education and they also benefit from an FCS focus on the well-being of the whole individual. Additionally, the ECEC is a good example of effective spatial and aesthetic design in a public facility and has been used as a teaching tool to this end.

The Apparel Design and Product Development track students also have overlap with HNF and the ECEC through the human-centered design of apparel for various sizes and age ranges, as well as the effect of diet and weight control on body image, of which apparel is an important component. Similar synergies exist with the HDFS program as well.

The Committee did explore consolidation of Design, Merchandising & Textiles (DMT) with Visual & Literary Arts (VLA) as an option. For the Interior Design or Apparel Design and Product Development tracks, consolidation with VLA would be a superficial fit at best, mainly due to the textile science and merchandising content included in the core. Although both include a design component, there is minimal overlap in foundational design courses or a common core, especially given accreditation requirements. The faculty are already aware of the current DMT/VLA synergies that do exist. Research collaborations are possible but could occur without a move. Possible additional efficiencies/synergies in foundational design coursework are being explored, although DMT is satisfied with the fit in the College of Agriculture and Natural Resources. There are existing synergies in teaching and research between DMT and other departments in CANR including Agricultural Economics, Plant Sciences, and Animal Science.

### **Benefits and Predicted Consequences:**

**Reorganization/Reduction as Proposed: *Human Nutrition & Foods moving to Kinesiology & Health, Early Childhood Education Center (ECEC) and Early Childhood Education moving to College of Education:***

#### **Benefits:**

- Nutrition degree program could be more identifiable, although creating a separate degree track within FCS would have similar impact. Degree will need to be created in Health Sciences if move occurs.
- Have core aligned curriculum for Human Nutrition and Kinesiology & Health students possibly with a distinct Human Nutrition Major.
- Connection with support available in College of Health Sciences for clinical/community rotations and preceptor tracking across the state for dietetic student future graduate model.
- Direct connection with complimentary majors, e.g., Exercise Science, Community & Public Health.
- Nutrition highly visible to students in the department/school name and major, assuming these changes are made.
- Research opportunities in nutrition, health, physical activity, public health for faculty, grad students, and undergrads.

- Increased faculty capacity for classes and capstone projects for FGM (4+1 dietetics degree) students.
- More formal involvement of the College of Ed in the ECEC.

**Predicted Consequences:**

- Capacity \$ will not move with faculty.
- Would make it challenging to implement a Family & Consumer Sciences option in the Career and Technical Education Teacher Education (CTETE) program (taught by the College of Education in partnership with UW-Casper), since an important part of the curriculum, nutrition, would be in a different College. Family & Consumer Sciences is to be one of the three primary endorsements in the CTETE program and perhaps the one with the greatest enrollment potential, so making it difficult to realize this endorsement is a significant problem. Graduates are in demand by WY school districts.
- Negative impact on Foundation dollars supporting programs and faculty.
- Spatial/physical disconnect for faculty & students.
- Less connection/integration of HNF with UW Extension. A CANR goal is to hire a Nutrition Extension Specialist at the state level to compliment the 2.5 across WY currently. CANR did request an Extension Specialist with expertise in Human Nutrition & Foods in the current Exception Request.
- Less opportunity for Cent\$ible Nutrition Program (CNP) connections to be maintained through embedded course projects and student employees. Loss of county support if program decoupled from UW Extension could lead to service in 4 counties only instead of the current 23+ Wind River.
- Possible decreased value for applied research and outreach important to state, although action-research in food systems/community health is robust in KH.
- Facility maintenance and upgrades would become the responsibility of KH. Significant upgrades are necessary.
- Negative impact to UG students in terms of scholarships/donors associated with FCS (\$37,000 annual scholarship payout to FCS students) and CANR (\$62,000 annual scholarship payout to FCS students).
- Does not align with practices common to Land Grant R1 institutions. Nutrition is more likely to be in a College of Agriculture than not. When only one program area remains in AG it is Nutrition. *See additional considerations for detail.*
- Dismantles a high functioning department that models interdisciplinary content and connections
- Potential loss of GA funding and research support, especially those provided by Capacity funds and CANR/FCS aligned Foundation accounts.
- ECEC move will require an additional hire in College of Education to manage the accounting duties associated with the ECEC and administrative oversight of the center.
- ECEC Director currently teaches into HDFS program, so if ECEC administrative duties are moved to Education his teaching duties/professional involvement would need to remain in CLS which necessitates a split appointment across colleges.
- If the ECEC is moved it will be critical to not move positions out of FCS to ensure maintenance of the strong interdisciplinary model of FCS and ECE jointly working together. This is supported by its accrediting body, National Association for the Education of Young Children (NAEYC).
- Moving the Program in Child Development to Education will cause an increased advising load and increased faculty load to supervise internships.
- Moving nutrition to K&H will cause increased costs in advising load, ACEND accreditation, costs associated with class and research lab needs currently funded through FCS department funds that aren't program specific.
- While increasing synergy with K&H, synergies with Animal Science (teaching and research, Cody with RD), Plant Sciences, Agricultural Economics, and Neuroscience are jeopardized.

- Current MOU with Colorado State University for FCS Teacher Education would be jeopardized
- May be more difficult to support the BAS program at UW Casper. It will be important to continue to have the adjunct faculty hired to teach FCS 3110 and 4117 still vetted through either the Family & Consumer Sciences department or by whichever unit comes to have the HDFS program.
- HNF unit would lose \$32,000 net departmental support, this is non-URO dollars.
- No benefits in staffing efficiencies have been identified.

**Recommended Alternate Proposal:** *FCS department retains all programs/faculty and oversight of ECEC; Department name change is recommended to better align with the disciplines represented and improve marketing to prospective students; Split out HNF, DMT, HDFS, on-line PCD degrees; Move forward with joint Early Childhood Education degree (ANR and Education); Redesign 4+1 dietetics degree to be a joint program with College of Health Sciences; Prioritize development of FCS endorsement in UW's CTETE program; explore the possibility of an early childhood degree to be offered in collaboration with UW-Casper; Examine other possible joint or collaborative programs with Kinesiology & Health and Visual & Literary Arts:*

**Benefits of the Recommended Alternate Proposal:**

- Maintains a highly functioning department.
- Less disruption of faculty.
- Less disruption of students.
- Splitting out degrees has potential for improved visibility and marketing efforts, as well as career advantages for students in highly marketable fields.
- Clear interdisciplinary efforts between disciplinary groups within the department exist.
- To the extent that UW-Casper comes to capture tuition revenue from Bachelor of Applied Sciences (BAS) UG program courses with a FCS prefix, UWC will pay to hire the part-time faculty (while still running the credentials of potential hires through the department). The two courses at issue, FCS 3110 and FCS 4117, have good enrollments (3310 averages 44 students per section and 4117 averages 33 per section).
- Department could explore the possibility of an early childhood degree to be offered in collaboration with UW-Casper.
- Maintain existing collaborations with Animal Science, Plant Science, Ag Econ and Neuroscience.
- Expand collaborations with proposed departments/disciplines coming into college, especially Physiology.
- Curriculum synergies with Animal Science, Physiology and LIFE.
- Maintain focus on food production, food systems, product development, food microbiology and food chemistry that increases student employment opportunities in the private sector.
- Maintain connection to UW Extension and agriculture in the state.
- Can harness foundation dollars to help supplement students in the 4+1 Dietetics Master's Program (Future Graduate Model, FGM) during their 5th year.
- Allow for planning of CTETE with FCS endorsement to continue.

**Predicted Consequences of the Recommended Alternate Proposal:**

- Less connection with support available in College of HS infrastructure for FGM (clinical/community rotations across the state, legal contracts, model for preceptor/clinical professor, etc.) for dietetic students.
- No direct connection with complimentary majors (WWAMI, Exercise Science, proposed Community & Public Health major).
- Lack of established pipeline for students to switch health-related majors to nutrition.
- Nutrition may not be included in unit name, therefore not allowing for improved marketing, although strongly encouraged.

- No formal increase in commitment to ECEC from Education

**Organizational Structure:**

The organizational structure of a reorganized ANR college (ALS) will impact any structural considerations for a reorganized or reduced FCS department. Thus, it is not possible to determine a new organizational structure for FCS until the college structure is completed. This is being studied by the 2-13 Life Sciences Committee, chaired by John Koprowski, and others. The recent determination that Agricultural & Applied Economics will remain in a reorganized ALS college will mean a larger humanistic-oriented faculty grouping within the college, where some FCS faculty would be a more natural disciplinary fit. FCSC faculty in nutrition are clearly a strong fit in a life science program.

Analyses of the economic impact of family decision-making, parenting practices, family policies, youth prevention programs are in high demand and joint research currently exists between HDFS and Agricultural & Applied Economics faculty. This underscores the benefits of keeping the ECEC within FCS and the CLS college.

Costs to achieve a functional reorganized ANR college vary dependent on the model, all are significant. Models being discussed include vertical organization into three units. This would seem to have a silo effect rather than work to increase interdisciplinarity among reorganized CLS units. Most reorganization strategies would recommend a flat versus vertical structure as being more efficient with less administrative layers between the Dean and Faculty.

Current FCS faculty, as well as FCS faculty with various reorganization outcomes, and URO salary are listed below. Several reorganization communications have not included HDFS faculty. Although this is likely an oversight, it has an very significant impact on any reorganization considerations.

**Current FCS faculty, faculty salary + fringe = \$1,262,319; staff salary + fringe \$156,128:**

- Human Development & Family Sciences, HDFS (4.275 FTE), salary + fringe = \$521,776
  - Associate Professor/Department Head (0.5 FTE/0.5 FTE)
  - Associate Professor (1 FTE)
  - Assistant Professor (1 FTE)
  - Assistant Lecturer (1 FTE)
  - Assistant Lecturer (0.375 FTE)
  - Senior Lecturer (0.4 FTE)
- Design, Merchandising & Textiles, DMT (3 FTE), salary + fringe = \$307,483
  - Associate Professor (1 FTE)
  - Associate Professor (1 FTE)
  - Sr. Lecturer (1 FTE)
- Human Nutrition & Foods, HNF (3 FTE), salary + fringe = \$324,462
  - Assistant Professor (1 FTE) (*\$22,795 compensation is Hatch \$ and will not move*)
  - Assistant Professor (1 FTE)
  - Assistant Lecturer (1 FTE)
- Professional Child Development, on-line program (0.625 FTE), salary + fringe = \$52,544
  - Assistant Lecturer (0.625 FTE)
- Early Childhood Education Center, ECEC (0.6 FTE), salary + fringe = \$56,054
  - Sr. Lecturer (0.6 FTE)

**Depending on the outcome of the reorganization, FCS faculty FTEs could number:**

- 7.775 FTE - 3 human Nutrition & Food faculty move to Kinesiology & Health, 0.6 ECEC faculty plus 0.625 FTE Early Childhood Education faculty move to Education,
- 9 FTE – 3 human Nutrition & Foods faculty move to Kinesiology & Health
- 12 FTE - no changes
- and would necessitate finding departmental/unit homes

**Efficiencies:**

As proposed, the reduction of the current Family and Consumer Sciences concentrations provides no efficiencies in personnel, although movement of FTEs and/or partial FTEs from one unit to another would occur.

FCS committee’s alternative plan maximizes the already high productivity within each Family and Consumer Science concentration and thoughtfully builds in the potential incorporation of the LIFE and Zoology & Physiology degree programs. Thus, the FCS alternative plan develops efficient and needed majors (Human Nutrition and Food, Design, Merchandising, and Textiles, and Human Development Family Science) that work together with potential incoming degree programs and existing degree programs throughout the College of Agriculture and Natural Resources. The overall goal of the FCS alternative plan is to develop students into the professionals most needed throughout the state of Wyoming.

**Comparison of educational efficiencies between the Reorganization/Reduction as proposed and the committee Recommended Alternate Proposal.**

<b>Reorganization/Reduction as Proposed</b>	<b>Recommended Alternate Proposal</b>
<i>Alignment of Human Nutrition and Food with Kinesiology and Health curriculum (Health Core Curriculum; HCC)</i>	<i>Alignment of Human Nutrition and Food, Physiology, Pre-pharmacy, Pre-veterinary, Molecular Biology, Microbiology, Meat Science &amp; Food Technology, Future Graduate Model Dietetics, Pre-Medical Human Nutrition and Food curriculum into Rural Life Core Curriculum (RLCC)</i> <b>Figure 1</b>
<b>Benefits</b>	<b>Benefits</b>
<ul style="list-style-type: none"> <li>• Students to move through their degree pathway as a cohort, taking logically designed course schedules, and building a sense of community</li> <li>• Minimizes extraneous credits</li> <li>• Students have time to choose the major they can be most successful in</li> <li>• Branch–points where students can change majors without increasing their time to degree completion.</li> <li>• Provides a flexible framework from which the student can develop their personal interest in one of 7 undergraduate degree pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Students to move through their degree pathway as a cohort, taking logically designed course schedules, and building a sense of community</li> <li>• Minimizes extraneous credits</li> <li>• Students have time to choose the major they can be most successful in</li> <li>• Branch–points where students can change majors without increasing their time to degree completion.</li> <li>• Provides a flexible framework from which the student can develop their personal interest in one of 9 undergraduate majors and upwards of 5 specialization programs</li> <li>• Pathways for pre-professional degrees needed for Wyoming communities: pre-</li> </ul>

<ul style="list-style-type: none"> <li>• Pathways for pre-professional degrees (pre-med, pre-physical therapy, pre-occupational therapy, dietetics)</li> </ul>	<p>medical, pre-pharmacy, dietetics, pre-veterinary</p> <ul style="list-style-type: none"> <li>• Designed for specializations within multiple degrees: <ul style="list-style-type: none"> <li>○ Food safety specialists (combination of Human Nutrition and Food, Meat Science, and Microbiology)</li> <li>○ Nutrition support for pharmacists and pre-medical degree (combination between Pre-pharmacy, Physiology, and Human Nutrition and Food)</li> <li>○ Early childhood and breastfeeding specialists (Human Nutrition and Food and Human Development and Family Sciences)</li> </ul> </li> <li>• Purposeful integration with extension framework to place students from the University of Wyoming into Wyoming towns and communities at most need for rural health professionals</li> </ul>
--	--

<b>Reorganization/Reduction as Proposed</b>	<b>Recommended Alternate Proposal</b>
---	---------------------------------------

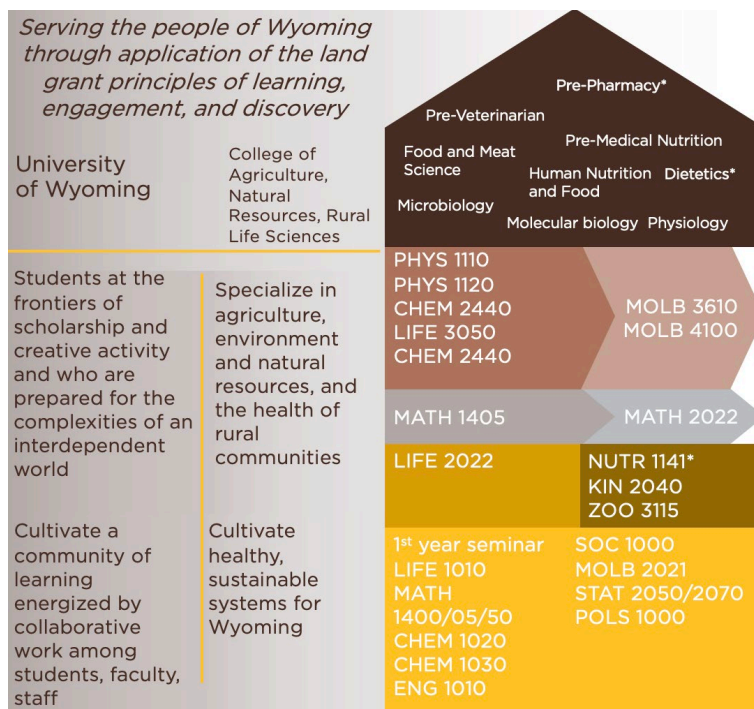
<i>Movement of Professional Child Development program option into the College of Education</i>	<i>Professional Child Development synergistic curriculum with Human Development and Family Sciences, Human Nutrition and Food,</i>
--	--

Educational Benefits	Educational Benefits
----------------------	----------------------

<ul style="list-style-type: none"> <li>• Students receive their degree from the College of Education</li> <li>• No added curricular synergies, as the curriculum is already aligned with, and provides students with a minor in, Early Childhood Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Students benefit from cross-training in nutrition which allows them to assess and provide the correct food in early childhood centers (Human Nutrition and Food).</li> <li>• Ongoing connections between early childhood providers in the state and research/extension efforts in the department in parenting support, breastfeeding practices, obesity prevention, early childhood education facility designs, early childhood nutritional concerns, family policies, family decision-making, and assisting families in times of stress and crisis (Human Nutrition and Food; Human Development and Family Sciences; Design, Merchandising and Textiles).</li> </ul>
--	--



<i>Movement of Early Care and Education Center to College</i>	<i>Early Care and Education Center remains in FCS</i>
Program Benefits	Program Benefits
<ul style="list-style-type: none"> <li>• Possible increased curricular support for lead teachers and interns</li> </ul>	<ul style="list-style-type: none"> <li>• Models best practices with strong collaboration between Early Childhood Education and FCS</li> <li>• Parent education, family stress and crisis support, nutrition support, and extension efforts in CANR and FCS have direct involvement with the center</li> </ul>
<b>Reorganization/Reduction as Proposed</b>	<b>Recommended Alternate Proposal</b>
<i>Human Development and Family Science</i>	<i>Human Development and Family Science Major synergistic with Human Nutrition and Food Major, Ag Econ Majors, and Applied Science Major</i>
Benefits	Benefits
	<ul style="list-style-type: none"> <li>• Human Nutrition &amp; Foods work closely with Human Development and Family Sciences to reduce the prevalence and burden of childhood obesity throughout the state; to develop healthy and meaningful elder care; to address school lunch offerings and choices; to better understand adolescent decision-making regarding food choices and obesity</li> <li>• Pre-med and nursing HNF students have been noted as standing out with their understanding of development and working with families.</li> <li>• Curriculum synergies between the two curriculum include: Geriatric Nutrition; Maternal, Infant and Adolescent Nutrition; and the nutrition components of Child Development, Adolescent Development, and Adult Development and Aging.</li> <li>• Understanding the economic impact of family decision-making, parenting practices, family policies, youth prevention programs, etc. are in high demand and joint research currently exists between HDFS and Ag Econ.</li> </ul>



The FCS Committee Alternative Plan to develop rural life curriculum to develop human and animal science professionals for the State of Wyoming

### Additional Considerations:

#### Data for DMT, HDFFS, HNF programs at all other R1 Land Grant institutions in the 50 states (39 total).

Percent have all 3 in same dept/school	2.56%	
Percent all own depts in same college	23.08%	
Percent with nutrition in College of Ag	56.41%	
Percent have all 3 in same college	28.21%	
Percent with only DMT & HDFFS in same school/college	2.56%	College of Human Sciences
Percent with only DMT & HNF in same school/college	5.13%	Both in College of Ag
Percent with only HDFFS & HNF in same school/college	23.08%	Most common in College of Ag
Percent with DMT only in Ag	0.00%	
Percent with HDFFS only in Ag	0.00%	
Percent with HNF only in Ag	41.03%	
Percent all separate colleges	12.82%	
Percent where some or all don't exist	23.08%	None at Rutgers, 1 at Clemson and Texas A&M

## Appendix:

### **FCS Department Data & synopsis:**

#### **Degrees:**

- One Bachelor's degree with 4 program options:
  1. Design, Merchandising and Textiles (DMT; 3 tracks: apparel design and product development, interior design, or merchandising)
  2. Human Development and Family Sciences (HDFS; includes a FCS Teacher Licensure Career track)
  3. Human Nutrition and Food (HNF; includes Didactic Program in Nutrition and Dietetics (DPND))
  4. Professional Child Development (PCD; an online degree in which students also earn a minor in Early Childhood Education)
- Minors in DMT, HDFS, and HNF. FCS is also a part of the Museum Studies and Aging interdisciplinary minors.
- Two MS degrees
  1. One MS degree in FCS with 3 program options (DMT, HDFS or HNF)
  2. A joint MS degree in Food Science and Human Nutrition with the Department of Animal Science
- FCS is also a participating department in the Biomedical Sciences PhD program

#### **The Early Care and Education Center (ECEC):**

- Provides evidence-based education and care for 89 children ages 6 months to 11 years
- Provides educational experiences for over 350 UW students every year, including students from majors such as education, communication disorders, kinesiology and health, psychology, music, art and social work
- Employs 7 lead teachers, 14 assistant teachers, and 30+ UW student employees
- The ECEC embodies best practices in the field (as defined by accrediting body, the National Association for the Education of Young Children; NAEYC) by having a director, Mark Bittner, who is faculty in FCS and a curriculum instructor, Charli Dzick, who is faculty in the Early Childhood and Education department. As a model facility of best practices for the state, it is critical to demonstrate the importance of this collaboration and the interdisciplinary nature of early childhood education.
- Oversight of all daily operations, staff hiring and training, curriculum development, etc. are performed by Mark and Charli.
- All financial and oversight responsibilities are managed by the FCS accountant, including all facets of parent contracts, monthly implementation and monitoring of parent payments, food subsidies, vendor payments, account management, budget oversight, staff hiring/termination, staff contracts, etc.
- All staffing or family concerns, contract issues, exception requests, budget planning and management, fee book requests, etc. go through the FCS department head.

#### **Student data:**

- Average of 130 majors over the last five years
- Provide on average 36 undergraduate and 6 graduate courses each semester, and 14 undergraduate courses in the summer

- Generate on average 6,524 student credit hours per academic year between AY17-18 and AY 19-20. With 8.87 teaching FTE in our department (including part time lecturers and GA's), that's an average of 736 student credit hours per teaching FTE.

#### Online education:

- FCS has the largest online delivery of instruction in the College of Agriculture and Natural Resources (on average 15 courses serving approximately 450 students per semester, generating over \$800,000 in outreach tuition per year).
- In addition, FCS provides one fully online BS degree, one fully online MS degree, and our courses support multiple degrees, including the online Bachelor of Applied Science curriculum.

#### Early Childhood Education

- Currently FCS does not have a degree in Early Childhood Education. Instead, FCS offers a Professional Child Development degree which is a joint effort between FCS and the department of Early Childhood Education.
  - Students receive coursework from FCS in child development, family relations, multicultural influences on children and families, families of young children with special needs, directing preschools and day care programs, and family stress and coping.
  - In addition, students take coursework from the Early Childhood Education department to complete the minor in Early Childhood Education, in which they gain pedagogy training.
  - This interdisciplinary approach to training early childhood educators, in which they receive specific training in family relationships and development, as well as educational pedagogy, is considered best practices by the NAEYC, the accrediting body for Early Childhood Education programs and for our ECEC.
- Existing work towards a joint degree in Early Childhood Education
  - A joint Early Childhood and Education bachelor's degree between FCS and the College of Education is already being proposed. The notice of intent was approved in Fall 2019 and the feasibility study is ready to be reviewed by all involved campus entities this fall.
    - This partnership is critical as, like with other areas of specialization in education, students need training in BOTH education AND development and family systems. These areas are very different, and faculty in education are not trained to teach family and development courses, and vice versa faculty in human development and family sciences are not trained to teach pedagogy courses.
    - NAEYC, the accrediting body for this program, is in full support of this joint model and have already expressed accolades for our proposed model.
  - The plan for this new degree is that upon approval, the Professional Child Development degree will be phased out.

#### **Qualtrics Survey results:**

4 respondents, none favored reorganization plan.

#### **Stakeholder Input:**

September 13, 2021

Dr. Kevin Carman  
Provost and Executive Vice President for Academic Affairs  
University of Wyoming  
Old Main  
1000 E. University Ave  
Laramie, WY 82071

Dear Provost Carman:

As co-chairs of the Advisory Board for the College of Agriculture and Natural Resources (CANR), we respectfully request a meeting with you and our Executive Committee to discuss our concerns with the proposed restructuring plan. An open dialogue would better serve both parties as we work to understand the basis for these changes along with the vision for the University's future. With over half of our Board actively engaged with the Wyoming Legislature, we are cognizant of the fiscal challenges before the University. We appreciate you have been given an extremely difficult task and that changes must be made to meet the budgetary reality. Our constituency in agriculture fully understands the mantra of living within one's means as producers face financial uncertainty annually.

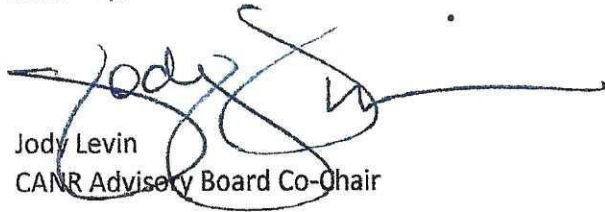
The last round of budget cuts in 2016 were particularly devastating to the College as early retirements in multiple departments threatened accreditation. At the same time, our Board recognized the impending impact of declining revenue to Wyoming and ultimately, the University. We agree the University cannot be all things to all people. In partnership with the College, our stakeholders and alumni, combined with input from the Legislature, we identified where the College could distinguish itself amongst peer institutions. Efforts were targeted to programs where there was a belief resources could be raised, and entities engaged through the Foundation. Agriculture & Applied Economics, Range Management, and Rodeo were seen as areas where private investment would occur if programs were revamped and prioritized. Those efforts are paying off five years later, as evidenced by growing undergraduate numbers, sizeable Foundation gifts, a winning Rodeo team, and increased stakeholder engagement.

Several elements of the proposed reorganization directly disrupt these success stories. The justification for the proposed changes indicates *"This will better integrate and coordinate the college to other disciplines impactful to the people of Wyoming. This reorganization is designed to enhance outreach and extension to the state of Wyoming and strengthen the University's ability to carry out the land-grant mission."* We strongly disagree that the outcome will achieve the stated goals.

Our Board understands budgets must be cut. However, given the importance of agriculture to Wyoming's economy, we believe it is imperative to retain core programs. We applaud you for creating internal review committees to determine the benefits, unintended consequences, and mitigation strategies for the unintended consequences. Members of our Board were afforded the opportunity to participate in this process and while appreciative of the discussion, it is our belief these committees are too introspectively focused on the University impact. The committee composition is void of students, donors, alumni and stakeholders and thus lacks the necessary critical perspective. We trust that

University faculty and staff are professionals and will endeavor to succeed in whatever structure they are placed. This is quite different than understanding the impact to students and Wyoming's agricultural economy. We have full confidence fiscal numbers can be met without restructuring as proposed. Given this appears to be the largest program review in the history of the University, we feel the overall process warrants more time for public engagement and stakeholder input. We further believe the plan deserves an in-person conversation with members of the Advisory Board. Our concerns are outlined in the following pages, but we look forward to meeting with you to discuss our thoughts in person.

Sincerely,



Jody Levin  
CANR Advisory Board Co-Chair



Shane Schulz  
CANR Advisory Board Co-Chair

CC: Dr. Edward Seidel, President, University of Wyoming  
The Honorable Mark Gordon, Governor of Wyoming  
The Honorable Brian Boner, Chairman of the Senate Agriculture Committee  
The Honorable John Eklund, Chairman of the House Agriculture Committee  
Dr. Barbara Rasco, Dean, University of Wyoming College of Agriculture and Natural Resources  
University of Wyoming Board of Trustees

## Merging the Department of Agriculture & Applied Economics with the Department of Economics in the College of Business (COB).

### Unintended consequences to student enrollment and program impacts

- Our predominant concern is the unintended impact of the proposed merger on students.
  - o After discussions with Agribusiness and Ag Econ alumni, including legislators and members of our Board, it is our firm belief locating the merged department in the College of Business will erode the program as agriculture students choose a different major or different institution entirely, versus obtaining a degree from the College of Business.
    - This concern cannot be overstated. Stakeholders view this proposal as the University de-valuing the importance of agriculture. This proposal threatens enrollment, private donations and ultimately Wyoming's rural economy.
    - The Agribusiness degree is effectively a general agriculture degree and attracts students who want a broad-based education in agriculture. It is our opinion moving the degree to the College of Business will not serve the needs of these students.
  - o Our research indicates Wyoming will be an anomaly among regional land-grant institutions as the **only** entity with an Agricultural Economics Department and an Agribusiness Bachelors in the College of Business. It is true, departmental mergers have occurred, but other regional competitors have located Economics within their College of Agriculture.
    - Percent US land-grant colleges with an Agricultural Economics Department (under various names) = 84%
    - Percent US land-grant colleges with an explicit BS in Agribusiness = 78%
    - Percent US land-grant colleges with an Agricultural Economics and Economics merged = 17%
    - Of merged Agricultural Economics and Economics, percent housed in College of Agriculture (or managed jointly with COA) = 88%
    - Percent US land grant colleges with Econ housed in College of Business = 47% (several house Economics in Liberal Arts)
  - o The emphasis on Agriculture & Applied Economics, particularly the focus on farm and ranch management (one of the three degree program options), has seen a 31% enrollment increase over the last decade, attracting students from across the country who are interested in careers related to the types of extensive agricultural production and land management issues of the West. **The BS in Agribusiness degree program is now the 12th largest individual undergraduate degree program on campus (not counting undeclared majors) - averaging 173 majors over the past five years.**
    - While the degree serves the rural nature of Wyoming, its small communities and the families who send their students to the University, it is also an increasing draw for students across the country (The Agribusiness BS program is approximately 50% resident and 50% non-residents students.)
    - Nearly all of Wyoming's regional competitors, including Colorado State University and Montana State University, have now launched or are in the process of launching similar farm/ranch/range management programs.

- From a diversity and inclusion perspective, the two Colleges are culturally very different. Agricultural students want to be with their peers, and the University should strive to give these students a learning environment that leads to success. The College of Agriculture and Natural Resources provides that experience today.
  - o Two legislators with degrees in Agribusiness both reiterated they would have chosen an alternative degree because of the value they place in the peer relationship by having others understand operational challenges and needs.
- Based upon trends from peer institutions, combined with the opportunity to leverage program strengths in both departments, we question why the merged department is not housed in the new proposed College of Agriculture and Life Sciences, versus the College of Business?
  - o The strength of the current Economics program is in the area of environmental and resource economics, an area where Agriculture & Applied Economics also has significant strength. A proposed merger in this regard could expand UW's reputation, grantsmanship and PhD production in this area.
  - o Many, if not most, of the environment and natural resource issues that are defining Wyoming and the West's future (wildlife conservation, land management, water conservation, climate, etc), will have interdisciplinary expertise housed in the new proposed College of Agriculture and Life Sciences.
  - o Economics and Agriculture & Applied Economics research focus areas have little to no overlap with other existing departments in the College of Business (marketing, management, accounting/finance), and thus a merger into the College of Business is unlikely to facilitate increased interdisciplinary research or collaboration.

#### **Applied Research, Outreach and Engagement Concerns**

- Eight faculty members in Agriculture & Applied Economics have co-appointments within Extension. Our Board is deeply concerned about the land-grant mission of service to the State and questions what will happen to Extension appointments within the College of Business as the College does not have the same focus on agriculture, experience working in rural communities or relationships with rural constituencies. The College of Agriculture and Natural Resources also draws from neighboring states, especially from Colorado and Nebraska, into Agricultural Economics and the Agribusiness Bachelor's because the University provides a small-town experience not offered in other institutions. It is worth asking the question if these programs are in the College of Business, will the University of Wyoming still be able to draw these rural students to Laramie?
- One of the core strengths of Agriculture & Applied Economics is the focus on applied research and outreach that is directly motivated by stakeholder problems in Wyoming and the West. For over 100 years, Agriculture & Applied Economics and UW Extension have been supporting the needs of the people for whom the land-grant university exists.
- Applied research and outreach spans the interdisciplinary topics needed to support the future of Wyoming, from farm and ranch economics to energy economics, public and private land management, community development, wildlife and natural resource management, climate change mitigation and adaptation.
  - o Expertise in these fields and the relationships with land and resource managers are not found in the College of Business due to a difference in programmatic focus.



### **Moving Agricultural Communications to Communications & Journalism**

- In reviewing the justification matrix, it is unclear if the Bachelors Degree in Agricultural Communications will be retained. Similar to the concerns articulated above, we question if agriculture students will seek this degree if it is not offered within the College of Agriculture and Natural Resources thus eroding an important degree program.
  - o Of the 120 credit hours required to obtain a BS in Agricultural Communications, a minimum of 42 must be in agriculture lower and upper division electives.
- Members of our Board have their BS in Agricultural Communications and others hire students from the program annually as interns. At a time when technology is rapidly changing the way we communicate as a society, it is our opinion this degree program is of heightened importance. Consumers are increasingly demanding information about their food origins. Understanding consumer preference and how producers communicate information to end user consumers is critical if operations are to be successful.
- Our Board believes there is tremendous opportunity to strengthen this degree program and understands the alignment with Communications & Journalism. It does not appear that substantial funds will be saved under this proposal, so we question why students are not given the opportunity to receive their counseling and degree from the College of Agriculture and Natural Resources?

### **Reorganization of Kinesiology to include Nutrition**

#### **Loss of focus on food and fiber production**

- Given the role that food and fiber play in everyday lives, our Board believes the proposed move of Nutrition outside the College of Agriculture and Natural Resources would be ill-advised. Many people already do not understand where their food and clothing come from, and this move will further propel that disconnect. According to the American Farm Bureau Federation the average American is now at least three generations removed from the farm. Farm and ranch families make up less than 2% of the of the U.S. population.
- While kinesiology studies human movement and its impact on well-being, nutrition focuses on how the body obtains nutrients for health and growth. The benefit of Nutrition being a degreed program in the College of Agriculture and Natural Resources is the strong interdisciplinary focus with both Animal Science and Plant Science giving students a full understanding of food science.
  - o It is our Board's strong preference the Nutrition degree program remain in the College of Agriculture and Natural Resources with the caveat that budget reductions be met. If the proposed reorganization moves forward, we request curricula be revised to retain the interdisciplinary element with Animal Science and Plant Science so students who are in these programs are educated on the origins of food and fiber and how they relate to everyday life.

### **Proposed name change to the College of Agriculture and Life Sciences**

- Our Board and stakeholders believe the inclusion of “Natural Resources” better reflects the programs and degrees offered within the College. We request the name be expanded to “College of Agriculture, Natural Resources and Life Sciences.”

### **Proposed mitigation scenarios to address unintended consequences and stakeholder concerns:**

With budgetary considerations in mind, our Board offers these alternative scenarios which would address fiscal efficiencies while offering innovative solutions for the future of the University.

#### **Option 1: House the merged Ag Econ/Econ Department in the College of Agriculture and Life Sciences**

- As articulated above, the trend from peer land-grant institutions who have merged these departments is to locate the new department within the College of Agriculture.
- Collaboration, interdisciplinary research and leveraging limited resources are greatly enhanced as critical and emerging natural resource issues will have expertise in the new proposed college structure.

#### **Option 2: Prioritize degrees in Agribusiness and Agricultural Economics, but allow students to choose their course track similar to the University of Nebraska-Lincoln**

- The agricultural economy is so important to Nebraska that the University of Nebraska-Lincoln structured a unique joint degree program between the College of Agricultural Sciences and Natural Resources and the College of Business
  - Students are able to obtain a degree in Agribusiness from either college. Students who select the College of Agricultural Sciences and Natural Resources receive more instruction in the operational side of production agriculture, whereas an Agribusiness degree from the College of Business focuses predominantly on the business elements of agriculture.
  - A joint program could be structured in a similar manner not only to address Agribusiness and Ag Econ, but also natural resources economics. The latter would again leverage resources with the University of Wyoming pioneering a new course structure and vision. As was stated earlier, farm and ranch families make up less than 2% of the of the U.S. population. This helps ensure students can be taught on where food, fiber and energy come from.

#### **Option 3: Keep departments separate but require no overlap in course offerings**

- Leave the departments in their current college location, but require budget reductions to be met and a systematic review of course offerings to eliminate unnecessary duplication.
  - A joint program could be structured in a similar manner not only to address Agribusiness and Ag Econ, but also natural resources economics. The latter would again leverage resources with the University of Wyoming pioneering a new course structure and vision.

## **Comments on restructuring plan from above. 9/22/21**

**Please select the portion of the restructure proposal you would like to provide feedback on (choose below):** Faculty (including Emeriti)

**The restructuring plan is designed to position UW for the future and to respond to a significant reduction in the University's budget. In general, does the plan move the University in the right direction?**

- No

**Comments on restructuring plan from above.**

Elimination of the MS degree in FCS and the move of the nutrition and dietetics programs to Kinesiology and Health in the College of Health Sciences and the transfer of Early Childhood Education to the College of Education weakens, if not destroys, the power of the integrative connections between the specializations in FCS that best serve constituents and society. The students in the programs moved would not be as prepared to make these connections. Humans' lives are not divided into separate specialization; various aspects of their lives related to specializations within FCS are interrelated.

FCS as an integrated profession contributes to the state of Wyoming in many ways: FCS Extension professionals provide community-based education. The MS in FCS provides a broad understanding of not only a specialty, but also an understanding of constituents who are individuals, families, and communities. It prepares them well to be county Extension educators and county administrators, which require a master's degree. This degree also prepares them for many career options in human services and business and for further graduate work. With an FCS MS degree, they bring to their work a holistic, integrated, preventative human-focus, quite different from they would have if they had graduated from a different department and college.

Keeping the FCS Department intact also provides the breadth of preparation and understanding needed by teachers in the state and beyond. The FCSEd program should be restored because of the need not only in Wyoming, but also nationwide. Many teachers are approaching retirement and those positions need to be filled with well-prepared teachers mentored by a strong FCS teacher educator. Given the problems in society, e.g., obesity, diabetes, family violence, child and elder abuse, family and student debt, lack of understanding of consumer rights and responsibilities, and inadequate and unaffordable housing, strong FCS teachers, Extension educators, and graduates from our other FCS programs can most effectively address these problems when they understand the importance of preparing youth and adults for optimum wellbeing, but also for responsible engagement as citizens in addressing some of the factors contributing to and preventing these problems. The community colleges may have some courses that would contribute to preparing FCS teachers, but they would need to rely on the UW FCS Department to provide most of the requirements.

The master's and undergraduate degrees provide content, but also an integrative perspective of all the specializations and a holistic understanding of individual, family, and community wellbeing. Wyoming has problems affecting people throughout the life span that a strengthened FCS program could address effectively. We have the highest youth suicide rate in the US and high numbers of gun violence deaths. Youth are leaving the state and the population is aging with many needs and problems such as family perpetrated elder abuse. Wyoming continues to experience a teenage birth rate two to three percent higher than the national average. Sixty-five percent of Wyomingites are overweight or obese, increasing their risk for heart disease and stroke, type 2 diabetes, and other health issues. In addition to the human cost, these problems are expensive, especially if individuals have no health insurance. Many of these problems are in part influenced by what people learn and don't learn about making healthy choices, interpersonal skills, problem solving, themselves and what influences their actions, and how to advocate for changes in contextual factors that influence individual, family, and community wellbeing. FCS is not just about imparting knowledge, but also about empowering students and other constituents to seek reliable sources of information, make reasoned and ethical choices, be self-reflective, and work with others to bring about positive change in conditions that exacerbate these problems and diminish the quality of life. There is so much that FCS is able to do if it had adequate resources to address these needs proactively.

Multiple media articles have advocated for more FCS. For example, Drs. Alice Lichtenstein and David Ludwig of Tufts University and Children's Hospital in Boston advocate for FCSEd because of the role it plays in preventing adolescent overweight and obesity and their resulting health problems. More evidence that FCS is needed is the fact that some universities now see the need to "adulting 101" courses for freshmen who are not prepared to live on their own. In addition to the FCS Dept. providing such a course, undeclared students could be encouraged to take FCS courses to help them immediately and to expose them to the many careers possible with an FCS degree.

### **What are the benefits of this proposal?**

I don't see any benefits to this proposal.

### **Are there unintended consequences to the discontinuance of this degree? What are mitigation strategies to overcome those unintended consequences within the scope of the proposed re-structure and the significant budget reduction the University must make?**

This restructuring of FCS will not save money. It is likely to increase costs to the University, but also to the state from the problems that will persist. Additionally, USDA funding that comes to the Agricultural Experiment Station will likely be unavailable. To be eligible for Hatch, Multistate and other federal agriculture capacity funds, faculty must have a research appointment in a department which is under the experiment station. The same is true for Smith-Lever extension funding that specifically names home economics in its foundational legislation. If the move is made and faculty no longer have formal appointments under the experiment station and/or under extension service directors, and if the faculty don't have an

AES research project the Smith-Lever Act would be weakened. In such a case faculty would not be eligible for agriculture capacity funds and will lose what capacity funds they have. It is also possible that the USDA funding that currently covers the research portion of the faculty salary in the CANR may not be permitted for faculty in other colleges, thus increasing costs to the university.

Furthermore, the link to academic faculty helping to support the Extension Censible Nutrition program will be lost. The Didactive Dietetics Program will go with Nutrition to Kinesiology if the plan goes forward will be a loss to the integrative wholeness of the department. Additionally, it will be more difficult to maintain program accreditation because of loss of control over the courses.

Early childhood education in ed would different not only because of the curriculum, but because the education faculty don't have the background in family sciences and the integrative perspective of how all aspects of a child's life (e.g., family financial wellbeing, housing, parenting, nutrition, family relationships, family resource management) and its family and community influence on its learning and development.

The remaining faculty will not have the enriching benefit of graduate students and their research productivity will suffer. Having a graduate program enriches undergraduate education by having faculty and students engaged in research and having grad students as TAs and GAs. The enrollment in the graduate program has suffered from the elimination of tenure track positions over the years. Courses taught by adjuncts who have only a master's degree and sometimes not related to the courses they are teaching is not a formula for an excellent undergraduate program, especially if a number of the courses are housed in other colleges and tangentially related departments who are less likely to stress the interrelated specialization serving the FCS mission. It also makes student recruitment more difficult.

I don't know how the negative consequences can be mitigated if this plan is implemented.

**If you could reinvent the University, how would it look different from what is proposed? What educational and research offerings and support structures would most effectively leverage our strengths?**

The University's move to further emphasize technical fields and career preparation is diminishing the balance in a student's education. That may serve employers, donors, and students who care about getting high paying jobs, but this does not serve the individual students as whole persons who need to become educated for their other life roles beyond work: their roles as humans, family members, community members, citizens in a diverse and multicultural democracy and complex, interdependent world. Students should be learning to understand complex issues and the impacts of their thoughts, words, and actions on others. This career focus, at the expense of a broader education, increases narrow thinking and reduces their understanding of the value of multiple disciplines and their contributions to understanding and improving the human condition. Each discipline provides depth in a narrow slice and type of knowledge, but without a broad education, graduates ability to understand the connections in lived reality is diminished. The complex world requires

educating our graduates to understand this complexity far beyond their chosen career. The underlying and multifaceted causes of problems need to be understood and addressed collaboratively requiring epistemological, psychological, and interpersonal skills, not just technical knowledge. Too often symptoms are identified as the problems to be addressed. This perpetuates the real problems and negative consequences they produce and wastes resources. We need students to not only be able to think critically and reason ethically with well-founded justifications for their actions not only in their careers, but also in all aspects of their lives and to understand how to advocate for positive change. The lack of these abilities in interactions with others with different perspectives and experiences, is clearly evident in our society today. We need to provide a more comprehensive education if we are to have a functional society again. The alarm bells are tolling in relation to so many critical problems, we cannot afford to prepare graduates with tunnel vision and without the holistic human perspective the intact FCS department provides.

### **How can we cultivate inclusiveness, justice, and equity through a restructuring process?**

Demonstrate support for FCS in a respectful, none-gender-biased way. Provide more support academically and financially. Even though FCS does not see itself as a female field, it is often seen that way. It must not be resourced following the pattern of WY female salaries compared to males. This restructuring proposal will also dramatically weaken the opportunity for inclusiveness, justice, and equity by not preparing graduates to understand current exclusions, injustices, and inequities and to recognize their role in participating and empowering their constituents to engage in enlightened, collaborative participation in the critique and formulation of social goals and the means of accomplishing them.

September 27, 2021

To: Associate Provosts Anne Alexander and Steve Barrett

RE: Proposed Reorganization of the University of Wyoming

Dear Anne and Steve,

Just like a human being, a university must change and grow to be healthy. And as the University of Wyoming has seen in the past, budget shortfalls can require immediate but reasoned approaches. It is to the current UW administration's credit that the current budget issues have resulted in an opportunity for growth and change., leading to a robust and viable institution that benefits our students, faculty, and the state of Wyoming.

At times in the past, many felt that their voices had not been heard. This is not the case. While many might wish that more time was available to analyze options and feedback before implementation occurs, I would like to commend the administration for all of the ways that administrators, alumni, external stakeholders, faculty, staff and students have the opportunity to give feedback. Productive discussions have been taking place in the Faculty Senate. Listening sessions have been occurring in each college. 2-13 committees have been meeting to look at pros and possible unintended consequences of proposed changes. No one who would wish to have input has been left out. As one who fits multiple categories on the feedback form (emeritus faculty member, (B.S. Family and Consumer Education Services, 1979; Ph.D. Curriculum & Instruction, Early Childhood, 1993), donor, former department head and one who has worked in Academic Affairs), I felt it was impossible to choose just one category and get all my comments into a form. Consequently, I am giving a more detailed response in this letter. I will confine my remarks to those items in the College of Agriculture and Natural Resources (COANR) that pertain to the Department of Family and Consumer Sciences.

1. Proposed Move of the Early Care and Education Center to the College of Education

Nearly 20 years ago, the Early Care Center (child care facility owned by the Department of Family and Consumer Sciences and Hitchcock House (their preschool) joined with the preschool program in the UW Lab School to become the Early Care and Education Facility that now stands on 30<sup>th</sup>. This was the result of work with architects and upper administration by faculty of both colleges. To fund the new facility, Hitchcock House (owned by FCS) was sold to ENR, ASUW and the Board of Trustees provided funds. Cleta Booth, lead preschool teacher became the Curriculum Coordinator ( apposition funded

by the College of Education), and Mark Bittner became Director (funded by FCSC). In addition, Dean Frank Galey (COANR) funded furnishings, and since it's inception, all teacher, assistant teacher, and part time employees are paid through the FCS budget. All parent contracts are processed through FCS. Dean Pat McClurg (COE) provided used computers for the student observation lab located in the ECEC. Students in FCS and Elementary Education use the ECEC as an observation site for numerous courses. Since before the new facility was built and currently, the ECEC is accredited by the National Association for the Education of Young Children (NAEYC). The facility has been a model for day care centers and preschools throughout the state. Most recently, FCS has remodeled one room to become a teaching room with Zoom capability to hold classes and work more effectively with educators across the state.

The partnership between COANR and COE has worked well. Dr. Margaret Cooney, Cletha Booth, Mark Bittner and I had a long-time professional, collaborative relationship and had input on the design and focus of the facility. The Director and Curriculum Coordinator work together well. Parents from all over campus (faculty and staff), student parents and (when available) parents from the Laramie Community have benefitted from the joint interest in the quality of care and education the children receive. Should the facility move under the control of the COE, they must understand the increased staff time that will be needed, as well as a commitment to the funding currently provided by FCS. I recommend that instead of transferring the facility to COE, that the partnership between FCS and Elementary and Early Childhood Education be strengthened.

2. Transfer of the online Professional Child Development degree program from Family and Consumer Sciences/Human Development and Family Science to Elementary and Early Childhood Education..

Twenty-five years ago, With release time provided by Associate Dean Rollin Abernethy, I created the distance degree program in Child Development. It was the first online degree program in COA. Its purpose was to provide the opportunity for place-bound Head Start, preschool, home providers, day care center teachers to earn a bachelor's degree to improve their teaching and provide an opportunity for career advancement. It was created with the support of Region 8 Head Start. It was also offered face-to-face for FCS majors who wanted to work with young children outside of public schools, and potentially to become directors of early childhood programs. More than eight years ago, FCS dropped the face-to-face professional child development option and instead offered only a major in Human Development and Family Science. This was done to emphasize



*the difference between the program in FCS and those in COE.* They were responsible for public school education; our focus was on child development, adolescent development, aging and adult development and courses to allow our graduates to work with families in multiple settings, and if desired, to become certified family life educators. The online professional child development degree was continued, focused on preschool, day care and Head Start teachers. We realize that HDFS provides critical development and family courses that students in Elementary and Early Childhood Education take to strengthen ways they work in schools with children and families. *As part of the Trustees Education Initiative, HDFS and EECE are working together to develop an Integrative Degree that would allow our departments to continue working together to create a joint degree, recognizing that teachers today need knowledge of curriculum, instructional strategies, early childhood education as well as early childhood special education and child development and families. This is a fine example of Synergy that does not need reorganization.*

3. Transfer of the Dietetics and Human Nutrition and Food program from FCS to Kinesiology and Health.

There is no question that Dietetics has important medical foundations and health promotion. Given the new organization of COANR to the College of Agriculture and Life Sciences, Dietetics and Human Nutrition and Food still fit well in their current location in FCS. One thing to think about is that moving the program to Health Sciences will decrease the focus on food safety, food production, and food product development that exists with it placed in FCS as part of Human Nutrition and Food. With HDFS's focus on child development, adolescent development, and adult development and aging, HDFS courses are essential to keeping the contextual setting for Dietetics intact.

An unintended consequence of this action will be to weaken the other important parts of FCS.:

Design, Textiles and Merchandising and Human Development and Family Science. FCS students have benefitted from the integrative nature of our field. Students take courses in all areas of the department to demonstrate and deepen their understanding of how each program unit contributes to families and communities.

Design, Textiles and Merchandising faculty use state-of-the-art technologies that incorporate a Mimaki digital textile printer, Size Stream 3D body scanner, AutoCAD, Revit, 3DS Max, Adobe Creative Suite, and Optitex digital pattern making software. Design, Textiles and Merchandising curates the Historic Clothing collection from the American Heritage Center, now housed on the 5<sup>th</sup> floor of the AG building. Their

research is interdisciplinary, connecting with 4-H, Plant Sciences, Nutrition and Health, Art, and Gerontology while students in the program are still participating in competitive design competitions.

HDFS, in addition to that described in 1 and 2 above, deliver key USP courses used by many departments campus wide, are key participants in research focusing on aging adults while participating in the Wyoming Center on Aging,

Keeping the historic three-pronged focus of Family and Consumer Sciences is important. Eliminating any of the three units weakens them all and takes away from the land grant mission of UW. Each unit is strong, but we're better together.

Synergy doesn't only happen through reorganization. It can happen through collaborative work among different disciplinary groups. There is a reason why the National Science Foundation (NSF) and so many other funding agencies require one to document collaboration as part of applications.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karen Williams', with a small dot above the 'i'.

Karen C. Williams, Ph.D.  
Professor Emeritus  
Department of Family & Consumer Sciences

Cc: Dean Barbara Rasco  
Associate Dean Warrie Means  
Christine Wade, Department Head, FCS



University of Wyoming Extension  
College of Agriculture and Natural Resources  
Teton County Office  
P.O. Box 1708 • Jackson, Wyoming 83001-1708  
(307) 733-3087 • fax (307) 739-0749 • [wyoextension.org/tetoncounty/](http://wyoextension.org/tetoncounty/)

September 21, 2021

Dr. Kevin Carmon  
Provost, University of Wyoming

Dear Dr. Carmon,

I have several concerns regarding moving Family and Consumer Sciences (FCS) and Agricultural Economics (Ag Econ) out of the College of Agriculture and Natural Resources.

When I began my tenure with the University of Wyoming Agricultural Extension Service as the County Extension Home Economist with responsibilities to provide educational programming in Home Economics, Community Development and 4H, I was supported by four FCS specialists and three Ag Econ Specialists. Now, several decades later I serve as a Community Development Educator for the Wyoming's five western counties, I am immensely grateful for the support I receive from the Department of Agricultural Economics.

My concern over these two departments being relocated comes primarily because FCS and Ag Econ have been the primary source of specialist support for a great amount of Extension's accomplishments in this state, generally, and in Teton County specifically. Teton County, unlike most Wyoming counties is not primarily an agriculturally based economy. UW specialists housed in the agriculture disciplines have not been as integral to our Extension programming as have the specialists in FCS and Ag Econ. I fear moving these two departments from the College of Agriculture and Natural Resources will have unintended negative consequence on 4H programming, Family and Consumer Science programming and Community Development programming throughout the state.

Early in my tenure with UW, our Extension Specialists were located within Extension, we were told to enable more collegiality the Extension specialists were assigned to Departments in their disciplines and then given teaching assignments. The teaching assignment prevented, or greatly challenged, their ability to work out in the state with Extension programming. Eventually the positions we once had as support to Extension were absorbed within the Departments resulting in fewer FTE's of Extension specialist support. I believe it is logical to expect the same trajectory of support should these two Departments become absorbed into other colleges. Currently, we have some awesome support within the Ag Econ, sadly, we have no FTE's of FCS Extension Specialist support.

Unfortunately, prior restructuring events touted to better organize the University have been detrimental to service available to the counties and have negatively impacted our ability to provide, build and sustain Extension education and support to the residents of the state.

The College of Agriculture and Natural Resources' ability to supply extension educators to the counties has been the victim of the most recent round of belt tightening. Vacated area positions are not being refilled. When we reorganized into area teams, there were six CDE educators, currently there are three. Sadly, prior to this money saving reorganization effort we had multiple educators in each of the 23 counties and on the Wind River Reservation working in Community Development, FCS, Agriculture and 4H.

I am grateful for your understanding of the diversity and challenges of Wyoming's communities and the importance of Extension within the Land Grant University. I also appreciate your desire for the University of Wyoming to have and support strong, viable, county-based extension programs.

I have witnessed a considerable difference between Ag Economists and regular Economists. Ag Economists' work connects exceptionally with people in the state. Sadly, I've not experienced someone's work out of the Economics Department that connects with real life issues as effectively. The two departments are different, one seeks practical solutions with problems and data the other is more focused on theory and doesn't readily connect with the needs of rank-and-file folks.

As for FCS, it is not reasonable to expect Extension FCS programs and 4H to thrive without Nutrition, Textiles, Human Development, Child Development, and Family Resource Management support. These disciplines provide life skills essential for both our 4H program and our Family Consumer Science Extension programs. Sustainable communities need strong healthy families. The degradation of Family and Consumer Sciences as an Extension program and the lack of support this discipline receives within Extension at UW needs your attention.

The accomplishments that I have made as an Extension Educator owe much to both the Department of Family and Consumer Sciences and the Department of Agriculture and Applied Economics. I don't share this with the intent of diminishing the value or need for Agricultural support from the University. However, the diversity and complexity of what is needed from Extension in the state is a reality.

I posit it's not in the University's best interest to diminish the valuable assistance these two departments contribute to Extension. The people and the communities in the state will be best served by connecting to these two departments through the College of Agriculture and Natural Resources and UW Extension.

Thank you for the opportunity to provide input into the reorganization process. And thank you for your efforts on our behalf.

Sincerely,



Mary M Martin

Extension Community Development Educator West Area  
Chair, Teton County Extension



UNIVERSITY  
OF WYOMING

Extension  
Weston County

204 West Main Street  
Newcastle, WY 82701  
(307)746-3531

Vicki Hayman – vhayman@uwyo.edu  
Brittany Hamilton – bhamilt@uwyo.edu  
Christia Ault – westncty@uwyo.edu

September 23, 2021

Dear Dr. Carmon,

I have concerns regarding moving Family and Consumer Sciences (FCS) and Agricultural Economics (Ag Econ) out of the College of Agriculture and Natural Resources. I am against the proposed Department of Family and Consumer Sciences being reduced, with the nutrition program moving to the College of Health Sciences, and early childhood education moving to the College of Education. I encourage keeping the Department of Agricultural and Applied Economics in the new College of Agriculture and Life Sciences and separate from the Department of Economics in the College of Business.

My tenure with the University of Wyoming Extension began in 1997. As a northeast Area/Weston County Extension Educator, I am responsible for providing Nutrition and Food Safety educational programming within five counties. Over the years, I was supported by specialists within the College of Agriculture and Natural Resources. The support I receive is very beneficial.

My concern over these two departments being relocated comes primarily because FCS and Ag Econ have been the primary source of specialist support for a significant amount of Extension's accomplishments in Wyoming. As it stands, there is no FCS Extension Specialist support due to past budget cuts. This has been detrimental to the Nutrition and Food Safety Extension team.

Prior restructuring to the University and within Extension has not been advantageous to the service available to the counties. It has negatively impacted my ability to provide, build, and sustain Extension education and support to the state's residents. Vacated Extension area positions have not been refilled. At one time, there were 10 Nutrition and Food Safety educators. We now have 2 1/2 FTE's for the entire state.

The support provided to Extension FCS programs and 4H from the departments of Nutrition, Textiles, Human Development, Child Development, and Family Resources at the University is crucial. Now, more than ever, programs teaching the life skills to Wyoming citizens throughout the state are vital. While Extension educators reach out to provide this education for community

members and other stakeholders, the support from these programs at the campus is a valuable and appreciated resource we cannot afford to lose. \

As an Extension educator, I appreciate the support you have for county-based Extension programs and educators in the field. I hope you will find my insight meaningful and consider it carefully while making decisions during this reorganization process.

Thank you for your continued support of Extension programming.

Sincerely,

A handwritten signature in cursive script that reads "Vicki Hayman". The signature is written in black ink and is positioned below the word "Sincerely,".

Vicki Hayman  
Nutrition and Food Safety Senior Extension Educator  
Weston County Coordinator

September 29, 2021

Thank you for the opportunity to provide information and ideas for the proposed UW reorganization plan.

I hold masters and doctoral degrees in Child Development, an applied academic discipline focusing on health and well being of children from infancy to five years old. My experience at UW from 1982 -2001 was as Head of the now Department of Family and Consumer Science (FCS), then 14 years as Associate Provost for Academic Affairs. For my last 5 years, I added the responsibility as the first Dean of the Outreach School. In all three positions I traveled the state extensively and grew to know it well and to love it. I still do.

Part of the the mission of the FCS Department includes on-campus education, family life extension education, and professional development for child development educators across the state such as licensed child care centers and Headstart. The department also delivers a distance child development degree. This offers a career path and entrepreneurial opportunities for child development workers, many of whom are low income mothers.

One of the reorganization proposals is to relocate the Early Care and Education Center (ECEC) to the College of Education. The FCS faculty lobbied the UW administration for over 15 years to build the ECEC to replace two laboratories in aging houses on and near campus. The Center was finally built as a laboratory for the FCS Child Development programs and others on campus whose students need experience with children from infancy to five years old. The ECEC is fully accredited by the National Education for Young Children (NAEYC) which establishes nationwide standards for child development centers. These standards are a complex set of requirements which include family life and health education for children 0-5 years old. Research in Child Development and in Economics concludes that the greatest influences on the health and development of young children are the resources and behaviors of the family. At the University of Wyoming, that expertise is in the faculty of the FCS Department in the College of Agriculture. It has never been the mission nor the expertise of the College of Education. Transferring the ECEC to the College of Education would remove it from it's academic base and the department's other statewide outreach and extension programs. These programs strengthen families and provide well-trained caregivers and teachers for 0-5. They are NOT social welfare or social work programs. They are social safety net programs administered and funded largely through the US Department of Agriculture. These programs also provide women in rural communities with a career path and entrepreneurial opportunities. They are not expensive for the university and they work. In Wyoming, I learned the phrase, "If it ain't broke, don't fix it."

Currently, as part of the Trustees' Education Initiative, the FCS Department and the College of Education are in the process of developing an integrative Early Childhood degree. That is an excellent idea. In fact, I had some administrative responsibilities for such a degree at Oklahoma State University. It should be encouraged because it will provide even more opportunity for well qualified child development teachers to become certified teachers for youngest children in public schools. Why not let the progress on this new initiative proceed without the chaos created by an un-needed reorganization?

That said, I have thought long and hard about how the budget reduction mandates could be met for the College of Agriculture without compromising the college's mission in teaching, extension, and research. If the college has to eliminate or reorganize its programs in order to meet the budget constraints , I offer the following idea.

The college might consider a new merger within the college between the FCS programs and those of Agricultural Economics. This is not as far fetched as it seems. Some faculty in Ag Economics share interests and expertise in family economics and health and human development. Both departments have obligations to the college's statewide extension programs. They are already co-located in the college. Combining these programs could create new opportunities for faculty cooperation in teaching, extension, and research. Similar mergers within the college have been successful in the past. The current Department of Ecosystem Science and Management was created from the merger of Range Management, Soil Science, and Entomology. A merger between FCS and Agricultural Economics could eliminate some administrative and staff functions and might achieve the budget reduction while allowing the programs to stay in the College of Agriculture.

Finally, I wish to say once again that the mission of the Family and Consumer Science Department in the College of Agriculture is to build programs which contribute to the formation and maintenance of stable and inclusive families and the healthy growth and development of children, thus making the State of Wyoming a yet more inviting place in which to live and to work. Families and children may not have powerful political stakeholders, but they are no less important to achieving the university's mission.

I apologize for the email, but I am in a location where I do not have access to a computer, and I wanted to meet the deadline for comments on the plans for reorganization. Thank you for considering my information and ideas.

Sincerely,

Judith A. Powell  
Associate Provost and Dean Emeritus  
Professor Emeritus, Family and Consumer Science  
University of Wyoming





September 10, 2021

University of Wyoming Board of Trustees  
206 Old Main  
1000 S University Drive  
Laramie, WY 82071

**BOARD OF DIRECTORS**

**PRESIDENT**

Regan Smith  
Powell, WY

**VICE PRESIDENT**

Mike Curuchet  
Kaycee, WY

**DIRECTORS**

Randall M. Jones  
Otto, WY

Ivan Laird  
Lander, WY

Makayla Mette  
Casper, WY

Matt Rabel  
Buffalo, WY

Cat Urbigkit  
Boulder, WY

**TREASURER**

Makayla Mette  
Casper, WY

**EX OFFICIO**

Vance Broadbent  
Evanston, WY

Whit Stewart  
Laramie, WY

**WWGA AUXILIARY**

**PRESIDENT**

Marcia Federer  
Cheyenne, WY

**EXECUTIVE DIRECTOR**

Amy W. Hendrickson  
amy@wyowool.com

Dear Trustees:

On behalf of the members of the Wyoming Wool Growers Association, we appreciate this opportunity to weigh in on the proposal regarding the future of the University of Wyoming. While we appreciate the budgetary constraints facing the University, we have deep concerns about the proposed restructuring plans regarding the College of Agriculture and Natural Resources (CANR). We believe the proposed changes gut the CANR and risks turning an excellent and well-regarded program into a weak and ineffectual one. In our opinion, the changes not only undermine the Land Grant mission of the University but will encourage Wyoming students to seek an agriculture education outside of the state. This will hurt Wyoming.

The rushed nature of this proposal and the lack of inquiry and consideration for the agriculture community in the state is disturbing. Agriculture is the 3<sup>rd</sup> largest economic sector in Wyoming. For our own industry, Wyoming is a leader in the production of lamb and wool. Our state consistently ranks within the top five lamb producing states in the country and our wool is reliably ranked as the highest valued in the nation. There is a strong, integrated, and collaborative relationship between our sheep industry and the University, and especially the CANR. We recall, however, that for a period this relationship was jeopardized when we did not have an Extension Sheep Specialist for more than a decade. During that time, our producers got assistance and information from other universities. The relationship was re-established with the hiring of a sheep specialist in 2016 and today we actively support the CANR and regularly provide funds to aid its activities.

This loyalty exists because, when asked, college faculty aid our producers in solving issues. Such assistance can include everything from providing economic analyses that informs public policy to helping producers find efficiencies within their operations to solving nutritional problems that cause their animals to underperform. College personnel, from faculty and extension specialists to the Dean's office, do not hesitate to help our producers, and in return, gain valuable input from ranchers that helps to identify additional research needs and information gaps for future education.

The importance of this relationship should not be underestimated. With a state

population of less than 600,000, a significant number of Wyoming students enrolled at the University come from rural communities, and it is likely that Wyoming students interested in an agriculture education would want to return to their family ranch or work at another Wyoming operation upon graduation. It benefits our state and local communities to have those students bring their knowledge and skills back to their local communities.

### **Proposal Regarding Department of Agricultural Business and Applied Economics (Ag Economics)**

One restructuring proposal we believe will undermine the value of the CANR is the plan to move the Agricultural Business and Applied Economics Department to the College of Business. This move will diminish the education agriculture students receive and will dilute the agriculture focus within the Department. This will result from the fact that business schools generally have faculty with no interest in, and therefore no knowledge of, agriculture, much less agriculture business. This is not meant to imply that these faculty are not well qualified in their fields, but only to underscore that, for whatever reason, agriculture business and agricultural economics are not viewed as important to them; a perplexing perspective given the breadth and importance of agriculture to our country and its citizens but which likely stems from a misunderstanding of what agriculture is and what the agriculture economy encompasses.

To be sure, agriculture is more than a quaint ranching or farming lifestyle. It is the production of food and fiber necessary for human existence. It is a complex and massive industry that includes plant and animal production, plant, animal and human health, domestic marketing and international trade, financial security and infrastructure, rural development, energy production, textile manufacturing, and environmental and natural resource conservation. Agriculture production influences public policy including food regulation, energy development and labor management. In addition to playing a key role in reducing food insecurity by ensuring a steady domestic food supply for Americans, agriculture producers maintain open spaces and habitat for wildlife and access to anglers and hunters. Agriculture is integrally tied to the nation's financial sector. Agriculture plays a key role in our nation's security and is designated as a critical infrastructure sector.<sup>1</sup>

Moving the department of agricultural business and applied economics department to a different college deepens our concerns that the CANR will be weakened and will diminish the value of the education provided to through the college. Key educational programs within the CANR, such as the Ranch Management program, will suffer. The College has won praise for the development of the Ranch Management program because it was created in response to an identified need in our ranching communities. It would be a shame to undercut this program now. We believe such a change will result in a loss of students but could also result in the loss of very qualified faculty within the CANR. Having faculty who have familiarity with agriculture and its processes is critical and adds value to the educational programs. Otherwise, educational and research can become remote from and irrelevant to the communities served by the University.

### **Changes to the Department of Family and Consumer Science**

We would like also to take this opportunity to express our disappointment in the proposed changes to the Department of Family and Consumer Sciences. We are deeply concerned over the proposed elimination of educational opportunities related to textiles. Wyoming is a leader in wool production and wool quality. We raise the finest wool in the country. In fact, there was a time when the University of Wyoming was a world-renowned reference center for wool because of its expertise in the fiber and its production. In addition,

---

<sup>1</sup> U.S. Department of Homeland Security Website; <https://www.cisa.gov/critical-infrastructure-sectors>; last visited 9/10/21.

Wyoming is home to the largest regional wool mill in the country. It seem natural for the University to have an educational partnership with Mountain Meadow Wool Mill, and in recent years such a relationship has developed. UWYO students have had the opportunity to learn first-hand about textile manufacturing, an opportunity that did not exist until recently.

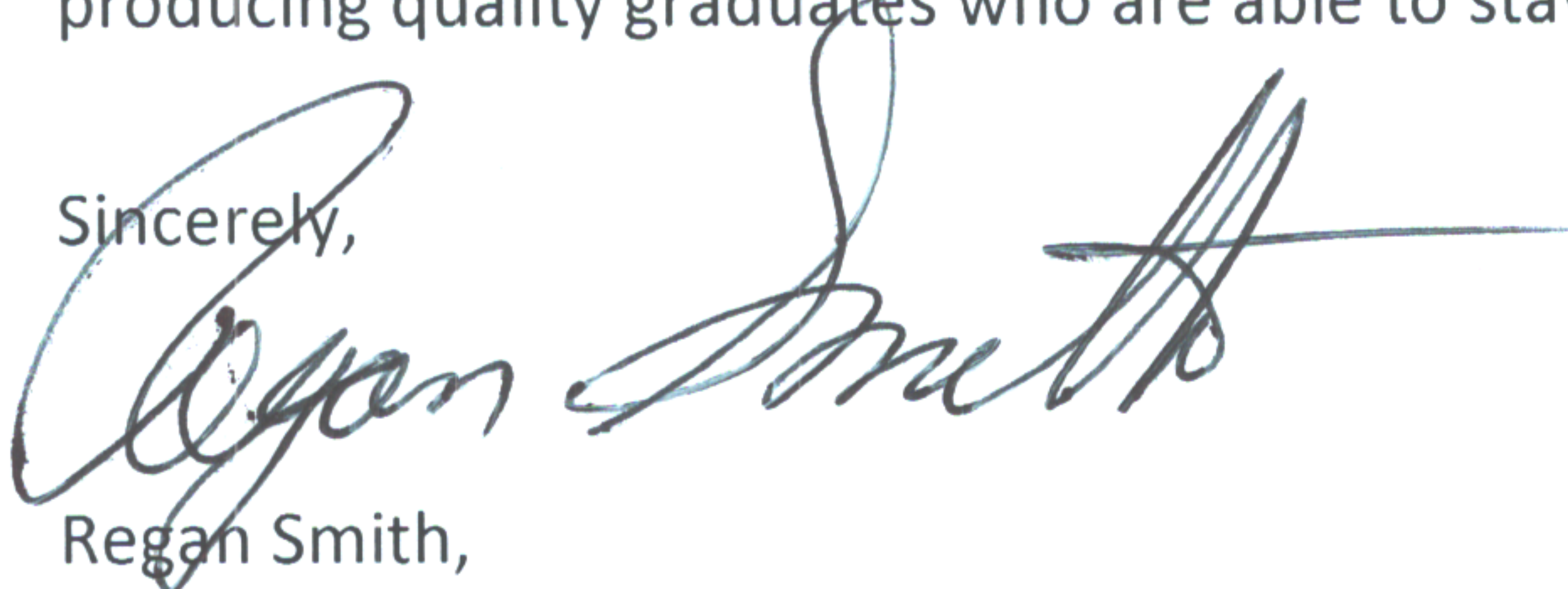
In our opinion, this type of educational opportunity is exactly what the University's land grant mission calls for, and we are surprised that the University would propose to eliminate it. Furthermore, this type of hands-on education and skills development helps further the goals of creating economic diversity in Wyoming. Through this type of program, Wyoming students learn to add value to Wyoming grown products and we would expect over time that this would lead to entrepreneurial opportunities that would expand our state's economic base. It is disheartening to learn that the University proposes to cut off such a program; a move that seems to us to be very short-sighted. The Mill will continue to provide hands-on learning opportunities to students, but they will come from other universities and will carry their knowledge and craft back to other states for the benefit of their wool industries. We urge that this proposal be reconsidered.

#### **Large Multi-Million Dollar Grants and Small Targeted Grants**

While we understand the reasons for wanting to go after multi-million-dollar grants, we encourage the University not to forego the many useful smaller grants that are offered, including those offered by the U. S. Department of Agriculture and other government agencies. These smaller grants, though not flashy, can be significantly more relevant to the daily lives of Wyoming citizens. True, the very large grants can bring significant dollars to the University – as much as 45% for “in-direct costs” but there is danger in focusing only on those grants and ignoring the value of smaller, targeted grants that can be more beneficial to the communities served by the University. It would be a shame for the University to lose its connections to the local communities that support it and to risk pushing the University far from its Land Grant mission. We urge a balance and request consideration be given to a policy that has benefits to the University and to the communities it serves.

In conclusion, we believe that the College of Agriculture and Natural Resources is a top-notch entity that continues to improve and is capable of drawing students from all over Wyoming and the nation. The College is making great strides toward improved self-sufficiency, but the proposed restructuring threatens its strength and value. We fear the proposed changes will weaken the CANR greatly. We urge you to reconsider the changes that you envision for the CANR and to find a way to retain the Department of Agricultural Business and Applied Economics within the CANR. Give thought to the educational programs provided by UWYO that have value to the state. We would be very happy to work with you on ways to ensure the University's budget can be adjusted in a manner that does not undermine the school's land grant mission and achieves the goal of producing quality graduates who are able to stay in Wyoming and prosper here.

Sincerely,



Regan Smith,  
President