

Implications for the College of Human Ecology

Cross-College School of Public Policy Model	College of Public Policy Model
<p>A strong cross-college School would have implications for CHE, potentially some positive and some negative. There would have to be careful consideration by university and college leadership of these potential implications. These considerations are especially important because the committee felt that a “weaker” School, in which the Dean of the School had less autonomy, would not allow Cornell to fulfill its ambitions around public policy.</p>	<p>Obviously, the College model would have implications for CHE, as it would change the focus, vision, mission, scholarship, and teaching of the college. A discussion of the possible advantages and challenges of this model for all CHE units is beyond the capability of this committee, and will lie with university and college leadership and stakeholders.</p>
<p>Advantages</p> <ul style="list-style-type: none"> • The CHE dean potentially could create a vibrant vision that includes the School as a new strength of the college, integrating it with existing CHE units (or, the CHE dean potentially could create a vibrant narrative around the remaining 4 departments in CHE, thus strengthening non-policy components) • Policy is strongly aligned with the current CHE and land-grant missions for interdisciplinary, basic research and translational scholarship geared toward addressing real-world problems 	<p>Advantages</p> <ul style="list-style-type: none"> • The policy mission could be distinctive to Cornell and broader than peers because it includes existing faculty whose work is policy-relevant but not always externally recognized as policy • Policy is strongly aligned with current CHE and land-grant mission for interdisciplinary, basic research, and translational scholarship geared toward addressing real-world problems
<p>Challenges</p> <ul style="list-style-type: none"> • If 1/3 of the faculty in CHE become mostly involved in the School, it could mean that CHE is left with fewer faculty and resources to carry on the work of the college. • If the School is treated as a strong component of CHE, there could be competition between the two deans for resources. 	<p>Challenges</p> <ul style="list-style-type: none"> • Serious questions around how existing faculty and majors would fit within a policy college (faculty hiring and support, space, resources, undergraduate majors and training) • Would need to consider how undergraduate and graduate students, and faculty, interested in areas not always considered policy would be recruited and attracted to policy college • Current Human Ecology mission would be changed, with possible implications for its legacy with potential alumni and development consequences (though this may be mitigated by focusing on how the ecological model is tied to the new policy college)
<p>Unresolved Issues</p> <ul style="list-style-type: none"> • There are unresolved issues around the implications of a strong School for CHE. We look forward to hearing input from the university community, and especially members of CHE, on these issues. As we have mentioned elsewhere in this document, both of these policy models have important implications for the future of CHE. 	<p>Unresolved Issues</p> <p>[None listed]</p>