

Provost Reinvestment Fund Requests - Autumn 2013

Unit/Campus
COLLEGE OF EDUCATION

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Amount Requested	Fiscal Year	Permanent or Temporary?	# of Years Needed	Description
\$263,000.00	FY 15, 16	Temporary	1	We are committed to the University's mission of collaboration among our peers and are proud to be one of the top academic units with the highest percentage of graduate students working on RA/TA waivers in other units. However, this means as a result we are missing slightly over 6 percent of our total tuition revenue. While these collaborations are beneficial at multiple levels, we want to ensure the College is not at an extreme disadvantage compared to other units. There are 17 academic units total and 11 show a loss of forgone tuition revenue from RA/TA waivers used by outside units. The average amount lost is approximately 2% of the units' ABB apportioned tuition, while the median is just under 1%. The six units gaining from the RA/TA waivers average a gain of 4% with a median 2%. We are requesting \$260K of our expected 2013-14 \$435,427 in forgone tuition revenue to support instruction for graduate coursework. This would put our tuition waiver contribution at \$171,000 (2.5%) of our total tuition revenue.
\$250,000.00	FY 15, 16	Temporary	2	The College of Education, in collaboration with the Vice Provost for Digital Initiatives, seeks funds to establish a center designed to serve the needs of matriculated students through research and development initiatives designed to improve the use of digital media in learning. Collaborative research (Dean Wilson and I have discussed multiple partners) holds the promise of using digital environments to redefine and enhance the residential experience. We seek start-up funds to establish a multi-unit research center designed to improve the current degree completion initiative and others uses of technology on the campus and build on the work of the newly appointed Online Education Joint Task Force.
\$300,000.00	FY 15, 16	Temporary	2	We seek funds to incentivize inter-disciplinary collaboration with P-12 schools with a focus on the social, emotional, and psychological health of children. Currently, the College is launching two related efforts to increase the capacity of teachers, schools, and other health professionals to serve the full needs of children. The 3DL Partnership, a joint initiative of the COE and the School of Social Work, works with educators and youth organizations to integrate the practice of three-dimensions of learning—social, emotional and intellectual—essential to preparing young people for success in school, work, and life. The School Mental health Assessment Research and Training (SMART) Center, a collaboration between the COE and School of Medicine, conducts research on school-based mental health so that clinicians and teachers working together can improve students' mental health and influence their educational outcomes. The College seeks funds to seed some of the initial collaborative work undertaken by these two centers and other inter-disciplinary work focused on child well being.

Compensation-Related Bridge Funding Plans

Unit/Campus	Amount Received	Fiscal Year Rec'd	How does your unit plan to cover compensation-related expenses permanently?
COLLEGE OF EDUCATION			

Carryover Balance Explanation

Unit/Campus	Expenditure Category	Percent of Total	Please provide any additional information about carryover balances for Provost Cauce's review.
COLLEGE OF EDUCATION	Start-up Expenses	46%	Start-up expenses include commitments for recent faculty hires as well as funding to support start-up packages for FY 14 searches. Temporary salaries reflect a short-term commitment to build program and research infrastructure at the Haring Center. Deferred Mntc./Capital Investment funds will be used for the College's share of the Dean's Office remodel costs associated with the FY 14 minor projects allocation. Reserves represent approximately 13% of the FY 14 base budget and may provide short-term funding for both instruction and research activities. The carryover balance dedicated to Strategic Initiatives represents funds allocated to faculty to support their work in key areas.
	Aid & Waiver Reserves	0%	
	Temporary Salaries	11%	
	Deferred Mntc./Capital Investment	4%	
	Reserves	32%	
	Equipment	0%	
	Strategic Initiatives	7%	
	Total	100%	

Unit/Campus

COLLEGE OF EDUCATION

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Faculty Status Report and Lecturer Recruitment/Hiring

Please describe your unit's emerging or changing faculty needs, including information about faculty hiring trends and the recruitment and appointment of lecturers.

Our sustainable academic business plan guides our continued path to programmatic excellence, impact to the field through funded research and strategic outreach, and fiscal health. The path to ongoing fiscal stability for the College includes modest growth in master's degrees and current undergraduate major enrollment. Revenue enhancing activities such as our new online ECFS degree also contribute to this sustainable academic business plan. College research priorities include maintaining our high level of grant funding in impactful and relevant areas. The updated long-term plan will allow us to financially support several new tenure line faculty hires.

Currently, 13 of our 60 faculty are retirement eligible (as defined by the VRI). The next three years of hiring are critical to the College's continuing to thrive and make progress to its goal of being the most research-rigorous, relevant, practice-based college of education in the nation. The College's hiring plan over the last three years has been driven by two guiding principles. First, we have sought to maintain and build upon excellence in academic programming for UW students and, second, we have sought positions and hired faculty whose research and expertise is of direct service to the broader P-20 community. Our grant productivity and presence in educational improvement efforts indicate that such a strategy is paying off. Thus, we will continue to pursue this strategy moving forward. In the next three years, the College intends to seek provostial approval of four tenure line hires a year. In addition, we will likely add one senior lecturer position a year in our professional programs to stabilize course offerings.

We continue to diversify the racial and ethnic composition of our faculty by ensuring that we attract a broad and diverse field of candidates from which to recruit to fill faculty positions. Currently, 15 of 60 faculty (25%) are people of color. As a result of our increased recruitment efforts, over the past five year 40% of our new hires have been people of color. We have employed a number of measures to attempt to diversify our search pools and seek to continue to grow the diversity of our faculty.