

### Provost Reinvestment Fund Requests - Autumn 2013

| Unit/Campus            |
|------------------------|
| COLLEGE OF ENVIRONMENT |

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| Amount Requested | Fiscal Year | Permanent or Temporary? | # of Years Needed | Description  |
|------------------|-------------|-------------------------|-------------------|--|
| \$50,000         | FY14-18     | Temporary               | 5                 | The College's FY14 budget request included \$50,000 in permanent funds to support a Marine Biology major. This is an amended request. During the 2012-13 Academic Year an ad hoc Marine Biology committee facilitated by the College of the Environment finalized a proposal to create a major in Marine Biology, utilizing the wealth of marine biology courses currently available across campus. Two open meetings each of faculty and students have or will return specific comments on the proposed structure. Separate surveys of marine employers were used to help articulate knowledge and skill goals for a successful major. A nationwide comparison of competitor programs helped define need and provided national context. In FY14, we created a Marine Biology program budget, paying a part-time student services adviser for the existing Marine Biology minor (~165 students from ~15 degree programs). We also funded the Friday Harbor Laboratories to increase the part-time of their student services adviser in part due to the increase in Marine Biology. |
| \$70,000         | FY14-15     | Temporary               | 2                 | By 2013, the student enrollment in Bioresource Science and Engineering (BSE) had increased 146% from 2010. This dramatic growth, in combination with differences in preparation as well as curricular needs between BSE and Chemical Engineering students, resulted in the Department of Chemical Engineering no longer delivering core BSE courses. The 2013 ABET accreditation review of BSE also indicated concern that the program barely has sufficient faculty to offer all necessary courses. To ensure that BSE students have access to core courses and can make timely progress toward graduation, while taking a cautious approach to long-term infrastructure growth, we are: increasing the teaching load of BSE faculty; supporting retired faculty to teach; hiring professional staff; and hiring a <u>research associate to teach as part of her post-doc training. Some classes are taught in two</u>  |
| \$50,000         | FY14-16     | Temporary               | 3                 | Last year academic and operations programming in urban food moved forward significantly. Our College partnered with the School of Public Health, and Housing and Food Services, to create a Farm Manager position to work directly with students from across campus. A new "Living, Learning Community" focused on Food Exploration was begun in Mercer Court with academic partners CoEnv and SPH, and includes more than 75 inaugural student residents. Two new service courses in food are being created: restructuring an existing course to be a broad survey of Food Sustainability, and a course on the History and Culture of Food. We created a website (food.washington.edu) to support the UW urban food community. Finally, several meetings of "food faculty" (~40 faculty from 23 academic units across all <u>three campuses) produced a draft interdisciplinary minor which we intend to submit to the</u>  |
| \$75,000         | FY14-15     | Temporary               | 1                 | A major intersection of the School of Law and the College of the Environment lies in environmental law, and in environmental justice. These areas of academics are currently nascent at the UW, especially in the undergraduate curriculum, but for our professional students as well. With the advent of the diversity course requirement beginning in Fall 2014, it will be even more important to make sure that these areas are adequately covered. We are requesting \$75K to develop and pilot new environmental law and/or justice courses as well as to help support a larger campus dialog centered in Environment and Law that includes a discussion on how to ensure the sustainable participation of undergraduate students.   |

### 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 ENVIRONMENT | N/A             |                   |   |

### 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 ENVIRONMENT | Start-up Expenses                 | 26%              | Cost share/match = .6% and research = 8.1%   |
|                        | Aid & Waiver Reserves             | 4%               |  |
|                        | Temporary Salaries                | 19%              |  |
|                        | Deferred Mntc./Capital Investment | 7%               |  |
|                        | Reserves                          | 18%              |  |
|                        | Equipment                         | 2%               |  |
|                        | Strategic Initiatives             | 15%              |  |
|                        | <b>Total</b>                      | <b>91%</b>       |  |

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|------------------------|
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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.*

Since its inception, the College of the Environment has pursued a faculty recruitment strategy that balances investments in disciplinary strengths with targeted interdisciplinary hires. This strategy ensures that we maintain national rankings in our academic units while building bridges between disciplines inside and outside of the College with hires in emerging issues including ocean acidification, fresh water resources, and impacts of climate change in the Arctic.

We face the following challenges:

- Compensation – Faculty in the College of the Environment are not financially compensated at the same level as their national peers. As a result we have faced multiple retention issues in the past year and expect this trend to continue.
- Risk – One unit in the College has a history of 6-month appointments at the Associate Professor level and below. In addition, many of their full Professors draw on only 6 of their 9-month faculty appointments and utilize grant and contract funding to buyout the remaining 3 months. This situation has led to a loss of competitiveness in recruitment of junior faculty and a higher level of risk for the faculty and the unit as federal funding reductions lead to reduced opportunities to cover salary and benefits through research grants and contracts.
- Lack of adequate research infrastructure – The availability and quality of research space within the College is increasingly inadequate and is becoming a significant issue in both recruitment and retention efforts. As increasingly stretched recruitment and retention funds are now also being used as a way to improve lab space, the funding for basic equipment and other research needs to attract/retain high quality faculty is reduced even further.
- Federal funding of new faculty – The College has previously worked with federal agency partners to use federal funds to create bridge hires. The decline in federal funding makes these opportunities less likely in the future and creates additional risk for our current positions.

Potential Solutions:

- Increase academic production – increasing the College's SCH, undergraduate degree production, and graduate majors will increase the revenue to the College. (e.g., the creation of attractive and relevant degrees/minors that lead to a net gain in academic metrics using existing faculty resources)
- Repurposing funds – As faculty retire or leave, the College may be able to repurpose the unencumbered salary and benefits toward increasing existing faculty salaries at the expense of a new hire.
- Salary recapture and A/B salary structure – The College provides incentives for individual faculty to use grant and contract salary and benefits to partially replace state salary and benefits during the academic year. In addition, the College provides the opportunity for faculty to increase their compensation through grant and contract activity by establishing an A/B salary structure.
- External partner salary support – While federal agencies may not be in a strong position to continue to support faculty hires, other external partners, including industry and non-governmental organizations, could play a similar role.
- Legislative provisos – The College of the Environment is a significant partner to several State agencies and provides critical information for State and WA industry partners around issues of public safety, economic sustainability, and environmental concerns. Increasing direct State support for these partnerships will be critical to our ability to continue to provide the information and infrastructure our partners rely on.

#### Lecturers

Lecturers are an integral part of our academic portfolio and we continue to partner with our academic units to ensure lecturers are offered opportunities for professional growth and promotion. Several have been nominated for and/or received university-wide teaching awards.

The number of lecturers in the majority of our units has remained essentially steady over the past several years; with two exceptions: 1) The Program on the Environment, an academic unit without its own faculty, is transitioning from a teaching post-doc model to building long-term relationships with lecturers. This change in model is directly related to the recognition that the experience, professionalism, and stability provided by lecturers benefit our students in multiple ways. 2) The Department of Earth and Space Sciences has expanded its use of lecturers in both its traditional program and its new professional master's program as it expands its graduate student population through the professional degree program. In addition, in the short-term we also anticipate utilizing lecturers in our Bioresource Science and Engineering program to help us address the challenges resulting from its rapid growth in enrollment and increased teaching responsibilities. (See the FY14-15 budget request.)