



College of Education, Health, and Human Sciences

FY2009 Budget Proposal

March, 2008

THE UNIVERSITY OF TENNESSEE



College of Education, Health and Human Sciences
Dr. Bob Rider, Dean

Enhancing Quality of Life through Research, Outreach and Practice

February 25, 2008

MEMORANDUM

TO: Dr. Bob Holub, Provost and Vice Chancellor for Academic Affairs
University of Tennessee

FROM: Dr. Bob Rider, Dean
College of Education, Health and Human Sciences

RE: 2008-09 Budget Proposal

Attached please find the narrative summary associated with the budget request for the College of Education, Health and Human Sciences for the 2008-09 fiscal year. This document includes:

- ❖ A discussion of the progress made on our unit's FY 08 goals as articulated in last year's budget request and presentation
- ❖ Budget Schedules 1-4 relating to reallocated expenditures, a financial overview of the last three years, a listing of all open positions and their current status, and a summary of funding requests for FY 2009

This report was completed in cooperation with the heads of the various departments in the College, the College's Executive Committee, consisting of our associate deans and director of student services, and our Director of Budget and Planning. Given that Governor Bredesen has already indicated that the 2008-09 fiscal year would not afford significant new funding, we have tried to keep our requests to a minimum and only for College needs we deem to be essential to maintaining our high levels of quality instruction, research and service. As you will read, much of what we are proposing is designed to create further economies and efficiencies of operation, without reducing services to our students and constituents.

Thank you for your consideration of the needs of the College of Education, Health and Human Sciences and we look forward to working with you in advancing our collective work to the highest level possible.

Section I – Annual Budget Priorities

Progress Report on FY 08 Goals:

Goal I. Continue progress in attracting a highly qualified and diverse student body, faculty and staff for the purpose of engaging in advanced levels of learning and research

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In keeping with goals set forth in our College's Diversity Plan, we have made significant progress during the last fiscal year in recruiting and retaining a highly qualified and diverse study body, faculty and staff. Our progress is evident in the following highlights:

Students

- ❖ We continue to attract highly qualified students into our undergraduate majors. From 2004 to 2007 the average ACT for incoming freshmen in the CEHHS increased from 22.84 to 24.19, and the average high school GPA increased from 3.24 to 3.55. We hope this evidence of increased academic preparedness will translate into higher rates of retention. (Data provided by Jim Post with the Office of Admissions.)
- ❖ A database of African American Teacher Licensure students has been created. As African American Students express interest in teacher licensure programs, Ms. Jamia Stokes, our Coordinator for Recruitment and Retention, adds them to the database and maintains regular contact through email and student advising appointments. There are now over 90 students included in the database.
- ❖ We again received a grant from the Tennessee Higher Education Commission for minority students completing teacher licensure internships. This year we were able to expand our definition of diversity to include students from underrepresented populations, including Hispanic and Asian. According to the 2006 UT Fact Book, the CEHHS African American undergraduate student population was 9.2%, which was representative of the overall University of Tennessee African American student population of 9 percent. Information for the 2007-2008 academic year is not yet available by college.

Staff

- ❖ The College of Education, Health, and Human Sciences employs 313 staff members, including those working on special grants and projects. Thirty, or 10.4%, of these employees are from under-represented, minority populations. (Source: IRIS report run 2/19/08 by Gayle Mathews, College Budget Director)
- ❖ As the above figures indicate, our college places a high emphasis on seeking and retaining minority candidates for all staff positions. Several key staff positions in the college are held by African Americans. This includes Administrative Assistants to Department Heads/Directors in the Office of Student Services; the Department of Exercise, Sport and Leisure Studies; the Department of Instructional Technology, Health, and Cultural Studies; and the Department of Retail, Hospitality, and Tourism Management.
- ❖ Another clear example of our efforts to recruit and retain a diverse staff is evident in the staff for the High School Equivalency Program. Six out of the eight employees in the High School Equivalency Program come from historically under-represented ethnic backgrounds.

Faculty

- ❖ The college continues to enjoy success in recruiting highly qualified faculty from under-represented populations.
- ❖ For AY 2006 and AY 2007, the College of Education, Health and Human Sciences recruited 24 new faculty to the University of Tennessee. Of these, 15 are female; 3 are African American; and 5 are from countries outside the United States.
- ❖ Over the past several years, the College has been successful in recruiting a total of 4 new faculty under the Geier Consent Decree program and will now redouble our efforts to attract African American candidates now that this decree has been satisfied.

Goal II. Expand our community outreach efforts to focus on at-risk populations

In this area, faculty, staff and students have made significant progress. We continue to expand our work out into the greater Knoxville community, focusing primarily on east and south Knoxville, where the greatest number of low socioeconomic citizens reside. Faculty have expanded our efforts and outreach to schools, community based programs and those individuals who are at greatest risk. Our work with Project GRAD continues to flourish under the leadership of Dr. Fritz Polite and Dr. Steve Waller. We will be moving to a year round program during the 2008-09 school year, while maintaining our summer institute.

Another new initiative the College has become engaged in is the area of early childhood education for at risk children. Through funding received through the Cornerstone Foundation, and in partnership with Knox County Schools, we have created a pilot early learning center at South Doyle H.S. This program focuses on the educational needs of at risk three year olds living in federally subsidized housing in South Knoxville. It is hoped that this model will be replicated, not only throughout Knox County, but as well throughout the State of Tennessee.

Other new initiatives that will expand our community outreach efforts or are currently doing so include:

- ❖ The Culinary Institute
- ❖ The Tennessee Obesity Research Center

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- ❖ The Center for Public Health
- ❖ The Parent Training Center
- ❖ The Burlington Project (in partnership with the colleges of Architecture, Business Administration, and Nursing)
- ❖ The Institute for Leadership, Ethics and Diversity (I LEAD)

It is hoped that these new ventures will not only result in significant increases in external funding, research productivity, and learning opportunities for our students, but will provide important outreach opportunities to the citizens of Knoxville and the greater East Tennessee area.

Goal III. Increase research productivity and external funding

The College of Education, Health and Human Sciences has experienced a significant increase in overall research productivity and external funding. For the past academic year, our faculty have published a total of 338 refereed manuscripts, resulting in an average of 2.77 for our active tenured and tenure track faculty. In addition, faculty published a total of 30 books and 59 book chapters. Over the past three years, the department heads of the seven academic departments in the College of Education, Health and Human Sciences have led an effort to improve minimum standards of scholarly and creative activity and to raise the overall bar for faculty performance. This effort has resulted in increases in overall scholarly output, leading to improved visibility across the state, region, nation and the world.

In the area of external funding, faculty in the College have once again been very productive. For FY 2007, the College of Education, Health and Human Sciences submitted or processed a total of 186 grant proposals, totaling \$36,233,565 in funds requested. The College received over \$22 million in external funding for the 2007 calendar year and it is hoped we will continue to improve on this total in the near future. At the present time, we have processed approximately \$31 million dollars in new funding proposals, resulting in a total of \$20,809,000 in new funding. We hope to continue our progress in this area throughout the remainder of the current fiscal year.

Goal IV. Expand the College of Education, Health and Human Sciences efforts in interdisciplinary collaboration with our colleagues from other colleges and administrative units across campus

As mentioned under Goal II, we have significantly expanded our outreach efforts as a result of the creation of several new centers and institutes in the College of Education, Health and Human Sciences. The emergence of these new administrative entities on campus has resulted in a significant increase in collaboration across other colleges and administrative units at the University of Tennessee. The following describes the specific center or institute and current collaborators in each entity's respective work:

1. The Center for Public Health: Formed in collaboration with the College of Nursing, the College of Veterinary Medicine, the College of Social Work, the Graduate School of Medicine, and University of Tennessee Extension. Other partners include the College of Communication and Information and the College of Law. Under the guidance of Dr. Paul Erwin, it is hoped that one day the "Center for Public Health" will become the "School of Public Health" at the University of Tennessee.
2. The Tennessee Obesity Research Center: Formed in collaboration with the College of Agriculture, Department of Animal Science and University of Tennessee Extension. Currently, faculty from across the entire university are engaged in this important line of research under the direction of Dr. David Bassett, Professor of Exercise Science, and Dr. Naima Moustaid-Moussa, Professor of Animal Behavior.
3. The Culinary Institute: This institute was created in cooperation with Aramark, Inc. to serve as a laboratory for students majoring in hospitality and culinary arts, and as a new dining venue for students, staff, faculty and visitors. This new initiative is "The Ready for the World Café," located in the Hermitage Room of the University Center. In addition, Dr. John Antun has developed a partnership with the City of Knoxville for providing training to citizens who are welfare recipients, formally in the criminal justice system, or currently employed in minimum wage positions. More recently, Dr. Antun has initiated a culinary school for citizens of the greater Knoxville area, resulting in a new and important revenue stream for the institute, department, College and University.
4. The Institute for Leadership, Ethics, and Diversity (I LEAD) The Institute for Leadership, Ethics and Diversity was created for the purpose of building a bridge between academics and athletics on campus. In addition, I LEAD plays a critical role in support of the College's outreach efforts. Under the direction of Dr. Fritz Polite, the work of this institute has attracted the attention and now partnership of University of Tennessee Athletics, the College of Business Administration, and the College of Communication and Information.

Reallocated Expenditures

During FY 2008 we have reallocated resources over several areas for which recurring dollars were unavailable. These included using salary recoveries, F&A and carryover funding to fund shortfalls in our general education budget, start-up for new faculty and to supplement operating budgets across our seven departments. In addition, we have used these funds to create the CEHHS version of the "Ready for the World" fund in order to accommodate the needs of a greater number of faculty who have submitted proposals addressing both undergraduate and graduate education needs in this area. Going forward, we will request additional funding to increase the number of general education sections offered through our Physical Education Activity Program (PEAP) to accommodate a growing student demand for these courses. Based upon current student demand, we could offer up to 20 additional sections of these 1 credit hour courses, thereby opening up an additional 600 spaces for students who need an additional credit hour. This goes directly to the University of Tennessee's priority for increasing student access and success. The cost differential for fall and spring terms would be \$48,000 (20 sections x \$1,200 x 2 semesters).

Three Year Financial Overview of the College of Education, Health and Human Sciences

Over the past three years, the College of Education, Health and Human Sciences has made important progress in our efforts to achieve fiscal responsibility and integrity. During the 2004-05 budget year, the College fell significantly below in anticipated budget recoveries, resulting in a deficit of approximately \$1.1 million. Throughout FY's 2005 and 2006, every effort was made to reconcile this deficit and bring the College back into a balanced budget. I am pleased to say that this was in fact accomplished through the outstanding work of Ms. Gayle Mathews, Budget Director, and the various heads of departments in the College. During FY 2006 and 2007, the college enjoyed a budget surplus which created enough new revenue to hire an outstanding new faculty member from Brown University. Dr. Hollie Raynor, Department of Nutrition, is an internationally know authority in the area of obesity research and arrived on campus with two NIH grants. With residual funds remaining in the College's "Excellence Fund" we were able to raise the salaries of a significant number of staff upon completion of a college-wide PDQ process. While the monies in this fund have been reallocated for the aforementioned purposes, we have continued to operate within our budget and have realized a sufficient enough surplus to result in carryover funding for the ensuing fiscal year. We anticipate that we will end FY 2008 with a surplus of approximately \$237,000. This, coupled with a significant F&A allocation provides our College with discretionary funds necessary to support such important funding priorities as start-up for new faculty, seed funding for new initiatives, faculty and student research, travel, "Ready for the World" initiatives, and other areas too costly for our normal operating budget to support.

2008-09 Goals for College of Education, Health and Human Sciences (aligned with CEHHS Strategic Planning Goals)

The goals within the College of Education, Health and Human Sciences Strategic Plan are as follows:

1. The appreciation of diversity and similarity among our students, staff, and faculty.
2. The challenge of teaching, learning, and practice.
3. Research, discovery, and application.
4. Intercultural and international engagement.
5. Outreach and service to the community we serve.
6. Integrity, responsibility and commitment to excellence.

The aforementioned goals represent a very broad picture of our hope for the College of Education, Health and Human Sciences. More specific to this budget year, we will focus our efforts on achieving the goal of establishing The Graduate School of Education and to begin planning for the proposed School of Public Health. The funding requests listed on Form 4 include positions that, for the most part, fall directly within the initial staffing plan for the Graduate School of Education. These include our request for an Assistant Professor in Educational Statistics/Research, and a coordinator position in Early Childhood Education. With regard to the public health area, we are requesting a .50 FTE increase to the existing half time administrative support position. As mentioned previously, an increase to our general education budget, if approved, goes directly toward assisting the University in achieving its goal of increasing student access and student success. We will continue to work diligently to achieve the other stated goals including enhancing overall college diversity; improving the areas of teaching and learning, while increasing student's opportunity to engage in the practice of their work; expanding our efforts in research, discovery and application; continuing our efforts in intercultural and international education; expanding our outreach to the community; and maintaining high levels of integrity, responsibility and our commitment to excellence.

Capital Campaign and Development Priorities

To date, the College of Education, Health and Human Sciences has enjoyed reasonably good success in working toward our campaign goal of \$20 million. As of this writing, the College has received a total of \$15.2 million or roughly 76% of our goal. Our development priorities are consistent with the College of Education, Health and Human Sciences overall goals. More specifically, funding priorities include support for the continued expansion of our educational mission, including the

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creation of the Graduate School of Education and the eventual School of Public Health. Also, funds will be used in support of our continued community outreach efforts and as well in funding the various new initiatives within the College.

Section II – Larger Planning and budget concerns

As a recently created college, we remain challenged by the need to further reconcile our budgetary assets against our obligations. As you know, when I came to UT as dean in 2004, among the first facts brought to my attention was a budget deficit of \$1.1 million. We eliminated this deficit, but in so doing were forced to also eliminate several faculty and staff lines in the college. This left several departments stretched to the limit with regard to meeting their instructional obligations and other professorial responsibilities. The other challenge facing our college, and I'm sure other colleges as well, is the "retire low, hire high" phenomenon. We have had several faculty members retire at salaries lower than what it now requires to hire their replacements; even at the assistant professor level. In more than one case, we have had to "cannibalize" a line in order to add sufficient funding to others in order to attract high quality candidates to these positions. This has happened in both our nutrition and health programs. We are faced once again with this challenge given the retirement of a senior faculty member in our Health program, earning in the low \$50,000 range, and the need to find additional dollars in order to attract a suitable replacement. But we do not want to simply recruit a "replacement" for this position; we want to recruit excellence!

More along the lines of opportunities than challenges, we believe there is great promise inherent in the creation of a graduate school of education and a school of public health. As the land grant institution in the state of Tennessee, we are bound to the mission of first serving our citizenry, especially in areas of critical need. Perhaps the most critical needs in Tennessee include educating the future workforce of the state and the need for better health care and illness prevention. We will look toward the Graduate School of Education to continue the University of Tennessee's strong tradition of preparing outstanding educators. The Center for Public Health in the College of Education, Health and Human Sciences can serve as an initial template for a future School of Public Health if the necessary resources can be appropriated. This new school may also accommodate the needs of our current nursing programs, nutrition, and other health-related disciplines.

Creating the Graduate School of Education at the University of Tennessee

A fertile area of opportunity is manifested in the creation of The Graduate School of Education, which is already underway. The University of Tennessee, through the College of Education, Health and Human Sciences, is nationally recognized for the quality of its graduates from the various education disciplines; including teacher preparation, educational leadership and school counseling. We envision a graduate school of education that, given appropriate resources, could compete with schools at institutions such as UCLA, California Berkeley, University of Pennsylvania, University of Southern California and others of significant stature.

The Graduate School of Education will include The Department of Theory and Practice in Teacher Education; The Department of Educational Psychology and Counseling; The Department of Educational Leadership; and The Early Childhood Education Program. There is no doubt in my mind that with these departments and programs serving as the core of the graduate school, we will be viewed as one of the leaders in education nationally. There will be approximately 90 faculty members assigned to The Graduate School of Education, making it the largest school of its type in the Southeast.

Projected Outcomes

I believe it incumbent on me and my colleagues associated with the new Graduate School of Education to initiate a strategic planning process at the outset of this endeavor. Our plan is to organize a planning effort to identify the specific goals and objectives we will be setting forth for this new school. This process will be chaired by Dr. Lynn Cagle and will include stakeholders from both inside and outside the College and the University. Among the key components to be addressed in our strategic planning process include:

- ❖ Reputation of the Graduate School of Education among other Deans of colleges and schools of education, as well as among School District Superintendents; both inside and outside of Tennessee
- ❖ Student selectivity, including attracting the best and brightest students into our various graduate programs. Criteria will include the need for students having a high Grade Point Average (GPA) and Graduate Record Examination (GRE) scores, over and above national averages. For teacher preparation students, we expect above average ACT scores for all students admitted to teacher education as well as exit exam (PRAXIS) scores that exceed the national average.
- ❖ Faculty resources that will enable the Graduate School of Education to attract significant external funding, leading to research expenditures well above the national average
- ❖ The number of graduate degrees offered across the School, including both Masters and Doctoral level degrees
- ❖ Research productivity, as measured by the quantity and quality of faculty publications, including books, book chapters, research manuscripts and articles, technical reports and the like

- ❖ School and program rankings that will place the Graduate School of Education among the top 10% of comparable institutions. We would not only aspire to ascend to the level of Harvard, Yale, Penn, UCLA, and California-Berkeley, but surpass them in certain key areas

Creating the School of Public Health at the University of Tennessee

With regard to the proposed School of Public Health, it is anticipated that the University of Tennessee would have to invest significant resources over the next five years if we are to create such a school. While this information is not so highly related to the 2008-09 budget process, it is important that planning for such a school and possibly interim funding be conducted and approved in the near term. You have already been provided with an earlier document that discusses various objectives designed toward the creation of The University of Tennessee School of Public Health. Below please find a restatement of each objective and the projected associated costs for their achievement:

Objective 1

By the Fall semester of 2008, the University of Tennessee Center for Public Health will have established itself as a multi-disciplinary entity within UT, bridging faculty across numerous Departments, Colleges, and Institutions through collaborative teaching, research, and service opportunities. **Estimated Cost: \$51,000**

Objective 2

By the Fall semester of 2009, the MPH program will exceed minimum full-time faculty for each concentration area and core discipline. **Estimated Cost: \$1.05 million**

Objective 3

By the Fall semester of 2010, a separate Department of Public Health will be established within the College of Education, Health, and Human Sciences. **Estimated Cost: \$83,000**

Objective 4

By the Fall semester of 2013, the University of Tennessee will establish a new School of Public Health, capable of meeting accreditation through CEPH. (At a minimum, an accredited school must offer the MPH degree in each of the five core disciplines, and a doctoral degree in at least three of the five core disciplines. For core areas offering an MPH only, an accredited school must have three full-time faculty plus two FTE faculty for each core area; for core areas offering doctoral degrees, an accredited school must have five full-time faculty for each core area. Thus at a minimum, an accredited school must have 21 full-time faculty and 4 FTE faculty.) A unique feature of the School of Public Health will be its focus on public health practice through collaborative teaching, research, and service in the community setting. An additional unique feature will be its focus on Homeland Security studies. **Estimated Cost: \$2 million**

Total Projected Cost over 5 years: \$3.2 million

Student Growth

This is a five year plan. The Association of Schools of Public Health figures show the percent growth in student enrollment in schools of public health between 1996-2006 at 44%, or 4.4% per year. The current number of students enrolled in the MPH program is approximately 70 students. The current student: full-time faculty ratio in the MPH program is approximately 14:1. Therefore, it is estimated that by 2013, with the addition of 5 new full-time faculty, the expected growth in enrollment may range from an additional 15-70 new students, with a midpoint of 42 taken as the best estimate. An increase of 42 students in 5 years equates to a 60% growth overall, or 12% per year. By 2018, at which time the new School of Public Health will be five years old, the expected student enrollment would be double that of the current enrollment of 70, for a total of 140 students – pursuing Masters and Doctoral-level degrees.

It is envisioned that within in five years of its establishment, that the University of Tennessee School of Public Health will have established three new areas of concentration within the MPH Program – Homeland Securities Studies, Environmental Health, and Epidemiology. In addition, by that time, it is expected that doctorate-level studies leading to a DrPH or a PhD will be established for one or more of the areas of concentration, as well as a multi-disciplinary DrPH focusing on public health systems research.