

College of Education + Human Development
FY18 Compact and Budget Planning Materials
Section E Content
March 29, 2017

CEHD Overview

Benchmarks

The College of Education and Human Development has seven departments in twelve buildings on two campuses with about 5,000 students, half of whom are undergraduates and half of whom are graduate students. We have excelled based on a number of benchmarks:

- Finances
 - External sales averaged 20.8% growth over each of the past 6 years to a new high of \$11,245,896.
 - New sponsored research applications increased 17% (31% over last four years; all application success rate is approximately 40%).
 - CEHD Capital Campaign Phase I goal of \$62 million met 18 months ahead of schedule. A Phase II \$100 million campaign goal established and on schedule to meet by 2021. Over \$20 million of campaign donations used for student support. Seventy-four percent of faculty and staff contributed to the campaign.
- Undergraduate Students
 - First year retention rates continued strong at 92.6%.
 - Four-year graduation rates increased from 55.06% to 63.7% over a three-year period.
- Diversity
 - Diversity of CEHD faculty is at 24.5% (compared to 18.4% at the UMN-TC).
 - Our undergraduate students are comprised of 30.8% students of color (SOC) (as compared to 21.3% undergraduate students of color overall at the UMN-TC).
 - Our teacher education candidates increased from 22.02% to 25.26% teachers of color.
 - Our graduate student diversity represents 20.5% students of color (as compared to 13.9% graduate students of color overall at the UMN-TC).

1. Compact Information

a. Identify the top three to six strategic priorities for your unit.

- 1) ***Eliminate our structural deficit.*** Since FY2012, CEHD has been operating with a structural (recurring operational) deficit as a combined result of a \$6 million reduction in state allocation support and a \$3.5 million tuition projection shortfall (see Appendix A: *Operating Activity FY09 through FY17 (estimate)*). For the past 5 years, our highest strategic priority has been to reduce the structural deficit through revenue creation, expense reduction, and use of one-time alternative funding sources. We are at a critical juncture, having exhausted operational options without significantly affecting mission. We seek a partnership with the Provost and the Office of Budget and Finance in eliminating the remaining projected structural imbalance, rebuilding, and maintaining a modest reserve (carryforward balance) for tuition revenue fluctuations.
- 2) ***Improve Research Infrastructure.*** CEHD seeks a new building for the Institute of Child Development, the top ranked child psychology program in the world, and the Shirley Moore Lab School facility as a priority on the President's six year bonding plan. A pre-design architectural firm has been selected with the pre-design completion goal of June 2017. A new building will provide significantly improved

research lab space for faculty. As part of number 1.b.1 below, research centers will be more strategically aligned with home departments.

- 3) **Enrich student services and student experience.** Utilize and preserve historic Eddy Hall by re-locating CEHD student services, career counseling, TRIO, and McNair programs. The plan includes sharing Eddy Hall with university student testing and Office of Classroom Management (two new classrooms would come on line). This priority, if met, reduces an annual \$500,000 facility lease expense for the college.
- 4) **Plan for the future.** We want to determine the ideal number of Tenure-Tenure Track and Professional and Administrative faculty in departments, and in CEHD needed to meet our goals. We engaged in a yearlong scenario planning exercise to consider future needs for the college. CEHD Human Resources analyzed the composition of our faculty in relation to possible retirements. We currently have 15 phased retirements and the average length of phased retirement is 4 years. The average age at retirement is 71 years old. If we continue this trend, we can expect 50 (25%) faculty to retire in the next 5 years and 82 (46%) in the next 10 years out of 180 Tenure-Tenure Track faculty.
- 5) **Advance our efforts in innovation and technology in our teaching and learning.** Collegiate funding continues to support innovations through our new Educational Technology Innovations (ETI) office. We strongly encourage the development of faculty in the use of technology-enhanced learning tools (e.g. two new summer TREKS programs and introduction of iPads in our teacher education programs). Our iPad program for freshmen continues as a national model.
- 6) **Create opportunities for all faculty and students to have global experiences.** We increased the number of study abroad programs and opportunities for students and faculty, primarily with increased foundation funds. The college created more partnerships and affiliations with top international institutions. For those students unable to study abroad, CEHD provided international opportunities to them by a.) Hosting international students to CEHD workshops (i.e. 20 students from Seoul National University of Education), b.) Working with visiting international scholars, and c.) Engaging students who do not travel abroad with our local international community programs.

b. Budgeting in alignment with strategic planning.

- 1) **Reviewed all college-wide centers.** CEHD made strategic programmatic and structural cross-unit alignments (departments and college-wide centers). CEHD aligned the Center for Early Education and Development (CEED) with the Institute for Child Development (ICD). In FY18 the Minnesota Center for Reading Research (MCRR), Learning Technologies Media Lab (LT Lab), and STEM Education Center will align with the Department of Curriculum and Instruction (C&I). The structural alignments reflect CEHD programmatic mission priorities and provide complementary strengths, and realize efficiencies through a shared service model. Savings from these changes will be used to create a research fund for seed grants to faculty to support their research efforts, including matching and bridging grants.

- 2) **Closed the Department of Post-Secondary Teaching and Learning (PSTL).** Over a period of two years, we found new academic homes for fourteen tenured and tenure-line faculty, eighteen Professional Academic faculty, and three staff. CEHD used the savings to completely redesign our First Year Curriculum by carrying out a process of discontinuing contested courses and creating new courses across departments that will closely align with our majors. Faculty and staff are integrating well into new home departments.
- 3) **Established Educational Technology Innovations.** Using the proceeds of the VIDKU sale, we established an Educational Technology Innovations (ETI) unit that will work with faculty and staff to turn their ideas into marketable education products. The goal for ETI is to become self-supporting and eventually to produce revenue for operational support of CEHD. ETI drove the development of the Discovery Nexus in McNamara center and they have recently moved in to offices on the second floor. During the first year, the Educational Technology Innovations (ETI) office has one revenue-producing product on the market - a participatory website that offers the Path to Reading Excellence in School Sites (PRESS) intervention. In addition to PRESS, we have finalized body composition software known as Dexalytics as well as a student engagement intervention known as Check & Connect. We expect both to be revenue producing in academic year 2018 (AY18).
- 4) **Suspended admissions and closed programs that are underperforming.** CEHD closed our doctoral degree program in CSPP and our M.Ed. in Physical Educations/Health/Developmental Adapted Physical Education. We have designed two new undergraduate programs: a major in special education, which will admit 25 new students each year. There is a critical shortage of teachers in special education statewide. We completed two departmental reviews in the School of Social Work and the Department of Family Social Science.
- 5) **Reviewed our role in the Leadership Minor.** CEHD tuition revenue will decrease approximately \$900,000 when the Leadership minor moves to the Office of Undergraduate Education. A CEHD faculty member, Tania Mitchell, will direct the Leadership minor. We want to find ways to link this minor with several of our undergraduate majors.
- 6) **Implemented 10% fee on external sales activities.** CEHD implemented a fee on all revenues earned in the 1026 fund, which includes childcare revenues, fee-in-lieu of tuition revenues, and other standard external sales. The college uses the 10% to help offset cost pool and administrative costs.

c. Direct, redirect or leverage resources to implement the four main goals of the CEHD strategic plan. We will continue to focus on these four areas and direct any new funds or reallocations to these areas:

Last year, we identified four CEHD Areas of Focus. We continue to view these broadly as our priority areas to meet the University's strategic plan and the Grand Challenges research agenda. (See Appendix B)

- 1) ***Educational Equity in Action - Dramatic demographic changes are increasing the number of children who are less prepared academically, socially, and emotionally. Minnesota's future depends on the educational success of all its children so that they can meet the challenges of the 21st century.***

- CEHD and CLA received a \$1.75 million, five-year grant from the U.S. Department of Education to increase services for Asian American and American Pacific Islander students at the University of Minnesota Twin Cities (UMN-TC) campus.
- Our faculty worked closely with state representatives to draft the Learning English for Academic Proficiency and Success Act (LEAPS), which frames multilingualism as an asset for all Minnesota students and sets a high bar for native language support for English learners.
- CEHD Family Social Science received a \$1.6 million, five-year grant from the U. S. Department of Agriculture to increase the educational attainment of high-risk middle school students through after-school mentoring program that includes active family involvement.
- CEHD created multiple pathway programs for graduate students in the initial teaching licensure program. Our multiple pathways to teaching include a Dual Language Immersion-Licensure Program (started Jan 2017 with 80.77% SOC), Emotional Behavior Disorders Special Education Grow Your Own Teacher Program (started June 2016 with 14.29% SOC), Alternative Pathway (started summer 2016 with 14.29% SOC) and the Minneapolis Residency Program (started June 2016 with 66.67% SOC).
- Since the initial (and first ever) statewide needs assessment, the Center for Applied Research Educational Improvement (CAREI) collaborated with Minnesota Service Cooperatives on a model to provide statewide services around data and decision-making for schools/districts statewide. CEHD successfully drafted a bill and obtained bill authors in both the House and the Senate for \$4.4 million over 4 years. CAREI successfully was awarded partner sites for three of the five economic regions of the state working with state agencies for the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce.
- The June 2016 International Conference on Educational Equity, hosted by CEHD at the U of MN, was attended by 600 people. Therefore, CEHD has planned a second Educational Equity Conference for summer 2017.

2) *Living Better, Living Longer - An increasing demand for health care and social services because of an increasing aging population and obesity crisis, is emerging as an important cost driver in Minnesota.*

- NIH research funding enabled cutting-edge research on how physical activity is encouraged for children, adults and seniors through “active” gaming. K-12 student’s active gaming resulted in improved cardiovascular function and improved math grades.
- CEHD research finds that exercise is a successful intervention to prevent or lessen postpartum depression, muscle atrophy in Parkinson’s patients, and cardiovascular disorders.
- Parkinson's disease is a common neurodegenerative disorder that affects between 500,000 to 1 million Americans every year. College research examines the behavioral and sensory consequences of the disease, as well as developing therapeutic success of behavioral therapies for Parkinson disease.
- CEHD faculty are examining elder family financial exploitation to inform public awareness, public policy, and professional education priorities.

3) *Autism Spectrum Disorders, Neurodevelopment, and Developmental Disability – The average annual medical costs for children with Autism Spectrum Disorder (ASD) are six times higher than those for children without ASD.*

- CEHD-OVPR RIIP autism registry support of \$100,000 leveraged successfully for the Simons Foundation Autism Research Initiative (SPARKS) resulting in \$150,000 yearly for five years. Due to this the U of M is now a SPARKS site (national genotype/phenotype autism repository).
- CEHD faculty co-authored a highly publicized *Nature* paper documenting the potential to diagnose autism as early as six months of age through infant brain imaging.
- CEHD key faculty along with CMRR on the NIH Baby Connectome Project (BCP) designed a project to provide an unprecedented view of how brain-behavior connections develop during the first five years of life.
- CEHD faculty are key in the landmark NIH ABCD study, the largest long-term study of brain development and child health in the United States (recruitment goal is 10,000 children ages 9-10 followed into early adulthood). Integrating brain imaging with genetics, neuropsychological, behavioral, and other health assessments, the ABCD Study will increase understanding of the many factors that can enhance or disrupt a young person's life trajectory.

4) *Translating Discoveries and Transforming Treatment in Children's Mental Health – About 110,000 children and adolescents in Minnesota need mental health treatment and numbers are increasing annually.*

- A new \$3 million, five-year grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) propels the University of Minnesota's new Center for Resilient Families work to shore up the health of traumatized families nationwide through the promotion of successful parenting interventions found through rigorous testing to be effective at strengthening resilience.
- CEHD's Center for Personalized Prevention Research in Children's Mental Health (CPPR, housed in the Institute for Translational Research in Children's Mental Health (ITR) and academically affiliated with the Department of Family Social Science) is home to a Translational Prevention Science Training Program supported by an NIMH T-32 pre-doctoral training grant.

2. Budget Planning

a. Investment Opportunities

1) **Critical Operating Need: CEHD Structural Deficit Partnership.** We are projecting a structural (recurring operational) deficit of \$1.2 million for FY2018. This deficit is primarily related to projected increases in compensation and cost pools. We have cumulative operational deficits from the past 6 years of over \$6 million isolated within the college. Our unobligated O&M reserves (carryforward balances) are at a critically low level of \$638,000, which represents less than 1% of our annual O&M revenues. During our compact process last year, we demonstrated our years of stewardship in controlling costs while establishing innovative strategies for increasing and leveraging alternative revenues. In fact, while compensation related increases have totaled \$5.7 million since FY12, we have reduced our overall expenses \$1 million during the same time. This means we have reduced our infrastructure costs by \$6.7 million over the past 6 years. We propose the following partnership to address this concern: **Our highest priority request is a \$1 million recurring O&M allocation increase to stabilize the collegiate funding.**

2) **Critical Operating Need: Asian Pacific American Resource Center.** Co-PIs from CEHD and CLA were awarded a \$1.75 million U.S. Department of Education (USDE) grant to fund a Southeast Asian

American student resources center. The initiative is committed to a speaker series, youth summit, teaching pathways program, and an increased number of Asian American Studies classes. This U-wide initiative provides an unprecedented opportunity for the University to support Southeast Asian American students (with a focus on undergraduates). We are one of only a few universities designated by the U.S. Department of Education as an Asian American and Native American Pacific Islander-serving institution, and the only major research university granted an award. The identified population of undergraduates supported by this center comprises the largest percentage of undergraduate students of color population on campus (at more than 10% or 3,000-3,500 students).

CEHD is seeking one time remodeling costs of \$300,000 to decommission a lab and remodel space in Appleby Hall to meet the needs of the resource center.

- 3) **Strategic Priority: Data Scientist Hire.** There are increasing ‘big data’ needs in education and human development. Big data refers to the complexity, challenges, and new opportunities presented by the combined analyses of multiple data sources. In education and human development research, these data sources include the diverse, complex, disorganized, massive, and multimodal data generated. The data used to discover new educational and psychosocial interventions or prevention. The unwieldy amount of information, lack of organization and access to data and tools, and insufficient training in data science methods make it difficult to harness the full power. However, there are spectacular opportunities. We believe a three year investment in a ‘Data Scientist’ is essential for the sustainability of ‘Big Data’ within CEHD that will strategically position us to be ‘out front’ among our peer institutions in terms of leverage and capacity for secondary data analysis, mining, machine learning, and visualization providing definitional answers to what makes children survive and thrive. Rather than a tenure/tenure track (T/TF) position, we are seeking ‘start up’ support for an initial investment window to recruit nationally and position a scientist within CEHD through our college-wide research analytics core support center –CAREI.

We propose a new full time, non-tenured data scientist CEHD hire for a three-year appointment. The college expectation is that the data scientist then generates revenue (sponsored research, external sales, etc.) to cover their salary and benefits. The initial investment requested is \$100,000 per year for three years.

- 4) **Strategic Priority: Enriched student services and student experience.** Partially vacated in 2008 and completely vacated in 2011 Eddy Hall has sat unused for six years. The historic landmark building and oldest University of Minnesota building is a gateway building and part of the ‘student services’ corridor. CEHD proposes to utilize and preserve historic Eddy Hall creating a front door to CEHD and the university by renovating the building for purposes of re-locating CEHD student services, career counseling, TRIO and McNair programs. As Eddy Hall will be shared with university student testing and Office of Classroom Management (two classrooms), we therefore anticipate a shared renovation investment by all parties. A renovation and repurpose of Eddy Hall allows a positive chain of events for CEHD to move the Center for Applied Research and Educational Improvement (CAREI) to its originally intended location in the Ed Science Building creating space for the Institute on Translational Research on Children’s Mental Health (ITR) which is currently located on lease property. Moving ITR from off campus to LES on the St. Paul campus eliminates the annual \$500,000 lease expense for CEHD. See Appendix F.

The college is asking for \$50,000 nonrecurring funds for vision planning of the renovation of Eddy Hall and associated moves.

- 5) **Strategic Priority: Youth Studies/Social Work Faculty Hire.** Based on the external review, a faculty hire was recommended, who could link the undergraduate program in Youth Studies (YOST) with the graduate program in the School of Social Work. With the addition of an assistant professor in the School of Social Work, we could increase the numbers of YOST majors. There is a strong history of attracting students of color to the Youth Studies major. A full professor who developed the program is near retirement. The priority of the assistant professor hire would be given to a faculty member of color.

We propose a targeted hire for an assistant professor from an under represented group in the Youth Studies program in the School of Social Work. We are seeking \$100,000 recurring for an assistant professor for salary, fringe, and \$100,000 one-time start-up costs.

b. Reallocations for FY18.

Part A: CEHD began reducing administrative costs in response to our allocation reduction and tuition shortfalls beginning FY12. Appendix C details our plans for a .68% reduction totaling **\$582,000** to meet the President’s goal of reducing “administrative” expenses. We have reduced Leadership & Oversight to a critical level so our reductions will be in the areas of mission support or mission delivery.

Part B: Appendix C details our plans for **\$82,000** reallocation/reduction of administrative costs for the other non-sponsored fund groups.

c. Reallocation for FY17: Appendix C details our reallocation implemented in FY17.

d. Scholarship Funds: CEHD’s STAR report for the current year reflects 97% of the spending plans entered in November. The 3% not entered were due to the establishment of new funds. For next academic year, 55% of the spending plans have been entered. The undergraduate plans have been entered, while the graduate spending plans have a different internal entry deadline in June.

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Section F. Submission – Detailed Budget Materials

1.) Attached as Appendix D is the FY18 Tuition Revenue Estimate Response.

2.) Attached as appendix E is the ICR Estimate

3) Collegiate/Campus and Durable Goods Fees

The college is not increasing the collegiate fee from the current amount or structure demonstrating our supports of the University's commitment to limiting increased costs to students. Currently, undergraduate and graduate students taking six or more credits are charged \$190/semester and all undergraduate and graduate students taking less than 6 credits in the fall or spring term and/or 2 – 5 credits in the summer term are charged \$95/semester. The revenue estimate for FY18 is \$1,700,000. The funding is applied toward department-specific technology and student initiatives, and student services costs, the iPad initiative, and faculty and staff technology training. The Finance Director approves spending after consultation with the Chief of Operations, unit administration, and the Dean.

4) Course, Miscellaneous and Academic Fee Entry and Approval

Entry into the system will be completed by April 21, 2017.

5) Tuition Rate Verification

Entry into the system will be completed by April 14, 2017

6) Student Services Fee Waivers

The college is listed as having approved fee waiver programs. The college has no new programs requesting this waiver.

7) Transfers Between Units

- FY17 was year one of a six-year partnership with the Office of Budget and Finance to provide \$600,000 per year to reduce the cumulative parked structural deficit incurred over the past 6 years.
- Tuition for the Leadership Minor is moving to the Office of Undergraduate Education (OUE)/Office of Student Affairs (OSA) beginning in academic year 2018. In prior years, CEHD and HHH School of Public Affairs co-listed the courses comprising the Leadership Minor. The OUE will manage a new single course code designator (LEAD) and allocate tuition to the participating colleges and the OSA. The current instructional involvement for CEHD has included some CEHD employees hired as adjuncts directly by OSA; therefore, we are unclear if any tuition will return to CEHD. We will continue conversations with OSA to clarify CEHD's involvement going forward. The impact to CEHD is a loss of approximately \$933,000 in tuition revenue offset by a transfer out of approximately \$793,000.

8) Budget Development Worksheet

Submitted

9) O&M/State Special Compensation: See completed table below per instructions.

Step	Description	Salary	Fringe	Total
A	FY17 Academic	\$38,286,661	\$11,335,389	\$49,622,050
B	FY18 Academic	\$38,286,661	\$11,840,793	\$50,127,454
C	Difference to A	\$0	\$505,404	\$505,404
D & E	FY18 Academic with 1%	\$38,669,528	\$11,959,201	\$50,628,728
F	Difference to B	\$382,867	\$118,408	\$501,274

10) Internal Sales Rate Setting

CEHD is not listed in the budget instructions and is not planning a subsidy or deficit greater than \$150,000.

**Appendix A:
Operating Activity FY09 through FY17 (estimate)**

Fiscal Year	Allocation	Tuition	Total Allocation & Tuition	Other Revenues	Total FY O&M Revenues	Collegiate O&M Expenses	O&M Cost Pools	Collegiate O&M Expenses & O&M Cost Pools	Net Transfers	FY Operating Balance Current Year Revenues + Transfers - Expenses
2009	\$30,913,800	\$48,643,367	\$79,557,167	\$227,714	\$79,784,881	\$50,411,221	\$28,305,228	\$78,716,449	\$2,908,179	\$3,976,611
2010	\$24,830,861	\$54,704,168	\$79,535,029	\$254,906	\$79,789,935	\$48,613,399	\$26,998,858	\$75,612,257	\$2,365,655	\$6,543,333
2011	\$20,696,306	\$60,700,147	\$81,396,453	\$110,276	\$81,506,729	\$52,752,151	\$27,183,915	\$79,936,066	\$941,224	\$2,511,887
2012	\$14,618,753	\$62,232,710	\$76,851,463	\$110,753	\$76,962,216	\$56,524,212	\$26,265,954	\$82,790,166	(\$100,263)	(\$5,928,213) 1)
2013	\$15,509,450	\$63,117,297	\$78,626,747	\$104,157	\$78,730,904	\$56,905,582	\$25,669,666	\$82,575,248	\$1,425,484	(\$2,418,860)
2014	\$16,729,012	\$62,002,126	\$78,731,138	\$44,741	\$78,775,879	\$56,111,870	\$26,867,787	\$82,979,657	\$2,878,926	(\$1,324,852) 2)
2015	\$19,666,057	\$62,429,370	\$82,095,427	\$9,902	\$82,105,329	\$57,464,943	\$28,160,858	\$85,625,801	\$2,096,765	(\$1,423,707)
2016	\$20,598,279	\$63,943,716	\$84,541,995	\$18,024	\$84,560,019	\$57,003,442	\$28,631,620	\$85,635,062	\$672,581	(\$402,461)
2017	\$21,538,629	\$63,281,293	\$84,819,922	\$18,084	\$84,838,006	\$55,428,310	\$29,897,239	\$85,325,549	\$272,581	(\$214,963) 3)

Source: Account Budget Status for CEHD O&M (Actuals used to update prior FY estimates. Current FY uses combination of budget and projections.

Notes:

1) Decrease of \$6 million in allocation was not recovered by tuition. Reserves were used to cover shortfall.

2) As of FY14, the following financial data was affected by the move of the College Readiness Consortium to CEHD:

Reserves increased \$219,855

Allocation increased \$545,519

O&M Expenses increased \$666,114

Net Transfer increased \$104,357

3) FY17 Estimates are based on the following:

FY17 Tuition includes revised estimates from OBF Budget Instructions.

Other revenues adjusted based on prior year actuals as a percentage of prior year revenues.

Cost pools are based upon budget.

Expenses are based upon FY17 Expenses and Encumbrances through PD8 * FY16 Expenses Final/FY16 Expenses and Encumbrances through PD8 less \$560,131 in one-time costs related to PSTL closure.

Transfers are based on direct review of transfers in and out Different RRC to adjust for \$400,000 in one-time net transfers in as compared to FY16.

Appendix B: College of Education and Human Development: Strategy for Solving Grand Challenges

“Strategy is about stretching limited resources to fit ambitious aspirations.” – C. K. PRAHALAD

STRATEGIC PRIORITIES

AREAS OF ALIGNMENT

Focus on High Impact Research that Improves Lives

Educational Equity in Action (Can one person make a difference?)	Living Better, Living Longer	Leading Early Diagnosis and Intervention in Autism	Translating Discoveries and Transforming Treatment in Children’s Mental Health
<ul style="list-style-type: none"> + The achievement/opportunity gap/educational equity + Brain development, birth–3 + Understanding and developing Executive Function + Success of first-generation, low-income, and students of color in college and P–12 + Research on role of families in educational success + Role of immigrant/refugee youth and families + Role of assessments in exaggerating and perpetuating disparities + Impacts of frequent short assessments on identifying and addressing disparities in educational learning and outcomes + Achievement, persistence, and attainment in STEM fields + Gender-based disparities in access to and use of educational technology + Evaluation of ECFE program + Culturally-relevant pedagogy 	<ul style="list-style-type: none"> + Disparities in health literacy + Nutrition and aging + Physical activity, mobility, and aging + Intergenerational relationships + Family financial well-being and health + Rural vs. urban healthy families + Health issues through a community-based approach (e.g., diabetes in Native American communities) + Use of technology to promote health + Crucial connection between physical activity and aging + Change of neural control of movement during aging 	<ul style="list-style-type: none"> + Early detection of autism and related disorders + Working with families of autistic children + Developmental trajectories of individuals with autism + Incidence rates of autism + Improved understanding of antecedents of autism and of neurological bases and/or correlates of autism + Perceptual motor changes in autistic children 	<ul style="list-style-type: none"> + Building families and youth resilience + Child maltreatment + Prevention science + Work with military families + Parenting skill development + Violence prevention + Role of trauma in children’s mental health + Role of mentors in promoting positive mental health + Child care + Adoption best practices + Adolescent behavior + Aging out of foster care

Appendix B: College of Education and Human Development: Strategy for Solving Grand Challenges

STRATEGIC PRIORITIES

AREAS OF ALIGNMENT	Educational Equity in Action (Can one person make a difference?)	Living Better, Living Longer	Leading Early Diagnosis and Intervention in Autism	Translating Discoveries and Transforming Treatment in Children's Mental Health
<p>Develop Innovations in Teaching and Learning</p>	<ul style="list-style-type: none"> + Leadership minor + Alternative pathways to teaching + High-quality preparation of diverse teachers and leaders + Principal's Academy + Teacher assessments + Family Academy + Induction program to retain teachers who work in diverse settings + Undergraduate internships that lead to employment 	<ul style="list-style-type: none"> + Adult education + Health, disability, and aging concentration + Course work on family finances + Study abroad courses for retirees + Summer institute on health education emphasizing physical activity among the elderly 	<ul style="list-style-type: none"> + New undergraduate degree in special education + Adaptive physical education 	<ul style="list-style-type: none"> + Develop and deliver effective methods to train mental health professionals (e.g., CFT, counseling psych, social work) statewide and regionally + Train mental health professionals (e.g., CFT, counseling psych, social work) in mental health and substance abuse services + Prevention minor + Violence prevention minor + Certificate in adoption + Parent education certificate
	<p>Promote Excellence and Reject Complacency</p>	<ul style="list-style-type: none"> + Provide an opportunity for every CEHD student to have a global experience + Provide an opportunity for every CEHD student to work on a research project with a faculty member + Reorganization of First Year Program/FYE + Strengthen 2nd year program as feeder into CEHD majors + Greater use of open access materials to reduce costs 	<ul style="list-style-type: none"> + Focus on healthy, vital aging + Develop ways to encourage healthy aging among faculty and staff + Focus on Alzheimer's, Sarcopenia, Parkinson's, and other deteriorative diseases + Design an interdisciplinary center on healthy aging 	<ul style="list-style-type: none"> + Create an Autism Registry (Legislature) + Work across the University to create an interdisciplinary center of excellence on autism

College of Education and Human Development: Strategy for Solving Grand Challenges

STRATEGIC PRIORITIES

AREAS OF ALIGNMENT	Educational Equity in Action (Can one person make a difference?)	Living Better, Living Longer	Leading Early Diagnosis and Intervention in Autism	Translating Discoveries and Transforming Treatment in Children's Mental Health
Recruit and Retain Field Faculty	<ul style="list-style-type: none"> + English Language Learners/ bilingual teachers + Working with immigrant families + Cultural competency + Recruit and retain faculty of color in all areas 	<ul style="list-style-type: none"> + Gerontology + Interdisciplinary (KIN, SSW, FSoS) + Alzheimer's + Physical activity for girls and women 	<ul style="list-style-type: none"> + Hired three new faculty in autism research + Continue to build on expertise in autism and working with families 	<ul style="list-style-type: none"> + Recruited two faculty from psychiatry + Social brain person (immuno-) + Behavioral health + Counseling/social emotional health
Take Advantage of Our Location	<ul style="list-style-type: none"> + Urban environment + Diverse population (increasingly) + Attract international students + Well-established STEM Center + Strong relationships with tribes + Partnership with Cooperative Extension + Strong working relationships with state policy centers—Minnesota Department of Education and Office of Higher Education 	<ul style="list-style-type: none"> + Large % of older people in the population + Longevity of the Minnesota population + Increasingly diverse population of elders + Access to both large urban and rural populations through partnership with Extension + Rich environmental resources for the elderly for healthy living 	<ul style="list-style-type: none"> + Critical mass of faculty in several locations across campus—social sciences and health sciences + First study of autism in Somali community completed here + Excellent facilities for neuroimaging + Well-established Institute on Community Integration 	<ul style="list-style-type: none"> + Newly established center for translational science on children's mental health + Well-established center on advanced studies in child welfare + Strong ties to community agencies + Identified needs for more training

Improving Infrastructure that Promotes Excellence:

- + Implemented enrollment management process for undergraduate and graduate programs
- + Implemented robust annual review system including face-to-face meeting every year for every employee
- + Established an Institute for Design Innovation to develop and disseminate CEHD products more quickly to the private market
- + Currently operating in a "quiet phase" of a Capital Campaign that has raised over half of a \$62 million goal
- + Developing a new budget model based on two years of work by a faculty finance committee
- + Hiring more faculty and staff of color
- + Conducting an outside review of all college-wide centers in spring 2015
- + Combining an educational evaluation center, a research consulting service, and a new assessment center into one unit to support research, assessment, and evaluation

Appendix C: Reallocations

E. 2. b) Part A: O&M Reallocations for FY18

\$582,000

Reductions: Administration	Savings	Category
UMCDC Reduction of O&M Support	\$50,000	Mission Support & Facilities
CEED Reduction of O&M Support	\$86,809	Mission Support & Facilities
OPD Reduction of O&M Support - Final Amount	\$14,399	Mission Support & Facilities
9334 - Director Campus/College Level, 6/15/2015	\$71,077	Direct Mission Delivery
9341ZB - Admin Associate 3 No Entry, 12/28/2016	\$114,306	Mission Support & Facilities
9340 - Program Director, 6/14/2015	\$120,510	Mission Support & Facilities
8317D4 - Business Dev Professional 4, 7/1/2016	\$70,090	Mission Support & Facilities
8463P2 - Student Services Prof 2, 3/7/2017	\$54,808	Mission Support & Facilities
Total	\$582,000	

2. b) Part B:

Target on Other Nonsponsored Fund Groups

\$82,000

Reductions: Administration	Savings	Category
8637D1 - Developer 1, 6/15/2015	\$78,650	Mission Support & Facilities
9790A2 - Sys/Database Design/Admin 2, 6/15/2015 S&F	\$3,350	Mission Support & Facilities
Total	\$82,000	

E. 2. c) Reallocations Implemented for FY17

Target (.73%) on O&M/State Specials

\$600,000

Reductions: Administration	Savings	Category	Position Elimination	Salary Savings (non-elimination position changes)	Facility Costs	Operating Expense
UMCDC Reduction of O&M Support	\$49,379	Mission Support & Facilities				\$49,379
PSTL Closure						
9401 - Professor, Last year of phased (25%)-Retirement 5/2016 S&F	\$44,389	Direct Mission Delivery		\$44,389		
9401 - Professor-Retirement 1/2015	\$156,057	Direct Mission Delivery	\$156,057			
9360 - Chair (With Faculty Rank)-Augmentation no longer needed	\$12,033	Direct Mission Delivery		\$12,033		
9402 - Associate Professor-Retirement 1/4/2016 S&F	\$126,592	Direct Mission Delivery	\$126,592			
9754 - Teaching Specialist-NNR-Closure March 2016 S&F	\$61,495	Direct Mission Delivery	\$61,495			
9745S1 - Education Program Spec 1-Resignation 1/4/2016 S&F	\$73,078	Direct Mission Delivery	\$73,078			
9771 - Senior Teaching Specialist-Retirement 5/2016 S&F	\$76,977	Direct Mission Delivery	\$76,977			
Total	\$600,000					

2. b) Part 1-2: (Target 1% of projected FY16 spending)

Target on Other Nonsponsored Fund Groups

\$97,000

Reductions: Administration	Savings	Category	Position Elimination	Salary Savings (non-elimination position changes)	Facility Costs	Operating Expense
9790A2 - Sys/Database Design/Admin 2, 6/15/2015 S&F	\$97,000	Mission Support & Facilities	\$97,000			
Total	\$97,000					

2. b) Part 2 (HRPP)

\$205,425

Reductions: Administration	Cumulative Savings	Category	Position Elimination	Salary Savings (non-elimination position changes)	Facility Costs	Operating Expense
OPD Reduction of O&M Support	\$171,524	Mission Support & Facilities	\$171,524			
UMCDC Reduction of O&M Support	\$621	Mission Support & Facilities				\$621
PSTL Closure						
9402 - Associate Professor-Phased retirement (25% leave FY17, 40% FY18, 60% FY19)-S&F	\$2,391	Direct Mission Delivery		\$2,391		
9360 - Chair (With Faculty Rank)-Reduction from A term to B term-S&F	\$30,889	Direct Mission Delivery		\$30,889		
Total	\$205,425					

2. b) Part 3 Proportional Reallocations for Strategic Plan Initiat

\$303,000

Reductions: Administration	Cumulative Savings	Category	Position Elimination	Salary Savings (non-elimination position changes)	Facility Costs	Operating Expense
8223P3 - Finance Professional 3, 5/29/15	\$71,448	Mission Support & Facilities	\$71,448			
PSTL Closure						
9402 - Associate Professor-Phased retirement (25% leave FY17, 40% FY18, 60% FY19)-S&F	\$24,950	Direct Mission Delivery		\$24,950		
CSPP Closure						
9401 - Professor-last year of phased-72,387 = 50%-5/25/2015	\$72,387	Direct Mission Delivery	\$72,387			
9401 - Professor- (Terminal Agreement)- 9/2/2015	\$134,215	Direct Mission Delivery	\$134,215			
Total	\$303,000					

2. REVISED ADDITIONAL Reallocations to Cover Structural Imbalance

\$1,281,194

	Cumulative Savings	Category	Position Elimination	Salary Savings (non-elimination position changes)	Facility Costs	Operating Expense / Revenue
Reductions: Administration						
Revenue Increases (Tuition revenue above budget)	\$741,142	Direct Mission Delivery				\$741,142
Movement of cost pool and other costs to other non-sponsored funds	\$540,052	Mission Support & Facilities				\$540,052
Total	\$1,281,194					

Appendix D

Figure 2

FY18 Tuition Revenue Estimate – Response

Please use the following format to submit a tuition revenue estimate for FY17 & FY18.

Budget Office Estimates:	FY17 Tuition	FY18 Tuition
Enter the amounts from FY17 and FY18 tables above		
	\$63,281,293	\$64,861,939
Unit Estimates:		
Either equal to Budget Office or Revised	\$63,281,293	\$63,928,246

FY17

The collegiate updated estimate is essentially the same as the University updated estimate (so we will use the University updated estimate), which is **\$741,142** above budgeted. This can be attributed to stronger than anticipated Fall/Spring undergraduate enrollments, and PSTL realignment course enrollments.

During the compact process last year, we requested, an additional recurring O&M allocation of \$3.5 million. This was to be used to cover our projected recurring operational structural deficit which had been in place since FY2012. We received a recurring \$940,350 net allocation increase and retained our identified reallocations to cover a total of \$2.05 million of the structural imbalance. In order to balance our budget, expense reductions and/or revenue increase were necessary. We are still projecting more expenses than the revenues available. The additional unanticipated tuition income in FY17 will be used to cover our recurring operational structural deficit.

FY18

Both the Budget Office and CEHD estimates include the following:

1. No change in average student credit loads
2. Beginning in fall semester, undergraduate in-state, graduate, and professional rates for in-state, reciprocity, non-resident/non-reciprocity students will increase 2.0%. For undergraduate non-resident/non-reciprocity students, undergraduate rates will increase as proposed to the Board of Regents in December and laid out in the budget instructions.

Differences between the Budget Office and CEHD estimates:

3. Based on current undergraduate enrollment models, CEHD estimates a small increase in undergraduate enrollments, which equates to a 0.63% increase, or a \$229,391 increase in undergraduate tuition revenue.
4. Based on graduate new student enrollment trends, CEHD estimates an overall further decrease in graduate enrollments. This is really decrease in some of our departmental masters programs, but an increase in our other graduate programs. Because of these shifting populations, our current estimates equate to a 0.10% increase, or a \$27,045 increase in graduate tuition revenue.
5. Based on the closure of the Counseling and Student Personnel Psychology (CSPP) doctoral program, effective Fall 2015, we are planning for an estimated \$102,000 decrease in graduate tuition revenue as students complete this program.
6. Based on the closure of our M.Ed. in Physical Education/Health/DAPE program, effective December 2016, we are planning for an estimated \$59,160 decrease in graduate tuition revenue (year 2 of 2).
7. Based on the Agricultural Education M.Ed. program moving to CFANS effective Summer 2017, we are planning for an estimated \$40,800 decrease in graduate tuition revenue.
8. Based on the Leadership Minor curriculum moving to a new LEAD course designator associated with the Office of Undergraduate Education (OUE), we are planning for an estimated \$959,174 decrease in undergraduate tuition revenue. (See note below regarding transfer out that will no longer be needed)

Additional FY 18 note:

** In FY18, we will no longer need to transfer out \$815,287 to Office of Student Affairs due to move of Leadership Minor curriculum to OUE. CEHD estimates a net loss of \$143,887 in revenue in FY18. We also estimate that we are still incurring ~\$35,000 in cost pools related to this for FY18.

Appendix E

Figure 3 ICR Revenue Estimate - Response

Please use this page to verify or propose a change to the preliminary ICR revenue estimates for FY17 (updated estimate) and FY18 (budget) as shown in Attachment 1. Note: estimated ICR revenue should represent 100% of the amount generated.

Important! We are asking you to submit two estimates: (1) an updated estimate of how much ICR revenue you believe you will generate in the current year (FY17) plus (2) an estimate of ICR revenue for next year (FY18).

Resource Responsibility Center:

1a. Approved Budget for current year – FY17: \$5,542,323

1b. Updated estimate for current year - FY17: \$5,405,994

Explanation of Variance (if any):

CEHD's updated estimate is lower than the Approved Budget by \$136,329. Our estimate is based on FY17 Total ICR through period 06 and assumes that the percent earned through period 06 in FY17 will be about the same as the percent earned through period 06 of FY16.






2. Proposed budget estimate for FY18: \$5,405,994

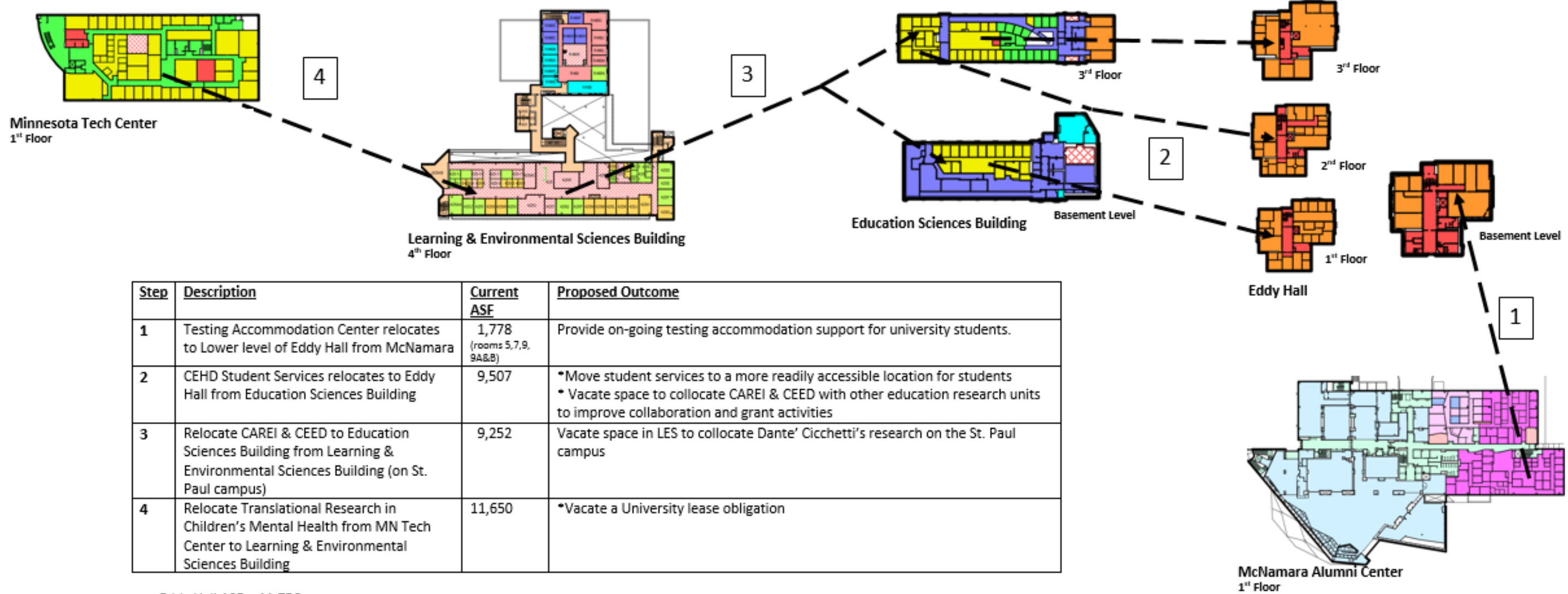
If you agree with the proposed estimate for FY18 ICR revenue as presented in Attachment 1, please verify by recording the estimated amount of total ICR revenue.

If you do not agree with the proposed estimate for FY18 ICR revenue as presented in Attachment 1, please record a new unit estimate for total ICR revenue and provide a brief explanation for any variance.



Legend:

-  Current Collegiate/Administrative Unit Assignment
-  Current Inter-collegiate Space Use Agreement
-  Current Lease Agreement
-  Proposed Swing Space – Short Term Assignment
-  Proposed Collegiate Assignment – Bldg Reactivation Required



Step	Description	Current ASF	Proposed Outcome
1	Testing Accommodation Center relocates to Lower level of Eddy Hall from McNamara	1,778 (rooms 5,7,9, 9A&B)	Provide on-going testing accommodation support for university students.
2	CEHD Student Services relocates to Eddy Hall from Education Sciences Building	9,507	<ul style="list-style-type: none"> • Move student services to a more readily accessible location for students • Vacate space to collocate CAREI & CEED with other education research units to improve collaboration and grant activities
3	Relocate CAREI & CEED to Education Sciences Building from Learning & Environmental Sciences Building (on St. Paul campus)	9,252	Vacate space in LES to collocate Dante' Cicchetti's research on the St. Paul campus
4	Relocate Translational Research in Children's Mental Health from MN Tech Center to Learning & Environmental Sciences Building	11,650	• Vacate a University lease obligation

Eddy Hall ASF - [11,756](#)

**Appendix G:
Faculty Hires Justification**

Department	Faculty Hire FY18	Notes	FY18 Salary / Fringe Impact	FY18 Start Up Costs
School of Social Work	Replacement Director, Full Professor	Current Director will return to faculty role, reduce time for FY18 and retire in FY20.	\$200,000	\$100,000
Educational Psychology	Replacement Assistant Professor	Replacement for 2 Full Professors, one who retires this year and one who will begin a phased retirement.	\$100,000	\$100,000
Kinesiology	Replacement Director, Possibly Internal Candidate	Current Director with return to faculty role and retire in 5 years or so. Internal candidate faculty role will not be replaced.	\$0	\$100,000
Kinesiology	Replacement Assistant Professor-Exercise Physiology	Replacement for Associate Professor who left unexpectedly due to illness.	\$0	\$100,000
Kinesiology	Replacement Assistant Professor-Sport Management	Replacement for Associate Professor who left-Large number of undergraduate students.	\$0	\$100,000
Organizational Leadership and Policy Development	Assistant or Associate Professor-BME/HRD	New: Due to significant increases in undergraduate demand.	\$100,000	\$100,000
Organizational Leadership and Policy Development	Assistant Professor-Evaluation Studies	Replacement for Full Professor who will retire at end of FY19.	\$100,000	\$100,000
Curriculum and Instruction	Assistant Professor:	Spousal Hire resulted in attracting 2 faculty of color hires. Spouse held Post-Doc position for the past two years.	\$100,000	\$100,000
			\$600,000	\$800,000