

# College of Education and Human Development Compact – FY17

## Section E. Submissions – Compact

As a college we have excelled based on a number of benchmarks:

- Research productivity has increased every year for the past six years and reached a new high of \$51 million in research expenditures in FY 2015.
- First year retention rates continued strong at 92.84%.
- Four year graduation rates increased from 55.06% to 61.43%.
- Diversity of our undergraduate students increased to 31.3%
- Diversity of our teacher education candidates has increased to 22.02% teachers of color
- Diversity of our graduate students is at 19.2% students of color (as compared to 13.2% graduate students of color overall at the UMN)
- Diversity of our faculty is at 21.4% (compared to 17.9% at the UMN)
- External Sales increased by 71.3% to \$9,361,560.

### **1.) Submission Compact Information**

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.

- ***Educational Equity in Action - Dramatic demographic changes are increasing the number of children who are less prepared for the future. Minnesota's future depends on educational success for all its children so that they can meet the challenges of the 21<sup>st</sup> century.***
  - Designed and implemented three new pathways to teaching to diversify the teaching force in 6 high-need licensure areas (secondary mathematics, secondary science, K-12 English Language Learning, Elementary Education, K-12 Emotional Behavioral Disorders, and Special Education. The three new pathways to teaching are; the TFA Partnership with 58 students, the Minneapolis Residency Program with 24 students, and the EBD Program with 23 students creating a total of 105 new teachers comprised of 40.15% teachers of color.
  - CAREI (Center for Applied Research and Educational Improvement) completed a needs assessment which surveyed 807 leaders and educators throughout the state to identify key needs. This needs assessment has drawn positive attention from a number of professional associations to provide services to their 300+ member districts.
  - An international conference on educational equity is planned for June, 2016.
- ***Living Better, Living Longer - An increasing demand for health care and social services as a result of an increasing aging population, is emerging as an important cost driver in Minnesota.***
  - Assembled researchers from across the college to begin to design collaborative research projects that focus on older adults living better as they live longer.
  - Support has continued for research on such areas as eating oats to reduce inflammation in joints, increasing balance to reduce the number of falls, and intergenerational supports.
- ***Leading Early Diagnosis and Intervention in Autism – The average annual medical costs for children with Autism Spectrum Disorder (ASD) are six times higher than those for children without ASD.***
  - ASD is a lifelong chronic neurodevelopmental disorder with profound health and educational burdens and associated costs. A public health surveillance system and registry for ASD would allow the University in partnership with the State of Minnesota, to assess the occurrence of ASD in the population and provide data to inform an evidence-based policy response. With the core ASD faculty and technological resources at the U of M, many situated in CEHD and all with collaborative ties to CEHD, we have initiated a registry infrastructure “build” to ensure a registry blueprint with relevance to clinicians and

researchers as well as families, and then work towards a collaboration with the state to house and operate the registry through state-wide partnerships.

- The scientific outcomes for the University are driven by the goal of lowering the age of diagnosis to increase intervention impact, which in turn will lead to improved outcomes and decreased costs. To this end, in the past year, we were successful in receiving support through an OVPR Infrastructure Award (100K which included matching funds from CEHD, Pediatrics, and AHC). We were immediately successful in leveraging the 100K for one year into a 3 year/150K per year, Simons Foundation Autism Research Initiative as a site for a national network of autism family networks.
- ***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.***
  - We have established the Institute for Translational Research in Children’s Mental Health (ITR), which currently has 9 active grants (\$14,678,502 in total costs) and 5 pending grants (\$26,524,284 in total costs).
  - ITR convened its inaugural symposium in May, 2015 on Epigenetics: Development, Psychopathology, Resilience, and Preventive Intervention for 140 students, faculty, post-docs from the University and from other universities in the U.S. Speakers included 11 of the world’s most prominent researchers in epigenetics.
  - ITR & CEHD are developing community-based clinical capacity. The ITR clinic space will open in July 2016. The goal of the clinic is threefold; to provide University clinical students training in evidence-based treatment and prevention interventions during the practicum, to serve low income, high risk children and families in need of mental health treatment using evidence-based interventions, and to develop a subject pool for research.

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 FY16 (estimate)*). For the past 4 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 impacting mission. We are seeking a partnership with the Provost and the Office of Budget and Finance in eliminating the remaining projected structural imbalance.
- 2) ***Enhance faculty research capacity aligned with our four priority focus areas by creating a robust college-wide competitive seed grant funding mechanism.*** We have significantly reduced our financial commitment to college-wide centers based on our external review. These funds will be reinvested toward seed grants to faculty to support their research efforts.
- 3) ***Advance our efforts in innovation and technology in our teaching and learning.*** Collegiate funding will continue to be used to support innovations through our new Educational Technology Innovations (ETI) office and development of faculty in the use of technology-enhanced learning tools.
- 4) ***Create opportunities for all faculty and students to have global experiences.*** We have raised funds to support international travel for our faculty and our students and encourage different pathways to create new opportunities for international cooperation.
- 5) ***Continue to diversify our faculty, staff, and students.*** All searches require a diverse pool of finalists before interviewing candidates for faculty positions. Numerous efforts are ongoing to recruit diverse students to all areas of study in the college.

**b) Budgeting in alignment with strategic planning.**

Last year after our compact meeting, we were asked to implement ways in which we could reduce our projected \$2.5 million structural deficit, which became \$3.5 million based upon the final allocation decisions. In a conversation with the Provost, we presented several ideas that involved significant changes for our college. This is an update on the progress we are making:

- 1) **Review all college-wide centers.** We selected four outside faculty reviewers who were outstanding researchers and had experience with research centers. They reviewed our criteria for college-wide centers and met with all CEHD center directors. Based on their recommendations, we are in the process of returning three centers (MCRR - Minnesota Center for Reading Research, LTML – Learning Technologies Media Lab, and STEM Education Center) to the Department of Curriculum & Instruction and one center (Center for Early Education and Development) to the Institute of Child Development where they will continue as departmental centers with significantly reduced collegiate O&M support.
- 2) **Close the Department of Post-Secondary Teaching and Learning (PSTL).** Over a period of two years, we have found new academic homes for fourteen tenured and tenure-line faculty, eighteen Professional Academic faculty, and three staff. We have completely redesigned 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.
- 3) **Suspend admissions to programs that are underperforming.** We have closed our doctoral degree program in CSPP and our M.Ed. In Physical Educations/Health/DAPE.
- 4) **Design a new undergraduate major in Special Education.** We will admit 25 new students each year. There is a critical shortage of teachers in special education in the state.
- 5) **Review our role in the Leadership Minor.** This year we will transfer approximately \$720,000 in tuition revenues to Student Affairs from courses that are taught in our college. We strongly believe that this minor should be placed in the Department of Organizational Leadership Policy and Development. We have tenured faculty who would like to teach in and improve upon this minor and find ways to link it to majors in our college.
- 6) **Implement a new budget model.** After three years of study and review by our Faculty Finance Committee, a new budget model was developed and implemented that fully funds all tenured and tenure line faculty and offers incentives for productivity in enrollments, research, and external sales.
- 7) **Establish Educational Technology Innovations.** We work with faculty to turn their ideas into marketable education products. We have several projects in progress that could produce additional revenue streams for the college.
- 8) **Hired only four new tenure-line faculty.** Normally we hire an average of 6-8 tenure line faculty annually. This year we hired faculty who were needed as replacements for faculty who left the University and/or were needed in critical areas. (English Language Learners, Social and Emotional Development in Children, Child Welfare, and Sport Management)
- 9) **External Review and Mapping of Student Support in CEHD.** In order to discover any redundancy or gaps in collegial and departmental advising services for both undergraduate and graduate students, we hired an outside review firm to make recommendations for improved services and greater efficiencies.
- 10) **Implement 10% fee on external sales activities.** All external sales activities in the college have related indirect administrative costs. This fee was assessed to all revenues earned in the 1026 fund, which includes child care revenues, fee-in-lieu of tuition revenues, and other standard external sales. The fees will be used to help offset cost pool and administrative costs.

c) **Direct, redirect or leverage resources to implement the four main goals of the strategic plan.**

Please see attached Appendix B that shows our four areas of focus in relation to the four main goals of the campus strategic plan. We will continue to focus on these four areas and direct any new funds or reallocations to these areas:

- We have currently raised over \$53 million toward our Improving Lives Campaign with a goal of \$62 million. As a part of our campaign we have established or will establish endowed chairs in children's mental health, child and adolescent well-being, reading success, and a chair in cooperation with Extension that focuses on family economics. Over 74% of our faculty and staff have contributed to the campaign.
- We have established our Educational Technology Innovations (ETI) office and are advancing multiple projects across our disciplines. Efforts have and will continue to advance the teaching, research and engagement missions of the University while also generating new revenues for the college. Recognizing that the ETI concept is new to this University, we have proposed a five year pilot in which we invest our own resources to support ETI. Thus, we've identified that revenues earned have to come back to support ETI and are working with a committee charged by Vice President Herman to recommend how ETI can and should be supported within University policy. This is a work in progress.
- We are in conversations with two groups of donors who we anticipate may fund a new building for the Institute for Child Development, which is the best child psychology program in the world, and the Shirley Moore Lab School.

2.) **Submissions – Budget Planning**

a. **Investment Opportunities:**

- 1) **CEHD Structural Deficit Partnership.** We are projecting a structural (recurring operational) deficit of \$3.5 million for FY2017. Over the past 5 years, CEHD has incurred \$6.9 million in cumulative operational deficits, which have been isolated within the college as we sought and implemented strategies to reduce the structural imbalance. Concurrently, the University's commitment to reduce administrative costs and reallocate funding has required a cumulative \$4.7 million reduction in administrative expenses in CEHD through FY16. Therefore, for the past three years, CEHD's planned reductions were repurposed to cover a portion of the cost pool and compensation increases instead of being available to address our structural financial imbalance. We propose the following partnership to address this concern:
  - **Our highest priority request is a \$3.5 million recurring O&M allocation increase to stabilize the collegiate funding.**
  - **In addition, CEHD proposes a partnership with the Office of Budget and Finance to reduce the cumulative operational deficits from past years with a \$600,000 per year contribution each for 6 years.**
- 2) **CEHD Big Data – Cluster Hire.** For myriad reasons, many stemming from successive federal and subsequent state policy decisions tied to educational accountability, there are increasing 'big data' needs in education and human development. Big data is more than just very large data or a large number of data sources. Big Data refers to the complexity, challenges, and new opportunities presented by the combined analyses of data. In education and human development research, these data sources include the diverse, complex, disorganized, massive, and multimodal data being generated by researchers, schools, local education agencies, social services and health agencies, state and federal agencies and mobile devices around the state and around the world. Big Data is diverse and complex. It includes administrative educational outcome data, health and human services outcomes, behavioral science and many other types of data. These data could be used to discover new educational and psychosocial interventions or prevention efforts based on the causes and consequences of individual and environmental determinants of educational and

developmental disparities and comorbidities. **Education Big Data** faces many challenges. The unwieldy amount of information, lack of organization and access to data and tools, and insufficient training in data science methods make it difficult for Education Big Data's full power to be harnessed. But there are spectacular opportunities.

- **We propose a cluster hire of four new faculty (assistant/associate level) who could be assigned/tenured to one or more departments in the college. As a land grant institution and as a University committed to solving grand challenges, we need faculty who can work with large data sets and turn them into useful information for planning, policy, services delivery, and knowledge development. Faculty could teach and advise students in the areas of Evaluation, Assessment, and Quantitative Methodology. We are seeking \$400,000 in recurring funding to support the cluster hire.**

3) **CEHD Relocation Costs.** One time moving costs related to the closing of PSTL are needed to cover the cost of ~100 moves necessitated by this decision.

- Many PSTL staff and faculty are joining the Organizational Leadership, Policy, and Development (OLPD) department, currently located in Wulling Hall. As Wulling will not accommodate the influx, OLPD is being relocated to Burton Hall instead, into the space currently occupied by PSTL. We are projecting **47 people** will move from Wulling into Burton Hall.
- Additional space in Burton Hall is needed, so our Academic and Information Technology office will be relocated from Burton to Wulling. We are projecting **24 people** will be part of this move.
- A large influx of PSTL staff and faculty are joining Curriculum and Instruction (C&I). To create room in Peik Hall, our Office of Teacher Education and Alternative Pathways is being relocated to Wulling Hall. We are projecting that **20 people** will be moving from Peik Hall to Wulling Hall and **7 people** will be moving from Burton Hall to Peik Hall.
- **We are seeking one time moving costs of \$350,000 to relocate PSTL faculty and staff on the Minneapolis and St. Paul campuses.**

4) **Grand Challenges Curriculum.** With the significant loss of the PSTL curricular presence and the transition of current PSTL faculty across the college and University, CEHD is poised to transition and evolve its curriculum to align with the Strategic Academic Planning of the Provost. Concurrent with the data gathering and analysis done by the University's Academic Advising Task Force, CEHD commissioned an external evaluation of student support within the college. The Structure of undergraduate advising in CEHD was found to be sound and reasonably consistent with the recommendations of the Task Force, however there is a clear need to strengthen the continuity and quality of support for students from the 1<sup>st</sup> through 4<sup>th</sup> year and to lower the advising loads to 250 per adviser. We seek to partner with other undergraduate and professional units to develop a series of Grand Challenges courses and Grand Challenges minors in preparation for the 2017-2018 academic year.

We propose:

- Analysis and mapping of student course interest across higher education as they relate to big questions and grand challenges.
- A series of retooling and visioning writing retreats for faculty to develop the curriculum.
- Four additional undergraduate advisers to bring us in compliance with the Academic Task Force recommendations of the University, and to strengthen undergraduate student support and dedicate advisers to Grand Challenge course and minor support throughout the University.
- **We seek \$75,000 in one time funding to conduct the student course interest mapping and the subsequent writing retreats; \$200,00 over two years to support two new Grand Challenges advisers and two professional advisers until revenue from the new GC curriculum can be budgeted into student services support.**

**b. Reallocation for FY17:**

**Part 1-1:** The college began reducing administrative costs in response to our allocation reduction and tuition shortfalls beginning FY12. Appendix C details our plans for a .73% reduction to meet the President’s goal of reducing “administrative” expenses. However, we are also making mission and mission-support reductions to meet the required target of **\$600,000** as our Leadership & Oversight has been reduced to a critical level.

**Part 1-2:** Appendix C details our plans for a **\$97,000** reallocation/reduction of administrative costs for the other non-sponsored fund groups.

**Part 2:** Appendix C details our plans for a **\$205,425** reallocation to cover HRPP investment. The reallocation will be used to cover the combined increase in cost pool of \$186,297 and the O&M funding decrease of \$19,128.

**Part 3:** Appendix C details our plans for a **\$303,000** reallocation to cover the President’s academic investments to advance the Twin Cities campus strategic plan.

**c. Reallocation for FY16:** Appendix C details our reallocation implemented in FY16.

**d. Scholarship Funds:** CEHD’s STAR report reflected 98% of the spending plans were entered in November with 86% total disbursements according to plan.

**Section F. Submission – Detailed Budget Materials**

**1.) Attached as Appendix D is the FY17 Tuition Revenue Estimate Response.**

Our O&M in Lieu of Tuition estimate differs from the Office of Budget and Finance estimate due to the enrollment changes outlined on the appendix as well as the closure of a department and two programs.

**2.) Attached as appendix E is the ICR Estimate**

**3) Collegiate/Campus and Durable Goods Fees**

The college supports the University’s commitment to limiting increased costs to students and is not increasing the collegiate fee from the current amount or structure. Currently, undergraduate and graduate students taking 6 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 FY16 is \$1,700,000. The funding is used towards department-specific technology and student initiatives, and student services costs, the iPad initiative and faculty and staff technology training,. Fees are established and approved by the Finance Director 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 1, 2016.

**5) Student Services Fee Waivers**

The college has no new programs requesting this waiver.

**6) Transfers Between Units**

- The financial agreements associated with the Leadership Minor identify that CEHD and HHHS transfer 85% of the revenue earned to the Office of Student Affairs, retaining 15% for administrative fees. The instructional costs are managed through the Office of Student Affairs, and annual meetings have historically occurred between that office and faculty in the units. In FY13, the college transferred \$493,007.65 to the Office of Student Affairs associated with this arrangement. The total for FY14 was \$577,347.20 and FY15 was \$601,447. We are

projecting \$720,000 for FY16 and **\$795,000 for FY17** due to increased student demand and upward trending. The Leadership Minor tuition is included in CEHD's tuition estimates but is transferred out as an expense line in accordance with the agreement.

- We are in year 3 of 3 for a commitment of **\$111,000** in non-recurring funds transferred in to CEHD to support Gary Engstrand's salary and fringe.

#### **7) Budget Development Worksheet**

Submitted

#### **8) O&M/State Special Compensation**

We estimate the FY17 O&M/State Special compensation increase to total \$598,452.

#### **9) 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 FY16 (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	\$64,277,546	\$84,875,825	\$10,237	\$84,886,062	\$57,037,078	\$28,887,418	\$85,924,496	\$1,096,765	\$58,332 3)

**Source:** Account Budget Status for CEHD O&M (Cost pools represent budget figures)

**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 Transfers increased \$104,357

**3)** FY16 *Tuition* uses Central Tuition projection from FY17 Budget planning document.

FY16 *Collegiate O&M Expense* estimates are based upon FY16 Expenses through PD7 \*FY15 Expenses Final/FY15 Expenses through PD7.

*Net Transfers* were adjusted based on direct review of transfers which showed \$1M less in one-time net transfers as compared to FY15.



# 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
+ The achievement/opportunity gap/educational equity	+ Disparities in health literacy	+ Early detection of autism and related disorders	+ Building families and youth resilience
+ Brain development, birth–3	+ Nutrition and aging	+ Working with families of autistic children	+ Child maltreatment
+ Understanding and developing Executive Function	+ Physical activity, mobility, and aging	+ Developmental trajectories of individuals with autism	+ Prevention science
+ Success of first-generation, low-income, and students of color in college and P–12	+ Intergenerational relationships	+ Incidence rates of autism	+ Work with military families
+ Research on role of families in educational success	+ Family financial well-being and health	+ Improved understanding of antecedents of autism and of neurological bases and/or correlates of autism	+ Parenting skill development
+ Role of immigrant/refugee youth and families	+ Rural vs. urban healthy families	+ Perceptual motor changes in autistic children	+ Violence prevention
+ Role of assessments in exaggerating and perpetuating disparities	+ Health issues through a community-based approach (e.g., diabetes in Native American communities)		+ Role of trauma in children’s mental health
+ Impacts of frequent short assessments on identifying and addressing disparities in educational learning and outcomes	+ Use of technology to promote health		+ Role of mentors in promoting positive mental health
+ Achievement, persistence, and attainment in STEM fields	+ Crucial connection between physical activity and aging		+ Child care
+ Gender-based disparities in access to and use of educational technology	+ Change of neural control of movement during aging		+ Adoption best practices
+ Evaluation of ECFE program			+ Adolescent behavior
+ Culturally-relevant pedagogy			+ Aging out of foster care

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

## STRATEGIC PRIORITIES

	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><b>AREAS OF ALIGNMENT</b></p> <p><b>Develop Innovations in Teaching and Learning</b></p>	+ Leadership minor	+ Adult education	+ New undergraduate degree in special education	+ Develop and deliver effective methods to train mental health professionals (e.g., CFT, counseling psych, social work) statewide and regionally
	+ Alternative pathways to teaching	+ Health, disability, and aging concentration	+ Adaptive physical education	+ Train mental health professionals (e.g., CFT, counseling psych, social work) in mental health and substance abuse services
	+ High-quality preparation of diverse teachers and leaders	+ Course work on family finances		+ Prevention minor
	+ Principal's Academy	+ Study abroad courses for retirees		+ Violence prevention minor
	+ Teacher assessments	+ Summer institute on health education emphasizing physical activity among the elderly		+ Certificate in adoption
	+ Family Academy			+ Parent education certificate
	+ Induction program to retain teachers who work in diverse settings			
	+ Undergraduate internships that lead to employment			
<p><b>Promote Excellence and Reject Complacency</b></p>	+ Provide an opportunity for every CEHD student to have a global experience	+ Focus on healthy, vital aging	+ Create an Autism Registry (Legislature)	+ Seek funding for a new building for Institute of Child Development
	+ Provide an opportunity for every CEHD student to work on a research project with a faculty member	+ Develop ways to encourage healthy aging among faculty and staff	+ Work across the University to create an interdisciplinary center of excellence on autism	+ Seek funding for Institute on Translational Research in Children's Mental Health
	+ Reorganization of First Year Program/FYE	+ Focus on Alzheimer's, Sarcopenia, Parkinson's, and other deteriorative diseases		
	+ Strengthen 2nd year program as feeder into CEHD majors	+ Design an interdisciplinary center on healthy aging		
	+ Greater use of open access materials to reduce costs			

# 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
<b>Recruit and Retain Field Faculty</b>  <b>Shaping Faculty</b>	<ul style="list-style-type: none"> <li>+ English Language Learners/ bilingual teachers</li> <li>+ Working with immigrant families</li> <li>+ Cultural competency</li> <li>+ Recruit and retain faculty of color in all areas</li> </ul>	<ul style="list-style-type: none"> <li>+ Gerontology</li> <li>+ Interdisciplinary (KIN, SSW, FSoS)</li> <li>+ Alzheimer's</li> <li>+ Physical activity for girls and women</li> </ul>	<ul style="list-style-type: none"> <li>+ Hired three new faculty in autism research</li> <li>+ Continue to build on expertise in autism and working with families</li> </ul>	<ul style="list-style-type: none"> <li>+ Recruited two faculty from psychiatry</li> <li>+ Social brain person (immuno-)</li> <li>+ Behavioral health</li> <li>+ Counseling/social emotional health</li> </ul>
	<b>Take Advantage of Our Location</b>	<ul style="list-style-type: none"> <li>+ Urban environment</li> <li>+ Diverse population (increasingly)</li> <li>+ Attract international students</li> <li>+ Well-established STEM Center</li> <li>+ Strong relationships with tribes</li> <li>+ Partnership with Cooperative Extension</li> <li>+ Strong working relationships with state policy centers— Minnesota Department of Education and Office of Higher Education</li> </ul>	<ul style="list-style-type: none"> <li>+ Large % of older people in the population</li> <li>+ Longevity of the Minnesota population</li> <li>+ Increasingly diverse population of elders</li> <li>+ Access to both large urban and rural populations through partnership with Extension</li> <li>+ Rich environmental resources for the elderly for healthy living</li> </ul>	<ul style="list-style-type: none"> <li>+ Critical mass of faculty in several locations across campus—social sciences and health sciences</li> <li>+ First study of autism in Somali community completed here</li> <li>+ Excellent facilities for neuroimaging</li> <li>+ Well-established Institute on Community Integration</li> </ul>

### 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: Reallocation Summary**

<b>2. b) Part 1-1: O&amp;M Reallocations for FY17</b>		
<b>Target (.73%) on O&amp;M/State Specials</b>	<b>\$600,000</b>	
<b>Reductions</b>	<b>Savings</b>	<b>Category</b>
UMCDC Reduction of O&M Support	\$49,379	Mission Support & Facilities
<b>PSTL Closure</b>		
9401 - Professor, Last year of phased (25%)-Retirement 5/2016 S&F	\$44,389	Direct Mission Delivery
9401 - Professor-Retirement 1/2015	\$156,057	Direct Mission Delivery
9360 - Chair (With Faculty Rank)-Augmentation no longer needed with PSTL closure	\$12,033	Direct Mission Delivery
9402 - Associate Professor-Retirement 1/4/2016 S&F	\$126,592	Direct Mission Delivery
9754 - Teaching Specialist-NNR-Closure March 2016 S&F	\$61,495	Direct Mission Delivery
9745S1 - Education Program Spec 1-Resignation 1/4/2016 S&F	\$73,078	Direct Mission Delivery
9771 - Senior Teaching Specialist-Retirement 5/2016 S&F	\$76,977	Direct Mission Delivery
<b>Total</b>	<b>\$600,000</b>	
<b>2. b) Part 1-2: (Target 1% of projected FY16 spending)</b>		
<b>Target on Other Non-sponsored Fund Groups</b>	<b>\$97,000</b>	
<b>Reductions</b>	<b>Savings</b>	<b>Category</b>
9790A2 - Sys/Database Design/Admin 2, 6/15/2015 S&F	\$97,000	Mission Support & Facilities
<b>Total</b>	<b>\$97,000</b>	
<b>2. b) Part 2 (HRPP)</b>		
	<b>\$205,425</b>	
<b>Reductions</b>	<b>Savings</b>	<b>Category</b>
OPD Reduction of O&M Support	\$171,524	Mission Support & Facilities
UMCDC Reduction of O&M Support	\$621	Mission Support & Facilities
<b>PSTL Closure</b>		
9402 - Associate Professor-Phased retirement (25% leave FY17, 40% FY18, 60% FY19)-S&F	\$2,391	Direct Mission Delivery
9360 - Chair (With Faculty Rank)-Reduction from A term to B term-S&F	\$30,889	Direct Mission Delivery
<b>Total</b>	<b>\$205,425</b>	
<b>2. b) Part 3 Proportional Reallocations for Strategic Plan Initiatives for FY17</b>		
	<b>\$303,000</b>	
<b>Reductions</b>	<b>Savings</b>	<b>Category</b>
8223P3 - Finance Professional 3, 5/29/15	\$71,448	Mission Support & Facilities
<b>PSTL Closure</b>		
9402 - Associate Professor-Phased retirement (25% leave FY17, 40% FY18, 60% FY19)-S&F	\$24,950	Direct Mission Delivery
<b>CSPP Closure</b>		
9401 - Professor-last year of phased-72,387 = 50%-5/25/2015	\$72,387	Direct Mission Delivery
9401 - Professor- (Terminal Agreement)- 9/2/2015	\$134,215	Direct Mission Delivery
<b>Total</b>	<b>\$303,000</b>	

**Appendix C: Reallocation Summary-Page 2**

**2. c) Reallocations Implemented FY16**

**Part 1: O&M Reallocations for FY16 Target (.9%) on O&M/State Specials \$714,000**

Reductions	Savings	Category	Personnel	Non-Personnel
9702: STEM: Research Associate 8/1/2014	\$69,839	Direct Mission Delivery	X	
9353: CEHD Centers: Assistant To: 6/16/2014	\$87,450	Mission Support & Facilities	X	
1885: CEHD Centers: Executive Office and Administration Specialist 10/6/14	\$60,733	Mission Support & Facilities	X	
8460: Student Services: Student Personnel Worker 2/21/14	\$57,194	Mission Support & Facilities	X	
9339: AIT: Assistant Department Director 6/16/2014	\$58,665	Leadership & Oversight	X	
8637B1: Student Services: Business/Systems Analyst 1 6/29/14	\$64,215	Mission Support & Facilities	X	
LTML Center Reduction of O&M Support	\$61,727	Mission Support & Facilities	X	X
MCRR Center Reduction of O&M Support	\$43,477	Mission Support & Facilities	X	X
CEED Center Reduction of O&M Support	\$28,446	Mission Support & Facilities	X	X
CEHD Centers Administrative Reduction of O&M Support-Operating Expenses	\$182,254	Mission Support & Facilities	X	X
<b>Total</b>	<b>\$714,000</b>			

**Part 2) REVISED Reallocation Target to Cover Costs for FY16**

**Target on O&M \$2,703,131**

Reductions	Savings	Category	Personnel	Non-Personnel
CEHD Centers Administrative Reduction of O&M Support-Operating Expenses	\$33,516	Mission Support & Facilities	X	X
OPD Reduction of O&M Support	\$37,157	Mission Support & Facilities	X	X
UMCDC Reduction of O&M Support (3 year step down-Current O&M \$403,012????)	\$100,000	Mission Support & Facilities	X	X
CRC moved from administrative unit to academic mission support unit (D. O. to EdPsy)	\$549,327	Mission Support & Facilities	X	X
<b>Revenue increases</b>	<b>\$1,983,131</b>	Direct Mission Delivery	NA	NA
<b>Total</b>	<b>\$2,703,131</b>			

**Part 3) Target (1.+%) on Other Nonsponsored fund groups**

**\$84,000**

Reductions	Savings	Category	Personnel	Non-Personnel
9702 - Research Associate-6/15/2015	\$84,000	Mission	X	
<b>Total</b>	<b>\$84,000</b>			

## Appendix D

### FY17 Tuition Revenue Estimate – Response

Please use the following format to submit a tuition revenue estimate for FY16 & FY17.

<b>Budget Office Estimates:</b>	FY16 Tuition	FY17 Tuition
Enter the amounts from FY16 and FY17 tables above		
	\$64,277,546	\$66,241,371
<b>Unit Estimates:</b>		
Either equal to Budget Office or Revised	\$64,277,546	\$62,364,269

---

#### FY16

The collegiate updated estimate is essentially the same as the University updated estimate (so we will use the University updated estimate), which is **\$3,159,107** above budgeted. This can be attributed to stronger than anticipated summer session enrollments, Fall/Spring graduate enrollments, and PSTL course enrollments; increased DMS tuition rate; and increased in Leadership Minor enrollment (which results in a ~\$94,000 larger than anticipated transfer out to Office of Student Affairs).

During the compact process last year, we requested, *but did not receive*, an additional recurring O&M allocation of \$2.5 million plus funding for any increases for compensation and cost pools (another \$2.4 million). This was to be used to cover our projected recurring operational structural deficit which had been in place since FY2012. Instead, we were able to retain our identified reallocations to cover \$1.4 million of the structural imbalance but were still projected to have \$3.5 million more in expenses than the revenues available. The additional unanticipated tuition income in FY16 will be used to cover our recurring operational structural deficit.

#### FY17

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 2.5%. 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 1.03% increase, or a \$377,107 increase in undergraduate tuition revenue.
4. Based on the realignment of the Department of Postsecondary Teaching and Learning (PsTL), we are planning for an estimated \$2,564,506 decrease in undergraduate tuition revenue.
5. Based on graduate new student enrollment trends, CEHD estimates a further decrease in graduate enrollments. Current estimates equate to a 4.56% reduction, or a \$1,343,837 decrease in graduate tuition revenue.
6. Based on the closure of the Counseling and Student Personnel Psychology (CSPP) doctoral program, effective Fall 2015, we are planning for an estimated \$112,750 decrease in graduate tuition revenue (year 2 of 2).
7. Based on the closure of our M.Ed. in Physical Education/Health/DAPE program, effective December 2016, we are planning for an estimated \$225,500 decrease in graduate tuition revenue in each of the next two fiscal years.

#### Additional FY 17 note:

\*\* In FY17, we anticipate a \$795,000 transfer out to Office of Student Affairs for the Leadership Minor due to increased enrollments. The tuition estimates are not lowered due to this, rather there is a transfer out expense line associated with this agreement.

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 FY16 (updated estimate) and FY17 (budget) as shown in Attachment 2. 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 (FY16) plus (2) an estimate of ICR revenue for next year (FY17).**

Resource Responsibility Center:

1a. Approved Budget for current year – FY16: \$5,596,155

1b. Updated estimate for current year - FY16: \$5,716,838

Explanation of Variance (if any):

CEHD's updated estimate is lower than the University's updated estimate by \$360,971. Our estimate is based on FY16 Total ICR through period 07 and assumes the same rate of ICR generation through the end of the year (i.e. Total through period 07 / 7 \* 12).

2. Proposed budget estimate for FY17: \$5,542,323

If you agree with the proposed estimate for FY17 ICR revenue as presented in Attachment 2, please verify by recording the estimated amount of total ICR revenue.

If you do not agree with the proposed estimate for FY17 ICR revenue as presented in Attachment 2, please record a new unit estimate for total ICR revenue and provide a brief explanation for any variance.

CEHD's proposed budget estimate for FY17 is lower than our FY16 updated estimate by \$174,515. Awards in CEHD were down by approximately 6% in FY15 and 7% in FY14 and so for FY17, we are assuming a similar ICR revenue decrease as we saw in FY15 and expect to see in FY16.