

College of Education + Human Development  
FY21 Compact and Budget Planning Materials  
Section E Content  
February 7, 2020

## **Section E. Submissions – Compact Materials**

The College of Education and Human Development (CEHD) has three pillars that guide our work: **Excellence in Research, Technology and Innovation, and Diversity and Globalization.** CEHD continues its commit to four priorities aligned with these pillars and the University’s Vision to be “Preeminent in Solving the Grand Challenges of a Diverse and Changing World”:

- Educational Equity/Achievement/Opportunity Gap
- Healthy Lifespan Development (“Living Longer, Living Better”)
- Children’s Mental Health/Child Welfare
- Autism/Developmental Disabilities

Evidence of CEHD’s successes in advancing strategic priorities through our three pillars are as follows:

### **Excellence in Research:**

To continue to advance and support our priorities, we created a new **Research Acceleration Program (RAP)** – a college-wide competitive seed-grant initiative aligned with the four priority areas. There are two award levels – ‘developmental’ and ‘jump start’. The ‘developmental’ award is \$100K/year for 2 years and is designed to support interdisciplinary work for a group that is already formed but still in their early stages and intended to provide enough support for the team to move toward sponsored support (i.e., grant submission). The ‘jump start’ awards are smaller and intended to provide initial seed support for interdisciplinary teams. There are four ‘jump starts’ at \$25K each, one for each priority area, and each requires a 1:1 full match. The Research Acceleration Program was made possible, in part, by our prior review of college-wide research centers in which several centers were realigned with their home departments and O&M support discontinued. The RAP is supported through ICR funds.

Other research successes include:

- Sponsored expenditures total = \$40,056,877
- Total number of applications = 218 (171 or 78% new)
- Primary federal agencies = IES, NIH, NSF, DHHS (other than NIH), State of MN
- Overall success rate = 41.2% (3 year average of proposals for new money, not continuations)

### ***Select Priority Area Updates:***

#### **Autism/Developmental Disabilities**

Last year, we reported “exploring an innovative initiative with the Medical School” that includes the possibility of new space for our **Institute for Community Integration (ICI, Amy Hewitt, Director)**, which is among the University’s most successful cost-recovery research centers (range ~ \$15-22M annually) and is the State’s only designated federally-supported University Center on Excellence in Developmental Disabilities. The University has moved forward with the purchase of Shriner’s Hospital, which will house a new “Institute for Child and Adolescent Brain Health” (ICABH) that will be a unique positioning of three programs: the Center for Neurobehavioral Development (renamed as ICABH), CEHD’s ICI, and multiple departments of pediatrics and child/adolescent psychiatry clinics. Doing so provides a strategic opportunity to touch on all four of the University’s strategic goals including:

- 1) collaboration to recruit field-shaping faculty,
- 2) vision to address a societal need,
- 3) capitalize on the opportunity and Shriner’s location,
- 4) promoting excellence and rejecting complacency in establishing a new model with a working motto of “building healthy connections for life.”

The Board of Regents approved the sale, a Design/Build team has been chosen, and we are now into the schematic design phase with a planned opening in August 2021. In October, another first, CEHD was partnered with the Medical School for a very successful University of Minnesota Foundation Showcase.

### **Children’s Mental Health/Child Welfare**

Our **Center for Advanced Studies in Child Welfare** (*CASCW, Traci LaLiberte’, Director*), was successful in obtaining a legislative allocation to support an ‘*Advanced Child Welfare Training Academy*’ (~ \$3M recurring for next decade). This is a key training, research, and demonstration site aligned with our Children’s Mental Health/Child Welfare priority area; importantly it will be statewide.

## **Technology and Innovation:**

### **Educational Technology Innovations**

The college’s sustained focus on technology and innovation touches every element of the University’s strategic plan. By establishing Educational Technology Innovations (ETI) in 2015, the college has uniquely committed to providing faculty and staff with software design, development, and dissemination expertise. As we have discussed previously, the initial focus of ETI was to identify evidence-based expertise in the college and work with faculty and staff to create software environments that would be licensed externally via a Software-as-a-Service (SaaS) licensing model. This effort has led to the creation of five revenue-producing products with a sixth product likely to launch this calendar year. This focus allows the college to have greater societal impact by creating research-to-practice pipelines while also generating new revenues via external sales for sustainability of the evidence-based products.

We strategically set forth to establish ETI as an Internal Sales Office (ISO) unit that could be directly written in to research grants across the University. Over the last four years, ETI has been written into 16 projects, 6 of which were funded for a 38% hit rate. Additionally, ETI is completing technical builds for 2 sponsored projects that did not include ETI directly, but that had software development needs that could not be met elsewhere. Including these projects would mean 8 out of 18 possible projects were funded with ETI technical development expertise, resulting in a 44% success rate.

While the initial focus of ETI was on software design-development-dissemination for SaaS and sponsored projects, the college believed additional benefits would be realized by establishing this unit four years ago. These include:

- professional development services (e.g., [ambiguousloss.com](http://ambiguousloss.com));
- recruiting strategy in faculty searches; and
- outreach to school districts in every state.

### **Online Programming**

Online programming is an important initiative for CEHD to ensure that students who seek access to our courses, programs, licenses in professional areas, or to update their knowledge via certificate offerings, have access to the expertise we offer in the college. One example of this effort is described below.

The University of **Minnesota Grow Your Own Teachers Program (MNGOT)** is a 36-credit, two-year K-6 elementary initial teaching licensure and master’s degree program. Currently, the program is offered to local school district partners and their non-licensed staff members. CEHD seeks to expand the MNGOT program by partnering with Reading & Math, Inc., a national nonprofit-- funded by the national service organization AmeriCorps. This effort funds the Minnesota Reading and Math Corps. Corps members are nonlicensed, paid volunteers who provide tutoring in schools across the state of Minnesota to help children achieve grade-level reading and math proficiency.

To prepare Corps members who work in all corners of the state, we want to take our current MNGOT coursework and clinical supervision systems and develop an online program delivery system coupled with summer institute experiences. The project would involve transforming our current program that is hybrid-- but predominantly face-to-face --to a predominantly online program.

### **Learning Informatics**

Learning Informatics is an evolving field of research and practice that spans multiple disciplines. It integrates theory and methods from education, psychology, and computer science. It belongs to the constellation of new interdisciplinary fields including (but not limited to) the learning analytics, learning sciences, human-computer interaction, artificial intelligence, and educational data mining. CEHD invested in the creation of a **Learning Informatics Lab**, proposed and led by *Bodong Chen* from the Department of Curriculum and Instruction (C&I) and *Sashank Varma* from the Department of Educational Psychology (EPSY). The purpose of the lab is to:

- foster growth in interdisciplinary research within and between colleges,
- catalyze collaborations across CEHD and the College of Science and Engineering (CSE),
- house structures to train the next generation of learning informatics researchers and practitioners.
- develop a speaker series for sharing of research and facilitating faculty and student interaction.
- evaluate the potential for a learning informatics certificate program that will attract both internal University students and external professionals.

### **Diversity and Globalization:**

We are committed to recruiting a **diverse faculty and staff** that reflect the diversity of our student body:

- 2019 CEHD faculty of color (FOC) is 25.8% as compared to the Twin Cities Campus at 19.5%
- 6 of the 8 new faculty from fall 2019 were faculty of color.
- 2019 CEHD staff of color is 18.3% as compared to Twin Cities Campus at 17.4%

We continue to recruit a **diverse student body**:

- 2019 CEHD graduate students of color (GSOC) is 23% as compared to Twin Cities Campus GSOC at 17%
- 2019 CEHD undergraduate students of color (USOC) is 33% as compared to Twin Cities Campus USOC at 25%
- 37% of our freshmen are “first generation” students and 34% are Pell Grant eligible.

Through the office of International Initiatives, CEHD continues to develop learning, study, and research opportunities in Nepal, Brazil, Morocco, Cambodia, Jamaica, Thailand, China, South Korea, and others. The international initiatives program also sponsors a Global Speakers series and a writing workshop for scholars interested in seeking Fulbrights.

## **1. Budgeting in Alignment with Strategic Planning: How we use current resources to support and advance priorities.**

CEHD is projecting a positive O&M operating budget for the third year in a row. Through revenue creation, expense reduction, and use of one-time alternative funding sources we have advanced our core strategic priorities. The process of reallocations and reductions while maintaining alignment with our core strategic priorities has resulted in significant changes to our culture, including a greater awareness of the financial implications of academic decisions. We strive to invest and innovate while balancing the need for stewardship.

We have had a very successful fundraising year. As part of our “Improving Lives Campaign”, we have raised \$104.9 million toward our \$100 million goal (from ~8,500 donors). To-date in FY20, we have

raised \$8.5 million from ~2,800 donors. We have raised \$9.6 million toward the cost of the ICD Building and along with the Medical School, CEHD has raised ~\$45 million toward the goal of \$60 million for the purchase and renovation of the Shriner's Building.

### ***Continuing and New Priorities:***

#### **A. Retention of Outstanding Faculty: Continuing Highest Priority**

In the past few years, we have experienced the unanticipated departure of a number of early-mid career faculty. We also have had a number of failed searches and increasingly higher salary and start-up package negotiations for assistant professors. This has resulted in compression of salaries at the associate and full professor levels resulting in an increased need for retention offers. Last year, we estimated compression at nearly \$1.5 million and proposed a recurring University investment of \$750,000 toward this priority. Rather than a new investment, we were able to retain our reallocations and use \$300,000 of the reallocation toward compression as follows:

- Increased the salary of faculty moving from assistant to associate professor with tenure from \$5,000 to \$6,000; and the salary of faculty moving from associate to full professor from \$6,000 to \$7,500 (fourteen faculty were promoted).  
*Total \$20,663*
- Performed a systematic review of any faculty who were promoted and/or tenured in the past five years to evaluate for salary compression and adjust their salaries accordingly.  
*Total \$87,460 (in-range and retention increases across three departments)*  
*Total \$191,877 (pending adjustments for internal CEHD equity)*
- Implemented a process to evaluate performance and equity concurrently to allow larger increases to high performing individuals at the lower pay range, while reducing pay differentials across individuals of the same performance level.

We will be seeking a recurring investment from the University of \$750,000 to continue our efforts to address the compression issue. Our next steps include the following:

- Review faculty salaries within departments in comparison to similar departments in the Big Ten and AAU institutions to look for inequities. We will focus on faculty who have consistently received the highest merit scores but due to limited availability of funds, have fallen significantly behind their peers. We will incorporate a CIP code assessment to determine the percentage of compression by discipline and increase salaries to address the compression.

#### **B. Investments in Buildings and Infrastructure: Continuing Priority**

- The **Institute of Child Development** - we have successfully raised over \$11.6 million of the \$14.6 million goal toward the capital project and will continue fundraising for a new building on the current site, which will advance research, attract and retain outstanding faculty, and enhance premier academic programs and outreach. The overall project cost is \$43.6 million. Governor Walz has proposed \$29.2 million for the ICD project in his bonding budget.
- A new **unified ICD Lab School and Child Development Center** to form one academically based Unified Program focused on research, teaching, outreach with a model early childhood education program. The project includes renovating the existing CDC building and constructing an addition. The schematic design is in process with construction anticipated to begin summer 2020 and completion August 2021.
- The **Institute for Child and Adolescent Brain Health** – the Board of Regents approved the purchase and remodel of the Shriner's Hospital, which will serve as the home of an innovative partnership between the CEHD and Medical School to provide research, clinical, and community outreach to foster healthy emotional and mental brain functioning for children. The new location will house among other programs CEHD's Institute for Community Integration and provide

research and clinical space for child and adolescent experts. The overall project cost is estimated at \$60 million, which includes the purchase and renovation. The goal is to have the costs covered primarily through philanthropic donations. Expected occupancy of the renovated space is August 2021.

- Cooke Hall houses the **School of Kinesiology** with one of the college's highest undergraduate enrollments, tuition production, and student credit hours. The student demand cannot be met due to the limited laboratory space, therefore the college is strategically evaluating space options within the building and have set aside funding for a feasibility study.

### **C. Investments in Hiring Three Faculty for High Demand Undergraduate Programs: New Priority.**

According to the Department of Organizational Leadership, Policy, and Development (OLPD) program review, there is an urgent need for faculty hires in the **HRD** and **BME** undergraduate programs. These programs are in high demand. However, there is a notable lack of tenured/tenure-track faculty to support the demand. Along with strengthening the quality, there is a desire to diversify the faculty and curricula offerings to reflect the diverse student body and the address the skill knowledge the students are seeking.

According to the hiring plan, the School of Kinesiology (**KIN**) generates the second most amount of tuition in the college, yet has the least number of tenured/tenure-track faculty in the college (currently at 14 tenured/tenure-track faculty-TTTF). Conversely, Kinesiology brings in the lowest amount of external grant funding. There is potential for significant growth in the areas of Health & Wellness both as an undergraduate major and in external funding. Kinesiology's Health & Wellness minor was approved in 2017 and has quickly grown to 76 students. A proposal is in process for a major in Health & Wellness. New TTTF hires in this area would significantly increase external funding and allow the department to explore the idea of developing a health and wellness major.

*CEHD will look for reallocation opportunities to invest in three faculty lines at ~ \$350,000 in recurring compensation costs and \$300,000 in one-time startup costs.*

*CEHD undergraduate enrollment target would have to be expanded to accommodate more students. Increased tuition revenues would offset the initial investments in 3-5 years.*

### **D. Identification of Resources for an American Indian Student Pathway: New Priority**

CEHD would like to identify resources (fellowship or tuition waiver) and support base (cohort model and support network) for American Indian Students to:

- create a pathway for transfer students graduating from the MN Tribal Colleges (2-year schools),
- create a graduate student support system to increase the number of American Indian students entering CEHD graduate programs – focusing on UMM graduates, and
- maybe complement DOVE fellowship program.

## **2. OUTREACH**

### **Educational Equity**

The [Educational Equity Resource Center](#) provides a portal for ed-equity work from across the University, systemwide. One resource is an access point to [Experts@Minnesota](#), providing direct access to over 140 experts across campus addressing educational issues through their discipline, including every college on campus. Another tool provided is the [Resources for Educators](#) map, illustrating the location of UMN programs and partnerships in schools across the state with an equity component.

### **Reimagine Minnesota**

With the support of the Minneapolis Foundation, St. Paul & Minnesota Foundation, and the United Way, CEHD created a team of 12 faculty and researchers to partner with the [Association of Metropolitan School Districts](#) (AMSD) and create an evidence-based report that supports their efforts to address educational equity systemically. This team submitted a report, [Extending the Vision of Reimagine Minnesota](#), to the Minneapolis Foundation, and AMSD, and is now leveraging that work to inform decision making in the lawsuit facing the MN Department of Education, alleging school segregation. The CEHD team is working with the court mediators to develop a sound and evidence-based equitable settlement and plan to promote educational equity statewide.

### **MN Education Policy**

CEHD is strengthening associations with the state Department of Education and school districts to improve data and assessment literacy, intervention implementation, and school safety and climate (through Social and Emotional Learning implementation and assessment) with a strong equity focus.

### **ETI**

Of the three historical tenets of the institution, the funding for outreach is fairly ambiguous. Instruction is funded, at least partially, by tuition; research is funded by sponsoring agencies and foundations; but the direct line to funding outreach is not so evident. Through ETI, we are reaching K-12 students, teachers, and administrators with educational technology products that bring collegiate research to their practice, which is outreach. To sustain this outreach, an annual, renewable licensing fee is charged to districts. Bringing research to practice improves outcomes for students; charging a licensing fee establishes a relationship between parties. This relationship forces the college to be responsive to district needs and to improve our offerings based on their suggestions.

### **All of our academic unit and college-wide centers are engaged in outreach. Here are two examples: Family Social Science (FSoS)**

FSoS has four faculty positions funded in partnership with Extension. These faculty provide statewide and national leadership in their program areas, working in partnership with Extension Educators who are embedded in communities. Other faculty outreach examples include:

- Zha Biong Xiong, associate professor, is studying the impact of funeral practices on the family in collaboration with the Hmong 18 Clan Council and community healers in St. Paul.
- Lindsey Weiler, assistant professor, is leading the Autism Mentorship Program (AMP), a novel mentoring intervention that pairs adults and adolescents with autism in 1:1 mentoring relationships.
- Tai Mendenhall, associate professor, leads the Family Education Diabetes Series, a community-based project to eliminate health disparities in American Indian families in collaboration with the Interfaith Action of Greater St. Paul/Department of Indian Work.

### **Organizational Leadership, Policy, and Development (OLPD)**

Over the last six years, the Educational Policy and Leadership Program (EPL) has significantly grown degree, non-degree programs and outreach to schools, districts and educational organizations in the Twin Cities and greater Minnesota. Programs include:

- Minnesota Principals Academy (with three cohorts serving 108 school leaders in 91 schools annually)
- Urban Leadership Academy (with an average of over 800 attendees per year), and
- InterDistrict Leadership Team Cohort, a collaborative partnership bringing together EPL, CEHD's Center for Applied Research and Educational Improvement (CAREI), the Minnesota Association of School Administrators, the Lakes County Coop and Sourcewell, where educational leaders come together monthly to strategize possible solutions to persistent educational problems.

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## **Section F. Submissions – Budget Planning**

### **1) Academic Initiatives and Significant Financial Concerns:**

Our highest strategic priority for FY21 is to continue our efforts that began last fiscal year to address compression in faculty salaries. For the past few years, there have been numerous early to mid-career faculty departures and failed searches. We have also experienced an increase in retention offers for high performing faculty members. Competition in compensation is the primary reason for these developments. Last year, we estimated U of M peer college salary compression at \$600k (adjusted to remove outliers) and external peer institution salary compression at \$1.4 million. With fringe benefits, compression is \$820k (3.9% increase) and \$1.9 (9.0% increase) million respectively. We plan to address the compression issue over multiple years with a combination of investments and reallocations. In FY20, we used \$300,000 of recurring resources from reallocations to address internal CEHD equity, and retentions.

*For FY21, CEHD is seeking an investment of \$750,000 toward our highest priority initiative.*

CEHD is projecting a positive operational balance for the third year in a row. This is worthy of reflection and celebration considering the significant structural deficit of ~\$6 million incrementally addressed over the past eight years. The college made strategic decisions to increase revenue generation and decrease controllable collegiate expenses. Since FY12, CEHD's tuition revenue has increased by ~\$5 million, while collegiate O&M expenses have only increased ~\$100,000 (see Appendix A). Controlling expenses to this level is remarkable considering increased compensation and general inflationary costs that occurred over those years. The college used the net of \$4.9 million toward the structural deficit.

The O&M allocation and the cost pool expenses are less controllable within the college. CEHD's O&M allocation in FY20 was \$20.8 million while our cost pool expenses were \$33.7 million. The college covers the ~\$13 million gap largely through tuition revenues. The college also leverages other new and recurring revenue sources to cover a reasonable proportion of the cost pools. The use of other revenues has assisted in eliminating the structural deficit and allowed us to establish some strategic reserves to manage tuition fluctuations, maintain mission-related funding (faculty lines), and make one-time strategic investments necessary to meet the needs of our students.

Our projections for FY21 (see Appendix B), however, reflect compensation increases that exceed our FY21 tuition estimates by ~\$733,000. In addition, funding for faculty hires exceed our available funding from known phased retirements or departures by \$902,000. This is a gap of \$1,635,000 in the new fiscal year. To continue the momentum toward maintaining a positive structural balance, CEHD is requesting:

*Retention of the FY20 positive variance for tuition of \$496,427.*

*Retention of the FY21 reallocation target of \$667,000 to maintain our current operations.*

The remaining gap in incremental revenues and costs are ~\$470,000. Since cost pools are real costs incurred at the University level, one of the ways a college can control cost pool expenses is to become a smaller proportion of the statistics used to allocate costs to the academic units. For the past two years, we have seen our cost pools decrease due to very real reductions made in the college. To cover the additional gap, CEHD is requesting:

*Retention of the FY21 cost pool savings of \$457,326.*

### **2) O&M Reallocations for FY21:**

As indicated in the compact instructions, the reallocation process establishes a uniform target across the institution and does not necessarily account for units' ability to absorb costs or recognize prior efforts

above, and beyond, the across-the-board reallocation targets. CEHD began reducing administrative costs to address a structural deficit beginning in FY12. In years to follow, we made very difficult decisions to reduce overall costs (including mission and mission support) to ensure continuation of our key priorities. Appendix C represents our planned reallocations for FY21. We believe CEHD's future reallocations will have to come from mission-related activities. Since CEHD has already closed a large department and a number of academic programs, we believe this may impact revenue generation in the years to come.

As indicated above, CEHD uses all of the O&M allocation of \$20.8 million and \$9.6 million of the tuition generation to pay cost pool expenses, for which we have little control. It is understood that the cost pools are real costs that are supposed to be covered through the University's framework, including tuition generation, ICR and other revenues. However, with an across-the-board reallocation percentage, units with higher cost pools experience a higher effective rate for reallocation. To illustrate:

Target of \$667,000 on \$88.2 million (O&M allocation plus tuition) = .76% target rate  
Target of \$667,000 on \$57.8 million (Net tuition after cost pools) = 1.15% effective rate

CEHD suggests reallocation targets in future years be based upon net controllable revenues available for collegiate expenses.

### **3) Reallocations in Other Nonsponsored Funds for FY21:**

There are no reallocations required for other non-sponsored funds in FY21. To cover compensation increases and other inflationary costs on other non-sponsored funds, CEHD will continue to monitor rate structures to ensure we are accounting for increased costs into our service contracts and fees charged.

### **4) Reallocations Implemented FY20:**

Appendix C details our reallocations implemented in FY20.

## **Section G. Submissions – Detailed Budget Materials**

### **1) Tuition – Revenue Estimates:**

Attached, as Appendix D is the FY21 Tuition Revenue Estimate Response.

### **2) Revenue Estimates – ICR:**

Attached, as Appendix E is the FY21 ICR Estimate Response.

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

The college had not planned to increase the collegiate fee from the current amount or structure demonstrating our support of the University's commitment to limiting increased costs to students. However, there is language in the compact instructions (p. 36) indicating we can no longer charge orientation fees. We would like time to evaluate the revenues we currently charge for orientation to determine whether we should increase our collegiate fee. 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 FY21 is \$1,700,000 at the current rates. The funding is applied toward department-specific technology and student technology initiatives, and student and career services costs, and faculty and staff educational technology training. The Chief Financial Officer in the college

approves spending after consultation with CEHD’s senior management team, unit administration, and the Dean.

**4) Course, Miscellaneous and Academic Fee Entry and Approval:**

Entry into the system will be completed by March 13, 2020.

**5) Tuition Rate Verification – Submission in TFMS:**

Entry into the system will be completed by March 20, 2020.

**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:**

CEHD does not have any permanent transfers this fiscal year.

**Budget Development Worksheet:** Submitted

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

Step	Description	Salary	Fringe	Total
A	FY20 Academic	\$38,794,634	\$13,029,788	\$51,824,422
B	FY21 Academic	\$38,794,634	\$13,373,287	\$52,167,921
C	Difference to A	\$0	\$343,499	\$343,499
D & E	FY21 Academic with 1%	\$39,182,580	\$13,507,020	\$52,689,600
F	Difference to B	\$387,946	\$133,733	\$521,679

Please note there are additional compression adjustments that are not represented in the table above because approval to move forward with the adjustments was communicated to the college after budgets were submitted. Below is the additional compensation for consideration

*ADDITIONAL COMPENSATION FOR COMPRESSION ADJUSTMENTS*

Step	Description	Salary	Fringe	Total
A	FY20 Academic	\$218,603	\$78,697	\$297,300
B	FY21 Academic	\$218,603	\$79,790	\$298,393
C	Difference to A	\$0	\$1,093	\$1,093
D & E	FY21 Academic with 1%	\$220,789	\$80,588	\$301,377
F	Difference to B	\$2,186	\$798	\$2,984

**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 FY20 (projection)**

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	\$63,377,160	\$84,915,789	\$2,349	\$84,918,138	\$56,068,471	\$29,795,450	\$85,863,920	\$864,236	(\$81,547)
2018	\$21,092,839	\$64,856,598	\$85,949,437	\$1,759	\$85,951,196	\$55,712,212	\$29,863,585	\$85,575,797	\$2,495,973	\$2,871,372
2019	\$21,466,388	\$65,911,777	\$87,378,165	\$7,672	\$87,385,837	\$56,012,251	\$30,120,489	\$86,132,740	\$1,622,922	\$2,876,019 3)
2020	\$20,797,076	\$67,445,014	\$88,242,090	\$0	\$88,242,090	\$56,624,921	\$30,340,966	\$86,965,887	\$822,922	\$2,099,126 4)

**Source: EFS Multi-Year Summary-custom UManalytics report with calculations** (Actuals used to update prior FY estimates. Current FY uses combination of budget and projections. Cost pools represent current FY budget figures)

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) One-time transfers in from the University Budget Office of \$600,000 is removed as it is to be applied to the parked deficit in the Dean's Office.

4) FY20 Estimates are based on the following:

FY20 Tuition includes revised estimates from OBF Budget Instructions.

FY20 Cost pools are based upon budget.

Expenses are based upon FY20 Expenses through PD7 \* FY19 Expenses Final/FY19 Expenses through PD7 increase on liability insurance, planned additional labor expenses, and anticipated coverage of foundation fund loss. Includes one time costs funded with transfers.

FY20 Transfers are based upon FY19 transfers totals assuming similar level of transfers from prior year with increase in one-time transfers out for buildings and start-ups. The \$600,000 from Central is not included as it is one-time transfers.

## APPENDIX B

### CEHD Summary Estimates-Structural Balance 1-31-20

O&M Operating Balance Estimates	Recurring	Comments
Projected Operating Balance Entering FY21	FY20- Estimate as of end of January	
O&M (Projected Revenues-expenses+net transfers)	\$2,099,126	
Strategic Recurring Reserve for Faculty Lines (Mission Preservation)	(\$1,264,661)	
Strategic Recurring Reserve for Risk Management (Year 1 of 3)	(\$166,667)	
<b>Total Structural Balance</b>	\$667,798	Primarily due to unplanned departures
Compensation Increases - 2.25% plus fringe adj	(\$1,517,277)	
Compensation Increases - Compression adjustments after budget	(\$7,807)	
Cost pool Increases/decreases	\$457,326	Impact of expanded reallocations and reductions. CEHD is a smaller % of the overall institutional cost pool drivers.
Faculty Hires	(\$2,165,280)	Effective 2/3/20 (includes Dean and Department Chairs)
<b>New Investment Request:</b> Compression in Faculty Compensation S&F	(\$750,000)	Request Year 2-Implemented \$300k in FY20 through use of reallocations- \$1.5 million compression adj total concern
<b>Revised recurring challenge</b>	(\$3,315,240)	
<b>Potential Solutions</b>		
Tuition Increase	\$792,044	
Appropriation Increase		
Retain Reallocation Funding (A)	\$667,000	
Reallocate Phased Retirements	\$1,085,265	Academic Budget Model 2/3/20
Reallocate Resignations and Retirements	\$177,712	Administrative Model (Associate Dean-Faculty) 2/3/20
Additional Reallocations		
<b>Summary of Potential Solutions</b>	\$2,722,021	
<b>Remaining Recurring Challenge</b>	(\$593,219)	

## Appendix C: Reallocations

### F. 2. O&M Reallocations for FY21

#### Target A (.75%) on O&M/State Specials

**\$667,000**

Reductions: Administration	Savings	Category
KIN program closure (1) Mission position	\$93,197	Mission
Administrative position (2)-1885 - Executive Ofc and Admin Spec	\$14,899	Mission Support & Facilities
Administrative position (3)- 8639ZN - Bus/Sys Anlst 2 No Entry	\$90,414	Mission Support & Facilities
Administrative position (4) - 1885 - Executive Ofc and Admin Spec	\$72,253	Mission Support & Facilities
Administrative position (5) - 1826 - Prin Ofc & Admin Specialist	\$25,431	Mission Support & Facilities
CRC Reduction of O&M Support	\$23,305	Mission Support & Facilities
Administrative position (6) 1826 - Prin Ofc & Admin Specialist	\$57,041	Mission Support & Facilities
CAREI Reduction of O&M Support	\$276,222	Mission Support & Facilities
Unidentified	\$14,237	?
<b>Total</b>	<b>\$667,000</b>	

### F. 3. Other Nonsponsored Reallocations for FY21

#### Target on Other Nonsponsored Fund Groups

**\$0**

Reductions: Administration	Savings	Category
<b>Total</b>	<b>\$0</b>	

### F. 4. Reallocations Implemented for FY20

#### Target (.80%) on O&M/State Specials

**\$725,000**

Reductions: Administration	Savings	Category	Position Elimination	Salary Savings (non-elimination)	Facility Costs	Increased Resources
7226ZA - Finance Manager 1 No Entry	\$124,533	Mission Support & Facilities	\$124,533			
STEM Reduction of O&M Support -Year 2 of 2 Step Down	\$89,180	Mission Support & Facilities				\$89,180
LTML Reduction of O&M Support - Year 2 of 2 Step Down	\$81,129	Mission Support & Facilities				\$81,129
MCRR Reduction of O&M Support - Year 2 of 2 Step Down	\$46,628	Mission Support & Facilities				\$46,628
9312 - Associate Dean	\$131,203	Leadership & Oversight	\$131,203			
9764S2 - Student Services Prgm Spec 2	\$85,421	Mission Support & Facilities	\$85,421			
9751 - Senior Fellow	\$27,190	Mission Support & Facilities	\$27,190			
97173A - Gift Officer 3a	\$58,186	Mission Support & Facilities	\$58,186			
1885 - Executive Ofc and Admin Spec	\$14,899	Mission Support & Facilities	\$14,899			
1885 - Executive Ofc and Admin Spec	\$69,786	Mission Support & Facilities	\$69,786			
<b>Total</b>	<b>\$728,154</b>		\$511,218	\$0	\$0	\$216,937

#### Target on Other Nonsponsored Fund Groups for FY20

**\$0**

Reductions: Administration	Savings	Category	Position Elimination	Salary Savings (non-elimination)	Facility Costs	Operating Expense
9788 - Marketing/Brand Consultant	\$89,636	Mission Support & Facilities	\$89,636			
<b>Total</b>	<b>\$89,636</b>		\$89,636	\$0	\$0	\$0

**Appendix D-Figure 2**

**FY21 Tuition Revenue Estimate – Response**

Please use the following format to submit a tuition revenue estimate for FY20 & FY21. The dollar values entered in the table below are for illustration purposes only – your response should include the dollar values associated with your unit from the tables above and/or your unique estimates. Submit items 1-3 as applicable:

	<b>FY20 Tuition Estimates</b>	<b>Budget</b>	
		<b>Office</b>	<b>Unit</b>
1	FY20 Budgeted Tuition (from table above-same in both columns)	<b>\$ 67,445,014</b>	<b>\$ 67,445,014</b>
2	Updated FY20 Estimate	<b>\$67,941,441</b>	<b>\$67,445,014</b>
3	Variance – Over(Under) Budget	<b>\$496,427</b>	<b>\$0</b>
4	<b>FY21 Tuition Estimates</b>	<b>\$69,866,193</b>	<b>\$68,237,058</b>
5	Projected Growth(Decrease) from FY20 (line 4 less line 2)	<b>\$1,924,752</b>	<b>\$792,044</b>

**FY20**

The collegiate updated estimate is \$496,427 lower than the University updated estimate based on Spring 2020 student credit hours (SCH) being down 2.8% (for comparison, Fall 2019 was down only 0.9%). This essentially aligns our FY20 estimate with our FY20 budgeted amount.

**FY21**

Both the Budget Office and CEHD estimates include the following:

1. No change in average student credit loads
2. Tuition rates will increase as 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 decrease in undergraduate enrollments, which equates to a 0.32% decrease, or a \$129,728 decrease in undergraduate tuition revenue.
4. Based on graduate new student enrollment trends, CEHD estimates a small decrease in graduate enrollments, which equates to a 2.35% decrease, or a \$688,325 decrease in graduate tuition revenue.
5. Based on the closure of the Recreation Administration BS program and the Outdoor Recreation and Education minor, effective Fall 2019, we are planning for an estimated \$292,095 decrease in undergraduate tuition revenue in FY20 and FY21, and \$146,047 in FY22

**FY21 Each 1% - Resident Undergraduate Rate Only**

Our models indicate that the incremental change for each 1% change in the applicable resident undergraduate rate for FY 21 would be \$281,896, which is slightly lower than the University’s estimate.

## 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 FY20 (updated estimate) and FY21 (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 (FY20) plus (2) an estimate of ICR revenue for next year (FY21).**

Resource Responsibility Center:

1a. Approved Budget for current year – FY20: \$6,225,000

1b. Updated estimate for current year – FY20: \$7,056,472

Explanation of Variance (if any):

CEHD is using an updated estimate of \$7,056,472 for FY20. This is higher than the Approved Budget by \$831,472, but \$323,362 lower than the Budget Office's updated estimate. CEHD had a one-time, fixed price transfer of \$323,362 occur in period 06. We exclude that amount before forecasting the current year using the Budget Office methodology (i.e. FY20 Total ICR through period 06 multiplied by 2) and then add it back as part of final total estimate.

The remainder of the projected budget variance is primarily due to a July 31, 2018 Research Professor hire who brought several NIH grants with her, but activity was only beginning to ramp up during FY19.

2. Proposed budget estimate for FY21: \$6,867,772

If you agree with the proposed estimate for FY21 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 FY21 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.

Again, we need to make another adjustment due to the large, fixed price transfer. Starting with our FY20 estimate we exclude that amount to get to \$6,733,110. Then we apply the 2% inflation factor to get to our FY21 estimate of \$6,867,772.

ICR is something that we will need to continue to monitor closely. In order to help balance are overall budget, we have been using ICR to cover reoccurring expenses including cost pools and administrative expenses. Any unexpected variance negatively impacting our revenues can return us to our structural deficit.