

FY2014 U of M, Crookston Compact – March 1, 2013

1) What are your top priorities for next year and what are your most significant challenges or concerns in addressing those priorities?

A) ACADEMICS

- **Welcome and Integrate a New Vice Chancellor for Academic Affairs into the Campus Community**
 - A search is currently underway for this critical academic leadership position
 - Plan is for new VCAA to begin by July 1, 2013
- **Hire Three New Academic Department Heads**
 - Of four department heads, two have accepted positions at other universities and a third has chosen to return to teaching/phased retirement; three of four department heads will be incoming new leaders
 - These positions provide vitally important leadership for the academic units
- **Maintain a High-Quality Faculty**
 - Involves the hiring of full-time tenure-track and non-tenure-track faculty
 - Replace faculty who leave or retire with the highest quality candidates
 - Hire in strategically important areas to grow enrollment and to improve retention and graduation rates
 - UMC's distinctive teaching and learning environment calls for exceptional educators committed to undergraduate instruction who are able to develop an appropriate scholarly agenda balanced with teaching and outreach responsibilities
 - Enhance faculty professional development and support for scholarship

B) FACILITIES

- **Wellness Center (currently listed on the 6-year U of M Capital Plan)**
 - Plays a critical role in student success, health and physical activity, and overall student experience
 - Addresses shortage of adequate fitness/recreational facilities due to increased on-campus enrollment
 - Provides an important recruitment and retention tool for both non-athletes and student-athletes
 - Assists in improving the competitiveness of intercollegiate athletic teams
 - Enhances wellness education/training opportunities for the campus and serves as a community asset
 - Allows faculty and staff to engage in wellness activities and opportunities
- **Utilities**
 - Conversion of 1940s-era Heating Plant from coal to an alternative fuel source to comply with pending EPA standards; this increases reliability of the primary fuel source and attains greater energy efficiency
 - Upgrade of campus electrical system (last upgraded in 1980) to meet expanded demands and to provide electrical backup
- **Laboratory, Research, and Classroom Space**
 - New faculty hires are constrained by lack of appropriate and adequate lab/research space; this also becomes an obstacle when recruiting prospective high quality faculty
 - Lab/research space also supports the student experience through undergraduate research projects
 - Traditional classrooms need modernizing to maintain UMC's technological mission
- **Admissions Space**
 - Current space does not meet code: low ceilings, lack of windows, issues with ventilation
 - Without improved space recruitment and enrollment goals are threatened

C) STRENGTHEN EXTERNAL RELATIONS

- **Development and Alumni Relations**
 - Current staffing levels are inadequate to meet the increasing need to build relationships with donors and prospective donors

- UMC has the challenge of working with four distinct alumni groups: the Northwest School of Agriculture alumni, 2-year technical college alumni, 4-year university alumni, and online alumni
- Current staffing levels limit relationship building and engagement of a growing alumni base

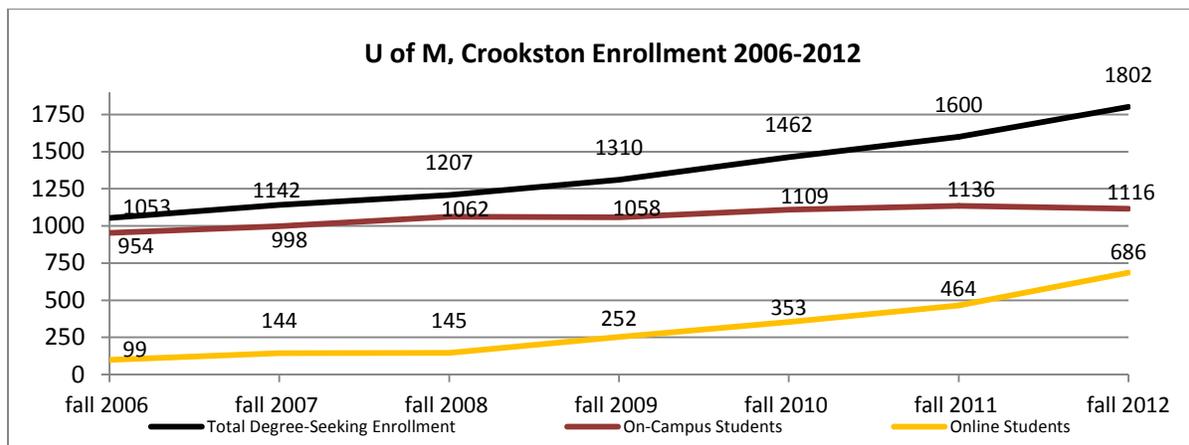
- **Events, Communications, Marketing, and Public Relations**

- As UMC has significantly increased enrollment, the number of higher achievement students, and the number of majors and events offered on campus, current staffing limitations result in missed opportunities for the external relations component
- There is an increasingly important need to share compelling stories to highlight and reinforce the fact that the campus, its faculty, its students, and its alumni are community and regional assets
- Demand for use of campus spaces by both internal and external groups has grown and has potential for income generation, especially in summer

D) **CHALLENGES**

- **Dramatic Growth in Enrollment with Limited Investment to Support That Growth**

- This is the primary challenge for the campus as it continues to work toward operational excellence and high quality programs in all areas
- Since 2006, UMC has seen degree-seeking student enrollment grow by more than 70%
- Since 2006, online enrollment has grown by nearly 600%; on-campus enrollment has grown by 17%
- Since 2006, UMC has seen minimal increases in the number of faculty and staff
- Additional income from increased tuition revenue often goes toward system reallocations



- UMC is in a competitive regional market for higher education and continues to be the high-cost public provider; there are 11 other higher education institutions within 90 miles
- Any tuition increase for international and out-of-state students raises great concern, as along with UMTC, UMC has the largest percentage of these students in the system but with a higher admission rate
- With fewer high school graduates, especially in rural Minnesota, recruitment of non-resident students is essential to maintaining and growing enrollment
- Offering a limited spectrum of majors, which creates challenges for recruitment and retention
- Aligning academic majors to the educational and employment needs of the 21st century, while maintaining the higher-cost applied, experiential nature of UMC's mission
- Recruiting high quality faculty and staff and maintaining a competitive compensation package
- Responding to and incorporating emerging technologies in teaching and learning as per UMC's mission
- Meeting the challenge of supporting both residential and online students—two distinctly different groups with significantly different support needs

2) In what ways can University leadership better support your goals? Are there specific areas of guidance or direction related to programming or operations that would help in your planning to achieve your goals?

A) ACADEMICS

- Assist in the development of stronger connections between the U of M Office of the Provost and UMC's vice chancellor for academic affairs
- Assist in the coordination of articulation of curriculum and transferability with both U of M system-wide and MNSCU
- Help identify and then, as a system, utilize contributions UMC can make to the entire U of M enterprise
 - The small scale and nimble nature of UMC provides opportunities for innovative approaches
 - Students, faculty, and staff at UMC are increasingly willing to work with units across the U of M system
- Be actively inclusive of UMC and other system campuses when making system-wide decisions, while being mindful of the challenges of distance and distinctive missions
- Support a mixture of new full-time faculty positions (both tenure and non-tenure)
- Help UMC strengthen research contributions in applied areas consistent with its mission
 - Enhance scholarship opportunities to attract and retain quality faculty
 - Strengthen and expand undergraduate research programs to engage students
- Encourage administration, faculty, and staff from the Twin Cities campus to visit UMC; this informs them of the true nature of the campus, how it operates, and its challenges and successes

B) FACILITIES

- Assist in state and governmental relations with regard to the Wellness Center project
- Help in identifying and securing additional laboratory, research, and office space
- Continue to develop good coordination between Central Administration and UMC on projects

C) EXTERNAL RELATIONS

- Continue to enhance connections and fortify support of UMC's efforts in development, alumni, government relations, communications, marketing, and public relations with U of M central admin
 - Build on current positive relationships between staff in these areas
 - Provide expertise where appropriate and sophistication in support areas
- Recognize the critical importance of maintaining and nurturing excellent community relations in the region of northwest Minnesota and beyond; this leads to greater advocacy and increased financial support

3) What are your unit's plans related to e-learning and online education? A description of your current involvement in this area would be beneficial, along with any plans to increase or decrease your activities in the near future.

UMC currently offers 10 of its 27 degree programs online as well as on-campus. Future plans include:

- Move forward with an understanding that the field will continue to become more competitive
- Hold and grow UMC's market share and presence in the online learning market
 - Work to add selected online degree programs currently offered on campus;
potential programs: Agricultural Business, Criminal Justice, Sport and Recreation Management
 - As UMC adds additional new degree programs, offer them both on-campus and online;
potential programs: Entrepreneurship, Finance, International Business
 - Raise visibility and enhance student recruitment
- Maintain high levels of quality
 - Utilize high quality faculty, many of whom also teach courses on-campus
 - Strive to offer the same quality of online courses as on-campus, "same degree"

- Ensure online learners are receiving equal opportunities for support services as well as to build a funding model to cover the additional expense

See also Question 3 on page 9 for more information

4) What are your unit's plans related to international programs? A description of your current involvement in this area would be beneficial, along with any plans to increase or decrease your activities in the near future.

UMC faculty and staff continue to build system-wide relationships and take part in these system-wide programs:

- U of M Global Programs & Strategies Alliance
- International Students and Scholars Services Office
- Internationalizing Teaching and Learning cohort group
 - Five UMC faculty members have been involved in this program over the past two years
- Global Programs and Strategies Alliance travel grants (this past year for India and South Africa)
- Teaching and leading short-term, faculty-led programs
 - This year: Brazilian agriculture, the culture of India, and the cultural ecology of New Zealand

UMC international students continue to become leaders on campus and within the U of M system:

- In fall 2012 two international students won the prestigious SEED award
- Student projects are increasingly of an international nature at the undergraduate level
 - Clean Water for Everyone (Enactus group project)
 - Change Africa

See also Question 2 on page 8 for a description of plans

5) What are your unit's plans for graduate and undergraduate assessment and program review?

UMC was accepted into AQIP (Academic Quality Improvement Program) as its accreditation process in 2010.

- Utilizes a continuous improvement process and provides an alternative process for HLC accreditation
- UMC will begin its first AQIP Institutional Portfolio Review in November 2013
- 2012-13 AQIP projects are active: Assessing UMC Core Competencies, Developing Support for Transfer Students, Program Review Process Revisions
- 2013-14 AQIP potential projects are currently under consideration and development

Plans and Challenges Regarding Assessment and Program Review:

- UMC recently hired a director of institutional effectiveness whose responsibilities include working with institutional data and shepherding efforts for assessment
- UMC's Office of Student Affairs is utilizing the Council for the Advancement of Standards in Higher Education (CAS) for student development outcomes and goal-setting
- UMC is in the process of reevaluating its program review process and procedures
 - Key features include a comprehensive review of each program evaluated by an external reviewer and a committee of UMC faculty to make recommendations regarding program continuance, modification, or termination
 - Options are currently being considered for electronic tracking and storage of program review data including data involving assessment
 - Consideration is being given to ways to enhance faculty attention to assessment and program review and to provide additional administrative feedback into the process

- In addition to more traditional assessment criteria, the outcomes and assessment section of the new proposed program review process includes:
 - Employer and graduate surveys (provided by UMC Placement Office)
 - Program Improvement Audit Committee (PIAC) feedback, interviews, and surveys
 - Ongoing assessment of the internship experience required of all students

6) What specific steps has your unit taken to improve undergraduate retention and graduation rates? What specific steps has your unit taken to improve time-to-degree completion rates for your graduate programs? What are your future plans in these areas?

- UMC has conducted a comprehensive review of admissions and enrollment management components, functions, and staffing to identify redundancies and operational efficiencies; this process has:
 - Aided in overall planning for these areas
 - Led to the revision of the job description for the director of admissions and enrollment management to better coordinate campus efforts in this area (a search to refill this position is underway)
 - This process has redefined the responsibilities for the associate vice chancellor for student affairs and enrollment management
- Enrollment management, as an area of responsibility, is now an action item within Student Affairs
- An expectation has been formalized for better collaboration and internal coordination regarding enrollment management among the UMC units working with prospective and continuing students in order to work toward operational excellence as well as improve efficiency
- The newly hired director of institutional effectiveness has responsibilities to track enrollment, retention, and graduation data
- A dashboard of related indicators is under development

7) If you received an incremental recurring or nonrecurring compact allocation in the current year (FY13), please report on how the funds have been used and any reportable outcomes or results that you can share.

In FY13 UMC received:

The change in the O&M/SS allocation for a portion of the cost of the new writing coordinator position (the remainder of that cost is to be covered by increased tuition revenue) -- \$73,795

- The funding for this position was used to cover an unexpected funding gap; hiring of this position will move forward once that gap has been addressed

A \$100,000 nonrecurring post-budget O&M transfer to establish a chancellor's discretionary pool to support strategic initiatives

- The chancellor will work with the new vice chancellor for academic affairs to refine and outline strategic initiatives before committing these non-recurring funds

Budget Planning

1. Investment Opportunities

- a. **Business Department Head (capable of receiving tenure): Estimated Salary and Fringe: \$154,000**
- This position is essential to provide leadership for this foundational academic unit
 - This position provides leadership and strategic planning for online and on-campus business education programs
 - Background in accounting, finance, management, or marketing is required; experience with accreditation is desired
- b. **Animal Science/Equine Science/Pre Vet Position (Tenure Track): Estimated Salary and Fringe: \$100,000**
- Enrollment in this area has increased from approximately 90 to over 210 with no corresponding increase in faculty numbers
 - Enrollment growth has resulted in recurring teaching overloads and has required changes in the frequency in which courses are offered and a need to ensure timely graduation
- c. **Management 9-month position – (Tenure Track): Estimated Salary and Fringe: \$126,000**
- The management degree program is UMC's most heavily enrolled academic program overall
 - Due to pending retirements, within three years there will be one tenure-track/tenured faculty member remaining to support as many as 400-500 students
 - This position is essential to continued evolution, innovation, and building upon the program's position of strength
- d. **Equestrian Team Coach/Equine Science Position (Non-Tenure): Estimated Salary and Fringe: \$60,000**
- This position addresses two needs: refilling the Western Equestrian coaching position and teaching part-time to help alleviate recurring teaching overloads facing faculty in this academic area
 - UMC's Equestrian Team has two components: Hunt Seat and a Western, which requires coaching two distinct disciplines
 - This position will also be responsible for recruiting, NCAA compliance, and service/outreach
- e. **Visualization Engineer/Lecturer (Non-Tenure) – 12 month: Estimated Salary and Fringe: \$81,500**
- Funding supports the continuation of a hire temporarily funded through an assortment of various funding lines
 - Continuing this position is essential to ensure operation of the Informatics Lab Facility (featuring immersive visualization, geospatial teaching and research, and ultramultimedia technology) as well as for potential SE ABET accreditation, recruiting, and providing critical technology for interdisciplinary projects and campus initiatives
- f. **Strength & Conditioning Coach: Estimated Salary and Fringe: \$56,000**
- This position would be responsible for developing and creating strength programs for all eleven intercollegiate sports and for providing all students with guidance and proper training techniques for free weights and other strength training equipment with attention to safety, reducing injury, and injury prevention
- g. **Office for Students with Disabilities: \$50,000**
- Allows UMC to comply with Federal, State, and University guidelines for the accessibility of instructional technology identified by Section 508 of the Rehabilitation Act of 1973 for full access for persons with disabilities
 - Full adoption of these policies requires new initiatives involving planning and implementation of a formalized accessibility review for technology investments, implementation of faculty training protocols for online learning, training and support of course material accessibility, and liaison work with U of M Adaptive Computing
- i. **Assistant Director of Alumni Relations and Annual Giving: \$62,000**
- This position would be responsible for programs and projects that engage alumni while supporting the director of development and alumni relations
 - Current staffing levels limit relationship building and engagement of a growing alumni and donor base for four distinct alumni groups: NWSA alumni, 2-year technical college alumni, 4-year university alumni, and online alumni
- h. **Events Facilitator/Communications Assistant: \$56,000**
- This position would work with internal units/students and external groups/individuals to schedule and facilitate events on campus and to promote events internally and externally, allowing UMC to deal more professionally and consistently with all clients while improving communication lines and generating greater positive public perception and advocacy for the campus
 - Offers possibility income generation with increased events over the summer when the campus is less utilized

2. Reallocations

.08% Reallocation - \$191,000

FY13 tuition revenue generated in excess of budget plan

\$191,000

Additional revenue would have been used to provide equipment, supplies, and classroom technology upgrades needed to augment programmatic needs of academic departments and to further improve the student experience via efforts in academic advising and retention. Unfortunately, these initiatives will not move forward at this time.

3. Significant Financial Issue**a. Allocation of \$250,000 recurring funds to UMC**

In September 2011, UMC was informed that President Kaler recommended to the Board of Regents an allocation of \$250,000 to the University of Minnesota, Crookston as part of the additional allocation from the state to the University of Minnesota. The Board approved the President's recommendation. These funds were used to address critical issues at UMC by supporting positions related to recent compliance and audit recommendations, campus health and safety needs, and general student support services. These areas of priority were also informed by a formal campus-wide application and review process.

In total, nineteen proposals were submitted and reviewed by the Chancellor's cabinet. As would be expected, there were far more proposals submitted than funding available. Seven new positions were funded and the percentage appointments for three existing part-time positions were increased. UMC also leveraged \$65,000 in funding provided by campus units to increase the impact of the \$250,000 to \$315,000.

The following proposals were funded and the positions have been hired.

- 9-month, 100%, Lab Services Coordinator in the Agriculture and Natural Resources Dept.
- 9-month, 75%, Lab Services Technician in the Math, Science, and Technology (MST) Dept.
- Increase from 10- to 12-month, 100%, for a Lab Services Coordinator in the MST Dept.
- 12-month, 100%, System Administrator in Technology Support Services
- 12-month, 75%, Principle Accounts Specialist in the Business Affairs Office
- 10-month, 100%, Security Guard in Residential Life and Security Services
- 10-month, 100%, Assistant Athletic Trainer in Athletics
- 12-month, 75%, Principal Office and Administrative Assistant in Athletics
- Increase from 50% to 100% time for a 12-month, Financial Aid Student Personnel Coordinator
- Increase from 50% to 100% time for a 9-month, Assistant Counselor in Career and Counseling Services

Following the initial information regarding this allocation, UMC was informed that these dollars were non-recurring for FY 2012. However, it was the understanding of campus administration that the funds would become recurring in FY 2013; the FY 2013 budget and Compact were both built based on that understanding. It was not until UMC received its allocation letter from Central Administration following the Compact review process that UMC administration realized the campus would not receive those as recurring funds for FY 2013. Based on conversations with Sr. VP Jones and Chancellor Casey, it is clear that a misunderstanding occurred not only regarding the recurring nature of the funding, but also that the request for the recurring funding was to have been included in the FY 2013 Compact.

Additional Questions and Responses Specific to the University of Minnesota, Crookston

1. What consideration has been given for reviewing campus policies that differ from University policy (such as the GPA required for good standing)?

The Crookston campus follows all University of Minnesota Board of Regents and administrative policies. We also follow all educational policies with the following disclaimer: "UMC follows all University educational policies except those specifically identified in the UEA Contract, and in these cases the difference would only relate to conditions to work."

Like the other statewide system campuses, UMC has some campus-specific policies. As requested, the Crookston campus has been working with UMTC's Institutional Compliance Office/University Policy Office to reduce campus-specific policies where appropriate. UMC has reduced the number of campus-specific policies from 64 to approximately 30 and continues to review and update policies.

The policy for review includes campus officials who are responsible for the administration of these policies. For those related to academics, the Policy and Standards Committee (PSC), which has representation from all academic departments, reviews the policy and engages their units for discussion. At the subsequent PSC meeting the feedback from the departments is discussed. The chair of the PSC brings issues involving change or new policy to the Faculty Assembly, where the issues are presented and open for general discussion. If it is approved in this group, the recommendation for acceptance is forwarded to the chancellor.

2. What are UMC's plans related to international activities?

UMC's current international enrollment is approximately 7% of the total degree-seeking undergraduate student population with about 140 on campus. This represents roughly 12% of all residential students. Reaching and maintaining a level of approximately 15% of residential students as international students is considered optimal at this time and limits the numbers to a maximum of 170 at current enrollment levels. Currently the largest concentrations of international students come from Korea and China. The main focus is to maintain current international enrollment but also to increase the proportion from underrepresented countries. UMC embraces the concept of preparing students to work in a global economy and that graduates' success depends on their ability to understand and work with diverse groups from many parts of the world.

Top priorities for UMC's international programs include:

- Maintain a single rate tuition plan for international students that matches Minnesota resident tuition
- Increase the number of international students to enhance enrollment and to help counter an anticipated loss in domestic students as the number of high school graduates in the region and state declines
- Expand the diversity of international students to include 25 countries
- Work with U of M units to enhance system-wide efforts involving faculty, staff, students, and research
- Continue to increase the diversity of faculty to include more international faculty
- Increase the number of domestic students who study abroad through various U of M programs
- Develop greater community involvement with the international student population
- Develop a global studies minor and/or certificate program
- Welcome the new Confucius Institute director from China and work to develop a Chinese language camp
- Increase the number of visiting international professors, such as the visiting professor of international business from China who has joined the faculty this semester
- Expand the number of UMC degree programs that have integrated international perspectives into the curriculum

3. What is the on-line or distance-education strategy for the campus? Is there a desired ratio of distance-education to traditional students for the campus?

UMC offers quality online programs presented by the same faculty who would provide the same curriculum on campus. The Higher Learning Commission (HLC) has required that UMC only offer online programs that have gone through the review and approval process specified by the U of M Board of Regents and also offer any new programs listed for online, on campus. This expectation limits capacity to increase online programming and degree offerings until UMC can support/expand the faculty.

Each of the departments currently involved in offering online courses has established a review process for courses before they are listed as an online offering. Additionally, all of the faculty teaching online courses have been required to complete an online Quality Matters program so they understand best practices involved with online teaching and learning. Mentors are assigned to work with all new online instructors to provide assistance and verify quality of the offering. Before they will be considered as possible online instructors, potential online adjunct faculty are required to take a course similar to Quality Matters.

UMC currently delivers ten undergraduate degrees and three certificates entirely online, contributing to the University's mission of access and broadening the University's academic reach, virtually. These online degrees provide flexible options for students, primarily working adults who want a University of Minnesota degree but who are constrained by career, family, or location. Within the next year more degrees are proposed to be available online: Entrepreneurship, Finance, and Sport and Recreation Management. Others are being considered for development: Agricultural Business, and Criminal Justice, and International Business.

Recently UMC earned inclusion in the latest edition of U.S. News & World Report's Top Online Education Program Rankings. In the last year online credit hours have grown 36 percent, putting UMC on track to deliver approximately 15,000 credits online this academic year.

With a strong focus on maintaining quality, the issue of growth is a challenge as it means increasing the regular faculty numbers and increasing term or non-tenure-track faculty. UMC's enrollment of online-only degree-seeking students is currently at just over 40% of total undergraduate enrollment, with a potential to reach 50% in the near future. The challenge with online and on-campus learning is balancing the resources required for these two different delivery systems.

Long range planning (five to ten years out) will be one of the first tasks for UMC's new vice chancellor of academic affairs (on board July 2013), and it will involve the academic department heads as well as the new director of admissions and enrollment management. Once discussions take place to further frame online strategies and investment opportunities, then funding requests will be made.

In addition to the direct UMC focused efforts described above, the Center for Adult Learning (CAL) on the Crookston campus extends its expertise in online learning and online student support by serving as the Digital Campus Calling Center for the entire U of M system. The Calling Center is the gateway to online course offerings, degrees, and non-credit classes system-wide. Systemic coding, incorporation of a constituent relationship management (CRM) platform, online tutoring, and the thirty credit residency requirement for degree completion are areas of support and evaluation that assist with continuous online growth, degree completion, and online student support service efficiencies.

See also Question 3 on page 3 for more information