

**Follow up for all Deans**

**Please submit all requested new information by email to the Provost by Noon, on Tuesday, February 14.**

**Response from Cindy Juntunen, CEHD**

**1) Provide information on how your reductions fit into your college/school and/or UND Strategic Plan.**

a. UND strategic plan:

- i. We are maintaining PhD programs and resources, and we are phasing out EdD program support from base funds
- ii. We are taking steps to re-organize the college which will support collaboration and interdisciplinary course offerings, as well as reduce duplication (and costs) in instruction. This will support our ability to focus on “Grand Challenges,” as well.

b. CEHD plan:

- i. Increase collaboration and streamline instructional costs through sharing core graduate courses
- ii. Reduce summer instructional costs and maintain high-quality full-year instruction by adjusting some faculty contracts to 10-month 90% contracts
  1. Incentivize external grant-seeking by allowing 10% increase in salary to 100% effort
- iii. Solidify resources around two “Grand Challenge” clusters: School-based health centers (with emphasis on early intervention and prevention, behavioral health, substance abuse) and PreK – graduate educational pipeline (with emphasis on increasing inclusion and diversity in higher education)

**2) Do not presume a tuition increase.**

- a. No tuition increase is anticipated

**3) Factor in any salary increases for faculty promotions.**

- a. Promotion salary increase are estimated to be \$20,000 and this is addressed on line 32.

- 4) **As we discussed by phone on Tuesday, and for those for whom it's relevant, how do you intend to increase your production of PhDs as linked to the Grand Challenges in the Strategic Plan?**
- a. We will maintain our PhD production, which is typically in excess of 40 PhDs per year. We do not believe we can increase it at this time without additional faculty. When we have determined our ability to consistently generate sufficient revenue to hire additional faculty, we will increase the production of PhD students in the following areas:
    - i. Special Education (expect we could graduate 10-12 per year)
    - ii. Analytics and Data Science (this will require a new program, would start with 5-6 per year if program is established)
    - iii. Increase by 1 – 2 the number of PhD program in Counseling Psychology, Higher Ed, PreK-12 Leadership, and Teaching & Learning.
- 5) **We continue to be interested in your ideas for creating professional masters and certificate programs and moving waivers from terminal masters to PhD programs.**
- a. Waivers will be changed effective Fall, 2017. Only PhD students and those Master's students affiliated with Resident Teacher programs will be awarded waivers. Exceptions will be made when programs have obtained external funds that can be used as waivers, which can be applied to fit program needs.
  - b. This year, CEHD has begun development of the following professional programs:
    - i. MAT – Master of Arts in Teaching
    - ii. Certificate in Quantitative Methods (Stage I complete)
      1. This will serve as a springboard for a Certificate in Analytics and eventual PhD program
    - iii. Certificate in School Counseling (Stage I complete)
    - iv. Certificate in Special Education (Stage I complete)
- 6) **We would like to continue the dialogue with you on low enrollment courses and majors.**
- a. I have examined the list of low-enrollment majors (as provided on Blackboard) and have some updates here:

- i. Several of the MEd and MS programs listed (ECS, SEC, SEL, SES and SEV) have already been suspended and collapsed into the MS and MEd programs in Special Education (SED).
- ii. Recreation and Leisure Services is a low-enrollment major that has already been suspended.
- iii. The MS-CIN program will house the MAT program under development. Both the CIN and MAT program will be online beginning in Fall, 2017 and we expect that will result in a significant increase in enrollment. No new faculty will be hired until that increase is realized.
- iv. The Educational Leadership programs, which show a pattern of decreased enrollment, will be reduced from 5.5 to 3 FTE of faculty until there is evidence that enrollment potential has returned to previous levels.
- v. CEHD currently offers multiple MEd, MA and MS programs that have some common areas of content. The College Re-Organization Committee and Leadership Team have developed a set of recommendations for combining common courses that will result in at least 9 courses being eliminated from the annual offerings of the college.
- vi. KIN courses with low enrollment have been analyzed, based on feedback in our phone call last week. Many of the low-enrollment courses have not yet begun, as they are second 8-week courses. However, there are some costs to these courses that can be excessive and we are working to establish priorities for both instruction and enrollment that will limit the number of 1-credit KIN courses offered each term.

**7) We would like your thoughts on building research funding and scholarships.**

- a. Our college research funding goal is to increase external funding by 20% each year for the next 5 years. Action steps include:
  - i. Incentives for faculty to write proposal in Summer, 2017 that include 1 month salary (from FY 17 budget) and professional development funds supported by current F & A account.

- ii. As described in 1.B.ii, change contracts of select faculty to incentivize grant activity and support additional time for research
  - iii. All tenure-track faculty will have floor of 40% dedicated to research, effective Fall, 2017. A college committee will develop productivity markers in Spring/Summer, 2017
  - iv. All tenured faculty will have floor of 40% dedicated to research by Fall, 2020.
  - v. CEHD grants officer is attending a pre-award training workshop this month and will be working with select faculty and PhD students to develop proposals.
- b. In terms of scholarships, we are working with our alumni development officer in the following main areas:
- i. Establishing support for students who want to work in addictions and substance abuse with an identified alum;
  - ii. Increasing support for high-need teachers through our teacher education endowments;
  - iii. Developing foundation proposals with focus on rural health and opioid addiction prevention.

**EHD – Request for additional information from budget reduction template**

**Line items 15-19, and 24** – Please clarify - - Are you reducing base? If so, where are the dollars coming from to supplement salaries?

The funding for these positions will now come from distance accounts (30723 and 30722), instead of 30205. This will result in a reduction in base accounts (30205). We have demonstrated sufficient revenue generation from 30723 and 30722 to support these changes, and anticipate this increasing with the approval of online certificate programs that are underway. (Note: These certificate programs represent work already occurring in the college, so there are no new expenses anticipated). The dollars will come from the following accounts:

30723-2600 through 30723-2635 and  
30722-2600 through 30722-2635

**Line item 20** – The Provost will discuss this with the Dean after Feb. 15.

**Line item 21** – Is this a voluntary reduction in salary or other? If voluntary, please keep in mind that staff can request returning to full-time at any point, and these

requests need to be approved by the Dean and Provost. All other reductions, changes to Position Descriptions, etc. will need to be reviewed by HR.

This is a voluntary reduction. This staff was previously part-time and was asked to move to full-time to meet departmental needs; she would now like to return to part-time.

**Line item 22** – The Provost does not intend to approve this.

OK, I have removed this item (I assume it was meant to refer to line item 23, but will correct if that is inaccurate)