A. Introduction

Our mission... The College of Human Ecology engages in the scholarship of teaching and learning, research and discovery, and outreach to address the human needs of people in Minnesota and beyond by improving nutrition and health; promoting development across the lifespan; advancing design and technology; embracing cultural competence; and securing economic and social well-being for individuals, families, and communities.

Human Ecology is focused on the Human Ecosystem. Haeckel coined the word “ecology” in 1866 to refer to the science of the relations between living things and their environments, and human-environment relations, by this general definition, constitute the central subject of human ecology. The “human” is the centerpiece of all of the work in the college... human centered design, nutrition and human health, human relationships, in the context of the environments in which we function. Human Ecology... the ecology of people in their worlds.

Three overarching goals guide the work of the college:
- Academic Excellence
- Positioning of the college
- Financial stewardship of the college.

This 2004-05 compact presents CHE’s major long-term priorities and new goals/priorities within the context of these priorities.

The compact between the Senior Vice-President for Academic Affairs and Provost and the Dean of the College of Human Ecology includes the following:

B. Update - Major Long-Term Goals from 2003-04

Academic Excellence

The goals of Academic Excellence embrace the Balance of Scholarship (BOS) strategic vision of the college and the vision statements of the academic units.

Balance of Scholarship: The Associate Deans lead the implementation of the Balance of Scholarship recommendations, which cut across programmatic issues and reflect college wide agendas. We envision three dimensions of our scholarship – teaching, discovery and engagement – as fundamentally interrelated, and we aim to increase the synergy among these modes of scholarly endeavor to address our mission. Faculty scholarship is closely tied to the initiatives of the college: cultural competence, design and technology, development across the lifespan, economic & social well-being, and healthy life choices. See addendum A for specific examples.

Academic Excellence Goal: Research & Discovery

Goal: The research and discovery agenda includes establishing benchmarks through the development of a database of grant submissions and awards, publications, completed theses/dissertations, and other measures of faculty productivity. Baseline data collected for year 2003 will be used to measure faculty productivity.

Previous Measures:
- CHE, through participation by departments, plans to increase funding for equipment, new initiatives, faculty positions, start-up funding, travel to professional meetings, research and outreach by 5% through state appropriations, grant funding, and increased industry funding and partnerships.
- Establish a baseline and measure the research productivity of faculty by using a rolling three-year average.
- Increase number of external research grants submitted by 5% and increase success rate of grant applications by 2001.

Progress toward goal: CHE has made major strides toward increasing its number of grants and contracts. This is a direct result of the investments made in the departments toward grant coordinator positions. In three years, our submission of grants and funding proposals has increased over 30%. Monthly meetings of grant coordinators with the Associate Dean for research has resulted in increased coordination of funding efforts and a series of research seminars relevant to current faculty needs.

New Measures
- FY04 grant & contract proposals will increase over the previous year; awards success rate will increase from 47% to 50%.
- CHE will maintain sponsored grants and contracts at a level of no more than 50% of the college budget.
- CHE’s 10-year goal is an average of 2.25 proposal submissions per faculty member per year. [FY03 proposal submissions averaged 1.25 per faculty member]
Academic Excellence Goal: Investment in Faculty

Goal: Launch a dean’s leadership development program involving deans and department heads to mentor faculty for future leadership/administrative roles. The number of individuals who have been prepared to enter administrative roles is few; furthermore, individuals are not interested in administration. The measure is preparedness and readiness of individuals to assume leadership roles in the college and university.

Progress toward Goal: the executive committee in the college nominated seven faculty members with interest and potential. These individuals are currently participating in the second year of an administrative experiential learning opportunity. Monthly meetings cover topics ranging from University/legislative relationship, budgets, and leadership. This first cohort group will provide evaluation of the program, which will guide the redesign for implementation to support a second cohort group, 2006.

Goal: Revise a new faculty workload policy that reflects and acknowledges the balance of scholarship in the college.

Progress toward goal: The CHE Policy and Planning committee facilitated a faculty discussion of workload principles that will embrace a broader vision of scholarship and workload analysis. An ad hoc workload policy task force was charged fall 2003 with revising the 1999 CHE workload policy document. Report submitted February 2004; document was presented to college faculty at spring 2004 college assembly for consultation and approval with phased implementation beginning FY2005.

Goal: Opportunity Recruitment: On occasion, there may be opportunities to hire prominent, outstanding scholars who become available because of changes in programs occurring across the country.

Progress toward goal: While there are no imminent plans, CHE is positioned to recruit these “opportunity hires” and will consult with the SVPAA & P’s office as opportunities arise.

Goal: Reallocate faculty lines to college signature areas. Lines projected over the next five years [and not currently in search] are in these areas:
1) Nutrition [Food Science and Nutrition]
2) Youth Studies [School of Social Work and Family Social Science]
3) Interior Design [Design, Housing and Apparel]
4) Retail Merchandising [Design, Housing, and Apparel]

Progress toward goal: Two lines were allocated to the FSeN department effective FY03 in the area of nutrition. The emphasis on nutrition, health and food safety issues as well as the advent of development in nutritional chemistry, pharmaceuticals, and genetics, the program needs additional planning, focus and resources. Strategies to address resource needs for faculty support in the department include reallocation of salary resources through phased conversion of 12-month positions to 9 or 10 months lines and a Central Compact [$200,000] request for two additional TT/faculty lines in nutrition, in collaboration with COAFES.

Goal: Invest in faculty development in the area of E-Scholarship

Progress toward goal: The development of E-Learning strategies, as a part of 5-year strategic plan began in 2003. A $25,000 amount was allocated in FY04 to support initial implementation of this goal. The allocation was funded through small grants to faculty to further develop their skills in E-scholarship. CHE will reinvest approximately $100,000 in FY05 through increased student technology fees. See section H.

Goal: Capture faculty performance and activity data to establish a benchmark for indicators of excellence in the areas of instruction [graduate and undergraduate], research and discovery, and outreach.

Progress toward goal: A comprehensive Faculty Performance Assessment Report (FPAR) form has been developed. This web-based form will be used for the evaluation of calendar year 2003 faculty activities. Summary data will be collected and used to establish benchmarks for indicators of excellence. Undergraduate indicators of excellence have been established and benchmark data have been plotted.

Faculty Excellence Financial Summary: The office of Vice President and Executive Vice-Provost (Robert Jones) contributed bridge funds $297,597 over three years to support Dr. William Turner. The fourth and final allocation is $34,440 for salary & fringe for FY05. The EVPP committed $50,000 to CHE and to COAFES in FY04 to support a T/TT line in Food Science and Nutrition (Genomics). CHE will reinvest in E-scholarship in FY05 through increased student technology fees.

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<td>E-Scholarship</td>
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Engagement describes a significant dimension of the College of Human Ecology mission – CHE strives to be an engaged college, one that transforms and strengthens community-university partnerships and extends knowledge in service to address key societal issues. In turn, these partnerships inform our discovery and teaching agendas.

**Goals:** The Outreach and Engagement Taskforce (established from a recommendation in the 2001 Balance of Scholarship Strategic Plan) established the following goals: a) define outreach and engaged scholarship; b) identify standards of excellence for outreach and engagement scholarship; c) identify ways to document and measure outreach and engaged scholarship for peer review; and d) identify outcomes of excellent outreach and engagement.

**Progress toward Goal:** A significant outcome of the 2003 CHE Outreach and Engagement Taskforce was a typology of faculty work. Service, discovery and learning occur on campus with a disciplinary focus, such as classroom teaching or laboratory research. It may also have an outreach focus where faculty and students’ discovery, learning or service activities connect them to people and communities external to campus.

Currently, departmental faculty, graduate and undergraduate students, staff, Extension educators, advisory boards, and external constituents are participating in semi-structured dialogues about “scholarship for the public good”. The discussions focus on three main questions: How do we think about scholarship for the public good from our discipline base and/or roles related to the College? How do we achieve broader community outreach/engagement and partnerships? How can we develop systems of evaluation and rewards that honor a more balanced approach to scholarship?

The dialogues will be thematically analyzed and results will be used to further hone outreach and engagement goals for the College. The yearlong process will culminate in the 2004 Scholarship Dialogue that will bring together community partners to hear results and give us feedback on directions for the future. One department has decided to take immediate action with the appointment of a faculty committee charged to examine and make recommendations for changes to their promotion and tenure (711) documents to reflect CHE’s typology of scholarship.

**Academic Excellence Goal: Outreach and Engagement**

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In 2003, CHE’s Professional & Community Engagement (P&C&E) unit was created to serve as a doorway for the community to access the College and for the College to engage with the community. The unit encompasses five work groups that were previously mentioned separately in CHE Compacts: Continuing Professional Studies (CPS), Woodlands Wisdom, Families that Work (FTW), Global Connections (International) and Extension. In the FY04 Compact, CHE described a plan to transition FTW to an interdisciplinary Center focused on limited resource audiences. Those efforts are now incorporated into the broader P&C&E unit. E-learning as an outreach delivery strategy is a significant initiative for P&C&E.

P&C&E’s mission is to lead CHE to increased community engagement by motivating, facilitating and supporting faculty and student work for the public good. The unit strives to mobilize CHE expertise and resources to meet critical needs of professionals, industries, families and individuals throughout Minnesota. A significant priority will be to engage with diverse and limited-resource audiences who are in social and economic transition.

The Center for Personal and Financial Literacy Education was established in January 2004 by the College of Human Ecology in partnership with the College of Agricultural, Food and Environmental Sciences, the Council for Economic Education, and the University of Minnesota Extension Service. Dr. Patricia Olson, Center director, leads efforts by campus faculty, Extension educators, and community partners to deliver financial literacy education to new immigrant and limited resource families.

In January 2004, Extension realigned field educators and related budget support to capacity areas and established supervisory area program leader positions. This resulted in a gain of 30 Extension field staff reporting directly to faculty and staff in CHE’s P&C&E unit. Human resources, finance, technology, communication and staff development systems are currently being restructured to support this new model.


CHE has increased its external partnerships in 2003-2004 to offer cutting-edge professional development courses: “Designed with You in Mind” with the...
American Society for Interior Design; “Mold Remediation” with HUD and the MN Department of Health; and a continuing education via web cast for registered dietitians with the MN-American Dietetics Association.

**Woodlands Wisdom:** The Woodlands Wisdom Confederation is a project with a primary mission of teaching, research and community connections in partnership with the following institutions: College of Menominee Nation- Fond du Lac, Tribal and Community College, Lac Courte Oreilles Ojibway Community College, Leech Lake Tribal College, Turtle Mountain Tribal College, White Earth Tribal and Community College, University of Minnesota-Twin Cities Campus

University of Minnesota units providing financial support to Woodlands Wisdom include COAFES, CLA, MAES, UMES, AHC, CHE and Central Administration. The total annual budget has ranged from $167,000 to $174,000.

The administrative home of Woodlands Wisdom moved to CHE in fall 2001. An Advisory Council of deans was established, and a new director was hired February 2003. Woodlands Wisdom received an initial 3-year commitment from the President’s Office of $87,000 in FY01 and $80,000 in both FY02 and FY03 to provide for an administrative home and operational support. An additional commitment of $80,000 was made by the President in year 4 (FY04) of the project.

The Dean’s Council proposed that the participating funding units for Woodlands Wisdom commit to funding for FY05 and FY06 at their annual program review meeting April 2004. An additional Central Compact annual commitment of $80,000 is requested for FY05 and FY06. **Effective 12/04, the Woodlands Wisdom program office will transition to the Academic Health Center. Central funds for FY05 will be transferred to AHC.**

The FY03 CHE allocation to the Woodlands wisdom Project was $14,000; an additional $14,000 was committed for FY04.

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**Funding:**

- Pres. contribution – FY05 cont to AHC: - $327,000, - $80,000
- RRC contribution: - $56,000, - $14,000
- Other RRC – FY05: - $219,000, - $73,000

*In addition to financial support, CHE provides in-kind support i.e. space, human resources, accounting and technical support.

Cathy Solheim, Associate Dean for Outreach; Jan McCulloch, Department Head in Family Social Science; and Barbara Brandt, Assistant Vice President of the Academic Health Center have had an initial conversation regarding a partnership with Academic Health Center, Family Social Science and Extension that could result in outreach discovery scholarship focusing on the family system as the intersection for preventive health. Extension could serve as the outreach engagement expert while colleagues in the AHC and Family Social Science could provide a true biopsychosocial lens for the investigation of health issues. Proposals envisioned from this collaboration could be submitted to USDA, SAMSHA and individual agencies within NIH.

**Academic Excellence Goal: Teaching and Learning**

**Undergraduate Students**

**Goal:** To maintain or improve the quality in both programming and advising services for students, enriching the undergraduate student experience, and promoting study abroad.

**Progress toward goal:** Recruitment/Admissions: We will continue to refine our communication cycle through the on-going study of CHE admits (starting with cohort from 1993) to determine what factors are indicators of future academic success/graduation within 4-6 years. (Best Match Project).

The “Best Match” [specialized screening for admissions] project was piloted with graphic design; significant performance measures were identified for use by the Office of Admissions to screen admission of fall 2002 applicants. Data for Interior Design and Retail Merchandising are currently being analyzed. The process will continue until each major has been analyzed. Data pulled for this project can also be analyzed to provide significant data on retention and graduation by major as well as advising processes.

CHE has submitted materials and is working with the Office of the General Counsel to ensure that the college’s admission program meets constitutional standards as set forth by the U.S. Supreme Court.

**Goal:** First generation students have been identified as a target for recruitment for the next decade (to partially address the diversity goal of the college).

**Progress toward Goal:** First generation scholarships are available, through the
generosity of a donor, to support these students and are a priority for increased funding via development goals of the college. The number of scholarships awarded has increased. Many MEP recipients are first generation students.

**Goal:** Retention rate of students will be maintained at 85% for first year and 75% for second year students as a result of enhanced ability to screen for admittance. A slow, steady enrollment growth rate of 2% annually in targeted undergraduate programs is a continued goal. A long-term undergraduate enrollment target for the college has been established at 1,350 by the year 2010.

**Progress toward goal:** CHE has exceeded the 85% first year retention rate goal (86.7%). The undergraduate enrollment has increased an average of 4% over the past 4 years, exceeding the 2% target.

Sue Chu, Assistant Professor in DHA, in cooperation with ACDS, submitted a grant to the Office of First Year Programs for $8,000 to support student computer peer mentors in the Design Computer labs. This project is specifically for first year students and is designed to build community among students, support academic progress and first year retention. CHE is contributing an additional $3,000 to this project.

**Advising and Academic Progress:**
The college supports and promotes the **cultural shift** that redefines what it means to be an undergraduate student at the U of M where students are full time and graduate in 4 to 5 years. Indicators of the shift can be seen in advising of prospective and current students; dialogue with students and their parents about the undergraduate experience; and the 13-credit and Graduation Planner initiatives.

**Goal:** CHE students will comply with the University mandated 13 credit minimum load.

**Progress toward goal:** CHE students average a credit load of 14.0.

**Special Student Programs and Opportunities:** The Honors Program and the study abroad initiatives are evaluated and refined annually to meet the needs of the students and their particular academic program.

**Global Campus:** The Global Campus staff has worked closely with CHE faculty to locate programs abroad that dovetail with academic programs in the college to ensure that students who wish to study abroad can do so while still graduating in 4 years.

**Goal:** CHE will meet the University goal of 50% of undergraduates participating in study abroad programs by fiscal year 2007-08.

**Progress toward goal:** CHE undergraduate participation in study abroad programs is at 31.1% of the graduating class, which ranks third at the University.

**Career Services:**

**Goal:** Dissolve the current CHE career services model, reassess the overall delivery of career-related services to CHE students, and develop a thorough strategic plan for this vital area.

**Progress toward goal:** A Student Services Planning Team of students, faculty, staff, alumni, and employers assessed current and future needs of undergraduate and graduate students, identified possible U of M partnerships, and proposed models to effectively deliver high-quality career services to CHE students and alumni.

The executive committee leadership of the college fall 2004 will review the recommendations of the planning team and implementation will begin fall 2004.

Employees from the career center and student service offices in St. Paul are collaborating to best meet the career development needs of students on the St. Paul Campus. Recommendation from the task force is a centralized career center located in the St. Paul Student Center. Proposed goals of the center are:

- Build awareness among St. Paul Campus students and faculty of the importance of career planning beginning the first year of College,
- Assist students and alumni of the St. Paul campus to learn basic job seeking skills, such as resume writing and interviewing,
- Assist students to explore career options and to develop career objectives grounded in an understanding of themselves and the world of work,
- Encourage involvement on and off campus for the purpose of developing the leadership, communication and interpersonal skills.

Space for the St. Paul Campus Career Center has been secured from the Office of Classroom Management. Start-up funds from Craig Swan’s office were used to renovate rooms 197, 198 and 199 in McNeal Hall. Staff will occupy this space in early December 2004.

**Accreditation:** The Interior Design undergraduate program is slated for an accreditation review in fall 2004.
Curricula:

**Goal:** Continue specialized focused programming through freshman seminars, writing intensive courses and May term.

**Progress toward goal:** Freshman seminars, writing intensive courses, and May term are a part of the fabric of the college curriculum. The freshmen honors seminar has been enhanced and linked to the capstone experience that completes the program. CHE students have participated in the national conference on undergraduate research (NCUR) for five consecutive years.

CHE offered 5 freshman seminars (4 with the WI designator) and 21 additional writing intensive courses in 2003-04. The 2004-05 plans call for 6 freshman seminars and 20 additional writing intensive courses.

Undergraduate Financial Summary:

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<td>Central contribution</td>
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Graduate Students:

**Goal:** The Associate Dean for Research and Graduate Programs works with DGS’s to develop a college concept of interdependence between the graduate and undergraduate programs of the college.

**Progress toward goal:** The Graduate Programs have participated in the Student Experience Task Force for CHE Student and Career Services. DGS’s and graduate students contributed to the input of the Task Force. The College Student Board includes both Graduate and Undergraduate students. The centralized Career Services center for the St. Paul campus includes services for graduate students.

Standardized position descriptions for Directors of Graduate Studies in CHE have been developed. The college allocates $1,500 annually to each DGS to support the work load of the position.

**Goal:** Graduate programs developed an evaluation component to measure program quality related to program objectives.

**Progress toward goal:** An evaluation tool designed as an exit interview of graduate students was designed to evaluate their experiences and future plans. The DGS or the head of the department conducts the interviews.

A database of graduate student information was developed and extensively pilot tested. Graduate advisors will work to capture data for spring 2004. The measures will assess:

1. Credentials of students entering our programs
2. Timely progress through the graduate program
3. Number of graduate students funded
4. Managed growth of population of entering graduate students (including diversity)
5. Number of students presenting papers, publishing, or exhibiting in juried venues
6. Positions of our graduates in their fields following graduation (via exit interviews)
7. Regular evaluation of curriculum offered according to specified competencies

**Goal:** CHE executive committee and directors of graduate study will begin examination of faculty/student ratio and demographics, targeting specific programs for recruiting all departments.

**Progress toward goal:** DGS’s in the college examined faculty/student ratio and demographics. Indicators of academic excellence and accountability categories were developed. Graduate programs will be accountable by a variety of quantitative measures: credentials of entering students (i.e., GRE scores, GPA, portfolio, diversity), applicant pool related to admissions, and number of student publications and/or presentations at professional meetings.

**Goal:** Secure funding to recruit, support and retain high quality graduate students.
Progress toward goal: A high percentage of CHE graduate assistantships are funded with Agricultural Experiment Station funds. The 2003 un-allotment, 2004 reduction and taxes resulted in a loss of $387,379 in AES funds, or 20 B50 graduate assistant positions. Development goals include 7.5M in fellowship dollars to yield approximate $350,000 for new graduate student support.

Goal: Establish graduate Family Policy Minor with HHH and the Law School

Progress toward goal: Dialogue with HHH, the Law School and Family Social Science to plan and develop a family policy minor now includes the School of Social Work. The program design and plan is now in consultation and will be presented to the Graduate School June 2004 for approval. See additional information below in Section C under Human Sciences Policy Initiative.

Goal: Investigate the possibility of an Executive Masters program in DHA.

Progress toward goal: Design, Housing, and Apparel began initial discussions of an Executive Masters Program for successful design business owners. Primarily distance/distributed-based, the program would target design executives who wish to obtain a master’s degree in order to teach and give back to the education process. The program requires significant resource support to complete market research, develop on-line courses, and promote the program.

Goal: Provide leadership and support to social work programs around the state of Minnesota.

Progress toward goal: With the encouragement and support of the Minnesota Department of Human Services, the School of Social Work has worked for two years to secure a grant that will develop a consortium. The proposal has been written in cooperation with five state universities (Bemidji, St. Cloud, Mankato, Moorhead and Winona), was approved by the state and is being reviewed federally.

SSW continues to provide leadership for the multi-media MSW programs in cooperation with MSUM and U of MN-Rochester. The full program is offered; SSW also participates in graduation ceremonies in Moorhead and Rochester.

Graduate student financial summary: FY00-04 graduate school support to CHE totaled $900,597. Total FY04 support was $160,826. Future allocations for UROP, grant-in-aid, tuition fellowships, block grants and DOVE funds will be tracked. CHE requested a non-recurring central allocation of $200,000 ($100,000 in FY05 and FY06) to assist CHE in the transition of securing development and other funds for graduate student support to address the impact of reduced AES funding.

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Funding:

Grad School contribution

$160,826 $100,000

Academic Excellence Goals in Technology

Training support for web and technology supported instruction continues as an emphasis. CHE enhances technology services for students through development of web information, advising systems, and expanded technology training in classes.

Goal: Assessments of Technology Learning Center services and training sessions will be made.

Progress toward goal: Digital Media Center, CHE, COAFES, COEHD, CLA and CVM participated in and completed an academic satisfaction technology survey. Faculty and students were surveyed fall 2003. Results are being analyzed. A report is expected spring 2005.

Goal: Collaborate with five U of MN units to invest in a content management system.

Progress toward Goal: Eleven colleges have invested in a content management system. These units view the cost benefit of the system positively. Central oversight is handled by ADCS. The content management system is an example of a successful partnership and collaborative model. CHE has been one of the leaders in this endeavor. The filenet system is currently in phased implementation and initialized April 2004.

Goal: Technology Information staff will actively participate and provide leadership in the development of a five-year strategic plan for E-Learning.

Progress toward Goal: A range of strategies have been developed to engage, support, and improve the capacity of the faculty. Support from student
technology fees and University TEL funding has been used to directly and indirectly improve education to redirect courses, develop new educational opportunities, and improve pedagogical skills in the use of technology-enhanced learning. Funding is also used to develop new and innovative uses of technology for implementation in the virtual classroom. An increase in student tech fees is being proposed to fund E-Scholarship efforts.

**Technology Finance Summary:** Previous collaborative ventures have resulted in investments of over $550,000. Recent joint projects include a Content Management System, Macromedia Breeze software, and an Instructional Designer. No additional funds are requested for FY05.

**Internal and External Positioning Goals**

The college’s current positioning work began in 2000 with the development and implementation of a brand identity. This identity work has established the foundation for the development and implementation of internal and external relations initiatives and strategies as well as an integrated communications plan to position the college for the future. The college works closely with University Relations to ensure consistent and supportive messages.

**Goals:**

- Ensure effective internal and external communication about the college’s teaching/learning, research/discovery, and outreach initiatives
- Enhance the profile and visibility of the college
- Increase levels of support (i.e. volunteer hours, financial contributions etc) to the college

**Progress toward goal:**

**a. Alumni Relations Activities and Measures:** Alumni Relations works in collaboration with collegiate units, the University of Minnesota Alumni Association (UMAA), and the college alumni societies (CHEAS and SSWAS) to provide communications, programs, and services that cultivate positive and mutually beneficial, lifelong relationships with alumni and friends of the College of Human Ecology. The following programs support positioning of the college:

- **Mentoring, Career Exploration and Professional Development Opportunities**
  - Student applications to the Mentor Connection program increased by 15.4% since 2003 and 66.7% since 2002.
  - 113 students were matched with mentors for the FY04 current session including 12 graduate students.

- **University-wide collaborations between 16 collegiate mentor programs have resulted in collaborative recruiting efforts, coaching and training sessions, and program evaluations.**

**Homecoming, Reunion Activities and Networking Opportunities**

These activities bring friends and alumni together to position the college and its graduates as industry leaders through programs like Learning for Living, which began the first series in FY03, and The World in Minnesota, scheduled for October 2004.

Alumni Relations is a pathway to future resource acquisition by expanding the collegiate volunteer base through corporate partnerships for mentoring, and alumni society involvement; recognition including the Friend of the College, Legacy, Horizon, Rising Star and UMAA or University level awards, legislative networking and grassroots advocacy, and the CHEAS Undergraduate Scholarship fund.

- E-mail address query in December 2003 reported 3,716 alumni with e-mail data – a 793% increase since 2001.
- Employer data query in December 2003 showed 6,100 alumni records with employer and job title data, a 74% base increase since 2001.
- Membership in CHEAS and SSWAS exceeded goal and was at 2,020 members as of September 30. Current membership represents about 14.5% of all mailable alumni.
- CHEAS Scholarship Fund exceeded $10,000 in 2003 (the goal was to reach $10,000 by 2006).
- The numbers of members in the SSWAS continued to increase (currently at 360 members). The society received an award for exceptional programming in FY03 and has restructured committees to align with collegiate priorities.
- Design, Housing, and Apparel sponsored an event to celebrate 20 years as a department in 2003. The focus was to reach out to undergraduate and graduate alumni from the past 20 years.

**b. Constituent Relations:** Constituent Relations is a new unit in the college; in previous compacts the units were reported separately as development, external relations and communication. The unit designs and implements strategies to integrate the various administrative and academic external relations functions of the College of Human Ecology.

**Integrated Strategic Communications Plan**

The college has worked with a volunteer member of the CHE Advisory Council to develop a plan that includes measurable objectives, audience prioritization, key messages, and outcomes. This plan provides a framework for successfully positioning the college for the future, while providing a framework for internal
and external relations.

**External Relations Council**
Employees from across the college meet once a month to discuss communication and external relations issues. During FY04 the Communications Council worked together to integrate and advance the communications and external relations goals of the college through the integrated strategic communications plan and media relations.

**Government Relations**
As political and economic realities continue to affect funding decisions, the college has made a greater investment in communicating the contributions of the faculty, staff, and students to elected officials. In October of 2003, the college hosted its second legislative staff visit with university government relations. Over a dozen staff attended the event. A monthly e-newsletter also serves as a communication vehicle to elected legislative representatives and staff.

**Media Relations**
CHE works with the university news service as well as reporters who are interested in the expertise and issues of the college. Through strategic efforts, baseline data on media coverage of CHE faculty scholarship was established in 2003. Documented CHE media hits reached almost 150 occurrences in 2003.

**Publications**
The primary communication vehicle of the college is “Kaleidoscope”. It is published twice a year targeting friends, alumni, faculty, staff, and students. “Kaleidoscope” has an approximate circulation of 18,000.

**Website**
CHE Information Technology has worked collaboratively with ADCS and other collegiate units in the selection of a content management system that provides the framework for the new website which will phase to “live pages” which was scheduled to begin, April 2004. The college designed extensive training and support of departmental and administrative support staff to facilitate conversion of web pages.

**Resource Acquisition Goals**
The resource development agenda of the college addresses the planning for alternative resource streams for the college, development of cost analysis models, and the management of Campaign Human Ecology for the next five years. The following chart illustrates CHE’s FY03 revenue profile.

The overall financial goals of the college are:
- To maintain sponsored grants and contracts at a level of no more than 50% of the college budget.
- To increase tuition income to 36% of the college budget with the current projected enrollment management plan [2005 target date].
- To increase income from development endowments to 8 to 10% of the college budget
- To increase fees and service income to 5% of the college budget
- To increase tuition from increased summer school, weekend/evening and distance programming to 15% of total tuition. [2005 target date].

For the past three years, summer registration tuition has averaged 7-8% of total registration tuition.

**Resource Acquisition Strategies:**

1. **Tuition**
   Steady growth in student enrollment has resulted in a moderate but steady increase in tuition funding. CHE tuition attribution model was shared with other collegiate units (e.g. COAFES) as they determine their own attribution policy. CHE and COAFES have an agreement in place for FY04 regarding tuition attribution for Food Science and Nutrition. Instruction tuition generated by FScN will be split evenly between CHE and COAFES.

2. **Grants & Contracts**
   Grant coordinators have been in place in all CHE departments since FY03 and
they meet regularly with the Associate Dean. The grant coordinators have made a major contribution toward the progress of increasing the number of grant proposal submissions. More importantly, they have been able to assist faculty in strategically focusing their efforts, thereby increasing their success rate.

The number of external grant proposals submitted in FY03 was 82, an 8.5% decrease from the FY02 figure of 89. The number of grants & contracts awarded in FY03 was 34, a decrease of 32% from the FY02 figure of 45. CHE faculty members were awarded $11.5 million in 2002 and $14 million in 2003.

3. External Sales
Diversification of income streams through external sales is a stated priority. An External Sales task force was established in FY04 to develop standardized processes and revenue allocation guidelines.

4. Development
While Campaign Minnesota came to a close, CHE launched Phase II, Campaign Human Ecology to focus on endowed faculty positions, strategic program endowment and scholarships for underserved populations. A second Major Gifts Officer for the college was hired July 2003.

Progress on FY03 goal: 100% of Campaign Minnesota goal was obtained. CHE’s Phase II, Campaign Human Ecology with total goal of $27 Million is currently at 76% of the goal.

FY04 Goal: Achieve $3 Million gift production and complete 85% of Campaign Human Ecology at $23 Million of the $27 Million goal.

Reorganization of the CHE development office will take place spring 2004. The goal is to align the needed functions of the unit with the skill set of the development team.

Resource Acquisition Finance Summary: CHE allocated approximately $50,000 and the foundation committed $50,000 effective FY03 in recurring dollars for a second CHE development officer. The estimated 5-year CHE allocation to support Campaign Human Ecology is $500,000. Income on endowments targeted to fund development activities will be utilized to support the investment goals of Development.

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<thead>
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<th></th>
<th>Total from Previous</th>
<th>FY2004-05</th>
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<tr>
<td></td>
<td>Fiscal Years</td>
<td></td>
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<tr>
<td></td>
<td>Recurring NR</td>
<td>Recurring NR</td>
</tr>
<tr>
<td>Campaign Human Ecology</td>
<td>$100,000</td>
<td>$100,000</td>
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C. New Long-Term Goals/Priorities

1. The President's Interdisciplinary Academic Initiative on Children, Youth and Families

The University of Minnesota, as the state's flagship research university and as a land-grant institution committed to activities that enhance the well being of all people of our state, launched a President’s Interdisciplinary Initiative on Children, Youth, and Families in 2002. The initiative draws together and provides a larger sense of purpose for the University's diverse academic, research, and public engagement efforts involving children, youth, and families now isolated in different units and campuses from the social sciences, health sciences, public health, humanities, and other professions. By convening researchers and educators from around the University with practitioners, policy makers, business leaders, and opinion leaders, a steering committee comprised of deans, faculty, and staff are working to identify and implement ways to better leverage public and private resources to support the well-being of children, youth, and families. Meaningful action work has already been initiated in support of early language and literacy of children, children's mental health, out-of-school time, evidence-based policy making, rural communities, diversity, at-risk and disadvantaged children and their families, and lead important policy work with business leaders, commissioners, and legislators to assess the costs and benefits of investment in early childhood education.

The college has been involved with this presidential initiative since its inception. Hal Grotevant, Family Social Science, will chair the third Presidential conference, which will focus on families, scheduled for 2005. Shirley Baugher, Dean, Oliver Williams, School of Social Work and Hal Grotevant, Family Social Science, serve on the Presidential task force.

Specific Goals of the College within this initiative are:

1. Establish a Collaborative for Research and Engagement of Families in Diverse Contexts

Minnesota’s population has become increasingly diverse. Over the past few decades, the number of African Americans and Native Americans has grown
steadily, while the number of Hispanics, Africans and Asians has increased exponentially as large numbers have migrated here from countries around the world. Though concentrated in the state’s major urban centers, pockets of families from each of these groups can be found throughout Minnesota’s suburbs, small towns, and rural areas as well. As a result of this rapid population change, it is imperative that we have a means to track growth and better understand the needs of these diverse communities.

The Collaborative within the College is designed to address the collegiate initiative: cultural competence and awareness:

Our communities are woven together by threads of similarity as well as threads of difference. In addition to weaving cultural awareness and competence throughout our research and outreach activities, the college strives to prepare students to be culturally aware leaders equipped to meet the needs of our increasingly diverse community.

The College has committed to support initiatives on diverse families through a rigorous academic agenda, to include the work of faculty in the College of Human Ecology and other units across campus on immigrant families, families of color, families in rural and urban contexts, families varying in economic advantage, and quality of life issues.

A. Minnesota’s Diverse Families: Tracking changes in Quality of Life. An interdisciplinary research team in the Department of Family Social Science has been working for two years to collaboratively explore critical issues facing families in Minnesota with a focus on the growing diverse populations in Minnesota. Over the past year, faculty associated with the “Tracking Changes” project have developed a position paper summarizing current family quality of life knowledge, research protocols, and measures, and engaged in individual and group focus groups with the purposes of identifying relevant measurement dimensions and protocols and developing community engagement opportunities.

Due to limited centrally-allocated resources, this initiative remains unfunded. The initiative will remain a part of this compact because final annual internal CHE allocations have not yet been determined.

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<thead>
<tr>
<th>Total from Previous Fiscal Years</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>Minnesota’s Diverse</td>
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<tr>
<td></td>
<td>$120,000</td>
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Families: Tracking Changes in Quality of Life (3 yr commit)

<table>
<thead>
<tr>
<th>Funding:</th>
<th></th>
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<tbody>
<tr>
<td>Central contribution</td>
<td>$25,000</td>
</tr>
<tr>
<td>RRC Contribution</td>
<td></td>
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</tbody>
</table>

B. Initiate the planning to create a Center for Research and Engagement of Families in Diverse Contexts. A faculty committee has completed the initial recommendations to establish a center. The center’s mission will target human and family development at all phases of the life cycle. It aims to become a locally, nationally, and internationally recognized center of excellence in the training, promotion, and conduct of novel interdisciplinary research and scholarship in the area of human and family development (social, psychological, health, service delivery) in diverse (ethnic/racial, cultural, socioeconomic) populations. The center will pull together researchers in departments, centers, colleges, universities, and institutions around the nation, who are committed to interdisciplinary research and training on diverse populations. The center will create opportunities for students and faculty to further develop training programs, scholarship, and research that are socially relevant and responsive to the current and future needs of a pluralistic society.

The faculty propose to:
- Invite faculty from across the University who are interested in the concept to a planning meeting
- Identify and invite national experts to a panel meeting hosted in Minnesota to provide guidance to the design of a five year plan for the center
- Establish a post doctoral position to support the review of scholarship and organizational planning necessary to develop strategic goals and proposals for funding

Due to limited centrally-allocated resources, this initiative remains unfunded. This initiative remains a part of this compact because final annual internal CHE funding allocations have not yet been determined.

The Data-Linkage Project, in the School of Social Work, is a partnership between the School, the College, the University and state and local governments. Data have been collected that includes SSIS (Social Services Information System) data which documents issues of child welfare, aging, chemical dependency, mental health, and developmental disabilities; Department of Education information on student absences and student test scores; and a broad array of data from the Department of Health.

President Bruininks originally identified the need for greater cooperation between the University of Minnesota and state agencies to share data that had already been collected and was essentially unused when he was a faculty member in the College of Education and Human Development and initiated this Project. Professor Scott McConnell initially worked on the project and then transferred it to Dr. Marcie Jeffrey’s in 2003.

The CASCW Child Welfare Data Project uses state administrative data to answer questions about the impact of policies and programs on the well being of children in Minnesota. The major goal of the project is to produce reports that have implications for practice and/or policy. Project reports will attempt to build on, rather than duplicate, reports produced by state agencies and other University researchers.

**Long-Term Goals and Measures to Benchmark the Child Welfare Longitudinal Data Linkage Project:**

Based on input from project Advisory Committee members, conversations with community and local and state government representatives, and reviews of the current literature, the following special topics have been identified for initial study:

- Out-of-Home Placements Due to Parental Drug Abuse
- Infant Placement
- Educational Neglect
- Child Welfare Financing
- Disability Prevalence of Children in Out-of-Home Placements
- Race/Ethnicity Identification Across Three State Administrative Data Systems

The results of the project will be greater use of school, college and University-produced policy relevant research in public policy decision-making. The capacity of existing data will be more fully exploited and communication of knowledge across disciplines and agency purviews enhanced. The project will be a major clearinghouse for the media, policy makers, public interest groups and others looking for independent comprehensive research findings that provide a longer-term view.

Compact support request is for recurring support (data analyst) @ $80,000 (salary and fringe).

<table>
<thead>
<tr>
<th>Total from Previous Fiscal Years</th>
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<tbody>
<tr>
<td>Data Linkage Project</td>
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<tr>
<td>Recurring</td>
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<tr>
<td>$50,000</td>
<td>$80,000</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Funding:**

- RRC contribution $50,000
- Central contribution $80,000

3. **Establish an interdisciplinary Human Sciences Policy Initiative.**

The Human Sciences Policy Initiative is a cross-disciplinary program that enables students to study humans from the contrasting perspectives of the biological and social sciences and to make connections between them to effectively address the diverse policy issues relevant to social and economic development. Scholarship within the college currently addresses the formation of policy as well as the impact of policy on humans and their environments. Those include: the intersection between work, family, and financial well-being; covering issues such as welfare reform; the impact of parental and pregnancy leave policies on family work behavior and child well-being; the impact of...
subsidies and tax policies for dependent and child care needs; the economic well-being and management of family-owned businesses; family time management and investment in children.

Policy and management issues are interrelated across the public and private sectors around the issues of cost, quality, and access to and quality of health services; covering issues such as managed care enrollment choice, long-term care, and mental health services.

The welfare of individuals and households is significantly affected by consumer decision making and choices faced in the marketplace. Public and private sector policies and the media help shape market and no market choices. The demand for publicly and privately supplied goods and services covering issues such as economic incentives and the psycho-social determinants of behavior; public policy and community planning in housing markets especially for the elderly; and home modification and mortgages.

These areas may be defined as:

- Family policy
- Child Welfare and Youth Policy
- Economic Well Being – Welfare Reform
- Housing Policy
- Aging Policy

They have a crosscutting agenda that addresses ethics, demography, environmental issues, and law policy, and economics.

**Long-Term Goals and Measures to Benchmark the Human Sciences Policy Initiative:**

Faculty and community advisors representing the foci of the policy initiatives will design a philosophy statement to support the Human Sciences Policy Initiative. Collaborations will be identified and strategic goals will be established for new program models.

The Graduate Family Policy Minor has been in planning development for one year and plans have been through an initial review by the Graduate School. A proposal will be submitted spring 2004; initial delivery of courses is planned to begin fall 2005. The minor is an example of collaboration across the College of Human Ecology, the Law School and the Humphrey Institute. The College of Human Ecology is supporting the DGS costs to the minor for three years, effective FY05.

**Due to limited centrally-allocated resources, this initiative remains unfunded.**

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### Human Sciences Policy Initiatives

<table>
<thead>
<tr>
<th>Total from Previous Fiscal Years</th>
<th>FY2004-05</th>
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<tbody>
<tr>
<td></td>
<td>Recurring</td>
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<tr>
<td>Human Sciences Policy Initiatives (1 yr)</td>
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<tr>
<td><strong>Total</strong></td>
<td>$18,000</td>
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</table>

**Funding:**

- RRC contribution: $18,000
- Central contribution

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**Total Request for President’s Interdisciplinary Academic Initiative on Children, Youth and Families:** The FY05 request to Central Administration for CYF initiatives included $120,000 in recurring funds for the Families in Diverse Context project, $80,000 in recurring funds for the Center for Research & Engagement, $80,000 in non-recurring funds for the Data Linkage Project, and $25,000 in non-recurring funds for the Human Science Policy initiatives. See Appendix for long-range funding plan. FY05 Central Administration allocation to CHE is $80,000 in recurring dollars for the Data Linkage project and $10,000 allocated through the CYF Presidential Initiative.

**Comprehensive Children, Youth and Families Initiative Funding Summary**

<table>
<thead>
<tr>
<th>Total from Previous Fiscal Years</th>
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<tbody>
<tr>
<td></td>
<td>Recurring</td>
</tr>
<tr>
<td>Diverse Family</td>
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</tr>
<tr>
<td>Center for Research &amp; Engagement</td>
<td>$50,000</td>
</tr>
<tr>
<td>Data Linkage</td>
<td>$18,000</td>
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<tr>
<td>Human Sciences Policy Initiative</td>
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<tr>
<td><strong>Total</strong></td>
<td>$93,000</td>
</tr>
</tbody>
</table>

**Funding:**

- RRC contribution: $93,000
- Central contribution: $80,000
Healthy Foods, Healthy Lives

Public discussion about foods and health can eventually transition from a focus about the damaging effects of food consumption to a focus on how foods can and should be used to promote healthful lives—a transition that reflects the primary goal of the Healthy Foods, Healthy Lives initiative. Through this Presidential initiative, the University of Minnesota will integrate all phases of discovery and education—plant breeding, horticultural crop harvesting and food processing, food safety, nutrition and dietary research, epidemiology, treatment of diet-related chronic disease, nutrition education, consumer behavior and disease prevention. With an obesity epidemic that shows no signs of abating and one that is spreading across the nation, there could not be a more compelling time to launch this initiative.

The University of Minnesota is uniquely positioned as a national leader for an initiative focusing on food and health promotion, being one of only two U.S. universities to integrate five key components on one campus: agriculture, human ecology, medicine, public health, and veterinary medicine. Furthermore, at the University of Minnesota these schools and colleges leverage distinctive resources that as a collection are unmatched anywhere else in the nation. These include, but are not limited to, the intercollegiate program in human nutrition; the College of Agricultural, Food and Environmental Sciences-College of Human Ecology shared department of food science and nutrition; the Center for Animal Health and Food Safety in the College of Veterinary Medicine; the Academic Health Center’s Infectious Disease Research and Policy and Cancer Centers; the Community Health Education and Public Health Nutrition programs in the School of Public Health; and the Minnesota Obesity Center.

*The initiative will coalesce activities within four priority areas to address critical health issues over the next 10 years—bridging quality science to sound public policy, and transforming what we know into what we do.* The four priority areas are:

- Utilize and advance knowledge about the integration of food science, nutrition and medicine to promote healthy lives.
- Emphasize prevention of diet-related chronic diseases and obesity through diet, exercise and human behavior.
- Enhance food safety
- Inform public policy

**Long-Term Goals and Measures to Benchmark the Healthy Foods, Healthy Lives Initiative:**

- Further elevate the University of Minnesota as a national leader in research, education and outreach in the effort to turn the tide on chronic diseases and obesity. The University will reframe the local, national and global conversation on food as a positive factor for health and disease prevention, and expand to other diet-related chronic diseases.
- Increase awareness of existing University resources.
- Develop new resources that advance knowledge, actions and public policies in chronic diseases and obesity, food safety and other food-related health concerns.

**Emphasize Prevention of Diet-Related Chronic Diseases and Obesity through Diet, Exercise and Human Behavior.**

Obesity is one of the most serious health challenges of the 21st century. The College is committed to addressing this important problem through a multi-pronged strategy involving research, education and policy development focusing on the prevention of obesity. This effort, coordinated with similar efforts in other academic units across the University, will include research aimed at better determining the causes of obesity and ways that it can be prevented, enhanced educational offerings at the undergraduate and graduate level, community outreach through educational programs and resources for professional and lay audiences, and active involvement in the development and adoption of public health policies that will reduce obesity in Minnesota, the nation and world.

The College will participate in the development of an active transdisciplinary center devoted to obesity prevention, administratively housed in the Academic Health Center, which will include broad representation across the U of M campus, as well as partnerships with key agencies and organizations, health care providers and industry. Some start-up funds in the AHC have been committed for the development of the University of Minnesota Obesity Prevention Center. The College supports a request to obtain recurring funding through the compact process and the presidential initiative on Healthy Foods Healthy Lives to support the transdisciplinary obesity center.

**Integrate food science, nutrition and medicine to promote healthy lives**

Genetic and environmental factors, including diet and life-style, both contribute to cardiovascular disease, cancers, and other major causes of mortality, but various lines of evidence indicate that environmental factors are most important. Overly enthusiastic expectations regarding the benefits of genetic research for disease prevention have the potential to distort research priorities and spending for health. However, integration of new genetic information into epidemiologic studies can help clarify causal relations between both life-style and genetic factors and risks of disease. A balanced approach should provide the best data to make informed choices about the most effective means to prevent disease.

The College in partnership with the College of Agricultural, Food and
Environmental Sciences requested and received an allocation of $200,000 [$50,000 to each college for 2004 and 2005] from the central compact investment pool to support a match for the General Mills endowed position - The GM Genomics for Healthful Foods Endowed Chair within the Department of Food Science and Nutrition. The department invited diverse experts to address four seminars this year to facilitate faculty development in preparation for the search process. A search was performed for the endowed position and final negotiations are underway with the final candidate.

Nutrition research is generally under-funded relative to medical and pharmaceutical research. Further, it is difficult to obtain nutrition research funding for that does not follow the accepted "medical model" of the study of a single nutrient or dietary component. Obviously, however, this is not how we eat. Additional faculty and resources are needed to support interdisciplinary research and teaching focusing on diet and health that utilize a more "whole foods" approach. Other underfunded areas include nutrition education, food selection influences, and food and nutrition policy.

The Colleges of Human Ecology and Agricultural Food and Environmental Sciences also requested funding to support two new tenure lines in the Department of Food Science and Nutrition to support the emerging needs of nutrition sciences. The colleges were asked to carry the request forward to 2005 in context of the emergence of the Presidential Initiative Healthy Foods/Healthy Lives.

Total Request for President's Interdisciplinary Academic Initiative on Healthy Foods Healthy Lives: The FY05 request to Central Administration included $160,000 ($100,000 recurring and $30,000 non-recurring) for the Healthy Foods Healthy Lives initiative. See Appendix for long-range funding plan. Central Administration allocated $100,000 to CHE for an FScN T/TT Nutrition line through the Presidential Initiatives.

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<thead>
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<th>Total from Previous Fiscal Years</th>
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<tbody>
<tr>
<td>Recurring</td>
<td>Recurring</td>
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<tr>
<td>Healthy Foods</td>
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</tr>
<tr>
<td>Healthy Lives (two lines, shared w/COAFES)</td>
<td>$30,000</td>
</tr>
<tr>
<td>Total</td>
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Central contribution

CHE Signature Programs
Goal: Signature Programs for each of the academic departments have been identified and will guide and focus planning and investment efforts, as well as contribute to positioning external relations initiatives.

Progress toward goal: Signature programs have been identified in each department and will continue to be refined in FY05.

D. Diversity Assessment and Planning

CHE is committed to the issues of diversity in the broadest definition. We prepare students to be culturally aware leaders who are equipped to meet the needs of our increasingly diverse society. Currently, the percentage of diverse faculty and staff (14%) equals the percentage of diverse graduate students (14%) and exceeds the percentage of diverse undergraduate students (11%). The goals of the college address recruitment, retention, and development of diverse individuals.

What plans do you have to increase the diversity of your faculty, staff and students?

- The percentage of diverse students in CHE undergraduate programs (11% in fall 2003) remains consistent with the previous year. CHE graduate programs’ percentage of diverse graduate students was 14% in fall 2003.
- Target undergraduate scholarship support. The college is in the second year of offering scholarships to support under-represented students, including first generation, immigrants and students of color.
- Partner with the Office of Multicultural Affairs to assess MEP programming and initiatives for the University. CHE staff will identify ways to work more closely with St Paul Schools/MEP staff to better inform students and their families of educational pathways in CHE programs and increase applications to CHE.
- Searches for T/TT, P&A and CS/BU positions emphasize recruiting candidates of diverse cultures.
- Faculty searches target candidates of diverse cultures. Three faculty representing diverse cultures joined the college in 2002-03.
- Develop relationships with tribal colleges, HACU and historically black institutions.

What actions will you take to assess and improve the climate for diversity in your unit?
• Assess attributes of an excellent student experience. Students, faculty, staff, alumni, and community partners have participated in ongoing discussions and surveys. Students of underrepresented populations are included in the assessment.
• Develop a collegiate wide plan for diversity. Pedagogical educational objectives of diversity will be addressed. A task force was appointed Fall 2004.
• Raise Endowment Funds for the establishment of an African American Families Studies Endowed Chair [$2 million].
• Mentors are assigned to new diverse faculty to ensure success and retention.
• Redesign the exit interview survey to assess the climate for diversity in the college and to address retention of underrepresented faculty and staff.
• Matriculate four to six nutrition undergraduate students into Food Science and Nutrition from the representative Woodlands Wisdom Tribal Colleges in the next two years.

What impact could the proposals in this compact have on the diversity of your faculty, staff and/or student body, and/or on the climate for diversity in your unit?

The goals in the compact will sustain current achievements within the college. The college is committed to creating a welcoming and supportive climate to recruit and retain students and faculty from underrepresented populations.

E. Outreach and Civic Engagement

The outreach and civic engagement activities of the college are specifically addressed above under Academic Excellence in Outreach and Engagement in section B of the compact document.

F. Enrollment Management

For any degree program or minor initiated within the past three years, describe enrollment results and relevant issues.

The College of Human Ecology created three new minors: Family Violence Prevention, Youth Studies (both in the School of Social Work), and Family Social Science. The development of a social justice minor (SSW) will continue as planned for the past two years.

<table>
<thead>
<tr>
<th>Minor</th>
<th>Enrolled students fall 2003 w/minor declared</th>
<th>Enrolled students spring 2004 w/minor declared</th>
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</thead>
<tbody>
<tr>
<td>Family Violence Prevention</td>
<td>31</td>
<td>43</td>
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<tr>
<td>Youth Studies</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td>Family Social Science</td>
<td>15</td>
<td>21</td>
</tr>
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</table>

Describe any plans to add, change, or discontinue academic programs.

Effective fall 2004, two new minors will be offered—Housing Studies and Retail Merchandising. The Regents approved both new programs in November 2003.

Family Policy Minor—currently in development by graduate faculty in Family Social Science, Social Work, Hubert Humphrey Institute, and the Law School.

A plan for review of the centers was designed in 2003 and will be phased into implementation fall 2004.

Units offering undergraduate degrees should briefly describe their plans for working with students who attain 90 or more credits to ensure their timely graduation.

- Publish graduation information in E-notes to students (a monthly e-magazine to CHE students).
- Send an e-mail every semester to every student who has 90 credits completed (except for those students in a pre-major status) reminding them to apply for graduation—and provide exact details on the process.
- Post signs in McNeal the first two weeks of the semester reminding students of the graduation application deadline.
- Include graduation and commencement information on the Web site and refer students to it.

Students enter the College of Human Ecology with a declared major; undeclared students are not admitted. Occasionally students decide against a chosen CHE major and are switched to “undecided” while they transfer into a more appropriate college and/or major. Eight to 20 students per term are usually enrolled in this category.

Last year students who had 120 credits but who had not graduated were reviewed and analyzed. Identified reasons as to why students are on the list are:

- They entered the college as a sophomore, junior, or senior.
who arrive with 60 credits will have far more than 120 credits upon graduation to fulfill the requirements of the major [students who already have a bachelor’s degree are also admitted].

- Students left the program. Most of these students did not enter the college as freshmen, and although they had lots of credits, the actual number of credits completed in the major was low.
- Students were missing the internship/field study or one or two other requirements. The internship is required for all of the majors except for food science and nutrition.

The college was one of the first to use the APAS (academic progress audit system) for students, who are provided with a copy of a sample four-year semester plan for graduation when they participate in orientation.

Demographics (fall 2003 statistics)

- The percent of diverse undergraduate students is 11%. The percent of diverse graduate students is 14%.
- 86% of the undergraduate student population is female, 82% of the graduate student population is female.
- 87% of CHE undergraduate students are full time; 75% of graduate students are enrolled full time.
- The mean age of CHE undergraduate students is 22, slightly higher than the Twin Cities mean of 21.4. The mean age of CHE for graduate students is 33.6, compared to the Twin Cities mean of 30.9. This age difference may be a contributing factor to the percent of graduate students enrolled part-time (25%).
- 95% of the undergraduates are from the five-state area, 50% are from the Twin Cities metro area and 79% of the graduate students are from the five-state area with 51% being from the Twin Cities metro.

Graduation & Retention

CHE 4-year graduation rates dropped to 23%. The 5-year graduation rate is 66%. The four-year graduation rate target for 2006 is 50% and the 5 year graduate rate target is 65%.

The one-year retention rate for CHE students is 86.7%, attributed to competitive programs and higher admissions standards. CHE exceeded the five year retention rate target of 85%.

Enrollment

Student credit hours are carefully monitored by department, by program, and by faculty type as a measure of productivity. FY99-00 is used as a baseline for future increases or decreases.

CHE undergraduate enrollment for fall 2003 is 1,071, down 1% from the fall 2002 figure of 1,088; graduate enrollment is 433, up 9% from the fall 2002 figure of 397.

CHE student credit hours generated for FY04 is estimated at 27,546 (spring data is preliminary) and reflects a 4% increase over fiscal year 2002-03[26,436 SCH].

The undergraduate mean credit load for fall 2003 is 14, an increase of 4.4% from fall 2002. The target mean credit load is 15.

The combined undergraduate and graduate enrollment target is 1,500 by fiscal year 2005-06. This number reflects the maximum enrollment capacity of the college with regard to space and faculty resources [day resident enrollment]. There is enrollment potential to increase by 200 with increased focus on non-traditional students and course offerings in late afternoon, evening and weekend time slots.

CHE majors that met or exceeded planned enrollment targets are Clothing Design, Interior Design, (+1%), Retail Merchandising (+9%), and Nutrition (+21%). Majors that fell short of target are Graphic Design (-12%), Housing (-11%), Family Social Science (-12%) and Food Science (-40%). Note that lower numbers in Graphic Design was intentional to ensure quality control. See CHE’s 5-year enrollment management plan.

Investment Request: CHE space in McNeal Hall and Food Science and Nutrition building does not meet current building code. Each space change can
trigger prohibitively costly code upgrades and this limits the college’s ability to efficiently use space. The College, therefore, needs creative problem solving and partnership with the University to overcome these limits in the absence of a building-wide renovation. The college also faces near term equipment obsolescence for critical components of its infrastructure. HVAC systems that support the Goldstein Gallery and its collections, research areas in the FScN building, and new computer labs in McNeal Hall are nearing failure or are stretched beyond the manufacturer’s specified capacity. The college will need to cooperate closely with the University to tie these systems, or their replacements, into the new St. Paul chiller plant.

2. Major Capital Investment Priorities

**Food Science and Nutrition Building Renovation (File # 2070):**
This project will modernize the FScN building bringing it up to current industry and building code standards. The project included research lab updates, HVAC upgrades, ADA modifications, window replacement, lighting changes, office space updates, and the installation of a passenger elevator. The project was originally proposed as a one-time, $15 million full building renovation project. The college would like to explore options for phased upgrades using qualified and available HEAPRA funds, as well as permission to explore outside, industry funding for lab and pilot plant upgrades.

**McNeal Hall Classroom Renovation:**
This project addresses the need for medium-sized instructional space in McNeal hall (49-80 capacity) to increase the overall instructional efficiency for the college. Preliminary cost estimates are $75,000-$200,000 depending on the final location and underlying infrastructure issues.

**Professional Development Center:**
This project will renovate existing conference space in McNeal Hall to meet the needs of the College’s expanding certificate and non-credit programming and to support alternative revenue generation strategies. The initial project estimate is $150,000.

**Renovation of McNeal Hall Food Science and Nutrition Laboratory:**
This project will modernize the teaching kitchen/lab for core Food Science and Nutrition undergraduate courses. It will provide ADA compliant workstations and update outmoded teaching equipment. It will improve the demonstration/lecture area and make needed code upgrades. These changes will impact all FScN undergraduates and will improve faculty and graduate student research space. The project may be accomplished using available HEAPRA funds and/or industry donations for equipment updates. The initial project estimate is $510,000.

**Walk in Freezer for Research Storage/ Human Subject Research Space Upgrade:**
This project will create a central cold storage area for human nutrition, metabolism and heath research samples in McNeal Hall. It will also repair equipment in a wet-lab and upgrade support and office space for FScN faculty and researchers. The project will provide the required separation of human samples from food-grade work conducted in the adjacent teaching lab and sensory center. Significant remodeling, code upgrades and expanded electrical service will be required for an initial project estimate of $375,000.

**Capital Planning**
The college proposes a potential combination of small HEAPR funded projects in FY04-06 for FScN and an overall renovation of the building as a bonding project in 2008-2010. The programmatic assessment, needs statement and external justification are to be finalized in June 2004. Bev Durgan, COAFES, and Justin Grussing, CHE, are the college contacts for this planning project.

**Immediate Space Issues (space assessment in process)**
1. 20 person classroom – 223 ABLMS conversion/installation of console/projection system ($10,000) when alternative conference room space is identified
2. Biological samples walk-in freezer ($40,000+)
3. Human subject interview space for clinical nutrition studies

**Financial Summary:** Central committed $50,000 in PAR funds in FY02 & FY03 toward the renovation of South McNeal Hall. CHE allocated $244,613 toward the total cost of $395,778. Classroom renovation in McNeal in FY05 resulted from St. Paul Space committee recommendations and negotiations for Career Center Space. See above comments under facilities issues.

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| South McNeal Renovation           | $344,613 |

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<td>RRC Contribution</td>
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**H. Other Financial Issues**
Given the steady decline in University of Minnesota Agricultural Experiment Station and Extension Service resources to support faculty and graduate student lines in academic units, the College of Human Ecology will develop a long-term plan to replace those dollars with funds from other sources.

The CHE tuition attribution model was shared with other collegiate units (e.g. COAFES) as they determine their own attribution policy. An agreement with COAFES regarding tuition attribution of FScN tuition was reached in February 2003 and was effective FY04.

The program initiatives for CHE are closely tied to market demands for new or revised programming, distance learning, and cross-disciplinary programming.

CHE has invested in faculty development in the area of E-scholarship. The development of E-Learning strategies, as a part of 5-year strategic plan began in 2003. $25,000 was allocated in FY04 to support initial implementation of the goal. The allocation was funded through small grants to faculty to further develop their skills in E-scholarship. CHE will reinvest ~$100,000 in FY05 through increased student technology fees. Through the Phase II rates and fees process (due 4/15/04), CHE requested an increase in technology fees ($25.00 per student per semester) to support E-scholarship.

CHE has established goals and principles for addressing the stewardship of resources now and in the future.

**Goals**
- Maintain enrollment and excellence of undergraduates; sustain excellence in competitive programs and improve programs determined to be good...move to excellence.
- Maintain competitiveness of the graduate program
- Maintain grant procurement levels of the college and increase ICR
- Increase alternative revenue streams [e-learning, certificates, continuing education, and professional development]
- Continue investment in development to realize increased endowments for future income
- Continue to align outreach programs of the college for efficiencies and relevance
- Analyze role functions and efficiencies of staff
- Insure excellence in "customer service" within the college
- Invest in faculty and staff development

**Principles**
- All investments and reallocations/reductions are done in the context of a long-term plan for excellence [competitiveness and quality]
- Planning accommodates flexibility for opportunity
- Work with an ethic of stewardship of resources

**Central to mission**

CHE paid the FY03 unallotment from central reserves, depleting the tuition and equipment reserve accounts. CHE will be unable to address future budget base reductions in this way. Future reductions to the base will be addressed via three avenues: a) cost savings, b) targeted reductions/elimination, and c) increased revenues.

**Tuition:** Agreed upon tuition estimate for CHE is $9,136,348 for FY05.

**ICR:** The agreed upon ICR revenue estimate for the College is $546,056 for FY05.

**I. Compact Development**

The executive committee, the policy and planning committee, and the administrative managers consulted with the deans to discuss compact priorities for fiscal year 2004-05. Administrative Unit business plans, departmental vision statements and CHE Balance of Scholarship discovery, learning and outreach reports also impacted the compact priorities. The final 2004-2005 compact was reviewed through additional consultation with these groups.

**J. Data Profile**

For a display of planning data related to the College of Human Ecology, refer to a link off the University web site managed by the Office of Institutional Research and Reporting at [http://www.irr.umn.edu](http://www.irr.umn.edu). This site contains standard financial, staffing and student information.

**K. Report and Allocation Summary**

No reports to be submitted prior to next compact development cycle. Collegiate Enrollment Management Data Elements and Projections attached as Addendum B.
### Historical Allocation Summary: FY1999 through 2004 Compact Investments

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### Central Allocation Summary – FY2004-05

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* Funded through Grad. School, but dedicated to CHE for 2 yrs.
** As of October 2004
*** Presidential Initiative – line split 50/50 with TCOA
Section 1: Faculty Scholarship & CHE Initiatives

**Goal:** Faculty scholarship reflects one or more of the collegiate initiatives.

**Progress to goal (programmatic examples) in initiative #1, cultural diversity:**

FSoS faculty are pursuing an exchange arrangement with the Centro de Investigacion Familiar in Monterrey, Mexico (family therapy institute) to facilitate educational exchanges, conduct collaborative research, and better understand how to assist Latino/a populations in the U.S. and Mexico through the development of effective preventive interventions.

SSW faculty have investigated racial and ethnic differences in patterns of family care-giving and the role of African American grandmothers raising their grand children. Funding has been secured to study African American adolescents who have been adopted in middle class white families. The Center for Advanced Studies in Child Welfare has served as a resource for examining racial disparity in out of home care.

SSW has initiated meetings with leaders from the Latino community to specifically develop strategies to recruit more social workers who can work in the Latino community. A grant was funded from the Otto Bremer foundation to help recruit Latino students and rural students committed to working in the field of child welfare.

**Progress to goal (programmatic examples) in initiative #2, design and technology:**

InformeDesign, the first centralized clearinghouse of design and human behavior research on the Web funded by the American Society of Interior Designers (ASID) is in its second year with over 3,000 registered users and has been lauded in the national design and business press media.

Lectra Corporation donated approximately $1.4 million of state of the art software for the clothing design program. DHA established a new computer classroom to integrate the new software into the curriculum.

DHA Graphic Design faculty hosted an international conference for design educators in October 2003.

DHA Graphic Design faculty and the Design Institute co-sponsored “Travels in Typography” utilizing the UM Library Collections to examine historical design of typefaces.

**Progress to goal (programmatic examples) in initiative #3, development across the lifespan:**

Family Social Science Professor William Doherty is spearheading a project to help kids and families reconnect in the face of growing “time famine” through his “Take Back Family Time” project.

A new Human Dimensioning Laboratory (HDL) in the Design, Housing and Apparel department is believed to be the first research center in the world to use both three-dimensional body scanning and complex motion analysis to identify ways to improve the design, safety and performance of clothing, sports gear, orthotic and prosthetic products and even lifesaving medical devices.

Food Science and Nutrition Professor Marla Reicks’s extension work focuses on how the family shapes individual food choices. Her current research studies the eating behaviors of Hmong families, where the incidence of overweight kids is particularly high.

The School of Social Work recently received a three-year grant from the Hartford Foundation to infuse content on aging throughout its graduate curriculum.

**Progress to goal (programmatic examples) in initiative #4, economic & social well being:**

An online Family Financial Management course, FSoS 3101, went live January 2003. 75% of the enrollment was non-CHE students.

Research by DHA faculty of predatory mortgage lending practices in the Twin Cities highlights issues affecting vulnerable families.

Retailers in rural Minnesota are involved with DHA faculty in research to assess the impact of large store chains on their economic viability.

**Progress to goal (programmatic examples) in initiative #5, healthy life choices:**

Wayne Caron, FSoS, has developed a Family Care-giving Center, serving families with a member who has Alzheimer’s disease through educational programming, mental health services, and research.

A DHA sponsored a three-day conference dealing with mold issues attracted 100+ professionals.
The Goldstein initiated a web-based exhibit “Design for Health: A Digital Exploration of the Connections between Design and Well-Being.” The central premise of the site positions design as integral to the health of individuals and communities. The exhibit consists of a digital exploration of twenty designed objects relating to health that belong to the collections of The Goldstein. Students worked with faculty to develop web pages exploring the objects’ relationships to health. Through these museum objects, health is posited as a state of physical, political, social, and environmental well-being. “Design for Health” is funded through a Technology Enhanced Learning Grant, and the Digital Media Center.

Professor Oliver Williams received an $800,000 grant from the Department of Justice to enhance cultural competence of visitation centers. A model program with Native American participants designed culturally sensitive centers to support families and children to come together under appropriate supervision.

Violence has been identified as one of the most significant public health issues in this country today. SSW faculty have defined a new area of research in looking at families that experience both child maltreatment and adult domestic violence.

The SSW houses three research and training centers that have as their mission the prevention of violence: The Center for Restorative Justice and Peace-Making, the Institute on Domestic Violence in the African American Community (IDVAAC), and the Minnesota Center Against Violence and Abuse (MINCAVA). MINCAVA operates two award winning websites. MINCAVA Electronic Clearinghouse is the most comprehensive, widely used resource about violence on the Internet today. It served over 2,500 unique users each day in August 2002 and over 650,000 users from 65 countries in 2001. The Violence Against Women Online Resources, is a website devoted to providing law, criminal justice, advocacy, and social service professional with up-to-date information on interventions to stop violence against women.

CHE expertise on issues of loss and grief was tapped by New York City in the wake of the 9/11 tragedies at the World Trade Center, leading to the creation of the MN/NY Ambiguous Loss project. A team led by FSoS faculty provided mental health services to the 70,000 members of Service Employees International Union and training for New York City therapists.

**Section 2: Signature Programs in the College of Human Ecology**

**Family Social Science**

**Minnesota’s Diverse Families: Tracking Changes.** An interdisciplinary working team has been constituted to collaboratively explore critical issues facing families in Minnesota and beyond. This signature program deals largely with growing diverse populations in Minnesota and will be included in President Bruinink’s Children, Youth, and Families Initiative.

**Family-Focused Policy:** An interdisciplinary working team has been constituted to focus on family-centered policy. The group is focusing on ways to improve the social and economic well-being of families through family-friendly government and business policies. Specific areas of interest include support of economically and socially vulnerable families, improvement in the viability of family businesses, assistance to families with achievement of financial security in later life, and protection of economic and social well-being for families in transition.

**Family Caregiving Center** is a third program of note for FSoS. This center provides outreach to families who are dealing with Alzheimer’s Disease and other dementing illnesses.

**Food Science and Nutrition**

**Bioactive Food Compounds:** biological activity of food components that promote or may be detrimental to health.

**Improving Food Choice for Health:** integration of properties of food, factors that eating behavior, and impact of food choice on health outcomes.

**Structure and Functionality in Food Science and Nutrition Research:** changes in structure of food components and how these affect nutritional and product quality, availability and utilization.

**Microorganisms Involved in Foodborne Diseases, Health and Food Production/Preservation:** preharvest intervention, antimicrobial processing technologies, detection methods, genomic and proteomic virulence factors of pathogens; metabolism and genomics of lactic acid bacteria for fermented food quality and human health improvement.

**Design, Housing and Apparel**

**Design:** Design affects how we visualize our world and future, how we behave, and how we understand our past. We each interact with designed objects—they web sites, articles of clothing, interiors or communities—daily.

**Socio-Economic Well Being (Housing):** Housing is a basic human need directly impacting the human well-being at the family, community, and regional levels. This focus is on socio-economic aspects of housing and critical policy analysis regarding the impacts of public policies on individuals, families, and communities. In DHA, work in this area occurs in undergraduate and graduate teaching, research and outreach and is one of the most comprehensive and multi-faceted programs of housing studies in the nation.
School of Social Work
Promoting Change for the Common Good: Advocacy, Access, Diversity. As a School of Social Work we are committed to improving the quality of life for all people regardless of race, class, gender, disability, religion or sexual orientation. This may involve advocating for individuals who cannot identify their own needs or who are overlooked in our society, e.g. the aged, the mentally ill, the disabled, homeless families and children, and victims of violence.

Social Justice and Intervention Across the Life Cycle: Children, Youth, Family, Aged, and Community
Our faculty are firmly committed to a social justice perspective, which means that change may be necessary at the community or individual level or involve policy change at a national level. The goal is an ideal condition in which all people have the same rights, protection, opportunities, obligations and social benefits.
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<th>Desired change</th>
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* Includes 5 Design Communication B.S. students
** Includes 1 Human Rel/Family/Youth B.S. student
*** Projection from Assoc Dean for Grad and Prof Programs
# Actual Data pulled from IRR site

TCHE Addendum B1.xls 1/31/2005
College of Human Ecology  
Compact 2004-2005 Addendum C: Long Range Investment Request for new CHE Initiatives

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|                      |           |           |           |           |
| RRC Contribution     | 93,000    |           | 25,000    |           |
| Central Contribution | 180,000   | 285,000   | 280,000   | 280,000   |