COMPACT FOR THE OFFICE FOR STUDENT AFFAIRS

2004-2005

A. INTRODUCTION

Following considerable restructuring and reorganization during the past five years, the Office of Student Affairs (OSA) is prepared to move to a new level in contributions to the University and in leadership to the field. These contributions are based upon a new, broader conception of the student learning experience, as articulated in “Learning Reconsidered: A Campus Wide Focus on the Student Experience” (April 2004). Through increased collaboration and interaction with Academic Affairs and collegiate units, the OSA units and programs seek to measurably impact retention, graduation, and enhance student learning/development, and post graduation outcomes.

OSA supports the academic mission of the University by providing a range of co-curricular services and programs to enhance the learning environment and support the diverse educational, health and wellness, and personal development needs of students and the University community.

OSA encompasses the following units: Aurora Center, Boynton Health Service, Student Judicial Affairs and Office of Student Academic Integrity, Leadership Minor and Programs, Parent Program, Recreational Sports, Student Fees Advisor, Twin Cities Student Unions (including Coffman Memorial Union, St. Paul Student Center, and Student Activities), Student Legal Services, and University Counseling and Consulting Services, and (most recently) the Gay, Lesbian, Bisexual, and Transgender (GLBT) Program Office. OSA reports to the Senior Vice President and Provost.

The OSA also has important dotted-line relationships with both Housing and Residential Life and First Year Programs offices. Since these programs are integral to student life and development on our campus, maintaining effective communication and coordination is essential.

Significant staffing/restructuring efforts have been completed in conjunction with the strategic planning conducted in previous years. Prior to naming of the new Chief Student Affairs Officer this fall, the Assessment and Achievement Center was consolidated within the University Counseling and Consulting Services program, and a new director was named for the Student Legal Services unit. This past fall several new positions essential to meeting the unit’s goals were filled: a Student/Community Coordinator, a Student Fees Coordinator, and a new Associate to the Chief Student Affairs Officer. The position of director of Student Judicial Affairs and Academic Integrity was also successfully filled. (The search for an Assistant Director in that unit has been postponed.) The transition of the GLBT Programs Office into the OSA portfolio has gone smoothly.
B. UPDATE: MAJOR LONG TERM GOALS FROM THE 2003-2004 COMPACT

1. OSA will build on its educational focus.
   a.) The unit needs to define and align the respective roles of OSA and student affairs services provided in colleges. Programs and services of OSA should enrich and complement, not duplicate, those provided by college student affairs/services.
   b.) A need is present to develop educational outcomes for co-curricular services and programs, which complement the academic curriculum.

UPDATE: During the past three months, OSA has engaged faculty, academic affairs staff, and other units across campus in conversations regarding the overall learning and developmental outcomes we seek for our students. In addition, OSA has worked with the Council to Enhance Student Learning to incorporate key developmental characteristics as part of the learning outcomes students should achieve as part of their progress toward a bachelors degree.

Beginning with New Student Orientation in Fall 2004 these outcomes will be presented as “expectations” for students on our campus. Materials to be used in advising and other student planning sessions have been developed for distribution at Orientation.

   c.) The leadership minor needs to continue to grow its economic base. A logical extension of this partnership between OSA, the Hubert H. Humphrey Institute of Public Affairs, and the College of Education and Human Development would be to develop a Center for Leadership Development to serve as a clearing-house for leadership, teaching, and research at the University of Minnesota.

UPDATE: OSA has partnered with the Council on Public Engagement (COPE) to extend the visibility and effectiveness of the Leadership Minor. Through collaboration with COPE’s subcommittee on “Innovation,” a significant new initiative has been launched: the “Undergraduate Initiative for Student Civic Leadership.” A task force consisting of faculty, academic staff, and student affairs staff has been charged to develop the initiative and integrate civic leadership activities with academic and co-curricular programs across the campus. One of the outcomes of this effort will be to create an umbrella structure that organizes information on opportunities for student engagement, provides a vehicle for collaboration regarding the academic study of civic leadership, and develops a research agenda to measure outcomes. The umbrella structure will provide a foundation to create a strategy for external fundraising.

2. OSA will build upon a base of research and assessment.

   a) While OSA has continued to collect data on the student experience, the staff capacity has not been present to interpret and collate data in a way that can be used effectively in programmatic decision making on a disciplined, regular basis.

UPDATE: OSA is building upon its relationships with the Vice Provost for Undergraduate Education and Institutional Research and Reporting to maximize the value
of existing survey and research efforts. The results of recent Student Experience and Senior Exit surveys will provide baseline data which should help in assessing the impact of OSA efforts to enhance the living and learning environment. OSA’s current focus, however, is on fully utilizing existing survey and research data. Research and assessment have also been identified as key elements within the Civic Leadership Initiative described above; grant funding will be sought to support a graduate student to assist in gathering information regarding student leadership development. In addition, some units within OSA collect survey data on a regular basis as part of their programmatic activities. Boynton Health Service, the Student Unions, and Recreational Sports, for example, routinely survey students to assess student needs and the effectiveness of current programming efforts. These data are used for program and policy development activities on campus.

b.) Program assessment of all OSA units should be done on a regular basis, both at the whole unit level and for individual programs run by OSA units. Some units have done this regularly and have internal capacity, while other units do not. The new Assoc. Vice Provost should initiate this activity.

UPDATE: The current year has been devoted to reestablishing relationships between the OSA units and the central student affairs office. Formal assessment activities have been limited, but indirect measures of unit effectiveness are evident in the outcomes of Student Fees allocations (Boynton Health Service, Recreational Sports, Twin Cities Student Unions, Legal Services), and in grants and recognitions (e.g. Aurora Center renewal grant of $1 million). A formal plan for program assessment and evaluation, linked to student outcomes, will be developed during the upcoming fiscal year.

3. Resource Development

a) OSA units need access to grant writing expertise and need to develop their capacity to pursue and manage grants. This complements the need to build a base of research and assessment.

b) OSA needs to engage in development work, which has had some success at other Big Ten institutions. At present, OSA has no capacity in development.

c) OSA needs to increase revenues within those units that have revenue generating capacity. These units include, University Counseling and Consulting Services, Twin Cities Student Unions, Recreational Sports.

d) A needs exists to continue work to re-establish a central OSA office and budget. This need arises from the dissolution of the Office of the Vice President of Student Development and Athletics. Under the leadership of the new Associate Vice Provost, the new configuration will include an “associate to”, a student/community coordinator, and a student fees coordinator.

UPDATE: A development officer position has been created within the Senior Vice President for Systemwide Administration's portfolio. This position is intended to provide some level of assistance to OSA development efforts. To move forward with development efforts, OSA
intends to develop a case statement built around enhancing student engagement.

Within the context of increasing tuition and fees, student fee funded units are cautious regarding rate increases. Balances within these units, although substantial in some areas, are generally dedicated to future capital projects.

4. Communications

   Effective communications are essential to reaching students and increasing their knowledge and involvement in co-curriculars. Communications will continue in three areas:

   a.) website development for OSA and units, and

   b.) development of a student affairs channel as part of the University's portal project, and

   c.) development of OSA identity and presence on campus to facilitate student involvement in co-curriculars.

UPDATE: For the first two areas (a and b) noted above, OSA is partnering with University Relations. The unit has also undertaken three initiatives within the University community to better communicate the role of OSA in supporting student learning on campus:

   • a presentation regarding the new direction and organization of OSA given to the Academic Affairs Network;

   • a panel discussion on student developmental outcomes was the plenary event at the April 2004 John Tate Award for Excellence Academic Advising.

   In addition to these communication efforts, the Chief Student Affairs Officer plays an active role in the deliberations of the Council of Undergraduate Deans, the Senate Committee on Student Affairs, and other groups focused on student learning and living.

   The Parents Program has played a significant role in communicating key messages and information to the broader University community. With over 15,000 subscribers, the Parents’ Program electronic network helped manage communication regarding major events/crisis on campus this past year (house fire, sexual assault, anticipated rioting, clerical workers’ strike etc.)

C. New Long Term Goals/Priorities for FY 05

Note: While listed in order of “importance,” several of the lower priority items are more “urgent” and more immediately feasible. (e.g. Parents’ Program expansion, Mn Daily financing). Items 1-4 below reflect and require collaboration and coordination with the Office of the Vice Provost for Undergraduate Education. These are cross-functional initiatives built upon an expanded understanding of “student learning” on campus.

1) Excellent career support programs should be available to all students on the Twin Cities campus. Student Affairs needs
to work with colleges to substantively expand and enhance planning, career development, and placement services for:

**Estimated annual need: $1M.**

a) Through OSA coordinating efforts, provide support for colleges to develop Sophomore-Junior Year Transitional programming. Resources are needed to assist students with major/career exploration, goal setting, and planning. Programs should include activities designed to maximize student developmental opportunities and prepare students to benefit fully from their final two years at the University. (estimated annual need: $100,000)

b) Develop long term programs designed to assist student development and planning for life following graduation. Previous investments have enhanced academic advising in the colleges. We now need to invest in career counseling/student development advisers available to work with students ($700,000).

c) As a service to the Twin Cities employment community, the University needs to become more accessible to employers seeking to hire entry level positions. We need to invest in staff dedicated to developing relationships between potential employers and the University. These responsibilities would include marketing our students to employers and serving as liaisons to insure employers have efficient access to student candidate pools. ($200,000)

2) Gain campus wide support for the “Student Development and Civic Leadership Initiative”. **Estimated annual need: $300,000**

a) Following review of the pilot Summer Leadership Institute for New Freshmen (to be launched June-August 2004), determine feasibility of expanding to larger portion of the entering freshman class in 2005. The Summer Leadership Institute is built around many of the themes contained within the Student Development and Civic Leadership Initiative.

b) Establish a leadership/developmental opportunities clearinghouse accessible to students across campus. The clearinghouse should make it easier for students to connect with opportunities in the community and allow those in the community to more efficiently and effectively post and publicize needs/opportunities.

c) Expand the Leadership Minor program and increase participation by regular faculty (as instructors). Additional financial support is necessary to maintain effective section sizes while expanding the number of students served. The experiential learning, self-assessment, and leadership development opportunities provided by the Leadership Minor “pull” students toward graduation and enhance their career prospects.

d) Following assessment of its pilot year in FY 05, establish a campus-wide “U-ternship” program which matches students with University leaders and decision makers to assist students in achieving key developmental outcomes. An additional staff person is
required to coordinate and administer the program following the pilot year.

3) In conjunction with the above two efforts, OSA seeks to provide the leadership needed to have the University’s Electronic Portfolio (currently undergoing significant revision) identified and used by students as the primary tool for documenting their experiences and presenting themselves for opportunities at graduation (job placement, graduate school admission, etc.)

**Estimated annual need: $10,000 for materials (FY 05 development for FY 06 roll-out)**

a) Develop coordination strategies among the Electronic Portfolio, the Portal Project, and the Grad Planner

b) Provide large-scale training for students and the academic/career advising community.

c) Assist in development and implementation of a new “Welcome Week” program for new students, with target roll out of Fall 2005. An introduction to the E-Portfolio and the outcomes related to student development and civic leadership need to be incorporated in the Welcome Week programming for students.

4) Expand/enhance our Parents’ Program activities.

**Estimated annual need: $50,000**

a) In addition to providing an invaluable service to the University community, the Parents’ Program has the potential for revenue generation. Hiring an Assistant Director, however, is essential to realizing this potential. The assistant will allow the program to develop and implement the projects listed below.

b) Develop a business plan around the concept of offering services such as “care packages” or special discounts on products and services in the business community which parents could purchase (via the Parents web page) for their sons/daughters.

c) Assist in the creation of a new web-based Parent’s Orientation Course. Initial discussion of this project is underway through the collaborative support of Student Affairs and the College of Human Ecology. By enhancing the ability of parents to provide support for their students, we can positively influence student engagement, retention, graduation.

d) Establish a Parents’ Fund Scholarship program and explore options for other revenue generating activities.

5) Reestablish productive relationships with the Greek and Pan Hellenic communities. Building upon the recommendations to the Regents in 2003 (by the University’s committee on Alcohol, Tobacco and other Drugs), OSA is committed to the following: **Estimate annual need: undetermined—land lease etc. require additional legal and financial analysis**

a) Moving forward discussions between the fraternity/sorority house owners and the University regarding potential partnerships that would allow the owners to expand housing capacity while respecting
Historic Designation guidelines and restrictions. Expansion of housing capacity is essential to the long term health of the system.

b) Gaining acceptance of a “Relationship Statement” which identifies expectations, responsibilities, and benefits associated with a formal relationship between the Greek/Pan Hellenic system and the University. A major, longer term outcome of an improved relationship is increased opportunities for students to gain leadership, planning, and communication/social skills essential to success beyond the University.

c) Gaining agreement with the UM Foundation to establish an account which donors can use to direct tax-deductible financial support for Greek/ Pan Hellenic organizations.

6) Stabilize funding for the Minnesota Daily: Historically, the University has committed to providing financial support for the Daily’s facilities and faculty/staff “subscriptions” to the Daily. This funding, combined with funds from the Student Fees process, allows the Daily to fulfill its important role as a communication backbone for the campus community. (**Estimated annual need: $25,000**)

a) The student fee contribution ($5.77 per student per semester) has been flat for the past three years despite the Daily’s requests for additional funds to offset increases in printing and distribution rates.

b) Central administration support (for faculty/staff subscriptions) through O&M funds has decreased from $109,000 in FY 02 to $83,150 in FY 05. The Daily has requested a restoration of funding to the FY 02 level. The primary arguments for this special consideration are that the number of University faculty and staff has not significantly decreased (i.e. subscriptions are approximately constant); and the quality of the services provided to the community by the Daily has not decreased. The Office for Student Affairs supports this request. The result is that students (through their fees) appear to be subsidizing faculty/staff subscriptions.

c) Questions also remain regarding the potential need for the Daily to be relocated due to University and city plans for the space its building currently occupies. The extent of University support for such a move needs to be clarified. A meeting to address these issues will be set this spring.

7) Gain financial support to allow us to move forward with Recreational Sports facilities development. (**see Facilities issues below**)

D. ENROLLMENT MANAGEMENT

N/A

E. FACILITIES ISSUES

1. STUDENT AFFAIRS FACILITY

   Consideration should be given to developing a facility to house Student Affairs units (e.g. Leadership Programs, Parent’s Program, Student/Community Programs, GLBT Programs Office, the Associate Vice Provost staff) and Career
Service related programs on the East Bank. From a student service perspective, the current Science Classroom Building (just off the Washington Avenue bridge) would be an ideal location for this facility. Parking for business community representatives coming to interview students, however, would need to be addressed. (It should be noted that the recent final report of the GLBT Task Force strongly recommended moving the GLBT program office to a more central and visible location on campus.)

2. BOYNTON HEALTH SERVICES

Issues identified in the 2003-2004 compact remain. Decisions need to be made regarding the future of Boynton Health Service in relationship to plans for expanding Academic Health Center (AHC) facilities. In particular, the current building needs a $3 million investment to replace the HVAC system. Boynton has kept student fees for health care coverage constant through revenues generated by its pharmacy, optical department and other services. As plans move forward for a newly configured Academic Health Center, the impact on student fees must be closely monitored.

3. RECREATIONAL SPORTS

The Department of Recreational Sports is currently engaged in developing the Sports Precinct Master Plan with the University Master Planning Office. Intercollegiate Athletics and the School of Kinesiology are partners in much of this process because of shared-use facility issues, including the proposed University Park and the remodeling of Cooke Hall. Phase I of the Sports Precinct Plan was approved by the Regents in fall of 2002, and primarily featured the new University Park. For this project, the University is in the process of acquiring land along 5th St. SE through eminent domain. The construction of a new Siebert Field is a key component and an important first step of this project. Due to the current moratorium, that work has been delayed.

Phase II includes the Recreation Center Expansion, remodeling of Cooke Hall, and refurbishment of the Fieldhouse. Phase II was approved at the March meeting of the Regents. Phase III will include replacement of the St. Paul campus outdoor fields and a new West Bank satellite facility. Following the approval of Phase II, the department would like to immediately retain an architect to begin pre-design planning for the Recreation Center and Cooke Hall projects. When the entire plan is completed, all indoor and outdoor recreational facility needs should be addressed for all three campuses.

Different strategies are currently being discussed to address several of these projects. A primary department goal is to complete pre-design and cost estimates for the Recreation Center and Cooke Hall in time to make a funding request to the Administrative Unit Student Fees Committee in January-February of 2005. At that time, some of the department’s debt service fees will close to completion.

The following is the proposed project list for Recreational Sports. Of important note:

- The planning of the new rowing facility has been permitted to resume. Negotiations are underway with the Minneapolis Park Board to determine site possibilities (including the Riverflats area), as well as financial and programming responsibilities.
- The plan to make use of the Armory garage and the Fieldhouse to accommodate the expanded Outdoor Program was abandoned. Instead, part of the women’s locker room in the Recreation Center is currently being remodeled to temporarily house the Outdoor Program. This site will meet
most programmatic needs, have greater exposure to the University community, and be far less expensive. A larger Outdoor Center venue will be considered for inclusion in the building program for the Recreation Center Expansion.

• The department is exploring the feasibility of including an Exercise & Wellness Center in the building program for the Recreation Center expansion. The extent of the building program for this center will be determined, in large part, by the partnerships formed with other units in the Academic Health Center, Student Affairs, and others.
Department of Recreational Sports

Facility Projects
(Listed in order of priority)

Revised January 15, 2004

<table>
<thead>
<tr>
<th>Project</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Recreation Center Expansion¹</td>
<td>$35,000,000</td>
</tr>
<tr>
<td>St. Paul Campus Replacement Fields²</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>St. Paul Campus Drop-Off³</td>
<td>$100,000</td>
</tr>
<tr>
<td>University Park (DRS Facility)⁴</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Boathouse⁵</td>
<td>$611,000</td>
</tr>
<tr>
<td>West Bank Satellite Facility</td>
<td>$13,000,000</td>
</tr>
<tr>
<td>Cooke Hall Remodel⁶</td>
<td>$12,000,000</td>
</tr>
<tr>
<td>West Bank Field Refurbishment</td>
<td>$300,000</td>
</tr>
<tr>
<td>Leisure Pool Setting (at Cooke or URC/UAC)⁷</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>High Ropes Course</td>
<td>$150,000</td>
</tr>
<tr>
<td>Youth Program Facility</td>
<td>$2,500,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$77,161,000</strong></td>
</tr>
</tbody>
</table>

F. Financial Issues

RECREATIONAL SPORTS

The department has been asked by Central Administration to assume $1.5 million of the approximate $3 million of M&O funding that pays for utilities, maintenance, and some custodial for the recreation facilities. Next year the department will ask the Student Services Fees committee for the third installment of $500,000 to meet the $1.5 million commitment.

Assuming the Sports Facilities & Fields Plan is approved, the department will be asking the Student Services Fees Committee for capital and operational funding for these projects as each moves forward. It is assumed that the School of Kinesiology will be asking for funding from the state for Cooke Hall. Other units within the University, who would like to partner in the Exercise & Wellness Center in the Rec Center Expansion, will provide some additional funding for that project.

There currently are on-going discussions about phasing the University Park project and the development of the University Rec Center Expansion and the Cooke Hall remodel. Before the financing of these projects can be addressed, it is necessary to complete their pre-design to determine the respective building programs for each project, estimated costs, phasing, and construction timeline options. Once the pre-design is completed, then the financial plan for funding these projects can be developed. In the Fall of

---

¹ Currently part of the University’s Sports Precinct Plan (Phase II) awaiting Regents’ approval. Programmatically, it is essential to integrate the URC, Cooke Hall, and Leisure Pool Setting to maximize resources and provide the greatest service and convenience.

² To be part of the Sports Precinct Plan (Phase III). These fields and facilities would replace those lost to the women’s varsity soccer program in 1998.

³ A driving area to be constructed next to or near the St. Paul Gymnasium to allow children safe access into the facility. Those children would be participating in various DRS outreach programs.

⁴ This project was part of the Sports Precinct Plan (Phase I) that was approved by the Regents on December 12, 2002. Both DRS and Intercollegiate Athletics facilities would be part of the total project.

⁵ These funds have been dedicated to include a DRS element in the proposed boathouse on the Mississippi River for the Athletic rowing team.

⁶ Needs to be integrated with the planning of the URC expansion.
2004, the department will ask the Student Services Fees Committee to roll-over the debt service funding for the St. Paul Gym Completion Fund ($5.69/semester) and the Recreation Center Building Fund ($6.19/semester) into financing new project debt for departmental capital projects. Those two fees currently generate, based on current enrollment, $940,000/year. The St. Paul Gym Fund debt will be retired during 2005. The Recreation Center Building Fund debt will not be completely retired until 2013; however, beginning in FY05, the debt payment will start declining and some funds will be available for facility planning and development. It is “roughly” estimated that the University Park, Rec Center Expansion, and some portion of the Cooke Hall project will cost approximately $40-$45 million. This could mean approximately $30-$35/semester of student fees to finance the debt. The funding strategy for these projects is still to be determined.

FINANCIAL ISSUES

Staff Compensation issues:
  TCSU:
  Parent’s Program

G. COMPACT DEVELOPMENT

  OSA has engaged in a strategic thinking process over the past several months. In addition, unit directors were asked to identify programmatic and budget issues. Discussion has been across all units and included directors and staff. Future compact discussions will include input from student leaders on the Twin Cities Campus.

H. DATA PROFILE

  N/A

I. REPORT SUMMARY AND ALLOCATION

Summary of 2004-05 compact funding allocations:

<table>
<thead>
<tr>
<th></th>
<th>FY05 Nonrecurring</th>
<th>FY05 Recurring</th>
<th>FY05 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career support programs</td>
<td>150,000</td>
<td></td>
<td>150,000</td>
</tr>
<tr>
<td>Student Development and Civic Leadership</td>
<td></td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Parent Program Initiatives</td>
<td>50,000</td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>Community Liaison</td>
<td>30,000</td>
<td>30,000</td>
<td></td>
</tr>
<tr>
<td>Minnesota Daily</td>
<td>25,000</td>
<td>25,000</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150,000</strong></td>
<td><strong>205,000</strong></td>
<td><strong>355,000</strong></td>
</tr>
</tbody>
</table>