1. 2010-2011 Budget Instructions
   - Financial Information – Tricia
   - Reporting – Chancellor Casey

2. CIHS Report – Michelle & Tricia

3. Work Group Reports

4. Next Steps (Next meeting 2/24) – Chancellor Casey

*Below is a summary of the presentations and handouts that were given at this meeting. The bulk of this meeting was spent on #3 Work Group Reports and what these groups have done so far and how they planned to proceed. Much discussion also took place regarding more direction for these work groups as to what the Chancellor was expecting of them. Chancellor Casey instructed these work groups to think broadly, or at a higher level and not get too weighted down with detailed specifics at this time. The Chancellor also instructed the groups to think long term and not just about recommendations for next year’s budget but for beyond that as well.*
Strategic Positioning
Committee Meeting Agenda

1. 2010-2011 Budget Instructions
   • Financial Information – Tricia
   • Reporting – Chancellor Casey

2. CIHS Report – Michelle & Tricia

3. Work Group Reports

4. Next Steps (Next meeting 2/24) – Chancellor Casey
Budget Instruction Overview

• Planning is based on the most recent state of MN budget forecast which includes a cut to the University of $36 million, this brings the University’s funding level back to $591 million, the state of MN risks losing stimulus funding should they reduce the University’s funding below FY06 funding level.

• Our FY09 allocation was $12.4 million, our FY10 allocation was 10.9 million.

• We will have a budget reduction of 2.75% Originally, we expected a reduction of 2%, however that rate has been raised to 2.75%.

• For FY11 the Crookston campus will see a budget reduction of 2.75 percent or $563,000 of our state allocation.
Budget Instruction Effect on UMC

- Budget reduction of $563,000

- Tuition increase is still at 7.5%, generating $635,000 in revenue. It is our current understanding that the additional tuition revenue will be used to cover our compensation increase, fringe increase, utility increase, and scholarship investments.

- 2% compensation pool of $200,000

- Fringe increases will amount to $225,000

- 27th pay period for all eligible (12 month) employees – we will use $265,000 from campus reserves to fund this one time (every 11 years) expense.

- There have been discussions on implementing a furlough strategy. This is currently in the discussion stage only, no final decisions have been made.

- $15.5 million dollars in stimulus funds are available
5 Key Topics To Address

1. A summary of actions taken to address the unit’s strengths and challenges identified in last spring’s compact-budget meeting.

Strengths identified in last year’s compact
• Increases in Enrollment, Improvements in Incoming Student Profile, Access
• Increases in the Diversity of the Student Body, Students of Color, International Students
• High Caliber New Faculty and Staff; Veteran Faculty and Staff Earning Advanced Degrees
• Technology Improvements and Benefits
• Growth of Online Degree Programs and Online Student Enrollment

Challenges identified in last year’s compact
• Regional Challenges of Demographics and Competition
• Remaining Challenges in Retention and Graduation Rates
• Research Support for Faculty
• Nurturing a Culture of Inclusion and Acceptance
5 Key Topics To Address

2. A list of high-priority activities in which there should be additional investments as a means of promoting the University’s overall strategic goal.

Establishment of Centers
- Economic Development Administration University Center for Minnesota (EDA)
- Center for Sustainability
- Center for Rural Entrepreneurial Studies
5 Key Topics To Address

3. A list of low-priority activities eliminated or scaled back, cost-saving initiatives completed, and productivity gains accomplished that were identified in last year’s compact document, including dollar estimates.

**low-priority activities eliminated or scaled back identified in last year’s compact**
- Administrative Reductions
- Reductions in Unassigned Instruction
- Alternative Funding and/or Reductions for Staff
- Elimination of Men’s Hockey Program

**Cost-Saving Initiatives and Productivity Gains identified in last year’s compact**
- Restructuring of Academic Departments
- Evaluation of Low Enrollment Programs
- Potential Efficiencies from Review of Course Sections
- Review and Assessment of Support Units
- Campus Energy Audit
- Refinement and Expansion of Partnerships with Other Higher Education Institutions
5 Key Topics To Address

4. A brief description of the consultation process used to provide recommendations to the chancellor, whether by the establishment of a Blue Ribbon Committee or other mechanism, and a list of major stakeholder groups consulted.

- Formation of a Strategic Positioning Committee
- Formation of a Strategic Modeling Committee
- Ask all Department/Unit Heads for feedback regarding increased productivity, cost-saving initiatives, high-priority areas needing investment, etc.
- Meetings setup with our UMC Alumni Association (March 31), NWSA Alumni Association (April 19), and our All College Advisory Committee (April 20)
5 Key Topics To Address

5. An overview of your plans to:

• Expand the sources and amount of revenue produced
• Increase administrative and academic effectiveness, reduce costs and boost efficiency
• Sharpen unit mission to advance a distinctive constellation of initiatives
• Develop and execute multi-year financial plans
Questions?
Strategic Positioning Committee Meeting – February 3, 2010

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- There have been discussions on implementing a furlough strategy. This is currently in the discussion stage only, no final decisions have been made.

- $15.5 million dollars in stimulus funds are available

5 Topics that should be addressed in this year’s compact/budget oversight process

1. A summary of actions taken to address the unit’s strengths and challenges identified in last spring’s compact-budget meeting.

   Strengths identified in last year’s compact
   - Increases in Enrollment, Improvements in Incoming Student Profile, Access
   - Increases in the Diversity of the Student Body, Students of Color, International Students
   - High Caliber New Faculty and Staff; Veteran Faculty and Staff Earning Advanced Degrees
   - Technology Improvements and Benefits
   - Growth of Online Degree Programs and Online Student Enrollment

   Challenges identified in last year’s compact
   - Regional Challenges of Demographics and Competition
   - Remaining Challenges in Retention and Graduation Rates
   - Research Support for Faculty
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- Expand the sources and amount of revenue produced
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- Develop and execute multi-year financial plans
01 22 2010 **Overview:** [http://www3.crk.umn.edu/cihs/prospective/howto.htm](http://www3.crk.umn.edu/cihs/prospective/howto.htm)

**What:** College in the High School (CIHS) [http://www3.crk.umn.edu/cihs](http://www3.crk.umn.edu/cihs)

**Who:** College in the High School at the University of Minnesota, Crookston is an accredited program that delivers University courses, in collaboration with area Minnesota high schools, to advanced high school students. Administered by the Center for Adult Learning, the program offers regular, introductory University of Minnesota, Crookston courses overseen by UMC’s Academic Departments at participating high schools; all courses are approved by Academic Departments for degree credit. Specially credentialed high school faculty members teach all College in the High School classes as approved by UMC’s Academic Department Heads.

**Student Qualifications**
- In order for a high school student to register for UMC course credit the student must have:
  - achieved junior status in the high school
  - cumulative grade point average of 3.0 or higher
  - Minnesota resident ([http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readi/PSEO/index.html](http://education.state.mn.us/MDE/Academic_Excellence/College_Career_Readi/PSEO/index.html))

**Instructor Qualifications**
- In order to teach a College in the High School Course with UMC, a UMC Department Head will confirm that the high school teacher has met the minimum qualifications required of adjunct instructors at UMC (A masters degree in the discipline or a minimum of 18 graduate credits in the discipline are the required credentials for onsite, online and concurrent enrollment instruction).

**When:** Per semester (fall & spring); [http://www3.crk.umn.edu/cihs/prospective/DatesandDeadlines.htm](http://www3.crk.umn.edu/cihs/prospective/DatesandDeadlines.htm)

**Why:** The College in the High School program with the University of Minnesota, Crookston began in 1993 and was accredited in 2007 by the National Alliance of Concurrent Enrollment Partnerships (NACEP) [www.nacep.org](http://www.nacep.org). CIHS provides academically challenging courses, in Minnesota high schools, where students may receive college credit.

**Where:** Forty participating MN school districts (2009-2010); [http://www3.crk.umn.edu/cihs/current/ParticipatingSchoolslist.htm](http://www3.crk.umn.edu/cihs/current/ParticipatingSchoolslist.htm)

Help college-bound high school students establish appropriate expectations for collegiate academic performance. Decrease the overall expense of a college education since credits would be earned at no cost to the students and parents. Provide opportunities for public school faculty and UMC faculty to:
- work cooperatively
- exchange ideas
- participate in staff development activities

College courses are effectively integrated into the high school schedule so that students will maintain their relationships within their high school.

**How:** UMC’s College in the High School program agreement states that the participating school district will pay UMC $300 for each section of each course offered plus $75 per student registered in each section of each course offered. CIHS revenue covers the cost of one full time program associate who facilitates NACEP standards and acts as a liaison between Academic Departments and participating High Schools, one part time CIHS faculty mentor, travel for required high school site visits, bi-annual CIHS workshops, NACEP membership and accreditation. CIHS enrollment was capped in 2007 to not exceed serving 1,200 high school students annually.

**Financial Background:** In FY07 the University of Minnesota moved from an IRS (Revenue Sharing) model to our current cost pool model. Units within the University system are charged to fund the cost pool. We currently pay into the Administrative Service Units (including Audits, Budget Office of the General Counsel), Technology, Student Services, Research Administration, and Debts and Leases. We are charged based on a complex formula which includes our headcount as the main factor in the charge. In FY07 we received an increase in our allocation to cover the costs associated with the cost pool. If we were to discontinue the CIHS program, there would not be any savings in our cost pool charge as our allocation from central would decrease as a result of our decreased cost pool charge.

UMC would ultimately have a loss in revenue if we were to discontinue the CIHS program.
UMC Student Service Inventory
Spring 2010

One Stop-Student Services http://www3.crk.umn.edu/onestop/

Student Services

Student Affairs- http://www3.crk.umn.edu/administration/StudentAffairs/
(aka Student Life/Student Development/Student Services at different schools)

Equity & Diversity- http://www3.crk.umn.edu/services/diversity/

Service Learning-

Student Activities- http://www1.crk.umn.edu/services/studentactivities/index.html
Health Services- http://www1.crk.umn.edu/services/healthservices/index.html
Sargeant Student Center
   Information Desk- http://www3.crk.umn.edu/info/tours/buildings/StudentCenter/infodesk.htm
Outdoor Equipment & Rentals- http://www3.crk.umn.edu/info/tours/buildings/StudentCenter/outdoor-rentals.htm

Campus Ministry

Career & Counseling- http://www3.crk.umn.edu/ccs/
   Career Services- http://www3.crk.umn.edu/ccs/career/career.htm
   Counseling Services- http://www3.crk.umn.edu/ccs/counseling/counseling.htm
   Disability Services- http://www3.crk.umn.edu/ccs/disability/
   Testing
   ATOD- http://www3.crk.umn.edu/ccs/counseling/atod/about.htm

Student Experience- http://www1.crk.umn.edu/services/studentexperience/index.html
   Registration
   Orientation
   Parents

Residential Life- http://www3.crk.umn.edu/services/reslife/
   Student Conduct- http://www3.crk.umn.edu/services/reslife/Policies/conduct.htm
   http://www3.crk.umn.edu/info/policies/Board%20of%20Regents%20Student%20
   Conduct%20Code%202007%20PDF.pdf
Proposed letter to send to Student Service Directors:

(Waiting for feedback from Strategic Planning Committee before final draft)

Student Service Director,

As you may have heard the University of Minnesota’s Future Financial Resources Task Force has asked each of the campuses to develop an appropriate strategic plan. They have asked us to address the following questions:

· What programs and areas must be strengthened or expanded?
· What programs should be maintained at current levels of support or reduced levels of support?
· What programs and areas should continue, but be substantially reduced or consolidated?
· What programs should be discontinued or eliminated?
· How can academic programs and areas better leverage existing human capital resources, including rationalizing teaching loads; sharing new, more energetic curriculum; consolidation; better use of classrooms and laboratories; and the development of new academic programs?

As a result, your supervisor has most likely discussed this with you and your department. The UMC Executive Committee has formed a Strategic Planning Committee with several workgroups to help assist in analyzing and recommending priorities. A Student Services workgroup was formed to work with you and your department. We need your assistance to better understand your area and address recommendations in your area. Your cooperation and support will be greatly appreciated as we work through this process.

Below is the template we would like you and your group to complete and forward to committee and your supervisor by ____________:

Department Name:

Primary Functions:

Staff:

Job Descriptions:

O&M Budget
Goals & Outcomes

Measures or Assessment of:

Quality-
Productivity-
Impact-

Feel free to include prior documents, reports, surveys and website information. A committee member will most likely contact you for additional information, as needed. We may be asked to review with you both internal or external recommendations for your area.

Below are some of the criteria that will be used to when considering recommendations and priorities

- Centrality to Mission
- Quality, Productivity and Impact
- Uniqueness and Comparative Advantage
- Enhancement of Academic Synergies
- Demand and Resources
- Efficiency and Effectiveness
- Development and Leveraging of Resources
- Alignment with UMC’s current Strategic Plan

Thank you for your assistance.
The Athletics Work Group met on Monday, Feb. 1. Discussion centered on the following:

1) 3 years – while UMC has been a member of NSIC DII since 1999, a reaffirmation of commitment to DII did not happen until January of 2007. The current program has truly only had 3 years of consistency to develop and recruit, and building athletics teams takes time.
   Since 1999:
   • We had five athletic directors from 1999-2003
   • Since 2003 primary campus leadership has changed 4 times
   • during his administration Chancellor Burton announced that UMC would go DIII, which did not happen but which set back recruitment efforts to square 1
   • we have had several different admissions directors and financial aid directors
   Only since 2007 has there been a level of consistency in leadership, vision, and support for DII

2) Changing Landscape of Athletic Conferences
   • DIII
     o mainly private colleges (all but U of M, Morris)
     o in summer of 2006 UMC admin met with UMAC and were told UMC would not be invited to join/could not apply
     o UMM was “lucky to be invited” to UMAC, and is known as the public liberal arts U
     o MIAC has no plans to expand and would not even attempt to work out a scheduling agreement in hockey with UMC
     o would reduce or change the mix of sports UMC offers
   • NAIA - Dak10
     o several members are looking at going DII
     o there may only be 3 or 4 members
     o scholarships are an issue
     o would reduce or change the mix of sports UMC offers (no equestrian or soccer)
   • NSIC Div II
     o currently 14 member from 5 states - possibly adding 2 more members
     o addition of Mankato, Duluth, Augustan, and St. Cloud State have made the conference very competitive
     o rumors are that DII is a stepping stone for some of the larger schools to DI
     o notable gains in women’s basketball, men’s baseball
     o DII NSIC is really the only option for UMC

3) 300 Students - roughly 25%-30% of the on-campus student body
   • currently UMC has 265 athletes, +35 significant others (boy/girlfriends who came with)
   • combination of programs and DII athletics – would we have recruits with another combo?

4) 5 states
   • Media coverage in markets that would otherwise go unmentioned
   • Weekly radio, TV show, coaches are interviewed consistently throughout the year on opposing radio stations giving exposure to and speaking well of the campus, community, faculty/staff, etc.
   • Midcontinent Communications coverage

5) Retention - fall 2009 to spring 2010 – retention of athletes was 94% - more soon

6) Cuts – Athletics has already cut men’s hockey, club hockey prevented loss of 20+ students

7) Facilities – new Wellness Center would add significantly to recruitment efforts – 2012 list

8) Specific questions (hand out cards – call for questions for next meeting)
Energy Working Group – Strategic Positioning at UMC
“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

– World Commission on Environment and Development
Regent’s policy on sustainability and energy efficiency (9 July 2004)

“Sustainability is a continuous effort integrating environmental, social, and economic goals through design, planning, and operational organization to meet current needs without compromising the ability of future generations to meet their own needs.”
Regent’s policy, continued

- Each campus shall develop specific sustainability objectives and targets in the areas of:
  - (a) physical planning and development, including buildings and infrastructure;
  - (b) operations;
  - (c) transportation;
  - (d) purchasing; and
  - (e) waste management and abatement.
The University of Minnesota, Crookston campus
“to harness the talents and energies of faculty and students to redesign their own campuses so that one day they are climatically neutral, discharge no waste, enhance biological diversity, and support the emergence of locally sustainable economies. This means converting the university from just a place where education happens to one that educates ecologically.”

University of Minnesota
Systemwide Sustainability
Goals • Outcomes • Measures • Process
Goals in Leadership and Modeling

1: Be a national leader and pioneering model for sustainability and energy efficient operations among large public research and land-grant institutions

2: Actively advance the transition to a sustainable world economy through research, teaching, outreach, and operations

3: Inspire and influence the community, nation, and world through innovative sustainable research and practices

4: Make significant continuous achievements toward sustainability goals and commitments

5: Embrace an organizational culture and individual decisions that support an inclusive, engaged, active, and sustainable healthy community

6: Meet all regulatory requirements and support the development of future regulations and policies through technical review, academic study, and practical experience
1: Plan, program, design, construct, and operate University of Minnesota facilities throughout their life cycle to provide restorative impacts to the natural environment and a healthy indoor environment for the University community

2: Integrate environmental, economic, and social priorities into purchasing and contract decisions

3: Use lower impact transportation alternatives that increase fuel efficiency, provide more sustainable fuel options, and help reduce the miles traveled on campus, to campus, and as part of the University of Minnesota enterprise

4: Manage resources for their highest end use by reducing consumption, minimizing waste, and strongly supporting the reuse and highest value recycling of unwanted materials
Goals in Energy Efficiency

1: Reduce energy use
2: Engage the University of Minnesota community in energy conservation
3: Pursue climate neutrality and energy efficient operations across the University of Minnesota
4: Adopt energy-related financial policies which enable the University of Minnesota to be socially, environmentally, and fiscally informed
5: Contribute to the development of progressive state and federal energy policies
Goals for Research

1: To advance sustainability, nurture cross-disciplinary collaboration and sharing of ideas and perspectives within and beyond the University

2: To advance sustainability, promote civically engaged, socially informed, and community responsive research and scholarship

3: To advance sustainability, instill sustainability principles in the research culture of the University of Minnesota; all levels of University leadership should embrace sustainability as a core pillar of the University’s mission

4: To advance sustainability, eliminate institutional barriers and disincentives to interdisciplinary and collaborative sustainability research

5: To advance sustainability, transform the University of Minnesota into a living laboratory for sustainability
Goals in Education and Outreach

1: Capture the land-grant mission: Sustainability is part of the educational or campus experience of each and every University of Minnesota student.

2: Integrate service learning into the undergraduate and graduate experience, linking students, faculty, University of Minnesota Extension, and community partners.

3: Create and implement curricula and educational programs that address the interface of environment, society, and economy.

4: Develop outreach programs for sustainability education of working professionals in the public and private sector.
Goals in Communication

1: Create opportunity for dialogue to discuss global and local sustainability challenges, opportunities available, and the work of the University to advance sustainability

2: Develop and implement marketing/promotion efforts to engage those who may not be aware of sustainability-focused education, outreach, and research opportunities

3: Develop and maintain a transparent data management information system to enable decisions utilizing environmental, economic, and social factors
Dedicating Evergreen Hall and launching the Otter Tail Energy Challenge Grant. Hooray!
Student sustainability assistant, Lisa Gentele, and CSA President, Tom Haarstick leading discussion on Otter Tail Power Energy Challenge Grant implementation.
Climate Action Plan for Climate Neutrality and Sustainability (ACUPCC)
Subd. 3. Accountability. The president or delegate shall develop indicators and measures of success in the implementation of the principles outlined in this policy in consultation with appropriate faculty, staff, students, and experts in the broader community.

Subd. 4. Reporting. The president or delegate shall report to the Board annually on progress toward established targets and standards, using this information to identify opportunities for subsequent improvement.
Maintenance and Operations Guidelines
[Insert name of School District]

Background

[Insert name of School District], has established Maintenance and Operations Guidelines (‘Guidelines’ or ‘Green Energy Guidelines’) for the operation of its facilities. The Guidelines will be reviewed periodically with a goal of continual improvement, as public awareness, management techniques, and technology change.

The Green Energy Guidelines have been developed by the school administration. Comments and suggestions on this policy are welcome, and be submitted to [insert name of business manager] at the Business Office.

Purpose

To ensure an optimal learning environment though the prudent use of energy, management of increasing energy-related costs, reduction of energy-related CO₂, promotion of sustainable energy practices and protection our environment, [Insert name of School District], adopts these Green Energy Guidelines for the operation and maintenance of its facilities by the Mechanical Department. These programs include modification and renovation of existing school buildings and facilities, routine and preventative maintenance, capital renewal, and measurement of results. Implementation of these Guidelines will enhance the effective, efficient and optimal use of all energy-related resources needed to support student education throughout the [Insert name of School District].

Goals

All [Insert name of School District] facilities will be maintained and operated in the most energy efficient manner, supporting and maintaining public health and safety, and the quality of education and service. Based on an assessment of district energy needs, the goals for the district are:

- Reduce energy consumption per occupant by ___% in existing Educational and General facilities within a ___ year period (i.e., no later than 2011). The baseline year will be the 2006-2007 school/fiscal year.

- This reduction represents a ___% reduction in overall energy consumption, saving [Insert name of School District]:
  ___ KWh of electricity per occupant or a total of ___ KWh
  ___ Therms of gas per occupant or a total of ___ therms
• This reduction represents a cost avoidance of ____ Dollars per occupant or a total of $____ (using 2006-2007 energy costs).

• Attainment of a ___% reduction in energy consumption will result in annual carbon dioxide (CO₂) emissions. This reduction represents a carbon reduction of: ____ pounds of CO₂ per occupant or a total of ____ pounds of CO₂

Attainment of these goals will enhance local, state and national efforts to achieve energy use sustainability and significantly improve our natural environment.

Green Energy Guidelines

1. **Indoor Environmental Condition Guidelines** - To maintain acceptable comfort and lower energy expenditures for occupants, [Insert name of School District] has adopted indoor environmental condition Guidelines for cooling, heating, and humidity control and ventilation rates, based on recommendations from the American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE). The district Guidelines are contained in Appendix A of this document. It is recognized that their achievement will necessarily be influenced by current equipment capabilities, occupant and operator knowledge, and the ongoing efforts of building operators, students, teachers and all other school district personnel.

   **Guidelines during Occupied Hours**
   - When cooling, normal building temperature set-points will be 76° F, and upon request, can be lowered, but not below 70° F. When heating, normal building temperature set-points will be 69° F, and upon request, can be raised, but not above 71° F.
   - Thermostat set-points for corridors and large common spaces will be set at 78° F when cooling and 68° F when heating.
   - Outdoor air ventilation will be set at ASHRAE 62.1 guidelines or such other higher limits as prescribed by state law or regulations.

   **Guidelines during Unoccupied Hours**
   - When cooling, normal building temperature set-points will be 80° F (or HVAC OFF), and upon request can be lowered, but not below 78° F. When heating, normal building temperature set-points will be 62° F (or HVAC OFF), and upon request can be raised, but not above 68° F.
   - Intermittent operation of the A/C system during humid weather conditions on weekends and holiday periods will be permitted to maintain indoor relative humidity control.
   - Thermostat set-points for corridors and large common spaces will be set at 78° F when cooling and 68° F when heating.
- Outdoor air ventilation and exhaust fans will be shut OFF. HVAC system start-up will begin 30 to 60 minutes prior to occupancy in order to flush accumulated air contaminants prior to occupancy.

These Guidelines may be relaxed, as necessary, if special operating conditions, such as scientifically critical areas, so require.

Data processing and server rooms are to be conditioned to within 10% of the maximum recommended space temperature, as stated by the original equipment manufacturer. All new data centers shall have dedicated cooling units to provide adequate space conditioning.

All exterior windows and building doors will be kept closed when heating and cooling systems are operating.

2. **Indoor Lighting Guidelines** - All members of the [Insert name of School District] community should assume responsibility for turning off lights when leaving a room. Lighting levels inside buildings will always be maintained at an appropriate level in order to ensure security. All lighting, except what is required for security purposes, will be turned off when buildings are unoccupied, such as at the end of the school day. Janitorial Staff will turn lights back on only for the time actually required for custodial work.

All indoor lighting will be fluorescent or Light Emitting Diode (LED) type, unless an exemption is specifically authorized for designated low usage fixtures. All indoor lighting levels will be surveyed and recorded. The lighting levels will be adjusted to the appropriate Illumination Engineering Societies (IES) recommendation for the given task being performed in the space.

Occupancy sensors may be installed in all offices, classrooms, conference rooms and utility rooms to reduce and/or turn off lights in unoccupied areas. New energy saving fixtures, lamps, and ballasts will be used to replace existing, less efficient lighting wherever appropriate. Existing incandescent lamps for general-purpose lighting will be phased out, and future incandescent lamps will not be installed unless exempted for extremely limited and specialized tasks. Personal desktop task lights should be fluorescent or LED type.

3. **Outdoor Lighting** - Outdoor lighting levels will always be maintained at an appropriate level in order to ensure security. Outdoor illumination will be high pressure sodium, metal halide, LED, or fluorescent type, with the efficacy of the lighting system being no less than 85 lumens per watt. Outdoor lighting shall be dark-sky compliant, as indicated by manufacturer. Low wattage landscape and step lighting is exempted from the dark-sky requirement. The average lighting level will be 2 foot candles (FC), and the minimum lighting level will be 1 FC. Purely decorative lights beyond reasonable display lighting, inside or outside will not be used.

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ReDirect™ Program for Schools
4. **Convenience Appliance Use** - Portable electric heaters, fans and personal refrigerators may not be used in [Insert name of School District] facilities. The MECHANICAL Department should be notified through the work order system if the heating, cooling or ventilation system is incapable of meeting comfort requirements or food storage needs.

All other personal appliances, such as coffee pots, clocks, radios, and all other peripheral office items should be kept to a minimum and turned off or unplugged at night and during weekends and holidays. Faculty is asked to take personal responsibility for turning off and unplugging all appliances when not in use.

5. **Office Equipment** - All students, staff, and faulty should turn off personal computers when left unoccupied for extended periods of time. Additionally, all personal computers shall be configured to automatically engage low power sleep mode in times of inactivity. Directions for implementation of this procedure are available at [Insert location]. All peripheral computer items should be left in the OFF position until needed. Computers should be shut down over the weekends, evenings, and holidays.

All new office equipment must meet or exceed the Energy Star ratings for high efficiency operation. Remaining legacy equipment will be replaced with energy efficient equipment, as funding becomes available.

**Monitoring Energy Consumption**

Energy optimization programs are most successful if progress is monitored on a regular basis. Most buildings have metering devices installed. Meter readings can be used to track utility consumption to locate problem areas, as well as to determine if conservation goals are being met.

The Mechanical Department expects that energy consumption, improvements from energy reduction programs and reduced of environmental emissions or carbon footprint reduction will be available and updated monthly.

**Space Scheduling**

Operational scheduling of all spaces is controlled through the Mechanical Department. During the weekends and holiday periods, there is an opportunity for significant reduction in energy consumption by setting back comfort settings. Unoccupied buildings should be placed into a set-back mode. In the set-back mode, lighting levels are reduced to minimal safety levels, and set points for cooling, heating, and ventilation systems are adjusted to a less energy intensive level.

The business office shall strive to consolidate classes and meetings to only core locations, especially during nighttime, weekends and holiday periods. Classroom and meeting assignments should be made in such a way as to maximize the use of a fewer
spaces and buildings, while leaving the majority of buildings unoccupied and available for setback conditions.

**Awareness and Education**

The Mechanical Department will foster and support the establishment and continued growth of heightened energy and environmental awareness in conjunction with school administration and teaching staff. Educational publications, promotional materials, updated web-sites, and programs for students, staff and faculty will keep the [Insert name of School District] involved in the ongoing efforts of energy and environmental awareness and conservation. The business office shall solicit and evaluate feedback from students, staff, and faculty to monitor the effects of energy conservation efforts. Training on new energy management concepts and programs will be provided, as necessary.

Superintendent  

Business Manager  

Director of Mechanical Department

---

ReDirect™ Program for Schools
Appendix A


Acceptable indoor air conditions are defined as a range of temperature, relative humidity (Figure 1) and ventilation rates. These include:

**Temperature Range**

<table>
<thead>
<tr>
<th>Season</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>74 F to 76 F</td>
</tr>
<tr>
<td>Winter</td>
<td>68 F to 71 F</td>
</tr>
</tbody>
</table>

**Relative Humidity**

<table>
<thead>
<tr>
<th>Season</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>20% to 65%</td>
</tr>
<tr>
<td>Winter</td>
<td>30% to 70%</td>
</tr>
</tbody>
</table>

Outdoor Ventilation requirements are 15 Cubic Feet per Minute (CFM) per Student. Note that this level translates to a measurable concentration of 1,000 part per million (PPM) of carbon dioxide (CO₂) gas.
Figure 2  Acceptable ranges of operative temperature and humidity for persons clothed in typical summer and winter clothing, at light, mainly sedentary, activity (≈ 1.3 met).

A facility's heating and cooling load is the energy required to maintain the space conditions in the "comfort zone".
Preliminary

ReDirect™ Program for the University of Minnesota, Crookston Campus

The following contains notes on staff discussions conducted at University of Minnesota, Crookston Campus during a site visit on Nov 30 & Dec 1, 2009 and includes:

- Discussions with Building Operations Staff
- Observations
- Outline Preliminary Strategies for Reducing Energy Use in Four Representative Facilities
  - Selvig Hall
  - Skyberg Hall
  - Dowell Hall
  - Library

Another document contains summarizes the energy savings associated with the savings.
Selvig Hall

Building Use

- Administrative Offices
- Faculty Offices

Occupancy Schedule

7:30 am to 5:00 pm Typical
Some extended and weekend hours are common

Area/Floors/Construction Dates

- 13,500 sq ft
- 3 levels
- Original construction – 1914
- Remodel – 1950/1960

Exterior

Double Pane Glass
Brick/Stone Walls (~ 20 inches thick) with insulated furred walls

Heating System

Steam Radiation
No Air Handling Units

Cooling Systems

Approximately 18 Mini Splits

Controls

Wall pneumatic thermostats (No setback capability, Estimate 25 – 30 thermostats) controlling steam valves
Manual on/off for mini-split cooling systems
Exhaust Fans

One located in attic. Switch for unit is in attic.
The exhaust fan is on a breaker switch, but the breaker may also control other systems, etc.

Provides exhaust for restrooms, kitchenette and custodial closets (3).

Unit operates 24/7 (Estimate .5 HP, 10 Restroom Stalls)

Lighting

T8 & T12 Lighting (Estimate of 40 – 50 % T12)

No Occupancy Sensors

Energy Conservation Strategies & Approaches

There are no master controls for the building heating, cooling, ventilation and lighting. Therefore, the overall strategy will be to use a combination of building tenants, custodial, security and buildings operation personnel.

Tenants

- Turn off lighting in your area/office at the end of the work day
- If you expect to be out of your office for 15 minutes or more, turn off the lights
- Turn off all office equipment and systems
- Turn off "personnel appliances"
- Set back the thermostat 7-8 F (62 – 63 F)
- Close window blinds/shades

Custodial Staff (Cleans at 6 am to 8 am, daily)

Turn lights on only for the immediate area you are cleaning and off when you finish.
Set up thermostats to day set point (~68 to 70 F) per policy at about 7 am.

Security Guards (9 – 10 pm)

Sweep area during rounds and turn off lighting that is left on and closes shades.
Preliminary

Dowell Hall

Building Use

- Classrooms (Note that some are chemistry labs and these are on third floor)
- Faculty Offices

Occupancy Schedule

7:30 am to 5:00 pm Typical
Some classes to 8 or 9 pm
Some weekend use

Area/Floors/Construction Dates

- 39,900 sq ft
- 3 levels plus penthouse Mechanical room
- Original construction – 1970

Exterior

Double Pane Glass
Brick Walls plus Stud walls furred and insulated

Ventilation Systems

Air Handling Units (3); one serving each floor
AHU’s have both supply and return fans (1-20 HP Sup & 5-7.5 HP Return)
Exhaust Fans (10-12 fans, approx. .5 HP

Heating System

Steam from Central Plant
Steam to hot water converter

Hot water for:

Perimeter Radiation
AHU Coils (2 Coils for heating, 2nd controlled by return air temperature)
Hot water terminal re-heats
Cooling

No Central Cooling
Approx. 10 mini splits
Coil in AHU's but not used

Controls

Wall thermostats – note some areas share stats
Timers on AHU's
No timers on exhaust fans
Limited/broken controls on outdoor air dampers
Manual controls on discharge air tempers, etc
Setback to 65 F

Unit operation on at ?? & Off at 8-9 pm
Units off during summer months

Exhaust Fans

Stacked restrooms on 1 st and 3 rd floors (5 – 6 stalls each)
10 – 12 fans (Many/most serve fume hoods)
Run 24/7

Lighting

T8 Lighting
No Occupancy Sensors

Issues Noted

3 rd floor is very positive (because of exhaust fans/ outdoor air)
Energy Conservation Strategies & Approaches – Dowell Hall

Dowell Hall appears to be a main classroom building and because of that it is used into the evening hours and all of the heating and ventilation are operating until the last class is finished; about 9 pm.

A general strategy applicable to this situation is to work with administration to schedule classes in certain buildings and times to minimize operation of heating, cooling and ventilation systems. If the building is to be open and functional to 9 pm, try to schedule all late night classes in the same building and in the same floor(s), so system use can be optimized.

Another general strategy applicable for this type of building having multiple fume hoods and exhausts is to minimize unnecessary operation of fume hoods. This requires working with the teaching staff.

It appears that at least one floor (i.e. one air handling unit) in this building could be shut down earlier in the evening.

The outdoor air intakes for this building are very large and open into a walk in chamber for each air handler unit. The damper areas are very large and portions were blocked off with plywood. Some of the damper controls may not be functional. This may inhibit economizer control during the Fall and spring. It appears that the building is over ventilated with respect to total use and occupancy.

The following ventilation control strategy can be used in lieu of additional controls.

Sample air quality during the afternoon (about 3 pm) when CO2 levels are typically at their peak. Using the CO2 parts per million (PPM), adjust the outdoor dampers so that CO2 concentration is about 900 – 950 PPM. Note that the 3 rd floor area should be measured when the most of the exhaust fans are on so that the intake air is about equal to the exhaust and the area is somewhat pressure neutral.

Exhaust Fans

Shut off restroom exhaust fans when classes are finished for the night and on weekends.
Shut off Fume Hood Exhaust Fans – Note that this strategy must involve teaching staff.
Preliminary

Night Setback

Increase the night setback to 7-8 F (62 – 63 F).

Custodial Staff

Turn lights on only for the immediate area you are cleaning and off when you finish.

Security Guards (9 – 10 pm)

Sweep area during rounds and turn off lighting that is left on and close shades.
Library

Building Use

Level 1

- Front Desk
- Administrative Offices for Library
- Storage for periodicals/ Newspapers
- Book Storage
- Computer Terminal Rooms

Level 2

- Computer Terminal Rooms/Study Areas
- Stack Area for Books

Occupancy Schedule

Mon – Fri - 7:00 am to 10 pm
Sat – Noon – 8:00 pm
Sun – Noon – 5:00 pm

Notes on Occupancy

1 – Local Residents use Computer Terminals
2 – Book Stack area appears to have limited use
3 – Study area use seems low except for week before finals
4 – Lots of empty space

Area/Floors/Construction Dates

- 12,310 sq ft
- 2 levels
- Original construction – 1978

Exterior

Double Pane Glass
Brick/Stud Walls with insulated furred walls
Preliminary

Heating System

Perimeter Hot Water Radiation (Control by 6-7 pneumatic thermostats)
Ventilation air heated by air handler units

Cooling Systems

Chilled Water from chiller installed in Kiehle Hall during the 2002 renovation of that building and systems
Ventilation air cooled by air handler unit

Air Handler Unit

One Multizone System (6 Zones), Hot Water Heating, 2 hot water and one chilled water coil
Connected to energy management system
No humidification system

Controls

Wall pneumatic thermostats connected to zone valves
Energy management system control of multizone system
Operational Hrs of System ________??

Exhaust Fans

One for the restrooms (est 5 – 6 stalls)
Runs 24/7

Lighting

T8 Lighting
No Occupancy Sensors
Staff turns lighting on/off
Preliminary

Energy Conservation Strategies & Approaches

Lighting

Library staff controls area lighting. There are no occupancy sensors.

Work with the Library Staff to promote the following strategies to save energy and operating costs

- Manually, turn off lighting in the periodical/newspaper storage area on the first floor when the area is not being used.
- Reduce lighting in the second floor computer terminal room. The area has three lamp fixtures that are controlled by two switches; one for the two outer fixture lamps and one for the center lamp. Note that the back part of the area appears to be a good candidate for shutting off half of the lighting.
- The office area lighting includes a large open area and one enclosed area. Lighting in the enclosed area could be shut off when leaving the office at night or for an expected period of 30 minutes or more.
- Close blinds/shades at night during the winter heating months
- Turn off all office equipment and systems
- Turn off "personnel appliances"

Exhaust Fans

Turn off the rest room exhaust fan at night. Given that there is no timer installed on the fan, this will have to be performed manually for the current time.

Strategies that have worked in the past are to give this responsibility to the custodial staff and or Library Staff Personnel. One or both could be responsible for shutting off/turning on the fan, provided they know where the switch or breaker control is located.

Air Handler Unit Controls

The system is controlled by the energy management system. Conversations with staff have indicated that the following strategies could be implemented:

- Reduce the amount of outdoor air
- Reduce the run time of the air handler unit
- Increase the amount of the setback temperature from 65 F to 63 F.
Custodial Staff (Cleans at 6 am to 8 am, daily)

Turn lights on only for the immediate area you are cleaning and off when you finish.

Security Guards (9 – 10 pm)

Sweep area during rounds and turn off lighting that is left on.
Skyberg Hall

Building Use
Student Dorm

Occupancy Schedule
24/7

Area/Floors/Construction Dates

- 44,120 sq ft
- 3 levels
- Original construction – 1970

Exterior
Double Pane Glass
Brick/Stud Walls with insulated walls

Common Areas

There are a number of common areas (i.e. estimated at about 15% - 20% of the total area) and they offer a significant opportunity for energy and cost savings, including:

First Floor

Office
Storage
Laundry
Conference room
TV Lounge
Lobby
Lounge
Mens Rooms/showers (4)
Womens Rooms/Showers (4)
Kitchen
Vending
Second Floor

Mens Rooms/Showers (4)
Womens Rooms/Showers (4)
Study Lounge (2)
Lounge
Laundry
Storage

Third Floor

Mens Rooms/Showers (4)
Womens Rooms/Showers (4)
Study Lounge (2)
Lounge
Laundry
Storage

Heating System

Perimeter Hot Water Radiation

Note that this building has a one-pipe distribution and zoned distribution system. The building has five zones; one for each of the four outside exterior surface orientations and one for the common areas. The one-pipe system provides hot water to a number of exterior finn tube radiation heating systems in apartments that are arranged in a serial piping arrangement.

Overall temperature control for the distributed hot water temperature is performed manually by the building operation staff and is based on outdoor air temperatures and past experience.

Ventilation air is heated by an air handler unit (i.e. makeup air unit using 100% outdoor air). Ventilation air is provided only to the common areas and runs 24/7.

Cooling Systems

None
Controls

Zone temperature controls for the hot water are located in the locked mechanical room and manually adjusted by building operations based on outdoor air temperature.

There are no controls in the dorm rooms.

Exhaust Fans

There are a number of exhaust fans and they currently operate 24/7. They include:

- Bathrooms (6)
- Kitchen (6)
- Custodial (3) – One each wing
- Clothes Washer/Drier Room (1)
- Common Areas (3)
- Mechanical Room (1) – Always Off

Lighting

Common Areas

T8 Lighting
No Occupancy Sensors

Resident Rooms

Wall Light
Table or Desk Light
Energy Conservation Strategies & Approaches

Skyberg Resident Hall will become part of Campus Dorm Challenge. The other resident dorms are McCall, Evergreen and Centennial. The student residents will have the opportunity to help define and implement strategies as part of the challenge.

General strategies for resident halls typically include:

- Empower the building supervisor or resident manager. In the interim, this person should make a two – three time daily sweep to turn off existing common area lights and exhaust fans (i.e. laundry if not used and kitchen if not used).
- Encourage students, through various reminders and signage to turn off lights/exhaust fans in common areas when they leave.
- Turn off lighting when they leave the dorm room; especially when leaving for more than 15 minutes.
- Turn the lights off at night in dorm rooms.
- Turn off lighting on vending machines.
- When replacing burned out lamps, offer to provide a compact fluorescent lamp replacement.
- Do not keep windows open during the winter months.
- Limit showers to a few minutes (e.g. 3-4 minutes).
- Take a shower every other day.
- Don’t leave cell chargers plugged in.
- Turn off computers/printers/monitors at night.
- Close curtains at night.
- Limit personal appliances (e.g. fans, heaters, refrigerators and cooking grills) in dorm rooms.
- Wash/dry only full loads.

Thoughts for Implementing a Campus Dorm Challenge

1 - Focus only on electric savings since meters are/can be installed. There are no meters for thermal energy installed.

2 - Success can be measured by or a combination of:

Percent Saved (based on measured use prior to challenge)
Most Ideas Implemented
Most Novel Idea(s)
Student ideas
### Total Admits per Major/Term

<table>
<thead>
<tr>
<th>Major</th>
<th>Smr 08</th>
<th>Fall 08</th>
<th>Spr 09</th>
<th>Smr 09</th>
<th>Fall 09</th>
<th>Spr 10</th>
<th>Fall 10</th>
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<td>1</td>
<td>1</td>
<td>7</td>
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<tr>
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<td>42</td>
<td>49</td>
<td>105</td>
<td>65</td>
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</table>
## Total Graduates per Major/Term

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<tr>
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<th>Fall 08</th>
<th>Spr 09</th>
<th>Smr 09</th>
<th>Fall 09</th>
<th>Spr 10</th>
<th>Smr 10</th>
<th>Fall 10</th>
<th>Total per Major</th>
</tr>
</thead>
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<td>3</td>
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<tr>
<td></td>
<td>Eisenzimmer</td>
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<td></td>
<td>Garo</td>
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Total Registered Students per Major/Term (including new admits)

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<th>Spr 09</th>
<th>Smr 09</th>
<th>Fall 09</th>
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Total Credits Taken by Major/Term

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<th>Smr 09</th>
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<td>FTE per Year</td>
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</table>
REMINDER - tomorrow there will be a Strategic Positioning Meeting from Noon - 2pm in the Alseth Business Boardroom. Feel free to bring a lunch.

Each work group will give an update on what they have been working on so far and the direction they are moving for the more in depth presentations in the future. The expectation is that this will be fairly basic and brief at this point. Information/education regarding College In the High School will also be presented. Lastly, Chancellor Casey will go over the budget instructions and give more direction for the work group presentations.

Strategic Positioning: Technology Work Group update – Feb 3, 2010

1) The UMC Technology Advisory Committee has agreed to be the “committee” on this task.
2) Frame our work around not just technology, but services...implementation/integration...and innovation...
3) Extending our HP partnership
   a. Approved by Cabinet and informally by CSA (Bill?)
4) Proposed changing the Tech Fee to better represent actual utilization.
   a. Presented to CSA and again informally approved (Bill?)
   b. Cabinet? (Tricia?)
   c. Opportunity to build awareness of the different Tech Fee’S (Central and local fees).
5) E-textbooks/E-Readers
   a. More publishers are offering e-books and will grow over time.
   b. New technologies being introduced including E-Reader software
      i. BLIO-reader is a new product with much potential.
         1. Free! Color! Rich-interactive media! Preserves original layout!
   c. Multi-touch screens more broadly available
      i. Windows 7 supports multi-touch
d. Apple iPad announced last week
   i. NOT multi-TASKING!
e. HP is said to be releasing a “Slate” model this year
   i. Running Windows and will multi-task
6) Technology innovation program (discussing the possibility of bringing this back)
   a. Discontinued to support the Gifting program
   b. We’ll define new criteria for the program (i.e. shared investment, true technology innovation, put a ceiling on the dollar amount awarded...)
7) Review the notebook program (i.e. Carlson/Law School model)
   a. Need standardized model to continue existing support model
8) Cloud Computing – Google Apps unknown opportunities and potential U-wide costs savings.
9) Green IT initiatives
   a. Server virtualization
   b. Desktop power management (notes)
   c. Desktop virtualization will be explored
d. Reduced paper usage (notes)
e. More video conferencing (notes)