AGENDA

1. Campus Reports & Strategic Positioning Update: Duluth & Rochester - R. Jones/K. Martin/D. Carl (pp. 2-22)

2. Graduate Education: Strategic Positioning Initiatives - T. Sullivan/G. Dubrow (pp. 23-32)


4. Information Items - T. Sullivan (p. 39)
Educational Planning and Policy Committee

May 10, 2007

Agenda Item: Campus Reports and Strategic Positioning Update: Duluth and Rochester

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters: Senior Vice President Robert Jones
Chancellor Kathryn A. Martin
Provost David Carl

Purpose:

☐ policy  ☒ background/context  ☐ oversight  ☒ strategic positioning

To present campus reports and strategic positioning updates for the University of Minnesota Duluth (UMD) and the University of Minnesota Rochester (UMR). The report will:

1) Provide an overview of the mission, strengths, challenges and opportunities facing UMD and UMR;
2) Provide an update on strategic positioning directions and priorities on each campus; and
3) Gain insights from the Board on policy issues and opportunities to coordinate and align transformational effort throughout the University system.

Outline of Key Points/Policy Issues:

I. Update on UMD (Chancellor Martin). Discussion will address:
   • Exceptional Organization: mission, goals, vision
   • Exceptional Students: recruitment, enrollment, educational programs, retention and graduation
   • Exceptional Faculty and Staff: challenges, opportunities, strategies
   • Exceptional Innovation: economic development, partnerships, interdisciplinary research and teaching

II. Update on UMR (Provost Carl). Designated in December 2006 as the newest campus, the discussion will address:
   • UMR's mission, vision, and historical context
   • Future Initiatives: Biotechnology Academic & Research Programming; Center for Allied Health Programs; Targeted Undergraduate Degree Programs; Research & Patents; Facilities; Academic & Corporate Research Center; UMR/University of Minnesota system administrative, faculty, teaching, and research relationships
   • Policy issues: public/private partnership approach; future UMR academic programs that complement University's overall strategic goal
Background Information:

The coordinate campuses of Crookston, Duluth, Morris, and Rochester are a vital component of the University’s strategic positioning process, consistent with each of their unique missions. Last year, campus reports and strategic positioning updates were presented to this committee in March and June 2006. In May 2007, the chancellor of the University of Minnesota Duluth and the provost of the University of Minnesota Rochester are presenting their campus reports and strategic positioning updates to this committee. In October 2007, the chancellors of the University of Minnesota Crookston and the University of Minnesota Morris will present their campus reports and strategic positioning updates to the committee.
I. Mission/Goal/Vision Statement for the Campus

The University of Minnesota Duluth (UMD) serves northern Minnesota, the state, and the nation as a medium-sized comprehensive master’s public university (Carnegie classification: Master’s Colleges and Universities) dedicated to excellence in all its programs and operations. As a university community in which knowledge is sought as well as taught, UMD faculty recognize the importance of scholarship and service, the intrinsic value of research, and the significance of a primary commitment to quality instruction. The educational experience at UMD is characterized and defined by a belief that UMD must maintain quality without compromising access and with a continuing focus on exemplary undergraduate education. Central to the mission of UMD is high quality teaching nurtured by the research and artistic efforts of our faculty. The undergraduate focus is not at the exclusion of graduate programs, but with the keen expectation that UMD’s selected graduate and professional programs will generally mesh with and support its mission and focus on the undergraduate learning experience. The University of Minnesota Duluth will be offering its first doctoral program, the Ed.D. in Education in FY08, and is moving forward with Twin Cities faculty and the Graduate School in planning a Ph.D. in Integrated Biosciences. Further, UMD acknowledges its role as a medium-sized, comprehensive master's public university, with the Sea Grant designation and obligations to the history of the land grant university. Being an inclusive, diverse community, with special emphasis on American Indian education, is acknowledged as a responsibility in all areas of UMD. Providing an alternative to both a large research-oriented university and to a small liberal arts college, UMD seeks students looking for programs that emphasize personalized living and learning experiences on a medium-sized campus of a major university. Details regarding UMD can be found at www.d.umn.edu.
II. Exceptional Students

- Recruitment
  1. 5-year trends for: ACT score, high school rank, diversity, total enrollment

a) ACT Scores

While total enrollment and the size of the freshmen class have increased, ACT composite scores have also increased slightly.

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b) High School Rank

The 2006 freshmen class included 2,315 new high school students, with 16% from the top 10% of their class, 59% from the top 35% and a total of 82% from the top half of their class.

High School Rank has remained relatively stable, dropping slightly in FY05. The High School Rank of the FY07 class has been running a percent ahead of FY06.

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c) Diversity

The number of underrepresented students at UMD has grown from 523 in the fall of 2002 to 664 in the fall of 2006. We continue to work at increasing that number, both through recruitment and retention. Maximizing the Founders Free Tuition program is part of our underrepresented enrollment strategy.

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<td>African American</td>
<td>118</td>
<td>129</td>
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<td>Hispanic</td>
<td>78</td>
<td>96</td>
<td>91</td>
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<td>Total</td>
<td>523</td>
<td>587</td>
<td>373</td>
<td>638</td>
<td>664</td>
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d) Total Enrollment

The target for recruitment of new high school students has remained steady the last five years at 2,100 students. UMD has exceeded the target each year and set overall enrollment records. Our goal is to maintain the enrollment and to offset any changes in the demographic of new high schools students by increasing the retention of underrepresented and international students.

While the majority of UMD’s students are traditional undergraduate students, there are more than 1,000 students enrolled in graduate programs, in the medical school and in the College of Pharmacy. The demographics of the campus community has shifted in the last 10 years, with less than 15% of today’s student body from northeastern Minnesota, compared to 25% in 1996. Almost half of the students are from the St. Cloud/Twin Cities/Rochester corridor. International students comprise about 2% of the student population.

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<th>UMD Total Enrollment</th>
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<td><strong>Fall02</strong></td>
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<td>Enrollment</td>
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- Educational Programs

1. Unique aspects

   Strong Undergraduate Program
   Providing an alternative to both a large research-oriented university and to a small liberal arts college, UMD offers programs that focus on the core liberal arts and sciences, with a strong commitment to professional programs in the sciences and engineering, the arts, business, and education. Because of the strengths of the pre-professional programs, the School of Medicine and College of Pharmacy have located on the UMD campus.

   Graduate Programs
   Exceptional graduate education is also a high priority. UMD offers a wide variety of master’s degree programs. Some programs were designed to meet the needs of a special segment of the work force; i.e. Master of Environmental Health and Safety, Master of Advocacy and Political Leadership or the master’s degree in education (M.Ed.). Special cohorts of the M.Ed. program have been developed as tribal college cohorts, specifically addressing leadership and educational needs for American Indian communities.

   Freshwater Research
   The focus on freshwater research education and outcomes continues to be a UMD priority through the work of faculty and staff associated with the College of Science
and Engineering, Natural Resources Research Institute, Center for Water and the Environment, Large Lakes Observatory, and the Minnesota Sea Grant. During the spring and summer of 2006 the UMD Great Lakes research vessel the Blue Heron operated about 100 days performing a variety of research and educational activities on the water, biota, and sediment of Lake Superior, including sampling, water-column measurements, acoustic surveys, and deployment of instrumented moorings.

American Indian programs
One of the primary goals of the University of Minnesota Duluth is American Indian Education. In partnership with tribal and community colleges UMD College of Education and Human Service Professions has become a leader in culturally responsive teacher education by developing alternative teacher education models to serve Native American populations. The Department of Education currently offers a B.A.S. degree program in American Indian Unified Childhood Studies. This offsite degree program is offered in Cloquet and Bayfield, WI, and provides necessary credentializing for area Head Start program faculty in order to meet new requirements.

In addition, the UMD Department of Education continues to offer the successful Teacher Corps program. This elementary degree program is run cooperatively with the Fond du Lac Tribal College in Cloquet, MN. Elementary education students in residence in Cloquet are enrolled in a degree program with an emphasis on culturally responsive curriculum leading to a bachelor’s teaching degree in elementary education. UMD is currently working with White Earth Tribal College to expand their curriculum offerings, provide consultation on accreditation issues and assist with development of tribal college technology initiatives. In order to better meet the needs of Native American initiatives, the addition of a new American Indian Learning Resource Center on campus has been proposed and is currently under development.

Civic engagement
2006-07 marks the third year of UMD’s participation in the American Association of State Colleges and Universities’ American Democracy Project. This nationwide initiative seeks to create an intellectual and experiential understanding of civic engagement for undergraduates. In conjunction with this program, UMD has established an Office of Civic Engagement and hired a half-time director to coordinate campus activities. These include the American Democracy Project Steering Committee, two Civic Engagement Reading and Discussion Groups, sponsorship of the 3rd annual all-campus Civic Engagement Celebration/Open House, and the development of a faculty small grant program to help promote the integration of civic engagement in curriculum across the campus.

Honors
UMD began its first ever all-campus Honors program in 2003. The program, now in its fourth year, currently enrolls a total of 140 students and will graduate eight students this spring.
A part-time director, in coordination with a campus advisory board, facilitates the recruitment of honors students, and planning curriculum offerings. The program is flourishing with active participation by both students and faculty in curricular and co-curricular activities.

UROP
UMD has placed a high priority on providing opportunities for students to participate in undergraduate research and/or creative activity. The opportunity for a student to work one-on-one with a faculty mentor significantly enhances an undergraduate’s experience and satisfaction. In addition to the 160 students who have received UROP funding from central administration and UMD in the 06-07 year, an estimated 75 students are supported by campus and collegiate research funds and grants.

2. Special challenges

International Programming
International Programming is an area of significant, purposeful growth on the Duluth Campus. The number of UMD students who study abroad during their undergraduate careers has been steadily increasing since 1999, typically a gain of .5% to 1.0% each year. Using the nationally recognized measure of study abroad participation, the number of UMD students annually participating in learning abroad experiences is 22% of the total number of undergraduate degrees conferred. UMD will continue its efforts to internationalize its curriculum and programs. Specifically, efforts will continue to be focused on programs leading to study abroad experiences for students such that we reach our goal of 50% of our graduating students participating in a study abroad experience. The Office of International Education will continue to assist collegiate units and faculty in the development and implementation of short-term and long-term study abroad programs.

New international programming initiatives for the year include the School of Fine Arts faculty, staff and student exchange with universities and conservatories in Turkey. Events are planned for both spring and summer 2007 in Turkey and Duluth. Exchanges include students and faculty from music and art. In addition, a UMD team recently visited three universities in China (Shanghai University, Ocean University, and Northeast Normal University) to establish partnerships to facilitate student and faculty exchanges. Exchange agreements have been signed and cooperative programs are under development.

UMD has been very active in the Curriculum Integration Project, a major component of a system-wide effort to internationalize the U of M campuses. Seventy UMD faculty members have participated in the Curriculum Integration initiative, attending workshops, preparing major advising sheets, and cooperating with IEO staff in building a database of course equivalencies to facilitate the transfer of credits earned while studying into the student’s degree program. Containing over 2,500 courses from more than 150 foreign institutions, this course equivalency database is a
successful outcome unique to Duluth but also a model for other UM campuses to follow.

3. Strategies for the future

Defined future development in undergraduate programming will include strengthening the core liberal arts and sciences and strengthened relationships with regional and Iron Range community colleges. Investment continues in the high-demand area of engineering. To help meet market demand, UMD has proposed a new civil engineering program which is currently under development in the College of Science and Engineering. UMD, along with the surrounding communities, agencies and industry, have placed a priority on the development of this program.

In addition, UMD is well positioned to increase its contribution to graduate education in Minnesota. UMD will be offering its first doctoral program, the Ed.D. in Education, beginning in the fall of 2007. Planning for the Ph.D. Integrated Biosciences proposal continues to move forward. Graduate faculty as well as faculty in general will be encouraged to seek opportunities at UMD and University of Minnesota system interdisciplinary programs.

• Retention and Graduation

1. New goals

The goal outlined in UMD’s strategic plan is to increase four and five and six-year graduation rates to the Regents’ approved levels of 40%, 60% and 65% by 2012.

2. Challenges, opportunities, and strategies for meeting the new goals

A task force on retention and graduation has been appointed by the Vice Chancellor for Academic Support and Student Life to examine additional initiatives to increase retention and graduation rates. The seven-member task force made up of faculty, staff, and students has developed a retention strategy map in which projects can be identified, teams formed, and the recommendations acted upon. For FY08 a position has been created to extend both retention and TLP activity. This will be a joint effort between UMD and the UM Office of Service and Continuous Improvement (OSCI). The completion of the Graduation Planner in August 2007 and the enhancement to the e-portfolio planned for FY08 will further support UMD’s retention efforts. The work of this committee will continue in FY08.
Strategic Approach to Improving UMD’s Graduation Rates
Prepared by Student Success Work Team, April 2007

WHAT IS OUR CHALLENGE?

WHAT PROCESS IS IN PLACE?

WHAT IS OUR FRAMEWORK FOR DECISION MAKING AND ACTION?

HOW?

UMD Strategy Map for Improving Graduation Rates

Vision

UM becomes top university

U of M Strategies

Develop Exceptional

Students

Faculty/Staff

Organization

Innovation

UMD Goal

Increase UMD graduation rates by 2012:

4 yr = 46%
5 yr = 60%
6 yr = 65%

Strategic Priorities

Improve:

1. Student Fit with campus

2. Finances for education

3. Engagement iblearning

4. Student支撑 programs

5. Inclusive campus Culture

Improvement Initiatives

Sample Improvement Initiatives: improve the process for managing student internships.

Initiative Goal: Increase the number of internships by 25% from January 2007 to January 2008.

WHY?

WHAT PROCESS IS IN PLACE?

PRIORITIZE & EMPLOY STRATEGIC ACTION?

a. Strategy Map for Improving Graduation Rates: the framework used for resource planning decision making across campus.

b. Executive leadership annually identifies key strategic priorities.

c. Process improvement initiatives are aligned with strategic priorities developed across campus.

d. Progress to plan on strategic priorities is monitored quarterly by leadership groups.

WHAT RESOURCES ARE IN PLACE?

Support Strategic Action?

a. Dedicated staff in the Chancellor’s office provides facilitative support to units across campus strategic planning and improvement initiatives aimed to improve graduation rates.

b. The Strategy Map and related documents are updated and distributed regularly; they are currently available at: https://wiki.umn.edu/twiki/bin/view/UMDRetentionAndGraduation

c. Process improvement skills are taught in conjunction with initiatives to improve graduation rates.

d. Online tools are used for recording, analyzing, and distributing key measures of progress to plan.
# UMD's Strategic Approach to Improving Graduation Rates

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<tr>
<th>UMD Strategic Goal</th>
<th>Core Process Areas</th>
<th>Strategic Priorities</th>
<th>Improvement Initiatives</th>
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## 2012 Graduation Rate Targets
- 4YR - 40%
- 5YR - 60%
- 6YR - 65%
III. Exceptional Faculty and Staff

• Current Profile

1. Exceptional faculty

The University of Minnesota Duluth is most fortunate to have exceptional faculty who have chosen to pursue a career at a mid-sized comprehensive university that focuses on teaching and learning as well as research. The 487 faculty members are spread across five collegiate units. There are 292 (284 FTE) tenured/tenure track faculty and 175 (140 FTE) term faculty. In additional, 125 (58 FTE) graduate teaching assistants help deliver instruction, primarily as laboratory and recitation instructors. Currently 34 of the tenured/tenure track faculty are female. Nineteen of the tenured/tenure track faculty are minority. Ninety-six (96%) of the tenured/tenure track faculty hold a doctorate or appropriate terminal degree in their field. One of the most exciting factors about the faculty is that approximately 1/3 of the total number of tenured/tenure track faculty are assistant professor tenure-track faculty. The implication of this is that the future of UMD is bright with the large number of young, bright, motivated faculty who are recent graduates from some of the nation’s best graduate programs. This large number of new assistant professors is due to the fact that a number of faculty are now retiring, along with the addition of faculty recently hired due to our growth in undergraduate enrollment.

2. Exceptional Staff

As one of the largest employers in our region, UMD is recognized as a premier employer and a talent magnet attracting highly qualified and committed staff. The University offers highly valued employment experience. Outstanding Service Awards and Continuous Service and Project Awards have been developed to recognize the outstanding contributions of these exceptional employees.

UMD is equally fortunate to have long-term staff who have chosen to pursue their careers at our campus. The 832 staff members are spread across five collegiate units and over 25 departments. There are 786 FTEs. There are 832 Civil Service bargaining and non-bargaining employees, which represents 489 white females, 273 white males, 19 American Indians, 11 Asian, 5 African-American/Blacks and 1 Hispanic, and 34 employees who have chosen not to identify their ethnicity.

• Challenges/opportunities/strategies for recruiting, supporting and retaining faculty

UMD college units recruit aggressively for faculty across the major terminal degree programs in the U.S. External reviewers of a number of departments note that UMD has been very successful in recruiting outstanding faculty, poised to make major substantive contributions to the mission of the University. A major challenge in
recruiting new faculty is finding employment in the University or community for the spouse/partner. Often we cannot recruit or retain new faculty because of this employment issue. Additional networking with government, business and industry in the community is being developed to help solve this problem. Although we can offer competitive start-up packages for new faculty hires, we often do not have the financial resources to provide successful research faculty the infrastructure needed to be productive or competitive in the long term.

Maintaining federal and state support for research activity and infrastructure is a high priority for UMD. With growth comes a shortage of operational resources and space. Faced with a decline in federal research dollars, UMD seeks to develop additional funding sources to support important initiatives and programs such as the Great Lakes Maritime Research Institute, the Bureau of Business and Economic Research, The Center for Economic Development, and the Northland Advanced Transportation Systems Research Laboratory, Minnesota Sea Grant the Natural Resources Research Institute.

• Opportunities & strategies for defining and implementing excellence appropriate for the unique mission of the campus

Liberal education task force
A task force was appointed in the fall of 2006 to review the mission and goals of UMD’s current liberal education program and charged with developing recommendations in regard to the future direction of liberal education at UMD. The task force is seeking input from faculty, advisors, students, and staff across campus in this regard. Extensive data has been collected (student surveys, faculty surveys, student focus groups). The data collected thus far indicates a general theme of dissatisfaction among students in regard to liberal education. In addition to reviewing these data, the task force has reviewed various models of liberal education at other institutions, and recent literature on liberal education reform.

Learning outcomes
There is an increased expectation of higher education, both internally and externally, regarding what skills a student should have upon graduation. In this regard, UMD’s Educational Policy committee has recently endorsed moving forward with the development and implementation of learning outcomes for the UMD campus. These campus-wide objectives will serve as the guiding principles for teaching and learning at all levels.

IV. Exceptional Innovation

1. Economic Development

UMD will continue to service the region and the state in the area of economic development though the work of the Natural Resources Research Institute (NRRI) and the Center for Economic Development (CED). NRRI was established in 1983 to
“foster economic development of Minnesota’s natural resources in an environmentally sound manner to promote private sector employment.” NRRI is composed of scientists, engineers, and business specialists who provide technical, research and economic development assistance relating to forest products, peat, minerals, water, and the environment. Current NRRI projects include an iron nugget project, mercury reduction in industrial stack gases, pellet fines removal (iron mining), an inexpensive “house in a box” project, rapid prototype technology utilization, hybrid poplar research project, birch bark chemical project, water on the web resource and curriculum project, bioavailability of hazardous chemicals and ecosystem studies, both land and water resources.

The UMD Center for Economic Development (CED) has a mission to support the growth, diversification and stability of Northeastern Minnesota. CED provides assistance to businesses throughout the seven-county Arrowhead region in Northeastern Minnesota by providing assistance with business plans, market research, and access to capital in addition to providing business and computer workshops for entrepreneurs and small businesses. CED has offices in eight locations in the Arrowhead region. CED annually sponsors the Joel Labovitz Entrepreneurial Awards celebration honoring entrepreneurs in seven categories from businesses both large and small across northeastern Minnesota. Major initiatives and programs of the CED include the Small Business Development Center (SBDC), Natural Resource Research Institute (NRRI) Business Group, and the 21st Century Arrowhead Initiative.

2. Partnerships

UMD has a long and rich history of partnering with public and private organizations to serve the campus and the state. One of the key partnerships is with school districts and other Pre-K-12 organizations and educators. The campus is currently collaborating with local school districts to enhance and coordinate professional development for teachers, and is evaluating and redesigning its teacher preparation programs. In partnership with tribal and community colleges UMD is expanding its Pre-K-12 initiatives by developing alternative teacher education models to serve Native American populations. Many successful partnerships have been established by collegiate units and the Natural Resources Research Institute with northern Minnesota natural resources industries.

3. Interdisciplinary Research/Teaching

UMD will continue to focus on those areas for which the campus holds a national reputation and/or satisfies regional need, while at the same time selectively developing new areas of research, scholarship, and artistic activity. Areas of research emphasis include water resources (Center for Water and Environment, the Large Lakes Observatory, physical and biological sciences in the College of Science and Engineering), American Indian research and education (College of Education and Human Service Professions, College of Liberal Arts), and interdisciplinary programs
Examples of interdisciplinary initiatives at UMD include:

- **M.S. degree in Integrated Biosciences Program.** This program involves faculty from College of Science and Engineering, Duluth School of Medicine and College of Pharmacy. The degree program integrates molecular biology into the student’s degree program as a basis for research and learning. A Ph.D. proposal for this program is currently under review by the Graduate School.

- **Women’s Studies Department, B.S. degree.** This program utilizes faculty members from across a range of disciplines as instructors and advisory board members. The program emphasizes the diversity of women’s lives and provides a historic and contemporary examination of women of different races, ethnicities, nationalities, religions, classes, and sexual orientations.

- **American Indian programming.** Education, research and extensive community outreach for these initiatives include faculty from the departments of Education, American Indian Studies, and Social Work. Strong partnerships also exist with MnSCU, Fond du Lac Tribal and Community College, where the last two years of a B.A.S. teaching degree is taught on site in Cloquet and White Earth.

- **Economic Development.** Community economic development services are provided in collaboration with the Labovitz School of Business and Economics and the Natural Resources Research Institute (NRRI). Joint sponsorship of the Center for Economic Development serves not only Duluth but five other Iron Range communities. Focus is on creating jobs in northern Minnesota and natural resources development.

- **Water Resources.** Collaborative ventures in education, research, and outreach involving faculty from the College of Science and Engineering and research scientists from NRRI. Initiatives supported include the Large Lakes Observatory and the Center for Water and the Environment. Research studies carried out on the large lakes of the world, primarily Lake Superior, and lakes and streams of the Great Lakes region. Faculty advise Ph.D. students in the Water Resources graduate program.

- **Master’s in Advocacy and Political Leadership (MAPL).** The MAPL program involves faculty from a number of College of Liberal Arts Departments. Coursework includes political science, economics, history, public relations, media studies, leadership, nonprofit advocacy, labor, and sociology.

- **Transportation Initiatives.** Faculty from a number of departments in the College of Science and Engineering and the Labovitz School of Business and Economics collaborate on transportation issues. Two entities have been formed to coordinate this interdisciplinary work: Northland Advanced Transportation Systems Research laboratory and the Great Lakes Maritime Research Institute.

- **Iron Range minerals research.** This initiative is carried out collaboratively at the NRRI Coleraine Minerals Research Laboratory and by faculty in College of Science and Engineering in Geology, Engineering, and Mathematics.

- **Reading literacy studies.** This research is being conducted collaboratively by faculty in the Departments of Psychology and Education.
4. Campus “brand” marketing

For the past twelve years, the UMD campus has developed a brand that is encompassed by the University of Minnesota and everything that brand means to the public, but also distinctive as it relates to the mission and values of the UMD campus.

The message has consistently been “A Great University on a Great Lake” with a logo which reflects UMD’s location on Lake Superior. That message has caught the consciousness of students, citizens, and the legislature. It is not uncommon to hear someone not associated with UMD to make the comment “A Great University on a Great Lake.” In the last three years we have added the tag line “Reaching Higher,” recognizing that previous accomplishments only get us to today, and it’s important that we continue to refine our market profile.

We want to be a University that attracts students who are looking for a comprehensive university with excellent programs in the fine arts, liberal arts, and professional programs in education, business, and engineering. They will be challenged in the classroom and given opportunities to work directly with faculty on undergraduate research projects that in many cases would be handled by graduate students at other research institutions.

The message that we want to convey to our faculty and staff, is that while being a part of the University of Minnesota provides great benefit to all of us, it is our uniqueness and individual excellence that we should focus on rather than continual comparisons to a campus whose distinctiveness and aspirations that are necessarily different from our own.

V. Specific Plans and Timeline for Continuing the Strategic Positioning Process

UMD will continue to review its strategic plan annually as the planning document is considered to be a dynamic, living document subject to regular updating. With respect to the specifics of the plan, the subcommittee’s action spreadsheets continue to guide decisions on the campus with respect to finances, programs, and policy. The strategic plan is also used in concert with the compact process.

Nineteen UMD staff members have participated in the Transitional Leadership Program with the primary focus of developing strategic priorities and improvement initiatives to address our goal of increasing UMD graduation rates by 2012. Our goals include a 4-year graduation rate of 40%, a 5-year graduation rate of 60 %, and a 6-year graduation rate of 65%. A strategy map for improving graduation rates has been developed; all work has been presented to UMD campus decision-makers and at the University of Minnesota’s “Quality Day,” where it won a second place award. Finally, it will be reviewed by President Bruininks’ Executive Committee on April 10, 2007.
We have identified these core process areas to increase the graduation rates. We have identified strategic priorities, improvement initiatives, and project leaders for each initiative. We are currently in the process of prioritizing our time commitments and financial resources to ensure that these initiatives and trainings continue at an appropriate pace during the coming fiscal year.

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**Part Two:**

*University of Minnesota Rochester*

*David Carl, Provost*

**Policy Questions**

- Do the future academic and research programs at UMR complement the overall strategic goal of the University?
- Is the public/private partnership approach to development of programs and research appropriate for expansion of University programming in Rochester?

**Background Information**

The University of Minnesota Rochester (UMR) was designated by President Bruininks, in December 2006, as the newest official campus of the University of Minnesota system. In addition to its signature education programs in health science, biosciences, and biotechnology, UMR provides academic programming in business, education and human development, social work, engineering, and technology. Rochester, the third largest city in Minnesota, is growing rapidly in population, diversity, and economic vitality. Rochester, along with all of southeastern Minnesota, is distinctive and recognized for world-class health care services, research, and high-technology entities, including Mayo Clinic, IBM, and the University of Minnesota Hormel Institute. UMR will focus on niche academic programs that are strategically planned to leverage the strong partnerships between the University and health sciences and technology industries. Programs will also be connected to the education, research, technology transfer, and outreach efforts of the Twin Cities and coordinate campuses.

In 2005, Governor Pawlenty appointed a citizens group, the Rochester Higher Education Development Committee (RHEDC), to study the higher education needs of southeastern Minnesota and make recommendations for future growth of higher education in this region of the state. The RHEDC completed its work and filed its report with the Governor, legislature, University of Minnesota Regents, and MnSCU Trustees. Regent support of the report was predicated on the state’s commitment to provide new funding to Rochester. Each of these groups accepted the recommendations. Among their recommendations was to establish a separate UMR campus with an academic and research focus in the areas of health sciences, biosciences and biotechnology, with a commitment to partner with local health services and technology industries. UMR has systematically reviewed and implemented a number of RHEDC’s recommendations.
The City of Rochester, through its community action committees, the city council, and county commissioners, as well as businesses, and state legislators, has been a long-term supporter of growth of the University in Rochester. One demonstration of this commitment was noted in President Bruinink’s State of the University address on Thursday, April 5, 2007, in which he cited the city’s support for UMR, "Let me thank the City Council for awarding four million dollars last week to the University of Minnesota. The community decided through its own vote to dedicate a portion of its own sales tax as an incremental sales tax revenue to higher education, and to dedicate 11.3 million dollars to the future of the University of Minnesota in Rochester. I think that's extraordinary!" The financial support and talent resources are extraordinary and clearly demonstrate Rochester’s substantive support of University growth in southeastern Minnesota.

Mission and Vision

The University of Minnesota Rochester will leverage the University’s research and educational capability in partnership with IBM, the Mayo Clinic, the Hormel Institute, and other industry leaders, to build signature academic and research programs that complement southeastern Minnesota’s existing leadership roles in health sciences, biosciences, engineering, and technology. Education programs at UMR will provide application to economic activities via innovation, translational research, and clinical experiences.

Historical Context

The University has offered academic programming in Rochester since 1966. In 1993, the University moved its operation to the University Center Rochester (UCR).

UCR represented a collaboration of three public higher education institutions including UMR, Rochester Community and Technical College (RCTC), and Winona State University-Rochester Center. The University Center Rochester campus is managed by RCTC. Among the operating procedures and agreements for the center were mandates that outlined the type of academic programming each institution could offer. This agreement limited UMR to upper-division courses, baccalaureate, and master’s and doctoral degrees in specific areas. As University operations move away from UCR to downtown Rochester, new partner relationships will be developed.

Currently, UMR provides access to over 35 baccalaureate, masters, and doctoral degrees, licenses, and certificates. The areas of concentration include: business, health sciences, technology, engineering, education, social work, and digital technologies. Faculty members for each program are provided by either the UMTC or UM Duluth campuses. Approximately 400 students attend UMR, and are enrolled in upper division and graduate programs. As UMR begins to confer undergraduate degrees and attract additional graduate programming from other University of Minnesota campuses, the student numbers are projected to increase to 1,400 in the next ten years.
The report and recommendations from the RHEDC positioned UMR to expand its service to the University, state, and region through establishing a separate identity, budget, and curricular and research offerings.

**UMR Future Initiatives**

UMR is well positioned for growth in academic programming and research. A signature characteristic of UMR is that advancements are dependent upon and strengthened through partnerships with public and private entities, and responsiveness to constituent needs. These opportunities for growth are delineated below.

**Biotechnology Academic and Research Programming**

A primary growth area for Rochester lies in developing graduate programs and research in the biosciences and biotechnology disciplines.

- RHEDC recommended that two of the most important programs for development in Rochester be biomedical informatics and computational biology.
- UMR staff has been partnering with UMTC deans and department chairs/researchers to develop degrees and research opportunities.
- Programs and research initiatives include significant partnerships with Mayo Clinic, IBM, UM Hormel Institute, UMTC and UMR faculty and administration.
- Partner symposia have been held to identify common areas of research interest.
- Ten graduate students, in existing UMTC degree programs, will begin coursework Fall 2007 with joint advisors, one from the UMTC campus and the second from the partners (Mayo Clinic, IBM, or Hormel Institute).
- A committee has been formed to plan new degrees and the structure of a center in biomedical informatics and computation in the life sciences.
- Master’s and doctoral degrees in biomedical informatics and computational biology are slated for implementation Fall 2008.

**Center for Allied Health Programs (CAHP)**

- The Center for Allied Health Programs (CAHP) was approved by the Board, in July 2006, to confer degrees in the allied health disciplines.
- A director has been hired to lead the center and reports to both UMR and the Academic Health Center.
- Initially four degrees will be offered – a master’s degree in occupational therapy and three baccalaureate degrees in clinical laboratory science, respiratory care, and radiation therapy.
- CAHP will have Rochester-based students in each of the programs beginning Fall 2007.
- Laboratories are being developed in the new facilities to support programs.
**Targeted, Undergraduate Degree Programs**

In addition to academic programming being provided by other campuses in the University of Minnesota system, the opportunity for UMR to confer targeted, undergraduate degrees is being explored.

- Degree conferral is essential for UMR to optimally support the University’s strategic planning goal and serve constituents in southeastern Minnesota.
- Degrees will provide undergraduate programming that prepares students for graduate education in UMR focus areas, provide educated professionals required by regional industries, and provide a revenue source to support more costly upper-division and graduate programming.
- Degree areas being considered include: biosciences, biocomputer sciences, communications, and management & administration.
- Degree conferral requires institutional accreditation; UMR is collaborating with the UMTC Office of the Provost and AHC to pursue this status.

**Rochester-Based Faculty**

An essential element in the growth of UMR is having Rochester-based, on-site faculty to teach in programs delivered in Rochester.

- There are several sources for faculty, including: University of Minnesota Hormel Institute researchers who live in Rochester, Rochester resident faculty employed by other institutions, UMR program faculty, as well as faculty who travel to Rochester to teach face-to-face with students.
- Mayo Clinic and IBM researchers may be recruited to teach in University programs; some researchers have the potential for joint University of Minnesota/Mayo faculty status.

**Research and Patents**

- Seed funds have been designated for joint biotechnology research projects (UMTC and Rochester partners) that will lead to funding from NSF, NIH, or similar agencies.
- UMR and Rochester Public Utilities are research partners in the study of hybrid energy systems.
- UMR staff/faculty have submitted three patents in digital signal processing and alternative energy systems.
- A Rochester research site has been established to support alternative energy research.
- UMR is pursuing opportunities to expand the scope of research through outside funding.
Facilities

A separate physical location will provide a distinct institutional identity, and an effective means to create high technology classrooms and laboratories that support the University and UMR missions.

- RHEDC recommended a new physical location in close proximity to Mayo Clinic to facilitate exchange of students, faculty, and facilities.
- A temporary site has been identified and is being prepared for students, faculty, and staff; it will be ready for Fall 2007 classes.
- The site has room for growth for several years.
- Distance technologies (ITV, streaming video, and web-based/enhanced instruction) are used to deliver programming for most degree programs offered in Rochester.
- Campus Master Plan Committees have been formed and include representation from the University and Rochester community; the committees will assist in the preparation of a UMR campus master plan to be submitted for Board review and approval Fall 2008.

Academic and Corporate Research Center (ACRC)

The mission of the Academic and Corporate Relations Center is to enhance and grow the interactions and collaborations between the University of Minnesota and the business community throughout greater Minnesota, with an initial focus on the Twin Cities and southeastern Minnesota.

- A Rochester-based Business Relationship Manager has been appointed to oversee southeastern Minnesota activities.
- Dual administration with the VP of Research provides integration of Rochester initiatives with overall University initiatives.
- Through the UMTC/UMR relationship, UMR has access to an extensive researcher database.
- The ACRC has created a “Front Door” to the University through the following activities:
  o Establishing concierge services to the business community - immediate service for new customers and “walk-ins” including access to faculty, staff, networks, databases, and search tools.
  o Creating a Business Web Interface - a world-class, user-friendly, self-service, web-based directory to key University resources.
  o Developing long-term relationships with targeted businesses and business organizations – through access to Business Relationship Managers.
  o Increasing the business community’s awareness and access to the research capabilities and facilities at the University of Minnesota.
Summary

The University of Minnesota Rochester is an evolving campus with significant UMR/University of Minnesota system administrative, faculty, and research relationships. With its focus on the biosciences, health sciences, and biotechnology, and growing partnerships with health services and technology industries, UMR is uniquely positioned to support the University goal of becoming one of the top three research universities in the world through partnerships with health care and technology industries. UMR is a distinctive institution that will deepen partnerships between the University and world-class industries. These partnerships will strengthen the University as a leading research institution, and serve the needs of state and national constituents.
Agenda Item: Graduate Education: Strategic Positioning Initiatives

☐ review   ☐ review/action   ☐ action   ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice Provost and Dean of The Graduate School/Gail Dubrow

Purpose:

☐ policy   ☒ background/context   ☐ oversight   ☒ strategic positioning

To update the Board on the status of graduate education vis-à-vis Strategic Positioning.

Outline of Key Points/Policy Issues:

- Characteristics of Graduate Education Nationally and Internationally
- Overview of Graduate Education at the University of Minnesota and functions of the Graduate School
- Issues Related to Graduate Education in the Strategic Positioning Process
- National Initiatives to Reform Graduate Education
- Graduate School Initiatives
- Future Directions
Graduate Education: Strategic Positioning Initiatives

Following is background material about the Graduate School that will help inform the discussion with the Board about graduate education at the University and related strategic positioning initiatives.

1. Graduate School Admissions

After trending upward for several years, applications peaked during the 2001-02 admissions season, when students were applying to be admitted for the 2002-03 academic year (first column set above). The numbers then began a decline, largely from international students due to the environment following 9/11. Fortunately the impact of that decline was mitigated by a larger proportion of matriculating graduate students. The number of applications is now trending up.
2. International Applications

In the period after 9/11, applications from international students declined sharply at graduate schools throughout the United States. The University of Minnesota was no exception. Improved time in visa processing has brought international applications back to pre-9/11 levels. The Graduate School increased its commitment to active recruiting of international and domestic students in response to the decline.
3. Graduate School Enrollment

Despite a dip in applications from 2002-2005, enrollment continues to rise. Actual enrollment of international graduate school students has remained relatively consistent. Among under-represented minorities, the most significant change over time are increases in Asian American and Hispanic/Chicano/Latino graduate students.

![3. Graduate School Enrollment by Nationality and Ethnicity, Fall 2002 to Fall 2006](image)
Women currently comprise a slightly larger proportion of graduate students than men in both at the Twin Cities and Duluth campuses, consistent with national trends, although representation within specific fields varies considerably.

Programs with at least 10 students enrolled Fall 2006 with the highest proportion of female students include:
- Health Journalism
- Feminist Studies
- Speech-Language Pathology
- Communication Sciences and Disorders (UMD)
- Complementary Therapies and Healing Practices
- Nutrition.

Such programs with the lowest proportion of female students include:
- Biophysical Sciences and Medical Physics
- Aerospace Engineering and Mechanics
- Engineering Management (UMD)
- Surgery.
5. Graduate School Masters and Doctoral Degrees Conferred

The University of Minnesota is one of the largest producers of graduate degrees in the nation. Last year we conferred 750 doctoral degrees and 1,837 masters. Trend indicates continuing growth over time.
6. **Time to Degree**

Nationally, time to degree has been cause for concern, particularly for doctoral students. While median time to degree for masters students has hovered at 2.5 years, between 2001-2006 doctoral time to degree is trending (slightly) downward. National and local initiatives are aimed at continuing improvement in this trend. Time to degree varies significantly by field.

7. **Programs that Confer the Most Master’s Degrees**

The Graduate School programs that have conferred the most master’s degrees over the last five years, in order, are Social Work, Nursing, Electrical Engineering, Human Resources and Industrial Relations, and Public Policy.

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>Five Year Total</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>502</td>
<td>95</td>
<td>81</td>
<td>92</td>
<td>117</td>
<td>117</td>
</tr>
<tr>
<td>Nursing</td>
<td>443</td>
<td>80</td>
<td>90</td>
<td>103</td>
<td>92</td>
<td>78</td>
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<tr>
<td>Electrical Engineering</td>
<td>388</td>
<td>65</td>
<td>71</td>
<td>79</td>
<td>67</td>
<td>106</td>
</tr>
<tr>
<td>Human Resources and Industrial Relations</td>
<td>387</td>
<td>83</td>
<td>56</td>
<td>54</td>
<td>74</td>
<td>120</td>
</tr>
<tr>
<td>Public Policy</td>
<td>321</td>
<td>34</td>
<td>55</td>
<td>68</td>
<td>75</td>
<td>89</td>
</tr>
</tbody>
</table>
8. Programs that Confer the Most Ph.Ds

The Graduate School programs that have conferred the most Ph.D.s over the last five years, in order, are Chemistry, Electrical Engineering, Educational Psychology, Computer Science, Chemical Engineering, and Work and Human Resource Education.

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>Five Year Total</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>142</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>125</td>
<td>21</td>
<td>16</td>
<td>20</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>100</td>
<td>26</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Computer Science</td>
<td>96</td>
<td>16</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>92</td>
<td>20</td>
<td>11</td>
<td>12</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Work and Human Resource Education</td>
<td>92</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>22</td>
<td>18</td>
</tr>
</tbody>
</table>

9. Fellowships

Significant new financial support in the amount of $5 Million+ over the past two years has enhanced The Graduate School’s ability to fund fellowships to outstanding students and provide additional block grant funding to the most outstanding graduate programs. To attract the best students The Graduate School has increased the number of two year fellowships – to the most outstanding students – and provided stability and flexibility to academic departments through the block grant program.
## 9. Graduate School Fellowships

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSF Awards</strong></td>
<td>49</td>
<td>51</td>
<td>75</td>
<td>57</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Cost of Award, Including Tuition &amp; Health Insurance</td>
<td>$23,287</td>
<td>$25,467</td>
<td>$26,746</td>
<td>$29,861</td>
<td>$34,000</td>
<td>$35,000</td>
</tr>
<tr>
<td><strong>Total Awarded</strong></td>
<td>$1,141,063</td>
<td>$1,298,817</td>
<td>$2,005,950</td>
<td>$1,702,077</td>
<td>$2,380,000</td>
<td>$2,800,000</td>
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<tr>
<td><strong>DDF Awards</strong></td>
<td>66</td>
<td>52</td>
<td>75</td>
<td>71</td>
<td>72</td>
<td>120</td>
</tr>
<tr>
<td>Cost of Award, Including Tuition &amp; Health Insurance</td>
<td>$23,287</td>
<td>$25,467</td>
<td>$26,746</td>
<td>$29,861</td>
<td>$34,000</td>
<td>$35,000</td>
</tr>
<tr>
<td><strong>Total Awarded</strong></td>
<td>$1,536,942</td>
<td>$1,324,284</td>
<td>$2,005,950</td>
<td>$2,120,131</td>
<td>$2,448,000</td>
<td>$4,200,000</td>
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<tr>
<td><strong>Endowed Awards</strong></td>
<td>17</td>
<td>21</td>
<td>16</td>
<td>14</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Cost of Award, Including Tuition &amp; Health Insurance</td>
<td>$22,287</td>
<td>$25,467</td>
<td>$27,746</td>
<td>$29,361</td>
<td>$31,000</td>
<td>$31,500</td>
</tr>
<tr>
<td><strong>Total Awarded</strong></td>
<td>$378,879</td>
<td>$534,807</td>
<td>$443,936</td>
<td>$411,054</td>
<td>$341,000</td>
<td>$535,500</td>
</tr>
<tr>
<td><strong>Block Grant Fellowship Allocations</strong></td>
<td>$3,000,000</td>
<td>$3,200,000</td>
<td>$3,000,000</td>
<td>$2,800,000</td>
<td>$3,886,050</td>
<td>$4,413,930</td>
</tr>
<tr>
<td><strong>Total of All Fellowships</strong></td>
<td>$6,056,884</td>
<td>$6,357,908</td>
<td>$7,455,836</td>
<td>$7,033,262</td>
<td>$9,055,050</td>
<td>$11,949,430</td>
</tr>
</tbody>
</table>
10. Teaching Assistant Minimum 9 Month Salary

<table>
<thead>
<tr>
<th>Year</th>
<th>Health</th>
<th>Tuition</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$8,104</td>
</tr>
<tr>
<td>2003-04</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$8,104</td>
</tr>
<tr>
<td>2004-05</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$8,104</td>
</tr>
<tr>
<td>2005-06</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$8,713</td>
</tr>
<tr>
<td>2006-07</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$9,259</td>
</tr>
</tbody>
</table>

11. Research Assistant Average 12 Month Salary

<table>
<thead>
<tr>
<th>Year</th>
<th>Health</th>
<th>Tuition</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$8,104</td>
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<td>2005-06</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$9,259</td>
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<tr>
<td>2006-07</td>
<td>$6,724</td>
<td>$7,168</td>
<td>$9,259</td>
</tr>
</tbody>
</table>
Educational Planning and Policy Committee  
May 10, 2007

Agenda Item: Consent Report

☐ review  ☒ review/action  ☐ action  ☐ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

Outline of Key Points/Policy Issues:

I. Revised Mission Statement

- University of Minnesota Crookston—Revise Mission Statement

II. New Academic Programs

- College of Education and Human Development (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Infant and Early Childhood Mental Health
- College of Liberal Arts (Twin Cities Campus)—Create a Free-standing Minor in Comparative U.S. Race and Ethnicity
- University of Minnesota Morris—Create a B.A., American Indian Studies

III. Existing Academic Programs

- Medical School (Twin Cities Campus)—Approve Graduate Medical Education Programs
  1. Advanced Catheterization Research Fellowship Program
  2. Advanced Fourth Year ERCP/EUS Fellowship Program
  3. Advanced Laparoscopic Surgery Program
  4. Advanced Neonatal-Perinatal Medicine Program
  5. Breast Radiology Fellowship Program
  6. Endovascular Surgical Neuroradiology Program
  7. Hematology Research Training Program
8. Lung Transplant Medicine Program
9. Minimally Invasive Urologic Surgery Fellowship Program
10. Primary Care Fellowship in General Pediatrics Program

IV. Changed Academic Programs

- College of Education and Human Development (Twin Cities Campus)—Change name of Certificate in Language Immersion Education to Certificate in Dual Language Immersion Education
- College of Liberal Arts (Twin Cities Campus)—Discontinue B.A., Microbiology
- College of Science and Engineering (Duluth Campus)—Change name of concentration from Automated Systems to Industrial and Systems Engineering within the B.S.I.E. program
- School of Public Health (Twin Cities Campus)—Add Asia sub-plan to Certificate of Management Studies in Health Services Administration ISP-I, ISP-II, and ISP-III
- University of Minnesota Crookston—Change name of B.S., Golf Facilities and Turf Systems to B.S., Golf and Turf Management
- University of Minnesota Crookston—Change name of Minor in Technical Communication to Minor in Communication

V. Resolution Regarding Weisman Art Museum

**Background Information:**

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

**President's Recommendation for Action:**

The President recommends approval of the academic program proposals and the resolution regarding the Weisman Art Museum detailed in the Consent Report.
I. Request for Approval of Revised Mission Statement

   University of Minnesota Crookston—Revise Mission Statement
   The Chancellor of the University of Minnesota Crookston campus requests approval to revise the campus mission statement by substituting the phrase “applied, career-oriented” for the word “polytechnic” in describing its programs. The revised mission statement, with changes noted, is as follows:

   The University of Minnesota, Crookston (UMC) is integral to the University’s statewide land grant mission. The college provides its unique contribution through polytechnic applied, career-oriented programs that combine theory, practice and experimentation in a technologically rich environment. UMC connects its teaching, research, and outreach to serve the public good.

   The changed mission statement would be effective immediately.

II. Request for Approval of New Academic Programs

   College of Education and Human Development (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Infant and Early Childhood Mental Health
   The College of Education and Human Development on the Twin Cities campus requests approval to offer a post-baccalaureate certificate in Infant and Early Childhood Mental Health, effective fall semester 2007. The 16-20 credit interdisciplinary program offers a community track for front-line service providers and a clinical track for credentialed mental health professionals. The program’s goals are to build capacity for treating young children and their families and build capacity for providing ongoing consultation to front-line workers throughout Minnesota. Initial scholarship funding for 12 leaders in the state to participate in the program has been made available through the Minnesota Initiative Foundations of the McKnight Foundation.

   College of Liberal Arts (Twin Cities Campus)—Create a Free-standing Minor in Comparative U.S. Race and Ethnicity
   The College of Liberal Arts on the Twin Cities campus requests approval to offer a free-standing interdisciplinary minor in Comparative U.S. Race and Ethnicity, effective fall semester 2007. The 15-credit minor will consist of one or more core
courses and three or more elective courses currently offered by a broad range of departments within the College.

- **University of Minnesota Morris—Create a B.A., American Indian Studies**
  The Morris campus of the University of Minnesota requests approval to offer a Bachelor of Arts (B.A.) degree in American Indian Studies, effective fall semester 2007. The 120-credit interdisciplinary program is an expansion of the concentration in American Indian Studies in place since 1985 and responds to increased interest in and demand for a major. The program is consistent with and supportive of the origins of the Morris campus as an American Indian boarding school and the mandate of a tuition waiver for American Indian students that came with the transfer of the campus to the University of Minnesota.

III. Request for Approval of Existing Academic Programs

- **Medical School (Twin Cities Campus)—Approve Graduate Medical Education Programs**
  The Medical School seeks approval for 10 existing Graduate Medical Education programs:

  1. Advanced Catheterization Research Fellowship Program
  2. Advanced Fourth Year ERCP/EUS Fellowship Program
  3. Advanced Laparoscopic Surgery Program
  4. Advanced Neonatal-Perinatal Medicine Program
  5. Breast Radiology Fellowship Program
  6. Endovascular Surgical Neuroradiology Program
  7. Hematology Research Training Program
  8. Lung Transplant Medicine Program
  9. Minimally Invasive Urologic Surgery Fellowship Program
  10. Primary Care Fellowship in General Pediatrics Program

  Formal approval by the Board of Regents of these long-standing programs—the Board approved 13 other programs in March 2007—is part of the Academic Health Center’s and University’s continuing efforts to ensure rigorous and systematic internal oversight and review of all Academic Health Center programs—above and beyond external accreditation standards.

IV. Request for Approval of Changed Academic Programs

- **College of Education and Human Development (Twin Cities Campus)—Change name of Certificate in Language Immersion Education to Certificate in Dual Language Immersion Education**
  The College of Education on the Twin Cities campus requests approval to change the name of the Certificate in Language Immersion Education to the Certificate in Dual Language Immersion Education, effective immediately. The change reflects current nomenclature in the field and more accurately describes the program.
- **College of Liberal Arts (Twin Cities Campus)—Discontinue B.A., Microbiology**
  The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the Bachelor of Arts (B.A.) degree in Microbiology, effective fall semester 2008. With the previous elimination of the B.A. degree in Biology, Microbiology is the only major offering a B.A. degree in the College of Liberal Arts and a B.S. degree in the College of Biological Sciences. There is no pedagogical rationale for the distinction as the scientific coursework is now identical for both degrees.

- **College of Science and Engineering (Duluth Campus)—Change name of concentration from Automated Systems to Industrial and Systems Engineering within the B.S.I.E. program**
  The College of Science and Engineering on the Duluth campus requests approval to change the name of a concentration within its Bachelor of Science in Industrial Engineering (B.S.I.E.) degree from Automated Systems to Industrial and Systems Engineering, effective fall semester 2007. The concentration name change is part of a reorganization of courses within the major.

- **School of Public Health (Twin Cities Campus)—Add Asia sub-plan to Certificate of Management Studies in Health Services Administration ISP-I, ISP-II, and ISP-III**
  The School of Public Health on the Twin Cities campus requests approval to offer in Hong Kong the existing Certificate of Management Studies in Health Services Administration ISP-I, ISP-II, and ISP-III, effective summer 2007. The creation of a separate Asia sub-plan for each certificate program will permit tracking those students within the University of Minnesota student record system. The certificate programs will be offered in collaboration with ISP Asia Limited, pursuant to an affiliation agreement with the University of Minnesota signed in September 2005.

- **University of Minnesota Crookston—Change name of B.S., Golf Facilities and Turf Systems to B.S., Golf and Turf Management**
  The University of Minnesota Crookston requests approval to change the name of its Bachelor of Science (B.S.) degree in Golf Facilities and Turf Systems to Bachelor of Science (B.S.) degree in Golf and Turf Management, effective fall semester 2007. The name change reflects the management focus of the major.

- **University of Minnesota Crookston—Change name of Minor in Technical Communication to Minor in Communication**
  The University of Minnesota Crookston requests approval to change the name of its free-standing minor in Technical Communication to a free-standing minor in Communication, effective fall semester 2007. The change in the 12-credit program more accurately reflects its broad application to all professions.

V. Request for Approval of Resolution Regarding Weisman Art Museum
REGENTS OF THE UNIVERSITY OF MINNESOTA
RESOLUTION RELATED TO
THE FREDERICK R. WEISMAN ART MUSEUM

WHEREAS, the Frederick R. Weisman Art Museum (Museum), University of Minnesota (University) is located on the East Bank of the Twin Cities campus; and

WHEREAS, in 1934 University President Lotus Coffman designated a room in Northrop Auditorium to expose students of all disciplines to original works for art; and

WHEREAS, in 1972 a faculty committee recommended that the Museum become an all-University teaching resource and an independent unit under the Office of the Provost; and

WHEREAS, in 1977 a bequest of over 1,000 works of art from Hudson and Ione Walker became the core of the Museum's collection; and

WHEREAS, in 1993 the Museum moved into its new landmark facility and changed its name to the Frederick R. Weisman Art Museum; and

WHEREAS, the staff of the Museum are University employees; and

WHEREAS, the University is committed to providing financial and operational support of Museum operations; and

WHEREAS, the Museum supports the mission of the University by supporting research, teaching, and outreach to students, faculty, the University community, the Twin Cities community, and the Minnesota community through exhibitions, lectures, educational programs, and special cultural events.

NOW, THEREFORE, BE IT RESOLVED that it is the intention of the Board of Regents that the Frederick R. Weisman Art Museum, University of Minnesota, shall be a permanent academic institution with this University, governed by the Regents of the University of Minnesota, delegated to the president.
Educational Planning and Policy Committee

May 10, 2007

Agenda Item: Information Items

☐ review   ☑ review/action   ☐ action   ☑ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy   ☑ background/context   ☐ oversight   ☐ strategic positioning

To inform members of the Educational Planning and Policy Committee of noteworthy items and policy-related issues affecting University units and departments.

To provide the committee with background information related to issues of regional, national, and international policy affecting higher education.

Outline of Key Points/Policy Issues:

There are no information items to report.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.