Academic & Student Affairs Committee

October 2014

October 9, 2014
2:00 p.m.-4:00 p.m.
East Committee Room, McNamara Alumni Center
1. Buffer Entity for International Operations - Review/Action
   Docket item summary - Page 3
   Resolution - Page 5

2. Shifts to Legal Education Environment & Future Planning
   Docket item summary - Page 6
   Presentation slides - Page 7

3. Alumni Association Plans for Engagement
   Docket item summary - Page 25
   University of Minnesota Alumni Association background - Page 26
   Presentation slides - Page 29

4. Consent Report - Review/Action
   Docket item summary - Page 44
   Program additions, changes, and discontinuations - Page 45
Board of Regents Policy: Reservation and Delegation of Authority reserves to the Board “authority to approve the legal structure and scope of any relationship between the University and any associated ... corporation ... that substantially relies upon University resources or personnel to carry out its mission.”

The administration seeks delegation of authority to the President, or designee(s), to establish, maintain or dissolve entities in the United States that will be responsible for creating, maintaining and controlling representative offices or similar organizations in countries outside the United States. These entities will be for the sole purpose of conducting University education, research and outreach programs abroad in a manner that conforms to the laws of the United States and each country in which the University operates. The entities established in the United States will serve as “buffer entities” to allow the University to operate legally in countries of strategic importance to the University.

Background Information

The University has a growing number of research, outreach and educational activities abroad that require the institution to conform to the laws of countries in addition to those of the United States. Through its Global Operations initiative, a cross-University collaborative effort, the University has engaged internal and external experts to work toward legal and operational compliance in the United States and abroad in relation to its international activities.

A June 2013 whitepaper titled "How a U.S. University Can Employ Faculty, Researchers, Administrators and Foreign Locals at an Overseas Program" notes that "[A]s compared to multinational businesses and multinational NGOs/non-profits, U.S. higher education institutions have relatively little expertise and history with the nuts-and-bolts logistics of operating and employing staff on foreign soil. This shortfall in experience too often leaves American colleges and
universities operating abroad facing unbudgeted compliance costs and doing a less-than-ideal job of complying with local host country laws.”

The administration has determined that in some cases, the University’s overseas activities will require the institution to establish legal structures in the countries where we operate. In some cases, the administration has further determined that these structures should be operated by a separate Minnesota legal “buffer entity,” rather than directly by the University. The benefits of setting up such a structure include:

- **Independent action:** From the perspective of business and tax registration of an overseas legal entity, only the buffer entity (not the University’s) information is required to be registered and maintained with the foreign authorities.

- **Administrative oversight and operational effectiveness:** Implementing a buffer entity would result in a single point of contact and management for worldwide operations and compliance for all countries and activities across the University. Further, a buffer entity, with the proposed delegation of authority, would be able to act more quickly and efficiently than the University.

- **Added liability protection:** Because the University and buffer entity would be separate legal entities, the buffer entity would provide some level of liability protection to the University in cases such as tax or employment claims.

**President’s Recommendation**

The President recommends approval of this resolution.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

GLOBAL OPERATIONS COMPLIANCE

WHEREAS, the University has a growing number of research, outreach and educational activities abroad that require the University to conform to local country laws;

WHEREAS, the administration is working with attorneys and other appropriate advisors to ensure legal and operational compliance in the U.S. and abroad in connection with its global operations;

WHEREAS, there is a need for the President or designee(s) to have authority to establish, maintain or dissolve branches, registered organizations or separate legal entities (compliance related structures) for the University to continue to operate in other countries.

NOW, THEREFORE, BE IT RESOLVED that the Board delegates authority to the President or designee(s) to establish, maintain or dissolve an entity in the United States which will be responsible for creating, maintaining and controlling representative offices or similar organizations in countries outside the United States. The sole purpose of the entities shall be conducting University education, research and outreach programs abroad in a manner that conforms to the laws and regulations relating to each specific country.

BE IT FURTHER RESOLVED, that this authorization is limited to only those general educational, research and outreach activities similar to and consistent with those activities which are currently conducted by the University and does not authorize any other activities that would require further board approval absent this specific authorization/delegation relating to compliance related structures.

BE IT FURTHER RESOLVED, that the Board authorizes, empowers and directs the President and designee(s) to undertake on behalf of the University all acts necessary and desirable to effectuate this resolution.
Agenda Item: Shifts to Legal Education Environment & Future Planning

☐ Review   ☐ Review + Action   ☐ Action   ☒ Discussion

☐ This is a report required by Board policy.

Presenters: David Wippman, Dean and William S. Pattee Professor of Law, Law School

Purpose & Key Points

To discuss with the committee the current and future environment for legal education.

The presentation will consider the significant factors shaping legal education and the ramifications to laws schools in the United School as well as current and future students. The presentation will focus on current strategies as well as other considerations toward ensuring a strong law school with successful graduates.
UNIVERSITY OF MINNESOTA
LAW SCHOOL
Changes in the Legal Economy

> Cost pressures & commodity work
> Outsourcing
> Global competition
> Technology shifts
  – E-discovery
  – Rocket Lawyer, LegalZoom
From 2012 through 2022: 20,000 openings a year for new lawyers, judges, and judicial law clerks

- Includes new jobs and replacements
- Accounts for boomer retirements
- Assumes return to full employment
Number of ABA Approved Schools

Source: ABA Section of Legal Education
Number of Degrees Awarded

Source: ABA Section of Legal Education
Total Licensed Lawyers

Source: ABA Market Research 2013
Employment Outcomes

> 2013 – 86.4% employed
  – 2007 – 91.9% employed

> 2013 – 64% bar passage required
  – 2007 – 82.3% bar passage required

> 2013 median salary -- $61,000
  – 2007 median salary -- $66,000

Source: NALP 2014
Distribution of Reported Full-Time Salaries — Class of 2013

© NALP, 2014
www.nalp.org
ABA Applicants

Source: Law School Admission Council
Figure 4: Law degree holders’ annual earnings grow faster and peak later than bachelor degree holders’

Annual mean earnings by degree type and age, age 23-65

Real 2012 USD

Source: Survey of Income Program and Participation; Authors’ calculations.
Note: Includes degree holders who are working, unemployed, or disabled.

Source: Simkovic & McIntyre, Economic Value of a Law Degree
Value of Increased Lifetime Earnings

Law degree lifetime earnings premiums
Real 2012 USD premiums

Source: Simkovic & McIntyre, Economic Value of a Law Degree
Class of 1901
Law in Practice
Center for New Americans Partners
LLM Enrollment

![Graph showing LLM Enrollment from 2005 to 2015](image-url)
Academic & Student Affairs

October 9, 2014

Agenda Item: Alumni Association Plans for Engagement

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

Presenter: Lisa Lewis, President and CEO, University of Minnesota Alumni Association

Purpose & Key Points

In her presentation, Lewis will present the reasons it is important to realize the full potential of alumni support for the University through the Alumni Association; identify growth opportunities and challenges in realizing those opportunities; and discuss next steps.

Background Information

Following the Alumni Association Annual Report at the July 9, 2014 meeting, Regents asked for more detail on expanding reach to alumni.
The University of Minnesota is poised to make significant strides as it implements an ambitious, new strategic plan that rejects complacency and embraces excellence. It will take the united effort of the U’s many constituencies – faculty, students, staff, alumni, friends, donors, fans, parents, legislators and the community - to achieve these goals and further enhance the U’s impact on the state, nation and world.

Efforts to build a stronger Alumni Association are important to this vision. Alumni are permanent members of the university community. They are the torchbearers of the institutional spirit and the guardians of its future. Great universities require a substantial alumni commitment. The involvement and leadership of alumni can help determine the university’s level of success in educating the state’s and nation’s citizens.

Alumni relationship building is a lifelong process and it takes a variety of initiatives over many years. These efforts include events, admissions college fairs, graduation receptions, student outreach, legislative advocacy, an interactive website, magazines, electronic newsletters, travel, lectures, career services, networking opportunities, social media and much more. Any single event or initiative in itself may seem unimportant, but when added together, what emerges is one of the University’s strongest assets – a loyal, committed alumni base. The process takes patience, perseverance, time and a long-term commitment. One of the greatest legacies alumni and university leaders can give their institutions is support for the growth of a strong, vibrant alumni organization that sustains the institution for future generations.

While the University is growing, the Alumni Association’s engagement efforts have been limited by declining resources. New leadership in the Alumni Association provides an opportunity to re-examine the Association’s operations and envision an organization that engages alumni in robust, relevant and high quality programs in partnership with the University. Together, we can build a base of support that will bolster student recruitment, fundraising, brand recognition of the U, legislative advocacy and community relationships.

The Alumni Association is building its programs, services and communications using an “alumni centric” approach, which means we serve both the alumni and the University in ways that are relevant and meaningful. We are focused on three core principles:

- **Enriching the lives of alumni**
- **Supporting student success**
- **Advancing the University of Minnesota and the value of every degree**
Financial and Staff Comparisons in the Big Ten
Nationally, the average ratio of alumni association central staff to alumni for large public research universities is approximately 1:10,000. With 445,000 alumni, the Association should have 44 alumni staff members. The UMAA has 24 staff members and is short 20 positions just to reach the national “average”. Among the Big Ten, the UMAA ranks towards the bottom in terms of staff size and University/Foundation support per graduate. The chart below shows eleven Big Ten alumni associations on a number of key resource factors using FY 13 figures.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of alumni (rank)</th>
<th>FY 13 Total Revenue (rank)</th>
<th>FY 13 Univ. &amp; Foundation Support (rank)</th>
<th>Amount of Univ/Foundation support per alum (rank)</th>
<th>Total staff FTE (rank)</th>
<th># of alumni per staff member (rank)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>816,044 (1)</td>
<td>$8,939,700 (4)</td>
<td>$4,318,800 (1)</td>
<td>$5.29 (2)</td>
<td>45 (5)</td>
<td>18,134 (11)</td>
</tr>
<tr>
<td>B</td>
<td>601,184 (2)</td>
<td>$15,635,901 (1)</td>
<td>$111,500 (10)</td>
<td>$.19 (10)</td>
<td>64 (2)</td>
<td>9,394 (4)</td>
</tr>
<tr>
<td>C</td>
<td>589,627 (3)</td>
<td>$9,626,322 (3)</td>
<td>$2,444,019 (4)</td>
<td>$4.15 (4)</td>
<td>47 (3)</td>
<td>12,545 (6)</td>
</tr>
<tr>
<td>D</td>
<td>588,000 (4)</td>
<td>$12,235,353 (2)</td>
<td>$2,969,683 (3)</td>
<td>$5.05 (3)</td>
<td>69 (1)</td>
<td>8,521 (1)</td>
</tr>
<tr>
<td>E</td>
<td>450,842 (5)</td>
<td>$3,926,440 (10)</td>
<td>$3,081,663 (2)</td>
<td>$6.84 (1)</td>
<td>28 (7)</td>
<td>16,101 (8)</td>
</tr>
<tr>
<td>Minnesota</td>
<td>434,149 (6)</td>
<td>$5,301,165 (7)</td>
<td>$629,280 (8)*</td>
<td>$1.45 (9)</td>
<td>24 (8T)</td>
<td>18,090 (10)</td>
</tr>
<tr>
<td>G</td>
<td>426,771 (7)</td>
<td>$4,435,013 (9)</td>
<td>0 (11)</td>
<td>0 (11)</td>
<td>24 (8T)</td>
<td>17,782 (9)</td>
</tr>
<tr>
<td>H</td>
<td>400,372 (8)</td>
<td>$8,780,608 (5)</td>
<td>$1,064,750 (6)</td>
<td>$2.66 (7)</td>
<td>46 (4)</td>
<td>8,703 (2)</td>
</tr>
<tr>
<td>I</td>
<td>342,977 (9)</td>
<td>$5,360,634 (6)</td>
<td>$1,313,085 (5)</td>
<td>$3.83 (5)</td>
<td>24 (8T)</td>
<td>14,290 (7)</td>
</tr>
<tr>
<td>J</td>
<td>280,226 (10)</td>
<td>$5,190,289 (8)</td>
<td>$636,094 (7)</td>
<td>$2.27 (8)</td>
<td>29 (6)</td>
<td>9,663 (5)</td>
</tr>
<tr>
<td>K</td>
<td>197,279 (11)</td>
<td>$3,453,073 (11)</td>
<td>$600,244 (9)</td>
<td>$3.04 (6)</td>
<td>22 (11)</td>
<td>8,967 (3)</td>
</tr>
</tbody>
</table>

* FY 14 University support is $598,280. If peers maintained funding, Minnesota would rank 9th of 11 schools.
** Includes Rutgers and Maryland; data not available for Northwestern, Michigan State or Ohio State.
University of Minnesota Alumni Association
Fiscal Year 2014-2015 Funding Sources

- Membership and Contributions: 32%
- Investments: 25%
- Corporate Partner Royalties: 17%
- University Support: 14%
- Programs and Other: 12%
Key Goals

• Enrich the lives of alumni
• Support student success
• Advance the University of Minnesota and the value of every degree
Alumni Impact

Current Status

43% of alumni engaged in FY14
What Alumni Want

- Access to University information and resources, particularly online
- Career and networking services
- Lifelong learning
- Opportunities to attend events with other alumni
New Areas of Growth

Virtual Connections

- Eight new webinars: career and life stage
- Virtual Resource webpage launches this winter
New Areas of Growth

Virtual Connections

- Alumni Angle electronic newsletter
- Twin Cities-focused email launches this winter
New Areas of Growth

Network Connections:

• Alumni Entrepreneurs Network launched September 2014

• Select corporate networks to grow in 2015
Future Opportunities

1. Student and young alumni relations
2. Career services and networking
3. Lifelong learning and personal enrichment
4. Expanding our reach – internationally and within our diverse alumni community
5. Corporate engagement and entrepreneurial network
Student and Young Alumni Relations

• Begin the lifelong connection while they are students

The Princeton Experience means a lot more than your years on campus. Alumni find Princeton just as exciting, inspiring and enriching after graduation, and the connection lasts a lifetime. Here’s how to make the most of it.
Career Services and Networking

- Helping alumni with job searches & career changes
- Helping employers hire alumni
Lifelong Learning

• Bring the best of the University to the alumni – in person and online.
Expanding Our Reach

UCLA Black Alumni Association

- Internationally
- Within our diverse alumni community
- By interest

UBAA Annual Events

Legacy Scholarship Dinner
The Legacy Dinner is our signature event. It not only raises funds, but it is also a reunion for UCLA Black Grads. This event must be developed into an annual event that move ahead from year to year. This event is a public event so it gives us the ability to highlight UBAA and the work we do. This gives us a great opportunity to thank all of our supporters and sponsors, and gives us a platform to develop new sponsors.

Black Convocation
We are committed to participate and UBAA has been invited to the program and has several members. We have participated in the events on multiple levels and are including public speaking, coaching, and mentoring the new Black student UCLA admits.

UBAA Admit/Yield Dinner
The UBAA Admit/Yield Recognition Event is an opportunity for UBAA to establish a relationship with the students that have been admitted to UCLA so that they actually choose us as their school.

High Potential H.S. Student Recruitment Meet & Greet
UBAA is taking a strategic, proactive approach to recruit the top students nationwide, specifically Black High School seniors who have exceptional GPAs and test scores. We want these students to know that they are wanted and welcome to apply to UCLA by inviting them to a social interactive gathering attended by UCLA Alumni, Staff & Faculty. The parents are also invited to get a feel for the UCLA culture and ask questions about the application process.

UBAA Admissions Seminar
UBAA and the Alliance for A.U. Urban League, NAACP (UBAA) will host an application seminar aimed at increasing and assisting with the application process. It is also designed for the students to develop relationships and see what the campus, faculty, staff and support organizations have to offer. The idea is to contact any campus before they apply.

UBAA Annual Family Picnic

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION®
Corporate Engagement

- Connect with alumni where they work
- Highlight the impact of alumni at major employers
Entrepreneurial Network

- Support alumni-owned businesses
- Connect alumni entrepreneurs
- Support student entrepreneurs
Next Steps

- Continue to reallocate existing resources toward high priority areas
- Expand programs as UMAA is able to generate additional revenue
- Continue conversations with the University regarding funding models
Academic & Student Affairs

Agenda Item: Consent Report

☐ Review  ☒ Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost

Purpose & Key Points

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

I. Request for Approval of Changed Academic Programs
   - College of Liberal Arts (Twin Cities campus)—Create sub-plans in Generalist, Social Justice/Applied Drama, History/Literature, Design/Technology, and Performance Creation within the B.A. degree in Theater Arts

II. Request for Approval of Discontinued Academic Programs
   - College of Liberal Arts (Twin Cities campus)—Discontinue the M.A. degree in English as a Second Language
   - College of Education and Human Service Professions (Duluth campus)—Discontinue the B.A.Sc. in Ojibwe Elementary School Education

Background Information

This report appears as a regular item on the Academic and Student Affairs 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

The President recommends approval of the academic program proposals detailed in the Consent Report.
I. Request for Changes to Academic Programs

- **College of Liberal Arts (Twin Cities campus)—Create sub-plans in Generalist, Social Justice/Applied Drama, History/Literature, Design/Technology, and Performance Creation within the B.A. degree in Theater Arts**

  The College of Liberal Arts on the Twin Cities campus requests approval to create new sub-plans in Generalist, Social Justice/Applied Drama, History/Literature, Design/Technology, and Performance Creation within the Bachelor of Arts (B.A.) degree in Theater Arts, effective fall 2014. The proposed sub-plans will provide opportunities for specialization in distinct areas of the discipline.

II. Request for Approval of Discontinued Academic Programs

- **College of Liberal Arts (Twin Cities campus)—Discontinue the M.A. degree in English as a Second Language**

  The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the Master of Arts (M.A.) degree in English as a Second Language, effective fall 2014. There are no students enrolled in the program at this time. Students with an interest in English as a Second Language may pursue a Master of Education (M.Ed.) degree in Curriculum and Instruction, Second Languages and Learning track with a specialization in English as a Second Language for Higher Education.

- **College of Education and Human Service Professions (Duluth campus)—Discontinue the B.A.Sc. in Ojibwe Elementary School Education**

  The College of Education and Human Service Professions on the Duluth campus requests approval to discontinue the Bachelor of Applied Science (B.A.Sc.) degree in Ojibwe Elementary School Education, effective Spring 2015. There are no students in the program at this time. The Department of Education on the Duluth campus offers a baccalaureate degree in Integrated Elementary and Special Education for students who are interested in this discipline.